

JAN NAYAK CHANDRA SHEKHAR UNIVERSITY (JNCU) BALLIA (U.P.)



B.EI.ED. PROGRAMME



Bachelor of Elementary Education Rules, Regulation, Duration and Syllabus

1. PREAMBLE :

B.El.Ed. stands for Bachelor of Elementary Education. It is a four year integrated professional degree programme of elementary teacher education. It is a full time graduate course not available under distance or correspondence mode.

2. DURATION

The B.El.Ed. programme shall be four year integrated professional course. The first 3 years are a combination of theory and practicum courses and 4th year culminates with a direct experience of School functioning, practice teaching, reflection and internship. The programme is an attempt towards fulfilling the need for professionally qualified Elementary School Teachers. Four year integrated B.El.Ed. Course is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. Both professional and academic options are available to students who graduate with a B.El.Ed. degree.

3. WORKING DAYS

- a. There shall be at least two hundred working days each year exclusive of the period of admission, examination and evaluation.
- b. The minimum attendance of student teachers shall have to be 80% for all theory course and practicum and 90% for school internship and school contact programme (SCP).

4. B.El.Ed. ELIGIBILITY:

- a. Admission shall be made on merit basis marks obtained in the entrance examination or in accordance with any procedure as per the policy of the Jan Nayak Chandrashekhar University (JNCU), Ballia.
- b. If the student has not completed theory Courses, Practicum and School internship he/she will not be allowed to appear in the B.El.Ed. Examination.
- c. During the study of B.El.Ed. course no student can avail the opportunity of any kind of full time or part time paid job. If any such cases are reported, his/her admission will stand cancelled.

5. EXAMINATION

- a. At the end of each academic year. Annual examination is conducted in all the theory course taught during that year. 25% weight age is given to internal assessment in the theory course. Practicum is based entirely on internal assessment.
- b. Students have the option to write the examination in Hindi or in English.

6. **EVALUATION :**

The minimum marks required to pass the examination is :

- 40% in each theory paper.
- 45% in the aggregate for each year.
- Candidates obtaining less than 50% aggregate in practicum's taken together, will not be allowed to appear in the annual examination.

B.El.Ed. Course Syllabus

The B.El.Ed. Course of Jan Nayak Chandrashekhara University, Ballia offers compulsory and optional theory courses, compulsory practicum and a comprehensive school internship experiences. Theory courses comprise foundation courses, core courses, pedagogy courses, liberal courses and specialized courses in education. In the practicum courses are designed to allow a variety of experience with children within and outside the elementary school. In addition student teachers acquire a wide range of professional skills including drama, craft, developing teaching learning material, classroom management, systematic observations and evaluation. The Course aims at development of needed competencies and skills for an effective elementary teacher in electronic age classroom processes and school context.

KEY WORDS :

Theory Courses :

- | | |
|---------------------------|---|
| Foundation Courses | These offer an in-depth 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. |
| Core Courses | These offer the student-teacher the opportunity to reconstruct concepts learnt in school and to integrate them within a multi-disciplinary perspective. These also form the foundation for pedagogy courses. |
| Pedagogy Courses | These provide a study of pedagogical theory to develop skills specific to the teaching of young children. While developing perspectives in pedagogy, student-teachers also learn methodologies of teaching specific knowledge areas. |
| Liberal Courses | These offer studies in a specific discipline with academic rigour. They are designed to enrich the knowledge base, to allow for further study in the discipline and in the pedagogies, in which student-teachers opt to specialize. |

Specialized Courses in Education The optional courses offered in the fourth year provide specialised support to the student teacher.

B) E.P.C. : These courses are designed to allow a variety of experiences with children within and outside the elementary school. In addition, student-teachers acquire a wide range of professional skills including drama, craft, developing curricular material, classroom management, systematic observations, documentation and evaluation.

Performing & Fine Arts, Crafts & Physical Education They enable the student-teachers to experience and understand the learning process in a holistic manner, rather than confirming it to the 'cognitive' domain.

School Contact Programme It is the 1st contact of student-teachers with children. While initiating contact with elementary schools, student-teachers contend with issues of planning and organizing creative activities for children within the school. They also explore ways of organizing meaningful interaction with children outside the school. Student-teachers get the opportunity to develop the ability to related, communicate and develop a positive attitude towards children and teaching.

Observing Children It is designed to help establish a crucial link between theoretical concepts and ground realities. Through systematic observation and study of children in different settings, the student teacher evolves 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 and learn to question, be critical and reflective.

Classroom Management & Material Development This programme begins with systematised observations and analysis of pedagogic practices in conventional and innovative settings. The student-teacher is facilitated to evolve pedagogic practices that address crucial concerns of classroom management, design and choice of activities, material development and evaluation.

School Internship Placement in schools forms a major component of the fourth year of the B.El.Ed. programme. Student interns actively engage in teaching elementary school children. Systematic feedback and evaluation is provided by supervisors. Functioning as regular teachers, the interns attempt to translate their knowledge-base and professional skills into reflective classroom practice.

Projects Student-teachers are required to take up projects based on themes arising out of their school experience. This enables them to acquire basic research skills of systematic observation, documentation and analysis.

Tutorial/Colloquia Tutorials help student-teachers to build connections between theory observations and classroom teaching. Student-teachers are expected to present term papers and participate in discussions. Colloquia are structured to include activities on children's literature, storytelling, drama and music; organising teaching and learning resource centres and seminar presentations of school experiences. Colloquia are an essential part of all the four years of study. Colloquia means a conference analyze and discuss a specific topic.

Academic Enrichment Activities A structural provision within the programme of study is for discussion forum and seminars. It offers student-teachers the opportunity to interact with faculty of diverse disciplines from within and outside the college.

B.El.Ed. Course

Year wise scheme of courses and examination for the 4-year Bachelor of Elementary Education (B.El.Ed.) Programme.

AREA	COURSE	TITLE	MARKS
<i>YEAR-I</i>			
THEORY	F1.1	Child Development	100
	F1.2	Contemporary India	100
	C1.1	Nature of Language	50
	C1.2	Core Mathematics Teaching	50
	C1.3	Core Natural Sciences	50
	C1.4	Core Social Sciences	50
	E.P.C : 01	PR 1.1	Performing and Fine Arts
PR 1.2		Craft, Participatory Work	25
		Colloquia	50
		Academic Enrichment Activities	
TOTAL :			550
<i>YEAR-II</i>			
THEORY	F2.3	Cognition and Learning	100
	F2.4	Language Acquisition	50
	F2.5	Human Relations and Communication	50
	P2.1	Language Across the Curriculum	50
		Liberal Course (Optional I)*	100
	O2.1	English I	
	O2.2	Hindi I	
	O2.3	Mathematics I	
	O2.4	Physics I	
	O2.5	Chemistry I	
O2.6	Biology I		
O2.7	History I		
O2.8	Political Science I		
O2.9	Geography I		
O2.10	Economics I		
E.P.C : 02	PR 2.3	Observing Children	75
	PR 2.4	Self-development Workshops	50
	PR 2.5	Physical Education	25
		Colloquia	50
		Academic Enrichment Activities	
TOTAL :			550

AREA	COURSE	TITLE	MARKS
YEAR III			
THEORY	F.3.6	Basic Concepts in Education	100
	F3.7	School Planning and Management	50
	F3.2	Logico Mathematics Education	50
	F3.3	Pedagogy of Environmental Studies	50
		Liberal Course (Optional II)*	100
	O3.1	English II	
	O3.2	Hindi II	
	O3.3	Mathematics II	
	O3.4	Physics II	
	O3.5	Chemistry II	
	O3.6	Biology II	
	O3.7	History II	
	O3.8	Political Science II	
	O3.9	Geography II	
O3.10	Economics II		
E.P.C : 03	SC 3.1	Classroom Management	75
	SC 3.2	Material Development and Evaluation	75
		Colloquia	50
		Academic Enrichment Activities	
TOTAL :			550
YEAR-IV			
THEORY	F 4.8	Curriculum Studies	50
	F 4.9	Gender and Schooling	50
	Option A :	Pedagogy (one of the following)	50
	OP 4.1	Language	
	OP 4.2	Mathematics	
	OP 4.3	Natural Science	
	OP 4.4	Social Science	
	OR		
	Option B :	Specialised course in education (one of the following)	
	OL 4.1	Education and Communication Technology	
	OL 4.2	Special Education	
	OL 4.3	Fundamentals of Guidance and counselling.	
	E.P.C : 04	SI	School Internship
		Project	100
		Colloquia	50
		Academic Enrichment Activities	
TOTAL :			550

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

F : Foundation Course : Core Course : P. Pedagogy Course, O : Optional Liberal Course: OP : Optional Pedagogy; OL : Optional Course; PR : Practicum ; SC: School Contact Programme : SL : School Internship.

In the course nomenclature the numerical immediately following letters (E.C.P. etc.) denotes the year of the programme in which the course is to be taught. The second numerical denotes the serial number in a particular course type. For instance, F2.5 signifies that Human Relations and Communications is the 5th Foundation Course to be taught in the 2nd Year of the programme study.

F 1.1 CHILD DEVELOPMENT

Unit-1 Concept, Issues and Theories of Human Development: Growth and development; developmental principles; influences of heredity and environment; methods for studying development; socialisation, education and acculturation in the context of development; theories of Erikson, Piaget and Kohlberg; Bruner's theory of concept formation. significant developmental periods in the human life span.

Unit-2 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. individual difference.

Unit-3 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-4 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 identity, self-concept; gender roles; play, interest and activities of the elementary school child. Role of IQ, EQ and SQ. in elementary school child.

Unit-5 Children with Sepcial Needs: concept of special children-talented, creative, gifted children; slow learners and under achievers; children with special needs in NCF-2005.

References :

1. Bames, P. (ed) *Personal, Social and Emotional Development of Children, Blackwell: Oxford, 1995, Chapters 1 and 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: Concepts and Applications, Prentice Hall of India: New Delhi, 1980, and edition.*
5. Gardner, Howard, *Developmental Psychology: An Introduction, Little Brown & Co. : Boston, 1978.*
6. Gauvian, M. and M. Cole. (eds.) *Readings 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: New Delhi, 1996.*
10. Saraswathi, T.S. (ed) *Culture, Socialisation and Human Development: Theory, Research and Applications in India, Sage: New Delhi, 1999, pp 13-42.*
11. Winnicott, D.W. *Child, The Family and The Outside World, Adison-Wesley : UK, 1992.*
12. Sharadendu (2012) *Child Development (Hindi) Varanasi: Nootan Publications.*

F 1.2 CONTEMPORARY INDIA

Unit-1 Education Commission Report (1964-66): NPE-1968, NPE-1986, Learning without burden (1993), NCF : 2005, NCFTE-2009.

Unit-2 The Constitution: Its framework and scope; major social policies enshrined in the Constitution; provision related to childhood and education; concurrent status of education.

Unit-3 Economic Issues: poverty and inequality; employment; private and public sectors new economic policy. Political Issues : main features of the democratic system; central, state-level and local systems of government.

Unit-4 Social and Cultural Issues: major characteristics of India's pluralist make-up; gender-related issues; family and child-rearing in India (to be studied with the help of a project based on locally done field work.)

Unit-5 Major Issues in Contemporary India: (to be studied by class-room and individual projects): childhood in India; environment and development; reservation as an egalitarian policy, social conflict, social change and education social stratification.

READINGS :

1. Bhaduri, Amit and Deepak Nayar, *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 India: Critical Essays*, Orient Longman: New Delhi, 1988.
8. www.contemporaryindiansociety.com.

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 Citizens Report*, CSE: New Delhi, Updated ed.
3. Kothari, Rajani, *Politics and the People*, Vol.-I & II, Ajanta Publications: Delhi, 1989.
5. Masani, Minoo. *Our India*, Oxford University Press: Calcutta, 1949.
6. Nehru, Jawaharlal, *The Discovery of India*, Oxford University Press: New Delhi, 1989.
7. Guha, Ramchandran. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalayas*, UCA: Los Angeles, 1990.
8. सद्गोपाल, अनिल, *शिक्षा में बदलाव का सवाल: सामाजिक अनुभवों से नीति तक*, ग्रंथ शिल्पी: दिल्ली, 2000
9. 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.
10. Sinha, Shanta, Child Labour and Educational Policy in India, *The Administrator*, July-October, 1996, pp. 17-39.
11. Srinivas, M.N. *Social Change in Modern India*, Orient Longman: New Delhi, 1995.
12. Thappar, Romila. *Past and Prejudice*, National Book Trust: New Delhi, 1985.
13. Thappar, Romila (ed) *India: Another Millennium?*, Penguin: New Delhi, 2000.
14. Tracts for the Time series (Relevant Titles) Orient Longman: New Delhi.

C 1.1 NATURE OF LANGUAGE

Unit-1 Aspects of Linguistic Behavior: Verbal and non-verbal communication; human and non-human communication; defining features of a human system of communication; language and mind; language and society; communication skill and its component. Barriers of communication.

Unit-2 Linguistic Systems: the organization of sounds; the structure of sentences; the concept of Universal Grammar; nature and structure of meaning; basic concepts in phonology, syntax and semantics (to be taught through suitable illustrations).

Unit-3 Text and Linguistic Systems: organization of text discourse structure, oral and written; nature of 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) Various methods of language teaching.

Unit-4 Languages of India: multilingualism; using the multilingual resource of a classroom (to be taught through practicum). Relation between language and other subjects, language and NCF 2005, language and Deconstruction.

READINGS :

1. Agnihotri, R.K. and Khanna 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 Africs*, 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, C. J. and J.T. Roberts, *Language and Language Teaching*, Bastsford Academic and Educational (H) : London, 1983, Chapter 1-5, 7.
6. Shapiro, M.C. *A Primer of Modern Standard Hindi*, Motila Benarsidass: Delhi, 1989, Chapter 1-3, 27, 28.
7. Verma, S.K. and N. Krishnaswamy, *Modern Linguistics: An Introduction*, Oxford University Press: Delhi, 1993, Chapters 1 & 2.
8. Yule, G. *The study of Language*, (2nd Edition), Cambridge University Press: Cambridge 1996. Chapters 3-8, 19-20.
9. नारंग, वैष्णा, *सामान्य भाषाविज्ञान*, प्रकाशन संस्थान: दिल्ली, 1984.
10. पाण्डेय, रामशकल: हिन्दी शिक्षण, अग्रवाल पब्लिकेशन आगरा ।
11. सिंह, कर्ण : हिन्दी शिक्षण, राखी प्रकाशन, आगरा ।
12. लाल, रमन बिहारी : हिन्दी शिक्षण आर.लाल बुक डिपो मेरठ ।

ADVANCED READINGS:

1. Chomsky, N. *The Formal Nature of Language*, Lennerberg, 1967.
2. Gargesh, R. *Sheilly Vigyan, Mauya Bhasha Aur Hindi Paridrishya*, Pashyanti, Delhi University: Delhi, July-August 1995, 47-53.
3. Khubchandani, C.M. (ed.) *Language in a Plural Society*, IAS: Shimla, 1988.
4. Leech, G.N. *Semantics*, Penguin: Harmondsworth, 1981.
5. Pandit, P.B. *India as a Sociolinguistic Area*, University of Poona: Poona, 1972.
6. तिवारी, भोलानाथ, भाषा विज्ञान, प्रभात प्रकाशन: दिल्ली, 1988.

C 1.2 CORE MATHEMATICS TEACHING

Unit-1 Number and Measurement: counting and place value; arithmetic operational approximation; estimation; fractions and decimals; concept and measurement length, mass/weight, area, volume, time.

Unit-2 Space and Shape: symmetry and pattern - properties of two and three dimensional objects e.g. symmetries, projection, perspective, tessellation, close packing etc.

Unit-3 Algebra: number patterns - forming and solving simple linear equations- others mathematical investigations and puzzles.

Unit-4 Practical Arithmetic and Handling Data: collecting, representing and interpreting data; using elementary statistical techniques; timetable and time tabling; flow charts; 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, results and the methods used (both 'right' and 'wrong').

Unit-5 Mathematics in NCF-2005: methods of Mathematics teaching

- Inductive and deductive, Heuristic method and project method.
- Correlation of mathematics with other subjects.

READINGS :

1. Bolt, Brian, *Mathematical Activities, A Resource Book for Teachers*, Cambridge University Press: Cambridge, 1982.
2. Bolt, Brian and David Hobbs, *101 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 to School*, Oxford University Press: New York, 1975.
5. Gary L, Musser and Willam F. Burger, *Mathematics for Elementary Teachers :A Contemporary Approach*, Macmillan: UK, 1994. Third Edition.
6. Holt, M. and Z. Dienes. *Lets Play Mathematics*, Penguin: Harmondsworth, 1973.
7. IGNOU, AMT-01, *Teaching of Primary School Mathematics*, IGNOU: New Delhi, 1991.
8. IGNOU, AMT-01, *Learning Mathematics*, IGNOU: New Delhi, 2001.
9. Jonna, 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 I to VIII, Work books and Teacher Guides, Nuffield: London, 1987.
11. Perelman, Ya. *Mathematics is Fun*, Mezhumurodnaya Kniga: Moscow, 1985.
12. Robert F. Reyes, Marilyn N. Suydam and Mary M. Lindquist, *Helping Children Learn Mathematics*, Allyn and Bacon: Massachusetts, 1992, Third Edition.
13. Rawat, D.S. *Mathematics teaching*, Agrawal Publication Agra.

ADVANCED READINGS:

1. Karmii, C.K. *Young Children Reinvent Arihmetic*, 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 Concepts, in Children*, University of London Press: London 1961.
4. Mangal, C.K. : *Ganit Shikshan*, Agrawal Pubication, Agra.

C 1.3 CORE NATURAL SCIENCE

Part-I It is envisaged that most of the content will be transacted using the discovery approach, through simple observations and experiments, followed by discussion. Wherever necessary, additional information may be supplied by the teacher at the end of each activity.

Unit-1 Classification, property, concept, relation law.

Unit-2 Measurement of length, mass and time; heat and temperature; work and energy, weight; falling of bodies; gravitation; heat and temperature; states of matter; properties of magnets; electricity; refraction and dispersion.

Unit-3 Physical and chemical changes; separation of mixtures; atoms and molecules; metals and non-metals; oxides; acids; bases and salts; air and combustion; water-hard and soft.

Unit-4 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.

Unit-5 Science teaching in NCF-2005, NCFTE : 2009.

Part-III 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 Phenomena | For suggested lists of possible question |
| P2- Environment and Adaption | to be investigated see Annexure 1 |
| P3- Technology | |
| P4- Health | |

Annexure 1

- | | |
|----|---|
| 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? |

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. Keetow, W.T. and J.L. Gould, *Biological Science*, W.W. Norton : New York, 1986.
5. Leoburn, Arkady. *Tell Me Why*, Hamlyn Publication : London, 1966.
6. Neson, R. and B. Lotoian. *Fundamental Concepts of Biology*, John Wiley & Sons : New York.
7. UNESCO, *New UNESCO Source Book for Science Teaching*, University Press (India) Ltd. India, 1979.
8. RAWAT, D.S.: *Vigyan Shikshan*, Agrawal Publication Agra.
9. Kulsreshta, S.P. : *Teaching of Biology*, Loyal Book Depot, Meerut.

C 1.4 CORE SOCIAL SCIENCE

Unit-1 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). Relation of Social Science with other subjects.

Unit-2 Relationship between human experience and the growth of institutions (to be studied in the context of the following concepts): nationalism, democracy and citizenship. (These concepts could be taught with examples from a contents area which may be thought fit-the emphasis however, should be on the teaching of concepts).

Unit-3 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-4 Study of the relationships and interactions of people in groups: culture, social stratification and social change. Social mobility and Education.

Unit-5 Project work: interconnections are to be drawn between the various disciplines that fall within social sciences through project work, e.g.

- (a) Seminar presentation on citizenship education.
- (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.
- (c) Essay writing on any innovation in Social Science.

READINGS :

1. Bottomore, T.B. *Sociology*, George Allen and Unwin : London, 1971.
2. Carr, E.H. *What is History?* Macmillan: London, 1962.
3. Ellis, Arthur K. *Teaching and Learning Elementary Social Studies*, Allyn and Bacon: Boston, 1991.
4. *International Encyclopedia of Social Science*. The MacMillan Co.: New York, 1968.
5. Jarolimek, John, *Social Studies in Elementary Educaiton*, Macmillan: New York, 1992.
6. Kumar, Krishna, *Learning from Conflict*, Orient Longman: Delhi, 1996.
7. वर्मा, लाल बहादुर, *इतिहास के बारे में*, भाषा प्रकाशन: नई दिल्ली, 1979.
8. Singh, H.N., *Geography Teaching*, Vinod Pustak Mandir Agra, 1985.
9. Singh, Rampal : *Teaching of Civics*, R.L. Book Depot, Meerut, 2012.
10. Tyagi, Gurusharan: *Teaching of Civics*, Vinod Pustak Mandir, Agra, 2013.
11. Siddhiqui, Muzibul Hasan: *Teaching of Economics*, Ashish Publishing House, New Delhi, 2012.

PR 1.1 PERFORMING AND FINE ARTS

Objective

- 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 school subject.
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. Component 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 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 exist on promise of better experience together is common to a teacher and a performer. Each individual style can be sensitised for improvement.
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 paly, 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 no have confidence in them.
11. **Relaxation:** Playfulness and enjoyment of work, learning to relax in the midst of intense activity, relation between energy and relaxation, thinking positive and be creative, relaxation of body and mind.
12. **Linkage activities:** Dramatics incorporates all art forms. The basics of all these can be easily understood and practised by all. These are also language systems, used for communication at various levels and ways. These are also the means to enhance cognitive and affective skills. In addition, linkages can be worked out to enhance organisational skills, human relations, confidence, resourcefulness and self-discipline.
13. **Drama and school objects:** Dramatics can be and have to be linked to curriculum subjects, simply because drama is also a learning process. One has to find the devises for doing so.

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

Record Keeping

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

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

Time Frame

Each student will be required to attend a minimum of 22 workshops.

Each workshop will be of 3 hours duration.

Supervisory Support

Workshops must be conducted and supervised by a professional (trained in drama, theatre, preferably as it applies to education) and coordinated by a faculty member.

Facilitation and supervision will include:

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

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

Assessment

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

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

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

READINGS :

1. Aires, Philippe, *Centuries of Childhood: a Sociology of Family Life*, Knops: New York, 1967.
2. Coombs, James and M.W. Mansfield, (ed), *Drama in Life: The Uses of Communication* in So New York Communication Art Books: New York, 1976.
3. Dodd, Nigel and Winifred Hickson, *Drama and Theatre in Education*, Heinemann: Lon 1971/1980.
4. McCaslin, Nellie, *Creative Drama in the Primary Grades, Vol I* and *In the Intermediate Gr. Vol II*, Longman: New York/London, 1987.
5. State, Peter, *An Introduction to Child Drama*, University of London Press: London 1958.
6. State, Peter, *Child Drama*, University of London Press: London, 1959.

PR 1.2 CRAFT

Objective

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, fabri 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 flower: twigs, leaves, making objects or puppets out of waste material such as ice-cream sticks, empty match boxes, wool, cotton, socks, thread, sticks etc.

Paper Mache

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

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 required 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

Various Media

Individual Reports

Performance

Criteria

Skill develop

Originality

Description of the activity

Visual layout and sample items

Specific pedagogic examples

Reflection and critical assessment of crafts skills in education

Regularity

Participation and interest

Creativity

Initiative taking

Repertoire of skill

COLLOQUIA:SCHOOL CONTACT PROGRAMME

Objective

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 experience

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, collection 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
 - observations of children
 - the difficulties faced and possible innovation

Time Frame

Each student should have a minimum of 5 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

Supervisory Support

Each groups 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 experience of all members. Group presentations will be followed by questions, queries and common from the rest of the class.

Reflective learning

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

Assessment

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

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