



TAMILNADU COUNCIL FOR OPEN AND DISTANCE LEARNING

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CURRICULUM STRUCTURE OF ELEMENTARY EDUCATION (D.EL.ED)

Eligibility : A pass in 12th Std

Duration : 2 Year

Examination : Academic (June) / Calendar (December)

DIPLOMA IN ELEMENTARY EDUCATION (D.EL.ED)

SECOND YEAR

Sl. No	Course Code	Course Description	Maximum Marks
1.	DEL 11	Cognition, Learning and the Socio-Cultural Context	100
2.	DEL 12	Teacher Identity and School Culture	100
3.	DEL 13	School Culture, Leadership and Change	100
4.	DEL 14	Pedagogy of Environmental Studies	100
5.	DEL 15	Pedagogy of English Language	100
6.	DEL 16	Optional Pedagogic Courses: Social Science Education / Language Education / Mathematics Education / Science Education	100
7.	DEL 17	Diversity, Gender and Education	100
		PRACTICAL'S	
8.	DEL 18	Children's Physical and Emotional Health, School Health and Education-II	100
9.	DEL 19	Creative Drama Fine Arts and Education	100
10.	DEL 20	School Internship	100

1. COGNITION, LEARNING AND THE SOCIO-CULTURAL CONTEXT

UNIT -I : LEARNING AND COGNITION

- ✓ Learning: Concept of learning; processes of children's learning, basic ideas of Behaviourism and its critique.
- ✓ Constructivism: Introduction to the concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict characteristics of thought in different stages, implications for teaching-learning.
- ✓ Vygotsky's theory- Introduction, the general genetic law, concept of ZPD, tools and symbols in development, implications for teaching.
- ✓ Information processing approaches: basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), knowledge organisation and learning as change in declarative memory; schema change or conceptual change; how these develop in a continuous fashion.
- ✓ Individual and socio-cultural differences in cognition: Understanding learning difficulties, terms of exclusion and inclusion and impact.

UNIT -II : PLAY

- ✓ Meaning of Play, characteristics, kinds and types of Play
- ✓ Play and its functions: linkages with the physical, social, emotional, cognitive, language and motor development of children; cross-cultural and socio-economic differences in children's play.
- ✓ Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

UNIT -III : LANGUAGE AND COMMUNICATION

- ✓ How do children communicate?
- ✓ Perspectives in language development (with references to how children acquire language at early age): Skinner; social learning theory of Bandura and Walters; Nativist- Chomskian perspective.
- ✓ Comparison of these theoretical approaches to arrive at a critique of behaviourism
- ✓ The uses of language: Turn taking, interactions, conversations, listening.
- ✓ Socio-cultural variations in language: accents, differences in communication, linguistic variation, implications for a multicultural classroom.
- ✓ Bilingual or Trilingual children: implications for teachers- multilingual classrooms; story telling as a pedagogic tool.

UNIT -IV : SELF AND MORAL DEVELOPMENT

- ✓ A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control.
- ✓ Moral development: perspective of Kohlberg and Carol Gilligan's critique; cultural variations in moral reasoning Mode of Transaction
- ✓ Classroom discussions for developing conceptual understanding.

- ✓ Close reading of text material/papers
- ✓ Individual and group presentations of issues and concerns raised in assignments
- ✓ Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.

2. TEACHER'S IDENTITY AND SCHOOL CULTURE

UNIT-I

DEVELOPING A VISION OF EDUCATION

OBJECTIVES

- ✓ To develop personal vision as a teacher
- ✓ To develop an understanding of the characteristics of an educator
- ✓ Understanding the teacher's role in the contemporary context

WORKSHOP THEMES

- ✓ Exploring the personal vision of education and teaching and learning process
- ✓ Learning from the vision of leading educational thinkers
- ✓ Understanding the psychological attitudes and skills of a good facilitator/ educator
- ✓ Learning from one's own experiences of being taught/reflecting on characteristics of teachers who were role models
- ✓ Understanding the teacher's role, rights and responsibilities/ethics in the contemporary context.

UNIT-II

UNDERSTANDING THE CONTEMPORARY CONTEXT OF EDUCATION

OBJECTIVES

- ✓ To facilitate an understanding of the factors that influence education in the contemporary context.
- ✓ To develop an understanding of the hidden curriculum, including personal beliefs and assumptions and challenge the attitudes and structures which contribute towards maintaining inherent contradictions and weaknesses of the system.

WORKSHOP THEMES

- ✓ Helping students to examine contextual factors that influence education: cultural historical and political factors, the role of community and family
- ✓ Hidden agenda in the education curriculum: reflections on gender-stereotyping, socioeconomic inequities prejudice against communities on the basis of caste, language, religion, differently-abled persons and role of the teacher etc.
- ✓ Undertaking short case studies/fieldwork to understand the above during school internship

UNIT-III

EXPLORING ALTERNATIVES IN EDUCATION

OBJECTIVES

- ✓ To acquaint students with innovative experiments in the field of education and engage imaginatively with curriculum development and pedagogic approaches.

WORKSHOP THEMES

- ✓ Introduce students to the innovations in the field of education and encourage them to reflect on various possibilities.
- ✓ A visit to a centre of innovative learning: A case study
- ✓ Interrogating educational practice, envisioning curriculum, and approaches of transaction.

UNIT-IV

CREATING A POSITIVE CLASSROOM CULTURE

OBJECTIVES

- ✓ To understand and observe the dynamics of education within the classroom and develop the attitude and skills that can foster a positive psychological climate.
- ✓ To engage with issues of creating a positive classroom and school culture Workshop Themes
- ✓ Classroom dynamics and issues of fear and trust; competition and co-operation; freedom and discipline; individual differences and grouping
- ✓ Examining Issues of power equations between teachers and students.
- ✓ Interrogating issues of superstition, conventional religion, rationality, morality and the science of spirituality
- ✓ Peace and conflict resolution

UNIT-V

DEVELOPING RESEARCH SKILLS

OBJECTIVES

- ✓ To enable students to undertake action research and get engaged in systematic study.

WORKSHOP THEMES

- ✓ Understanding action research: Identifying a problem, reviewing relevant related material, formulating hypotheses and collecting data during school internship.
- ✓ Undertaking a small action research during school internship and sharing it
- ✓ Writing a short action research report

3. SCHOOL CULTURE, LEADERSHIP AND CHANGE

UNIT-I

STRUCTURES AND PROCESSES OF THE INDIAN EDUCATION SYSTEM

- ✓ Types of schools within different administration bodies
- ✓ Roles and responsibilities of education functionaries
- ✓ Relationships between support organizations and the school

- ✓ Understanding and interpreting educational policies that impact schools
- ✓ What is school culture, organization, leadership and management?

UNIT-II - SCHOOL EFFECTIVENESS AND SCHOOL STANDARDS

- ✓ What is school effectiveness and how it is measured?
- ✓ Understanding and developing standards in education
- ✓ Classroom management and the teacher
- ✓ Lesson plans, preparation for transaction and inclusive education
- ✓ Communication in the classroom and multiple learning levels in the classroom

UNIT-III - SCHOOL LEADERSHIP AND MANAGEMENT

- ✓ Administrative Leadership
- ✓ Team Leadership
- ✓ Pedagogical leadership
- ✓ Leadership for change
- ✓ change management

UNIT-IV - CHANGE FACILITATION IN EDUCATION

- ✓ Sarva Shiksha Abhiyan (SSA) Experiences
- ✓ Equity in education
- ✓ Incentives and schemes for girl children
- ✓ Issues in educational and school reform
- ✓ Preparing for and facilitating change in education

4. PEDAGOGY OF ENVIRONMENTAL STUDIES

UNIT-I - CONCEPT OF ENVIRONMENT STUDIES

- ✓ Scope of EVS as a curricular area at the primary level
- ✓ Curriculum Organization: (a) EVS as an integrated area of study that draws upon understanding from Science, Social Science and Environmental Education (b) EVS as EVS (Science) and EVS (Social Science) Students study different syllabi to see how curricular vision takes the shape of syllabus
- ✓ Engaging with debates around issues like water, forest, fuel and their distribution. (discussions can take place around readings, films and documentaries)

UNIT-II - UNDERSTANDING CHILDREN'S IDEAS

- ✓ Perspectives in EVS Learning – Piaget, Vygotsky, Bruner, and Ausubel.
- ✓ Children's Ideas – Preconceptions, Alternative Conceptions.
- ✓ Characteristics of Children's Ideas, Researches on Children's Ideas.
- ✓ Implications of understanding children's ideas for classroom transaction.
- ✓ Analysing school textbooks for age appropriateness, relevance, based on the above.

UNIT-III - CLASSROOM TRANSACTION AND ASSESSMENT

- ✓ Ways of conducting inquiry: activities, discussion, and small group work, field visits, project, surveys, experimentation etc.
- ✓ Process Skills in EVS Student-teachers organize simple activities for children like experiments to see what floats and what sinks in water, visit to nearby clinic, pond, stable, market, grouping flowers, seeds, leaves, analysis of newspapers reports by children. This will give them a chance to understand how children engage with ideas, make linkages, classify, analyse, kind of questions they ask, express themselves.
- ✓ Different ways of assessment and reporting assessment for further learning Student-teachers use multiple ways of assessment using children's photographs, drawings, narratives, children's discussion etc while teaching in school. They prepare students' portfolios and report children's progress on various indicators such as expression, concern for justice, equality etc.

UNIT-IV - PLANNING FOR TEACHING

- ✓ Considerations in concept maps and thematic web charts.
- ✓ Evolving a Unit Plan framework. These can be discussed with peer groups.
- ✓ Resource pool of materials: community resources, developing, maintaining and utilizing other resources - newspaper reports, films, pictures, photographs, collections-seeds, flowers etc, iconic maps and local area maps
- ✓ Reflecting on classroom practices: maintaining reflective journals of their internship experience in schools.

5. PEDAGOGY OF ENGLISH LANGUAGE

UNIT-I - ISSUES OF TEACHING OF ENGLISH AT THE ELEMENTARY STAGE

- ✓ Issues of learning English in a multi-lingual/multi-cultural society: the multi-lingual nature of India, English as the language of „prestige" and power
- ✓ Teaching English as a first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching English in India; key factors affecting second language acquisition
- ✓ Perspectives on the „appropriate age" for beginning the teaching of English: teaching English to young learners.

UNIT-II - APPROACHES TO THE TEACHING OF ENGLISH

- ✓ A historical view of English as a Second Language (ESL)
- ✓ Behaviouristic and Structural Approaches: grammar-translation method, audio-lingual method
- ✓ The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc., socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- ✓ Communicative language teaching: focusing on meaning, role of text books and other resources, role of a teacher and classroom management

UNIT-III - TEACHING STRATEGIES

- ✓ The text book: Critical literacy, personal response to poems and stories, adapting the textbook
- ✓ Beyond the textbook: including children's literature in the classroom (poems, stories, songs etc.)
- ✓ Listening and Speaking Skills: seeing talk as valuable, reducing teacher-talk time in the classroom, total physical response-simple instructions, story-telling etc., using pair-work and group-work meaningfully to encourage speaking and participation – children as researchers, some activities for the classroom: poems, songs, chants, story-telling, role-play, situational conversations etc., vocabulary development: using pictures, flow-charts, word walls; teaching pronunciation, rhythm, stress and intonation.
- ✓ Reading: beginning reading - the alphabet method, phonetic method, environmental print, reading with meaning, reading aloud by teacher, using the word-wall; stages of Reading - pre-reading, while-reading and post-reading activities; comprehension skills - guessing meaning from context, word-attack skills; types of reading - Independent reading, setting up reading corners; guided reading and shared reading – making reading buddies; reading aloud and silent reading.
- ✓ Writing: providing triggers for writing – brainstorming, discussions, reading; writing as a process - brain storming, drafting, conferencing, publishing/sharing; controlled, Two –Year Elementary Teacher Education Programme guided, and free writing; writing – letters, daily diary/ journals, logs (responding to something read or observed), using pictures.
- ✓ Teaching grammar to strengthen language acquisition: teaching grammar as “knowledge about language”, making grammar meaningful and fun.

UNIT-IV - LEARNER ASSESSMENT

- ✓ Assessing, speaking and listening - using interviews, story-telling, re-telling
- ✓ Assessing reading comprehension-using miscue analysis, meta-linguistic awareness
- ✓ Teacher's diary-anecdotal records, assessing writing - informal feedback from teacher, measuring progress
- ✓ Responding to content and form, using portfolios for subjective assessment, continuous and comprehensive assessment
- ✓ Attitude towards errors and mistakes in second language learning
- ✓ Review of current assessment procedures - cursive writing, dictation, cloze, questions and answers, utilisation of feedback.

6. OPTIONAL PEDAGOGIC COURSES

SOCIAL SCIENCE EDUCATION

UNIT -I

Nature of Social Sciences Social sciences and social studies: scope and nature; role of social studies in developing children's understanding of their social context and social realities; different perspectives on nature and scope of history, role of historian, perspectives, sources and evidence in history; elitist/status-quoist and activist/social transformation perspectives on civics; different approaches to geography; different approaches to organize social sciences: discipline centred, issue-centred, integrated social studies and interdisciplinary social science.

UNIT-II

Important Concepts of Social Sciences Understanding change and continuity, cause and effect, time perspective and chronology, socio-spatial interaction through the following

- (i) Society: social structure, social stratification, community and groups,
- (ii) Civilization: history, culture,
- (iii) State: authority, nation, nation-state and citizen,
- (iv) Region: resources space and people (v) Market: Exchange.

UNIT-III

Children's Understanding, Teaching-Learning Materials and Classroom Processes Cognitive development of and concept formation among the children in middle/upper primary classes with reference to their age and socio-cultural context; significance of these factors for curriculum and pedagogy; case studies of children's understanding of concepts; children, construction of social science knowledge and classroom interaction; different types of teaching-learning materials for social sciences including community and local sources; analysis of different textbooks of social sciences to understand the perspective about the subject that informs them and how do they position children (look at use of case studies, pictures, story/narration, dialogue and discussion, experiments, comparison, development of concepts); Observation of classrooms to understand and critically evaluate the transaction of the social science curriculum.

UNIT-IV

Pedagogy and Assessment Teaching methods: heuristics/discovery method, project method, use of narration, comparisons, observations, dialogue and discussion in social science; concept of data, its sources and evidence in different social science disciplines; difference between fact and opinion, identifying bias and prejudices; use of personal/experiential knowledge for Two -Year Elementary Teacher Education Programme critical thinking; dominant method of evaluation in social sciences based on information recall; alternative ways to evaluate learning: basis of evaluation, types of questions, use of open book examination etc.

UNIT-V

FIELD-BASED PROJECT: SOME SUGGESTED PROJECTS (ANY TWO)

- ✓ Critique a historical film/serial or novel from the view point of authenticity. Use variety of other sources like for movies, books, newspaper article, exhibitions, and museums to appraise on authenticity. Understand the complex nature of facts, their construction and their differences from opinion.
- ✓ Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, historical monuments, banks, local market, and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location. Try to see the linkages between various institutions that exist in this locality
- ✓ Explore and collect some books, movies, cartoons, magazines and journals of 1950s and the present times. Study them carefully to grasp the issues of a common person. Show the changes that can be witnessed in the concerns and in the lives of a common person. Can the reasons for these changes be traced to the economics, polity, history and socio-cultural circumstances of our nation? Present your understanding in the form of a report/ poem/ collage/ narratives/ drama, or any other medium you wish to use.
- ✓ Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
- ✓ Trace two final consumer products from their raw form. Study the processes that are involved in changing it to the final, finished product. Study how various factors of geography, economics, politics and history have influenced them. Also see the intermeshed relationship that exists between them
- ✓ Around any particular social science theme, event, date or a phenomenon, weave an oral history project. Through interviews and conversations, understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyse their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering other ones.
- ✓ Study the transport needs of a community by analysing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.
- ✓ Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel and so on be used in the teaching of social science.

LANGUAGE EDUCATION

UNIT -I

READING

- ✓ Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers
- ✓ Ways of reading; pre-reading and post reading activities.
- ✓ Beyond the textbook: diverse forms of texts as materials for language.
- ✓ Relationship of Language and Society: Identity, power and discrimination
- ✓ Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics
- ✓ Critiquing state policies on language and education

UNIT -II

WRITING

- ✓ Linkages between reading and writing
- ✓ Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts
- ✓ Assessment of writing

UNIT -III

LITERATURE

- ✓ Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts.
- ✓ Engaging with a text
- ✓ Various literary genres such as poem, story, biography etc.
- ✓ Using literature across the curriculum.

UNIT -IV

ASSESSMENT

- ✓ Assessment as a continuum
- ✓ Use of multiple sources for comprehensive assessment
- ✓ Ways of assessment- observation, records, maintaining profiles, etc.

MATHEMATICS EDUCATION

UNIT -I

MATHEMATICAL REASONING

- ✓ Processes of generalisation; pattern recognition and inductive reasoning process that enable formation of hypothesis.
- ✓ Structure of Mathematics: Axioms, Definitions, Theorems
- ✓ Validation process of mathematical statements: Proof; Counter-Example; Conjecture.
- ✓ Problem solving in mathematics – a process

- ✓ Creative thinking in Mathematics

UNIT II

ALGEBRA THINKING

Number Patterns that help in appreciating the use of unknowns in expressing the generalisation resulting from the pattern.

- ✓ Functional relations
- ✓ When and why we use variables
- ✓ Forming and solving simple linear equations
- ✓ Mathematical investigations/puzzles that rely on algebraic thinking

UNIT III

PRACTICAL ARITHMETIC AND HANDLING DATA

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

UNIT IV

GEOMETRIC WAYS OF LOOKING AT SPACE AND SHAPES

- ✓ Geometric thinking Levels - Van Hiele's
- ✓ Simple two and three dimensional shapes – geometric Vocabulary
- ✓ Congruency and similarity
- ✓ Transformations and geometric Shapes
- ✓ Measurement and geometric shapes
- ✓ Construction of the geometrical shapes using geometric equipment.

UNIT V

COMMUNICATING MATHEMATICS

- ✓ Curriculum and Classroom Practices
- ✓ The role of text books in the teaching-learning process of mathematics
- ✓ Mathematics Laboratory/Resource Room
- ✓ Feedback to students about errors committed in their work
- ✓ Mathematics phobia and coping with failure Two –Year Elementary Teacher Education Programme.

UNIT VI

ISSUES ABOUT ASSESSMENT IN MATHEMATICS

- ✓ Open-ended questions and problems
- ✓ Assessment for conceptual understanding
- ✓ Assessment for evaluation of skills such as communication and reasoning Mode of Transaction
- ✓ Use of examples and non-examples while explaining mathematical ideas
- ✓ Critical analysis of text-books from the view point of thinking
- ✓ Emphasis on understanding mathematical vocabulary and its role in development of mathematical understanding

SCIENCE EDUCATION

UNIT -I

REVISITING SCHOOL SCIENCE CONCEPTS

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

UNIT -II

UNDERSTANDING WHAT IS SCIENCE AND CHILDREN'S IDEAS IN SCIENCE NATURE

OF SCIENCE

- ✓ Subject matter in sciences and social sciences
- ✓ Is inquiry in different domains of knowledge different?
- ✓ Science as information or inquiry.
- ✓ What do scientists look like? Children's ideas related to science concepts
- ✓ Probing, documenting and analysing children's ideas related to science concepts.

UNIT -III

CLASSROOM TRANSACTION AND ASSESSMENT

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

UNIT -IV

SCIENCE FOR ALL

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

7. DIVERSITY, GENDER AND INCLUSIVE EDUCATION

UNIT-I - INCLUSIVE EDUCATION

- ✓ Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- ✓ Meaning of Inclusive Education
- ✓ Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
- ✓ Understanding and exploring the nature of assessment for inclusive education

UNIT-II - CHILDREN WITH SPECIAL NEEDS

- ✓ Historical and contemporary perspectives to disability and inclusion
- ✓ Range of learning difficulties
- ✓ Disability identification, assessment and interaction
- ✓ Approaches and skills for teaching children with learning difficulties

UNIT-III - GENDER, SCHOOL AND SOCIETY

- ✓ Social construction of masculinity and femininity
- ✓ Patriarchies in interaction with other social structures and identities
- ✓ Reproducing gender in school: Curriculum, text-books, classroom processes and student-teacher interactions
- ✓ Working towards gender equality in the classroom

PRACTICALS

8. CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH, SCHOOL HEALTH AND EDUCATION YEAR II

UNIT-I

Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health

- ✓ Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach
- ✓ Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.

- ✓ School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, UNICEF (Nali kali Strategy- School Sanitation and Hygiene Education)

UNIT-II

Knowledge and Skills Development for Health Education

- ✓ Food and Nutrition;
- ✓ Communicable Diseases;
- ✓ Understanding One"s body, Alternative systems of health and healing;
- ✓ First Aid (Workshop Mode);
- ✓ Child Abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness/reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher.
- ✓ Principles and benefits of Yoga Practical Work: Based on Units 1 and 2 Before going for the School Internship Programme student teachers must develop materials/activities/strategies based on select health themes and try to do this by integrating with another subject. A Health Education lesson plan is prepared by the student teacher and the chosen theme/concept is transacted during the SIP (School Improvement Plan. The ideas and materials developed related to the health theme, research done to make sure information and content is correct and the actual transaction in class all form a part of the reflective report to be prepared. This report forms a part of Internal Assessment.
- ✓ Focus on Yoga- learning its principles and basic asanas.
- ✓ Athletics
- ✓ Organizing of tournaments, marking of courts etc.

UNIT-III

Understanding Emotional Health Needs, Diversity and Inclusion

- ✓ Understanding Emotional Health- self-reflective journey
- ✓ Emotional Health- Physical Health- Cognition linkages Two –Year Elementary Teacher Education Programme
- ✓ School Practices and what these do to a child's emotional well-being
- ✓ Diversity in the classroom- different learners, different needs and the concept of inclusion
- ✓ Learning Disabilities and engagement in the classroom Reading different texts types like stories, poems, riddles, jokes, and instructions for games

UNIT-IV

Physical Education as integral to health and education

- ✓ Need for Physical Education; Linkages to health and education
- ✓ Physical Education and Play
- ✓ Supervising and guiding children
- ✓ Development of team spirit, coordination, cooperation

- ✓ Diversity in capabilities and interests

Practical Work based on Unit 4: To be learnt/conducted at the DIET, Basic Exercises and movements, Drill and Team Games (Kho-Kho, Kabaddi, Throw ball, Volley Ball, Football etc.) The student teacher must learn techniques and procedures to conduct these. As a practical activity during the student internship² it is suggested that student teachers observe the physical education (play, exercise) related activities taking place in the school. Is there a space to play? What equipment is available? What is being played by whom (girls/boys)? And what is the culture of play? Is the teacher actively engaged? Are there children being left out? What about children with special needs? Also student teachers are encouraged to document the unrecognized and indigenous games/play that students engage in. It is suggested that student teachers share their findings in the form of a short report. After the SIP, the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education for education and health and to also recognize the constraints operating in school in terms of lack of space, no sports equipment, ways of innovating etc.

9. CREATIVE DRAMA, FINE ARTS AND EDUCATION UNIT 1

Design of the Practicum This practicum includes three critical areas of focus: creative drama, fine arts and work and education. All three components are to be covered through the two years of the DEd programme. Weightage for each is given separately. The rationale, aim and objectives of each focus area are also given separately to facilitate the detailed design and transaction of this practicum.

Rationale and Aim of the Practicum The well being and fulfillment of an individual's potentials is the common thread of the components of fine art and creative drama as it connects with work experience and health education. Work experience is a space where working transcends vocational skills and aims to create a whole experience of being fully present and working with all of one's faculties and being in relationship with others and nature. Health education goes beyond general advice on hygiene and nutrition, placing health within the social and community realm; helps appreciate the interconnectedness of an individual's physical, emotional health with that of social, environmental health of the human and natural community. Art education aims to help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them, we can hope to create harmonious individuals and a harmonious world. It is not about beautification- applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

Creative Drama: Rationale and Aim Creative Drama: There are two broad aims of creative drama for education. One is for the student-teachers to use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it. The second aim is to train, enhance some theatre skills that will later help them be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) makes for worthwhile, far reaching, holistic learning. Drama is one such experience and should therefore have a central place in school education.

It is important to stress that drama is not about the self alone or self-expression alone. The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalised and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student-teacher, building her/his creative capacities through theatre. Specific

Objectives

- ✓ To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- ✓ Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- ✓ Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
- ✓ Identify and develop one's own creative potential.
- ✓ Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
- ✓ Recognise the role of drama as education in the elementary school
- ✓ Learn to identify areas that are best suited for drama exploration
- ✓ Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- ✓ Explore the role of the teacher as creative guide in learning that is drama driven Running Thread of the Course Theatre techniques are used to help stretch, enhance and challenge the student-teacher in terms of her/his body, imagination and perceptions. By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self-lives in.

CREATIVE DRAMA: FOCUS AREAS

- ✓ In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as open improvisations.
- ✓ Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the other? What does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.

- ✓ Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
- ✓ Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
- ✓ Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
- ✓ Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

FINE ARTS: FOCUS AREAS

- ✓ Art, Art appreciation and Art education: visit to places like crafts museums, bal bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
- ✓ Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, newspaper etc.
- ✓ Music: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children
- 4. Cinema and Electronic Media: Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics,

intervention in familial spaces, increasing legitimisation of violence; age appropriate viewing and selection of films

- ✓ Literary Arts: linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.
- ✓ Architecture and spatial Design: develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post-Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these viz a viz architecture and design; spaces for children in a city.
- ✓ Designing a Project for School Children: Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to a nearby monument and a public event about it – including art exhibition , plays, songs and other similar expressions; principles of inclusion, diversity, child-centred approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect

10. SCHOOL INTERNSHIP

- ✓ To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- ✓ To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
- ✓ To be able to innovate within existing systemic limitations.
- ✓ To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
- ✓ To critically reflect on her own school experiences and keep records of the same.
- ✓ To learn to assess different aspects of children's learning without a focus only on achievement