



NEHRU GRAM BHARATI VISHWAVIDYALAYA

Marching Ahead With Confidence

(Deemed To Be University U/s-3 Of UGC Act, 1956)



Curriculum

for

Four Year B.El.Ed. Programme

2016-17 Academic Year and Onwards

**Department of Teacher Education
Nehru Gram Bharati University
Allahabad, UP**

Preface

Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent upgradation of teacher-education programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of Primary stage teacher education has received serious attention.

The student-teacher has to critically examine the conditions of the school, reflect and have the potential to perform the desired role even in conditions of scarcity and deficiency of various kinds which a large number of schools face in our country. A student-teacher has not only to reorganize his/her understanding of the subject specialization learnt previously, but also has to be well-equipped with the essentials of pedagogy, competencies and skills required to create a conducive learning environment in schools for each and every learner. Accordingly, the four-year integrated B.El.Ed. Course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has been kept in mind while visualizing modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences. Four-year B.El.Ed. programme corresponding to the emerging vision in teacher education incorporating inputs as suggested in the *NCTE Regulation 2014*.

The **Bachelor of Elementary Education (B.El.Ed.)** programme is a four-year integrated professional degree programme of Elementary Teacher Education offered after the senior secondary (class XII) stage of school. The programme is an attempt towards fulfilling the need for professionally qualified elementary school teachers. B.El.Ed. is designed to integrate the study of subject knowledge, human development, and pedagogical knowledge and

communication skills. Both professional and academic options are available to the students who graduate with a B.El.Ed. Degree. It has also upgraded the professional status of the elementary school teacher by providing for a University degree for elementary education. At present, the programme is being offered in Nehru Gram Bharati Vishwavidyalaya, Allahabad.

The B.El.Ed. Graduates

The B.El.Ed. programme aims to produce graduates trend Elementary Teachers of high calibre in the field of teacher education. A lot of effort is spent in the training of students and giving them a supportive and stimulating environment. The programme is at present being offered by Nehru Gram Bharati Vishwavidyalaya, Allahabad. Given below are some of the professional and academic options available for the B.El.Ed. Graduates: Teaching in elementary schools (Classes I to VIII) B.El.Ed. graduates are eligible for appointment in State Schools, Sarvodaya Vidyalayas, Kendriya Vidyalayas and Navodaya Vidyalayas and Private Schools across India. Leading the elementary school systems in various capacities. Teaching and research in elementary education in the government and non-government sectors. Post-graduate and research studies in education and related disciplines.

The specific objectives at this stage may be to:

- Enable the prospective teachers to understand the nature, purpose and philosophy of education.
- Develop among perspective teachers an understanding of psychology of their pupils.
- Enable to acquire, competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- Enable to foster creative thinking among pupils for reconstruction of knowledge.
- Acquaint them with factors and forces affecting educational system and classroom situation.
- Develop to communication skills and use of modern information technology for school purpose;
- Develop aesthetic sensibilities.
- Acquaint with research in education including action research.
- Develop awareness about role of education in building up a democratic, secular and socialistic pattern of society.

Programme of Study

The programme offers both compulsory and optional theory courses, compulsory practicum courses and a comprehensive school internship. The different areas of study are as follows:

1. Theory Courses

- Foundation Courses
- Pedagogy Courses
- Liberal Courses
- Specialized Courses in Education

2. Practicum Courses

- Performing and Fine Arts, Crafts and Physical Education
- School Contact Programme
- Observing Children
- Self-Development Workshops
- Classroom Management and Material Development
- School Internship
- Projects
- Tutorial/Colloquia
- Academic Enrichment Activities

Framework of Assessment and Granting of the Degree

- At the end of each academic year, Annual Examination will be conducted all the theory courses taught during that particular year.
- 20% weightage is given to internal assessment in the theory courses.
- Practicum courses are based on internal & external assessment.
- Students have the option to write the examination in Hindi or in English.
- Sessional Evaluation will be done by departmental committee under the supervision of Head of department.
- Question paper will consist of 6 questions with internal choice and 1st question is Compulsory. The compulsory question will contain 5 sub questions from each unit of the course.
- The minimum marks required to pass the examination is 45% in each theory papers with internal assessment, 50% in each practicum courses and 50% in the overall aggregate for each year.
- Examination system will be followed by NGB Vishwavidyalaya, Allahabad rules.
- Division will be awarded on the basis of total marks obtained by the students in both theory and practicals below-
IInd –50% to below 60% and Ist – 60% to 100%
- The B.El.Ed. Degree will be awarded only if the candidate has passed the examination in each of the four years viz.

Curriculum for Four Year

B. El. Ed. Integrated Programme

Year I

S.No.	Area	Course Title	Marks		
			Sessional	Terminal	Total
1.	Theory	BLF1.1 Child Development	20	80	100
2.		BLF1.2 Contemporary India	20	80	100
3.		BLC1.1 Nature of Language	10	40	50
4.		BLC1.2 Core Mathematics	10	40	50
5.		BLC1.3 Core Natural Sciences	10	40	50
6.		BLC1.4 Core Social Sciences	10	40	50
7.	Practicum	BLPR1.1 Performing and Fine Arts	25	25	50
8.		BLPR1.2 Craft and Participatory Work	25	25	50
9.		BLCE1.1 Colloquia, school contact programme & Enrichment	25	25	50
TOTAL					550

Year II

S. No.	Area	Course Title	Marks		
			Sessional	Terminal	Total
1.	Theory	BLF2.3 Cognition and Learning	20	80	100
2.		BLF2.4 Language Acquisition	10	40	50
3.		BLF2.5 Human Relations & Communications	10	40	50
4.		BLP2.1 Language Across the Curriculum	10	40	50
5.	Liberal Course (Optional-I)*	BLO2.1 English I BLO2.2 Hindi I BLO2.3 Mathematics I BLO2.4 Physics I BLO2.5 Chemistry I BLO2.6 Biology I BLO2.7 History I BLO2.8 Political Science I BLO2.9 Geography I BLO2.10 Economics I	20	80	100
6.	Practicum	BLPR2.3 Observing Children	25	25	50
7.		BLPR2.4 Self-development Workshops	25	25	50
8.		BLPR2.5 Physical Education	25	25	50
9.		BLCE2.2 Colloquia & Enrichment	25	25	50
Total					550

Year III

S.No.	Area	Course Title	Marks		
			Sessional	Terminal	Total
1.	Theory	BLF3.6 Basic Concepts in Education	20	80	100
2.		BLF3.7 School Planning & Management	10	40	50
3.		BLP3.2 Logico-Mathematics Education	10	40	50
4.		BLP3.3 Pedagogy of Environmental Studies	10	40	50
5.	Liberal Course (Optional II)*	BLO3.1 English II O3.2 Hindi II	20	80	100
		BLO3.3 Mathematics II			
		BLO3.4 Physics II			
		BLO3.5 Chemistry II			
		BLO3.6 Biology II			
		BLO3.7 History II			
		BLO3.8 Political Science II			
		BLO3.9 Geography II			
		BLO3.10 Economics II			
6.		Practicum			
7.	BLSC3.2 Material Development and Evaluation		25	25	50
8.	BLCE3.3 Colloquia & Enrichment		25	25	50
TOTAL					550

Year IV

S.No.	Area	Course Title	Marks		
			Sessional	Terminal	Total
1.	Theory	BLF4.8 Curriculum Studies	10	40	50
2.		BLF4.9 Gender & Schooling	10	40	50
3.	Optional Course	Option A*: Pedagogy (one of the following) BLOP4.1 Language BLOP4.2 Mathematics BLOP4.3 Natural Science BLOP4.4 Social Science OR Option B*: (one of the following) BLOL4.1 Computer Education BLOL4.2 Special Education	10	40	50
4.		BLSI : School Internship			
5.	Practicum	BLP4.1 Project Work	50	50	100
6.		BLCE4.4 Colloquia & Enrichment	25	25	50
Total					550

Course Code: BLF1.1
CHILD DEVELOPMENT

Course Objectives:

The course will enable student-teachers to-

- understand the concept of Human Development.
- understand the influences of heredity and environment on Human Development.
- develop an understanding about the impact of socio-cultural context in shaping human development, especially with respect to the Indian context;
- acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks;
- understand a range of cognitive capacities and affective processes in human learners;
- become aware of different contexts of learning and situate schools as a special environment for learning;
- understand the Children with special Needs.
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social–constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school

UNIT- I

Concept, Issues and theories of Human Development - Concept of Human Development and reason to study it, Developmental Principles, influences of heredity and environment, developmental periods in the human life span, methods for studying Human Development, concept of socialization, education and actualization in the concept of developmental theories of Ericson, Piaget and Kohlberg,

UNIT - II

Pre-Natal Development- Importance of conception, physical and mental development of infants, emotions in infancy, the infant in the family and implications for personality development.

UNIT - III

The Pre-school Child-Physical growth and motor development, Intellectual characteristics, development of personality with special reference to identification and child rearing techniques, gender-stereotyping, morality, play pattern of pre-school children.

UNIT- IV

The School Child- Physical growth and development, the developing mind - Intelligence, language and thought, the social world of the child, parents and children, friends, school and media, play, moral attitudes and behavior, development of self – identity, self-concept, gender, role play, interest and activities of the elementary school child.

UNIT -V

Children with special Needs -Concept of special children- talented, creative, gifted children, slow learners and under achievers, emotionally disturbed children, culturally and socially disadvantaged children. Meaning, Characteristics and principles of mental health.

Practicum

Assignment/Project	5 Marks
Seminar Presentation/GD	5 Marks
Sessional Test	10 Marks
Total	20 Marks

Books Recommended :

- गुप्ता, एस0पी0 एवं गुप्ता, अलका (2008) "उच्चतर शिक्षा मनोविज्ञान" शारदा पुस्तक भवन, इलाहाबाद।
- गुप्ता, एस0पी0 एवं गुप्ता, अलका (2016) "बचपन और विकास " शारदा पुस्तक भवन, इलाहाबाद।
- सारस्वत, मालती (2007) "शिक्षा मनोविज्ञान की रूपरेखा" आलोक प्रकाशन लखनऊ।
- मंगल, एस0के0 (2008) "शिक्षा मनोविज्ञान" प्रिन्टर्स हाल आव इण्डिया प्रा0लि0 नई दिल्ली।
- भटनागर, सुरेश एवं सक्सेना, अनामिका (2008) "शिक्षा मनोविज्ञान" लायल बुक डिपो मेरठ।
- पाठक पी0डी0 (2009) "शिक्षा मनोविज्ञान" विनोद पुस्तक मंदिर, आगरा।
- Panda, K.C. (1997) "*Education of Exceptional children*" New Delhi : Vikas Publishing House.
- Cattell, R.B. (1957) "*Personality & Motivation*" New York, Harcourt.
- Davis, R.A. (1948) "*Educational Psychology*" New York : McGraw Hill Book Company.
- Piaget, J. (1960) "*The Psychology of Intelligence*", Paterson : N.J. Littlefield, Adams

Course Code: BLF1.2

CONTEMPORARY INDIA

Aims of the Course

The course will enable student-teachers to-

- gain a critical understanding of issues in historical Foundation of Indian Education
- understand the key concepts, such as Education Commissions and Committees, Policy on Education
- be exposed to different Problems in primary education
- become the use of a Educational provision in Indian constitution
- engage with learners' minds in order to further dimensions of education
- promote development in cognitive, social and emotional aspects.

UNIT-I

India as 'society' 'civilization' nation-state', Historical perspective- Ancient, medieval & British period, India's freedom struggle, Post independent India.

UNIT-II

The constitution: its framework and scope; major social policies enshrined in the constitution, provision related to childhood and education, concurrent status of education, national policies on education, Constitutional value and Directive Principles of Constitution.

UNIT-III

Economic Issues: poverty and inequality; employment; private and public sector; new economic policy. Other major issues in contemporary India¹.

UNIT-IV

Political Issues: main features of the democratic system; central, state- level and local systems of government. Reservation as egalitarian policy.

UNIT-V

Social and cultural Issues: Major characteristics of India's pluralist make-up; gender-related issues; childhood in India; environment and development, family and child-rearing in India, social conflict.

Practicum

• Assignment/Project	5 Marks
• Seminar Presentation/GD	5 Marks
• Sessional Test	10 Marks
• Total	20 Marks

References

- श्रीवास्तव, एस0एस0 (1988), *शिक्षा में नवाचार एवं आधुनिक प्रवृत्तियाँ*, हर प्रसाद भार्गव, आगरा।
- गुप्ता, एस0पी0 एवं गुप्ता, अलका (2016) *“समकालीन भारत और शिक्षा”* शारदा पुस्तक भवन, इलाहाबाद।
- Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCERT, New Delhi, (2006) 6th survey of Research in Education.
- NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.
- NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
- NCTE (2014) Norms and Guidelines of Teacher Education Programmes.
- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
- Sahoo P.K. et al (eds) (2010), *Professionalism in Teacher Education*, New Delhi Concept.
- Sahoo P.K. et al (eds) (2014), *Quality Education in India Vol I &Vol II* New Delhi Concept.

NATURE OF LANGUAGE

पाठ्यक्रम उद्देश्य—

- विद्यार्थियों को सैद्धान्तिक व्याकरण का ज्ञान प्रदान करते हुए, सिद्धान्तों के प्रयोग करने का अवसर प्रदान करना।
- विद्यार्थियों को भाषा के ध्वनि तत्व से परिचित कराना।
- विद्यार्थियों को भाषायी व्यवहार के विविध पक्षों से परिचित कराना।
- विद्यार्थियों को शब्दों के विभिन्न रूपों का ज्ञान प्रदान कराना।
- विद्यार्थियों को विविध भाषायी कौशलों से परिचित कराना।
- विद्यार्थियों में भाषा के प्रति सामान्य अनुराग उत्पन्न करना।

इकाई 1.

भाषायी व्यवहार के विविध पक्ष : शाब्दिक तथा अशाब्दिक सम्प्रेषण, मानव तथा मानवेतर सम्प्रेषण, मानवीय सम्प्रेषण पद्धति के निर्धारक लक्षण, भाषा तथा मन, भाषा और समाज, नियम-नियंत्रित व्यवहार के रूप में भाषा तथा भाषायी परिवर्तनशीलता।

इकाई 2.

पाठ्य-विशय तथा भाषायी व्यवस्थाएं : पाठ-प्रेषित संरचना का गठन, मौखिक तथा लिखित, कक्षा-प्रेषित का स्वरूप पाठ्य-समाग्री के प्रभावी शिक्षण में किसी कहानी, कविता, निबन्ध आदि की संरचना।

इकाई 3.

भारतीय भाषाएं : बहुभाषिकता, कक्षा के बहुभाषी संसाधनों का प्रयोग, त्रिभाषा सूत्र का कक्षागत प्रयोग। **भाषायी कौशल** : अर्थ, महत्व एवं प्रकार, लेखन, पठन, श्रवण तथा वाक् कौशलों को विकसित करने के विभिन्न उपाय, राष्ट्रीय पाठ्यक्रम प्रारूप(2005) में भाषा।

इकाई 4.

हिन्दी अवबोध: स्वन-संगठन, शब्द शक्तियां, वाक्य संरचना, सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति संरचना, स्वनिमविज्ञान, रूपविज्ञान, वाक्यविज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएं।

इकाई 5.

अंग्रेजी अवबोध: स्वन-संगठन,, वाक्य संरचना, सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति संरचना, स्वनिमविज्ञान, रूपविज्ञान, वाक्यविज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएं।

Practicum

• Assignment/Project	3 Marks
• Seminar Presentation/GD	3 Marks
• Sessonal Test	4 Marks
Total	10 Marks

Books Recommended:

- Text Books of class VI to X of UP Board
- Text Books of class VI to X of CBSC Board

Course Code: BLC1.2
CORE MATHEMATICS

Course Objectives:

After completion of course the students will be able to:

- develop insight into the meaning, nature, scope and objective of mathematics
- understand mathematics as a tool to engage the mind of every student;
- appreciate mathematics to strengthen the student's resource;
- appreciate the process of developing a concept;
- appreciate the role of mathematics in day-to-day life;
- channelize, evaluate, explain and reconstruct their thinking;
- know the importance of mathematics laboratory in learning mathematics;
- construct appropriate assessment tools for evaluating mathematics learning;
- develop ability to use the concepts for life skills;
- stimulate curiosity, creativity and inventiveness in mathematics;
- develop competencies for teaching-learning mathematics through various measures
- focus on understanding the nature of children's mathematical thinking through direct

UNIT-I

Number and Measurement: Nature of Mathematics assumptions, role of mathematics in daily life, counting and place value, arithmetic's operations, approximations, estimation, fraction and decimals, concept and measurement of length, mass/weight, area, volume and time, Set theory.

UNIT-II

Space and shape: symmetry and pattern-properties of two three dimensional objects e.g. Symmetries, projection, perspectives, tessellation, closest packing etc. height and distance.

UNIT-III

Algebra: number pattern, forming and solving simple linear equations and other mathematical investigations and puzzles, Basic Trigonometry.

UNIT-IV

Geometrical constructions: Basic geometry, Perimeter, Area of shapes, point, Line, Angle, Triangle, Rectangle & circle. Menstruation.

UNIT-V

Practical arithmetic and handling data: collecting, representing and interpreting data, Elementary statistical techniques- Mean, Median, Mode & S.D., Graphical presentation of Data, Percentage, Ratio and Proportion.

Practicum

- | | |
|---------------------------|-----------------|
| • Assignment/Project | 3 Marks |
| • Seminar Presentation/GD | 3 Marks |
| • Sessional Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

- Text Books of class IX to XII of UP Board
- Text Books of class IX to XII of CBSC Board

Course Code: BLC1.3
Core Natural Science

Course Objectives:

After Completion of Course the Students will be able to-

- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning Natural science;
- appreciate various approaches of teaching-learning of Natural science;
- understand the process of science and role of laboratory in teaching learning situations;
- use effectively different activities/demonstrations/laboratory experiences for teaching-learning of Natural science;
- integrate in physical science knowledge with other school subjects;
- analyse the contents of Natural science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of Natural science that are alternatively conceptualised by teachers and students in general;

UNIT-I

Natural Science : Concept, Scope and Importance of, Science as a domain of enquiry, as a dynamic and expanding of knowledge; as a process of constructing knowledge, Developing scientific attitude and scientific temper, Nurture the natural curiosity, Classification, property, concept, relation, law.

UNIT-II

Properties and Measurement: Measurement of length, mass and time, density, pressure, work and energy, weight, falling of bodies, gravitation, heat and temperature, states of matter, properties of magnets, electricity, refraction, and dispersion.

UNIT-III

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

UNIT-IV

Living and non-living thing: classification of living world, germination of seeds, life process e.g. respiration, digestion, reproduction, photosynthesis, transportation, phenomena, food chain, interdependence of plants and animals.

UNIT-V

Practical Natural Science and applications: importance and uses of laboratory work, library references, field survey group discussion, expert opinion in Natural Science, brain storming on natural phenomena, environmental and adoption, technology and health.

Practicum

• Assignment/Project	3 Marks
• Seminar Presentation/GD	3 Marks
• Sessonal Test	4 Marks
Total	10 Marks

Books Recommended:

- Text Books of class VI to X of UP Board
- Text Books of class VI to X of NCERT
- https://en.wikipedia.org/wiki/Outline_of_biology
- Singh, Sardar(2012), *General Science*, Agra: Sahitya Publication.

Course Code: BLC1.4
Core Social Science

Course Objectives:

After Completion of Course the Students will be able to-

- develop an understanding of the nature of Social Sciences,
- comprise Social Sciences, and also of Social Sciences as an integrated/interdisciplinary area of study;
- to acquire a conceptual understanding of the processes of teaching and learning Social Sciences;
- Understand the relationship between human experience and the growth of institution
- Understand the Relationship between human life, space and resources
- Understand the Relationship between human life and environment
- to enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- Understand the Study of the relationship and interaction of people in group
- to acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life;

UNIT-I

Nature of Social Science: Data, method and evidence to be discussed in the context of history, Geography, civics, economics and sociology. Role of social science discipline in the learner's development. Significance of perspective and context in the study of social sciences.

UNIT-II

Relationship between human experience and the growth of institution: Special reference to monarchy, aristocracy, imperialism, fascism, nationalism, democracy, and citizenship.

UNIT-III

Relationship between human life, space and resources: Special reference to movement from a subsistent economy to a surplus economy, demography and the distribution of wealth in society, spatial interaction in Indian society.

UNIT-IV

Study of the relationship and interaction of people in group: human rights, human duty, culture and cultural lag, social stratification and social change.

UNIT-V

Relationship between human life and environment: Introduction of Solar system in the special context to earth, human environment, wild life and eco-system, population growth and its problems, major rivers and mountain series.

Practicum

- | | |
|---------------------------|-----------------|
| • Assignment/Project | 3 Marks |
| • Seminar Presentation/GD | 3 Marks |
| • Sessonal Test | 4 Marks |
| Total | 10 Marks |

Books Recommended:

- Text Books of class VI to X of UP Board
- Text Books of class VI to X of CBSC Board

BLPR1.1

Performing and Fine Arts

Objectives

- To provide a theoretical background on the relation between education and society
- To initiate a process for independent, enjoyable and motivated learning by the learners themselves on the basis of their own experiences
- To help realize one's own potential for self-enhancement
- To help recognize the importance of group work and socialization
- To develop organizational skill, interpersonal relationship and discipline
- To draw linkage between various art forms
- To work on linkages between dramatics and school subjects
- To develop a repertoire of skills for use in teaching-learning situations
- To grow with an attitude and philosophy about life learning

Task

The student must be guided to acquaint with four thrust areas.

1. Related to developing students on personality and capacity.
2. Related to help develop the potentialities of school children to the point of driving home the fact that child is the creator of knowledge
3. Related to develop communication and interaction capabilities
4. Related to find linkages between various art forms and school subjects so as to develop a holistic view about learning.

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

1. **Performing Arts related Task-** Theatrical background, Drama as playful transformation, Enhancement of 'self', Creating space, Taking the floor, Communication, Verbal Communication, Non-Verbal Communication, Improvisation, Problem solving, Relaxation, Linkage activities, Drama and school objects, Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry
2. **Fine Arts related Task-** Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc. Drawing, painting of different kinds with water colours, oil paste, batik, tie and dye, fabric colours, block printing, etc.

Record keeping.

Each student will be expected to maintain a reflective report which includes:

- a detailed record of the sessions
- reflective analysis of the activities
- insights gained

- linkages with school subjects, with examples

Time frame

The student will be required to attend a minimum of 22 workshops, out of a total of 26. Every Workshop will be of 3 hours duration.

Supervisory support

Workshops must be conducted and supervised by a professional (trained in drama, theatre,) and must be co-ordinate by faculty members. There are following facts included in supervision and helps provided by supervisors:

- Plan and conducting of activities
- Maintaining a diary of comments on each session and each students
- Initiating discussion and build up an environment for critical and reflective shared

Assessment

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

Basis and Criteria

Marks

- | | |
|--|-----------|
| 1. Activities assessment based on Regularity, Participation, interest, Self-discipline, Interpersonal adjustments, Organizational skill and Confidence | 5 |
| 2. Performance assessment based on Attitude towards work, Initiative taking, Originality and resourcefulness, Skills acquired, Flexibility and adoptability, Problem solving and Creativity | 10 |
| 3. Reflection assessment based Description of sessions, Analysis of activities, Linking dramatics to pedagogy with examples, Reflections and critical assessment of dramatics in education, Overall presentation, including the arrangement and look the journal, as a record for future reference. | 10 |

Total

25

Note:

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

BLPR1.2

Craft and Participatory Work

Objectives

To learn to-

- Recognize and actualize one's own potential for creativity
- Develop a repertoire of skill in craft
- Use craft skill in education in order to stimulate creative expression, imagination and generate confidence among children
- Enable children to express their emotions
- Provide ways for promoting decision-making in children
- Enable children to plan, collect and perform activities on their own using various creative media

Workshops

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

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

Paperwork

Origami, paper cutting, collage making, collage, clay modelling, paper cutting and folding, etc.

Modeling

Model making, mask making using clay, plaster of Paris or any other medium

Waste material

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

Puppet making

Using paper, cloth and other materials to make puppets

Paper Mache

Making various objects and masks using the skill and the technique of paper Mache.

Self- Development Workshops

The self-development workshops have been conceptualized to facilitate the student-teacher's process of personal development. The workshops aim to cover broad areas of awareness of: one's own strengths and limitations, developing sensitivity, open mindedness, and positive attitudes. It further seeks to develop the ability to communicate and relate with children and adults and developing one's own personal aim and vision as a teacher and as a person.

Record keeping

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

- detailed description of the activities undertaken
- use of the learnt skill in pedagogy by giving specific examples
- Students reflection and critical assessment of the use of the craft skill in education

Time frame

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

Space

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

Supervisory support and professional guidance

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

The professional trainer will:

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

Assessment

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

<u>Basis and Criteria</u>	<u>Marks</u>
1. Various media and Craft assessment based on Selection, skill development and originality	5
2. Individual reports assessment based on description of the activity, visual layout and sample items, specific pedagogic examples, reflection and critical assessment of crafts skills in education	10
3. Performance assessment based on Regularity, participation, interest, creativity, cooperation with group members, initiative taking and repertoire of skill	10
Total	25

. BLCE1.1

Colloquia, School contact programme & Enrichment

Objectives

To learn to-

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

Tasks

Visits to Alternative schools

Students in the third year of the B.El.Ed. programme visit alternative and innovative schools. The visit to alternative schools as a practicum is aimed towards providing exposure to creative, innovative and alternative teaching practices within India.

Plan for the school contact

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

School contact

Interaction-with children using planned activities.

Post-contact

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

Record keeping

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

- the plan
- description of the collation of experiences with children, children's involvement etc.
- critical assessment of the plan and the school contact in terms of :
 - choice and design of activities

- organization
- nature of interaction with children
- observations of children
- the difficulties faced and possible innovation.

Time frame

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

- planning 2-3 hrs with faculty facilitation
- school contact 3-4 hrs per school contact
- post-contact discussion 2-3 hrs with faculty supervisor

Supervisory Support

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

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

The colloquia

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

Reflective learning

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

Academic Enrichment

Seminars, workshops, discussions, talks and heritage walks inhabit an integral space in the B.El.Ed. programme. Heritage walk, for example, allows students to explore different sites which help them to enrich their own understanding of issues of socio-cultural, historical and ecological relevance.

Assessment

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

<u>Basis and Criteria</u>	<u>Marks</u>
1. Planning skill assessment based on theme /topic, choice of activities, relevance of materials and organization of time	5
2. School contact assessment based on organization of material, communication, engaging children, spontaneity and time management	5
3. Post contact discussion assessment based on insights gained, analysis and interpretation and reflective learning	5
4. Individual Report assessment based on clarity of thought, organization and format, analysis and reflection and logical flow	5
5. Group presentations in Colloquia assessment based on identification of key elements, clarity and organization of ideas, open mindedness to critique, ability to substantiate arguments, critical and reflective questioning, Cooperation and coordination among group member	5
Total	25