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Act, 2014 on dated 01/11/2018

Department of Education
Chaudhary Ranbir Singh University, Jind
Syllabus for B.El.Ed. First Year

Department of Education
Chaudhary Ranbir Singh University, Jind
 Syllabus for B.El.Ed. First Year
F 1.1 CHILD DEVELOPMENT

Time: 3 Hours

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

NOTE FOR PAPER SETTER

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

INTRODUCTION

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

OBJECTIVES

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

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

Unit I

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

Unit II

Birth and Infancy: importance of conception; pre-natal development and birth; physical and mental development of infants; emotions in infancy; the infant in the family and implications for personality development.

Unit III

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

Unit IV

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

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Unit V

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

READINGS

1. Barnes, P. (ed) Personal, Social Emotional Development of Children, Blackwell: Oxford, 1995, Chapters 1 to 6.
2. Berk, Laura E. Child Development, Prentice Hall of India: New Delhi, 1996.
3. Clarke, Stewart, A. and S. Friedman. Child Development: Infancy through Adolescence, John-Wiley and Sons, UK, 1987.
4. Crain, Williams C. Theories of Development: Concept and Application, Prentice Hall of India: New Delhi, 1980, 2nd Edition.
5. Gardner, Howard. Developmental Psychology: An Introduction, Little Brown & Co: Boston, 1978.
6. Gauvian, M. and M Cole. (eds) Reading on the development of Children. W. H Freeman: New York, 1997.
7. Hetherington, E.M. and R.D. Parke. Child Psychology: A contemporary view point. McGraw Hill: Auckland, UK, 1993.
8. Kakkar, S. The inner world, Oxford University Press: New Delhi, 1980, pp 189-211.
9. Papalia, D. and S. Olds. Human Development, Tata McGraw Hill: Delhi, 1996.
10. Saraswathi, T.S. (ed) Culture, Socialisation and Human Development: Theory, Research and Applications in India, sage: New Delhi, 1999.

ADVANCED READINGS

1. Betleheim, Bruno. Love is not Enough, Free Press: Illinois, 1950.
2. Burman, Erica, Deconstructing Developmental Psychology, Routledge: London and New York, 1995.
3. Burman, Erica. Developmental Psychology and its Discontents', in Dennis Fox and Isaac Prillellersky (eds.), Critical Psychology, Sage: London, 1997.
4. Cole, Michael and Sheila R. Cole. The Development of Children, Scientific American Books: New York, 1989.
5. Homes, Jeremy. John Bowlby and Attachment Theory, Routledge: London, 1993.
6. Winnicott, D.W. Child, The family and The Outside World, Addison-Wesley: UK, 1992.

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Department of Education
Chaudhary Ranbir Singh University, Jind
Syllabus for B.El.Ed. First Year
F1.2 CONTEMPORARY INDIA

Time: 3 Hours

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

NOTE FOR PAPER SETTER

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

INTRODUCTION

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

OBJECTIVES

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

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

Unit I

Emergence of India as a Nation State: India as 'society; civilization'; nation-state'; India emergence from the freedom struggle as a nation-state.

Unit II

The Constitution: Its framework and scope: major social policies enshrined in the constitution; provision related to childhood and education; concurrent status of education: National Policy on Education (1986).

Unit III

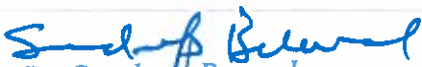
Economic Issues: poverty and inequality; employment; private and public sector; new economic policy. **Political Issues:** main features of the democratic system; central, state-level and local system of government.

Unit IV

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

Unit V

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


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READINGS

1. Bhaduri, Amit and Deepak Nayyar. The Intelligent Person's Guide to Liberalization, Penguin Books India: New Delhi, 1996.
2. Dubey, S.C. Indian Society, National Book Trust: New Delhi, 2001 (Reprint).
3. Heehs, Peter. India's Freedom Struggle 1857-1947: a short history, Oxford University Press: New York, 1988.
4. Hussain, S.Abid. The National Culture of India, National Book Trust: New Delhi, 1994.
5. Kashyap, S.C. The Constitution of India, National Book Trust: New Delhi 1994.
6. Khilnani, Sunil. The Idea of India, Penguin: New Delhi, 1999.
7. Shah, A.M. Family in Indi: Critical Essays, Orient Longman: New Delhi, 1988.
Students are expected to see the following periodicals regularly: Mainstream, Seminar, Yojana and Frontline.
8. Thappar, Romilla, Past and Prejudice, National Book Trust: New Delhi, 1985.
9. Thappar, Romila (ed.) India: Another Millennium? Penguin: New Delhi, 2000.
10. Tracts for the Time series (Relevant Titles) Orient Longman: New Delhi.

ADVANCED READINGS

1. Bhasin, Kamala What is Patriarchy?, Kali for Women: New Delhi, 1994.
2. Centre for Science and Environment, State of India's Environment: A Citizen Report, CSe: New Delhi, Updated.
3. Kothari, Rajani. Politics and the People, Vol.-1 and 2, Ajanta publications: Delhi 1989.
4. Masani, Minoo. Ours India, Oxford University Press: Calcutta, 1949.
5. Nehru, Jawaharlal. The Discovery of India, Oxford University Press: New Delhi, 1989.
6. Guha, Ramchandran. The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalayas, UCA: Los Angeles, 1990.
7. Seminar. Childhood Today, 275, July 1982; Child Labour, 350, October 1988; Constitutional Commitment, 464, April 1998; Poverty and Famine, Education and Ideology, 400, December 1992; Family Matters, 424, December 1994.
8. Sinha, Shanta. Child Labour and Educational Policy in India, The Administrator, July-October, 1996.
9. Srinivas, M.N. Social Change in Modern India, Orient Longman: New Delhi, 1995.


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Department of Education
Chaudhary Ranbir Singh University, Jind
Syllabus for B.El.Ed. First Year
C1.1 NATURE OF LANGUAGE

Time: 1 ½ Hours

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

NOTE FOR PAPER SETTER

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

INTRODUCTION

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

OBJECTIVES

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

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

Unit I

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

Unit II

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

Unit III


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

Unit IV

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

Unit V

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


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READINGS

1. Agnihotri, R.K. and Khana A.L. (eds) English Grammar in Context, Ratnasagar: Delhi, 1996.
2. Agnihotri, R.K. Multilingualism as a Classroom resource', in K. Heugh, et. Al. (eds.) Education for South Africa. Heinemann: Johannesburg, 1995.
3. Agnihotri R.K. Sociolinguistic Aspects of Multilingual Classrooms, Paper presented at the International Seminar on Language in Education, Cape Town, South Africa, January 15-20, 1996.
4. Aitchison, J. Linguistics, Hodder and Stoughton: London, 1978. Chap. 1-5.
5. Brumfit, R.A. Sociolinguistics, Cambridge University Press: Cambridge, 1980, Chapters 1 to 2.
6. Hudson, R.A. Sociolinguistics, Cambridge University Press: Cambridge, 1980, Chapters 1 to 2.
7. IGNOU, CTE-02. Certificate Programme in Teaching of English as a Second Language: The Structure of English, IGNOU: New Delhi, 1995.
8. IGNOU, EEG-02 Elective Course in English: The Structure of Modern English, Blocks 1 and 2: Phonetics and Phonology; Blocks 3 and 4: Morphology; Block 5, 6 and 7: Syntax, IGNOU: New Delhi, 1989.
9. IGNOU, ATR-01. Application in Translation, IGNOU: New Delhi, Reprint 2000.
10. Shapiro, M.C. A Primer of Modern Standard Hindi, Motilal Benarsidass: Delhi, 1989, Chapter 1-3, 7, 28.

ADVANCED READINGS

1. Agnihotri, R.K. and A.L. Khanna. Research in Applied Linguistics, Series (1-4), Sage New Delhi, 1995.
2. Akmajian, A., R.A. Demers and R.M. Harnish. Linguistics: An Introduction to Language and Communication, Mass MIT Press: Cambridge, 1984.
3. Bloomfield, L. Language, Holt, Rinehart and Winston: Chicago, 1933; Delhi, 1994, Chap. 13 and 14.
4. Chomsky, N. The Formal Natural of Language, Lennerberg. 1967.
5. Gargesh, R. Sheilly Vigyan Kavya Bhasha Aur Hindi Paridrishya, Pashyanti, Delhi University: Delhi, July-August 1995.
6. Hockett, C.F. A Course in Modern Linguistics, Macmillian: New York, 1958.
7. Khubchandani, C.M. (ed.) Language in a Plural Society, IAS: Shimla, 1988.
8. Leech, G.N. Semantics, Penguin: Harmondsworth, 1981.
9. Pandit, P.B. India as a Sociolinguistic Area, University of Poona: Poona, 1972.
10. Radford, A. Transformational Syntax, Cambridge University Press: Cambridge, 1981.
11. Sapir, .E. Language, Harcourt Bruce: New York, 1949. Chapter 4.
12. Trask, R.L. Language: The Basics, Routledge: London, 1995.
13. Verma, S.K. and N. Krishnaswamy. Modern Linguistics: An Introduction, Oxford University Press: Delhi, 1993. Chapters 1 & 2.
14. Yule, G. The study of Language, (2nd Edition), Cambridge University Press: Cambridge 1996. Chapters 3-8.


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Department of Education
Chaudhary Ranbir Singh University, Jind
Syllabus for B.El.Ed. First Year
C1.2 CORE MATHEMATICS

Time: 1 ½ Hours

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

NOTE FOR PAPER SETTER

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

INTRODUCTION

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

OBJECTIVES

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

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

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

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



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READINGS

1. Bolt, Brian, *Mathematical Activities, A Resource Book for Teachers*, Cambridge University Press: Cambridge, 1982.
2. Bolt, Brian and David Hobbs. *100 Mathematical Projects*, Cambridge University Press: New York, 1990.
3. Burns, M. *The I Hate Mathematics Book*, Cambridge University Press: Cambridge, 1987.
4. Furth, H.G. and S.H. Wachs. *Thinking Goes is School*, Oxford University Press: New York, 1975.
5. Gary L. Musser and William F. Burger. *Mathematics for Elementary Teachers: A Contemporary Approach*, Macmillan: UK, 1994, Third Edition.
6. Holt, M. and Z. Dienes. *Let Play Mathematics*, Penguin: Harmondsworth, 1973.
7. IGNOU, AMT-01, *Teaching of Primary School Mathematics*, IGNOU: New Delhi, 1991.
8. IGNOU, LMT-01, *Teaching Mathematics*, IGNOU: New Delhi, 2001.
9. Joanna, O. Man Singila and Frank Lester. *Mathematics for Elementary Teachers via Problem Solving*, Prentice Hall: UK, 1998.
10. Nuffield Mathematics Project, *Mathematics Begins, Newgate School Mathematics Project, Levels 1 to VIII, Work books and Teacher Guides*, Nuffield: London, 1987.

ADVANCED READINGS

1. Kamii, C.K. *Young Children reinvent Arithmetic*, Teacher's College Press/Oxford University Press: New York, 1985.
2. Liebeck, P. *How Children Learn Mathematics*, Penguin: London, 1983.
3. Lovell, K. *The Growth of Basic Mathematical and Scientific Concept, in Children*, University of London Press: London, 196
4. Perelman, Ya. *Mathematics is Fun*, MezhumurodnayaKniga: Moscow, 1985
5. Robert F. Reyes, Marilyn N. Suydam and Mary M. Lindquist. *Helping Children Learn Mathematics*, Allyn and Bacon: Massachusetts, 1992, Third Edition.

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Department of Education
Chaudhary Ranbir Singh University, Jind
Syllabus for B.El.Ed. First Year
C1.3 CORE NATURAL SCIENCE

Time: 1 ½ Hours

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

NOTE FOR PAPER SETTER

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

INTRODUCTION

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

OBJECTIVES

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

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

Unit I

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

Unit II

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

Unit III


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

Unit IV

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

Unit V

Phenomenon in Living Being: Living and non-living, classification of living world, germination of seeds, life processes e.g. respiration, digestion, reproduction, photosynthesis, transportation, phenomena, interdependence of plants and animals.


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Part II It is expected that investigative projects will involve some or all of the following elements – laboratory work, library reference, field-survey, group discussion, seeking expert opinion.

3 Projects: not more than one project from each area:

P1 - Natural Phenomenon For suggested lists of possible questions
P2- Environment and Adaptation to be investigated see Annexure - I
P3- Technology
P4- Health

Annexure-I

- P1 1. Why is the sky blue?
 2. Why does it rain?
 3. Why do stars twinkle?
 4. How many colours are there in a rainbow?
- P2 1. Why don't lizards fall from ceilings?
 2. Why does a dog go round in a circle before it sits down?
 3. How do fish survive without air?
 4. Can human beings live on grass?
 5. Why does a cat produce kittens and not baby camels?
- P3 1. How is glass made?
 2. How is electricity generated?
 3. From where does a TV set get its pictures?
 4. What is inside a camera?
- P4 1. Why do teeth decay?
 2. Why does hair fall?
 3. Does bad blood cause pimples?
 4. Why do ears run?



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READINGS

1. Eklavya. *Bal Vigyanik*, Class 6, 7, 8, Madhya Pradesh Pathyapustak Nigam : Bhopal, 1978. Refer to updated editions.
2. Esler, W.K. *Teaching Elementary Science*, Wads Worth : California, 1973.
3. Gega, Peter. *Science in Elementary Education*, Wiley & Sons : New York, 1970.
4. Jennings, Jerry. *The Young Scientist Investigates, Book I & II*, Oxford University Press : London, 1980.
5. Keetow, W.T. and J.L. Gould. *Biological Science*, W. W. Norton : New York, 1986.
6. Leoburn, Arkady. *Tell Me Why*, Hamlyn Publication : London, 1966.
7. Nelson, R. and B. Lootoian. *Fundamental Concepts of Biology*, John Wiley & Sons : New York.
8. Wolf, S.F. *Biology : The Foundations*, Wadsworth : California, 1977.
9. UNESCO, *New UNESCO Source Book for Science Teaching*, University Press (India) Ltd : India, 1979.

ADVANCED READINGS

1. Driver, Rosalind., E. Guesne and A. Tiberghien. (eds.) *Children's Ideas in Science*. Open University Press : London, 1985.
2. Rogers, E.M. *Physics for the Inquiring Mind*. Princeton, University Press : Princeton, 1960.
3. Ziman, J. *An introduction to Science Studies*, Cambridge University Press : Cambridge, 1984.

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Chaudhary Ranbir Singh University, Jind
 Syllabus for B.El.Ed. First Year
C1.4 CORE SOCIAL SCIENCE

Time: 1 ½ Hours

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

NOTE FOR PAPER SETTER

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

INTRODUCTION

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

OBJECTIVES

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

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

Unit I

Nature of Social Science: data, method and evidence to be discussed in the context of history, geography, civics, sociology and economics. Role of social science discipline in the learner's development. Significance of perspective and context in the study of social sciences. (Exemplars: 1857 Secularism/Communalism).

Unit II

Relationship between human Experience and the growth of institutions (to be studied in the context of the following concepts): monarchy, aristocracy, imperialism, fascism, nationalism, democracy and citizenship. (These concepts could be taught with examples from a content area which may be though fit-the emphasis however, should be on the teaching of concepts).

Unit III

Relationship between human life, space and resources (to be studied in the context of the following): movement from a subsistent economy to a surplus economy, demography and the distribution of wealth in society, spatial interaction (to be taught in the Indian context).

Unit IV

Study of the relationships and interactions of people in group: culture, social stratification and social change.


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Unit V

Project work: interconnections are to be drawn between the various disciplines that fall within social sciences through project work, e.g.

- (a) Study of a slum setting in terms of economics, subsistence, Politics, historical memories.
- (b) Take two products available to you as a consumer. Try and trace the process by which it is made available to you from its raw form to a finished product. Study the various factors of geography, economics, politics, history and sociology. That may have influenced it in one way or another.

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READINGS

1. Bottomore, T. B. *Sociology*, George Allen and Unwin : London, 1971.
2. Bottomore, T.B. *Dictionary of Marxist Thought*, Basil Blackwell : Oxford, 1983.
3. Carr, E. H. *What is History?* Macmillan : London, 1962.
4. Ellis, Arthur K. *Teaching and Learning Elementary Social Studies*, Allyn and Bacon : Boston, 1991.
5. Horton, P. B. and C. L. Hunt. *Sociology*, Mc Graw Hill : New York, 1972.
6. IGNOU, *Foundation Courses in Humanities and Social Sciences*, FHS-1, Blocks 1-8, IGNOU: New Delhi, 1998.
7. IGNOU, *Introduction to Political Theory and Institutions*, EPS-01, Blocks 1-8, IGNOU: New Delhi, 1993.
8. *International Encyclopedia of Social Science*. The MacMillan Co. : New York, 1968.
9. Jarolimek, John. *Social Studies in Elementary Education*, Macmillan : New York, 1992.
10. Kumar, Krishna. *Learning from Conflict*, Orient Longman : Delhi, 1996.
11. Popenoe, David. *Sociology*, Prentice Hall : Eaglewood Cliffs, 1980.
12. Srivastava, V. K. *The Ethnographer and the People : Reflections on Field Work*, *Economic and Political Weekly*, June 15, 1991, 1-8.
13. वर्मा, लाल बहादुर. *इतिहास के बारे में भाषा प्रकाशन: नई दिल्ली*, 1979.

ADVANCED READINGS

1. Childe, V. Gordon. *Social Evolution*, Fontana Library, C.A. Watts : London, 1963.
2. Clark, Grahame. *World Pre-History : A New Outline*, Cambridge University Press : Cambridge, 1971.
3. Geertz, Clifford. : *The Interpretation of Cultures*, Basic Books : New York, 1977.
4. Marshall, J.H. Sahlins. *Stone Age Economics*, Tavistock Publication : London, 1974.
5. Mills, C. Wright. *The Sociological Imagination*, Penguin : Harmondsworth, 1973.
6. Moore, Barrington. *Social Origin of Dictatorship and Democracy : Land and Peasant in the Making of Modern World*, Penguin : Harmondsworth, 1969.
7. Outhwaite, William and Tom Bottomore. (eds) *Blackwell Dictionary of Twentieth Century Social Thought*, Blackwell : Oxford, 1993.
8. Srinivas, M. N. *The Remembered Village*, University of California Press : Berkeley, 1976.
9. Wisner and Wisner. *Behind Mud Walls : 1930-1960*. University of California Press : Berkeley, 1969.

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PR 1.1 PERFORMING AND FINE ARTS

Maximum Marks: 75

(External Marks: 75)

Introduction

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

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PR 1.1 PERFORMING AND FINE ARTS

Objectives


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

Tasks

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

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

1. **Theoretical background:** Importance of 'play' in general and 'dramatic-play' in particular, child drama, creative drama, children's theatre, theatre in education, drama and theatre, 'role play' in social life and on stage, traditional role of drama and theatre in educating people and its modern use, dramatics in relation to other art forms, uses of dramatics in relation to school subjects.
2. **Drama as playful transformation:** Transformation of 'self', objects, space and time; transformation for realisation; role of empathy; transcendence.
3. **Enhancement of 'self':** The purpose would be to sensitise students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection, etc.
4. **Creating space:** The basic idea is to recognise available space and to create one even under most trying conditions. Components — many ideas about space: physical, mental, social, individual, limited and unlimited (example: limited space of classroom and its unlimited use, or limited space on stage where everything is possible); space for oneself and space shared with others; uses of space in class room, in school and in life.
5. **Taking the floor:** Energetic entry, lively presence and exit on promise of better experience together is common to a teacher and a performer. Each individual style can be sensitised for improvement.


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6. **Communication:** Reaching out to others and different means of doing so; role of dramatics and related art forms as means of communication; performance as a way of communication.
7. **Verbal communication:** Sound extended to music, speech (clarity, diction, volume, tonal variation, emphasis, pause, silence), recitation, story telling, mask and puppet play, and lesson transaction.
8. **Non-verbal communication:** Sign and symbol, importance of contact (touch, eye, etc.), gesture, expression, mime, movement, child art and craft, arrangement and design.
9. **Improvisation:** Role play, observation and imitation, action-reaction, spontaneity, responding to situations.
10. **Problem solving:** Problem solving as an approach to life and work: transcending the problems in class room, school and resources; this also amounts to accepting the fact that children are intelligent human beings and are capable of solving their own problems, the need is to have confidence in them.
11. **Relaxation:** Playfulness and enjoyment of work, learning to relax in the midst of intense activity, relation between energy and relaxation, thinking positive and be creative, relaxation of body and mind.
12. **Linkage activities:** Dramatics incorporates all art forms. The basics of all these can be easily understood and practised by all. These are also language systems, used for communication at various levels and ways. These are also the means to enhance cognitive and affective skills. In addition, linkages can be worked out to enhance organisational skills, human relations, confidence, resourcefulness and self-discipline.
13. **Drama and school objects:** Dramatics can be and have to be linked to curriculum subjects, simply because drama is also a learning process. One has to find the devices for doing so.

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

Record Keeping

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


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

Time Frame

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

Supervisory Support

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


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

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

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

Assessment

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

Basis	Criteria
Activities	<ul style="list-style-type: none">• Regularity• Participation and interest• Self-discipline• Interpersonal adjustments• Organisational skill• Confidence
Performance	<ul style="list-style-type: none">• Attitude towards work• Initiative taking• Originality and resourcefulness• Skills acquired• Flexibility and adoptability• Problem solving• Creativity
Reflective journal	<ul style="list-style-type: none">• Description of sessions• Analysis of activities• Linking dramatics to pedagogy with examples• Reflections and critical assessment of dramatics in education• Overall presentation, including the arrangement and look of the journal, as a record for future reference.

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



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READINGS

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PR 1.2 CRAFT

Maximum Marks: 25

(External Marks: 25)

Introduction

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

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PR 1.2 CRAFT

Objectives

To learn to :

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

Workshops

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

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

Paperwork

Origami, paper cutting, collage making

Painting

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

Modelling

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

Waste material

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

Puppet making

Using paper, cloth and other materials to make puppets

Paper Mache

Making various objects and masks using the skill and the technique of papermache

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Keeping Records

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

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

Time Frame

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

Space

Craft workshops require enough floor space for individual and group work. The 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(s). In addition, a faculty member will coordinate the craft workshops with the professional resource person(s).

The professional trainer will :

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

Assessment

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

Basis	Criteria
Various Media	<ul style="list-style-type: none"> • Skill development • Originality
Individual Reports	<ul style="list-style-type: none"> • Description of the activity • Visual layout and sample items • Specific pedagogic examples • Reflection and critical assessment of crafts skills in education
Performance	<ul style="list-style-type: none"> • Regularity • Participation and interest • Creativity • Cooperation with group members • Initiative taking • Repertoire of skill

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COLLOQUIA : SCHOOL CONTACT PROGRAMME

Maximum Marks: 50

(External Marks: 50)

Introduction

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

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COLLOQUIA: SCHOOL CONTACT PROGRAMME

Objectives

To learn to

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

Tasks

Plan for the School Contact

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

School Contact

Interaction with children using planned activities.

Post-Contact

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

Record Keeping


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

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

Time Frame

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

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


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Supervisory Support

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

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

The Colloquia

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

Reflective learning

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

Assessment

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

Basis	Criteria
Planning	<ul style="list-style-type: none"> • theme/topic • choice of activities • relevance of materials • organisation of time
School Contact	<ul style="list-style-type: none"> • organisation of material • communication • engaging children • spontaneity • time management
Post Contact Discussion	<ul style="list-style-type: none"> • insights gained • analysis and interpretation • reflective learning
Individual Report	<ul style="list-style-type: none"> • clarity of thought • organisation and format • analysis and reflection • logical flow
Group Presentations	<ul style="list-style-type: none"> • identification of key elements • clarity and organisation of ideas • openmindedness to critique • ability to substantiate arguments • critical and reflective questioning • cooperation and coordination among group members

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