

. B. El. Ed. Programme outcomes

About the Programme:

Student Contact Hours: 3000

Total Maximum Marks: 2200

Practicum: 950M

Theory: 1250M

Internal Assessment: 375M

Annual Examination: 875M

- *It is a professional teacher education programme in elementary education leading to the degree of Bachelor of Elementary Education under the Faculty of Education.*
 - *It is of four year duration.*
 - *The Four year integrated professional degree development programme of Elementary Education is offered after the senior secondary stage of school.*
 - *Approved by NCTE.*
 - *Medium of instruction is both Hindi and English.*
 - *Unique framework with considerable exposure to practical work to enable young enquiring minds to develop into self-confident professionals.*
 - *A bilingual programme that combines the best from the Indian and western pedagogical systems thereby reaching out to students who have been linguistically and culturally challenged.*
 - *Programme content has been developed with an inter-disciplinary dialogue between a number of University of Delhi faculties and other central universities- with no external support-underscores the capacity and resilience of Indigenous academics and knowledge generation.*
 - *Integrated university research and reflective knowledge development with the practice of elementary education ; thereby bridges the yawning gap between tertiary and elementary education and developing professionals in the field of education.*
 - *Designed to address the constraints of government school education system rather than reach out to only lucrative English medium education schools*
 - *It has the potential to create space for new pedagogic approaches in centres of higher learning.*
 - *Universalisation of Elementary education at its heart.*
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- **Some aspects of syllabus:**
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- ***Observation of children's life in the classroom is featured throughout the programme/across courses***
 - ***Emphasis is placed on themes and concerns normally left out in education programmes of teacher education.***
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- ***It offers compulsory and optional theory courses, compulsory Practicum courses and a comprehensive school internship experience.***
 - ***It is designed to integrate the study of subject knowledge, human development, practical knowledge and communication skills.***
 - ***Both professional and academic options are available to students who graduate with a B. El. Ed degree.***
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- **Attributes for a B. El. Ed. Student: Questioning, reflective and sensitive with a high level of professional commitment.**
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- **In the words of a student:**
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The bachelor of elementary education is a programme that allows one to put into practice many of the theoretical ideas one has on education. It offers immense scope for incorporating inter-disciplinary ideas through projects, colloquial and such other activities. It provides sound theoretical underpinnings for the work carried out in practice. Exploration, discovery learning and problem-solving are integral parts of the programme and are the methodological devices used in the classroom. The programme allows students to interact continuously between the outside world and the classroom. As students progressed through the years they are encouraged to analyse and reflect on their experiences and on various issues related to society at large. As students frequently work in small groups they learn the problems and advantages of teamwork as a tool for learning and teaching.

B. El. Ed I Year

Theory Courses

F1.1 Child Development 100M

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

F1.2 Contemporary India 100M

This course is developed to gain 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.

C1.1 Nature of Language 50M

This course aims to develop a deep understanding of language as a subject and as meta language. The course also equips to tap the multi-lingual character of Indian classroom as a rich source for teaching language and developing analytical thinking.

C1.2 Core Mathematics 50M

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

C1.3 Core Natural Sciences 50M

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

C1.4 Core Social Sciences 50M

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 interlinkage 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 the issues which will be dealt with in the course.

Practicum

Practicum courses are designed to allow a variety of experiences with children within and outside elementary schools and opportunities for self-reflection and development. In addition children acquire a wide range of professional skills including drama, craft, developing curricular material, classroom management, systematic observation, documentation and evaluation. The Practicum input increases progressively as the programme advances to the final year.

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

PR1.1 Performing and Fine Arts 50M

The basic conceptual parameter is that drama is education, meaning thereby that 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 classroom or in school, but to use the techniques of drama and orientations of a performer for enhancing teaching-learning.

PR1.2 Craft, Participatory Work 25M

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 emotional outlet, craft work has an important place in the B. El. Ed curriculum.

Colloquia 50M

This establishes the first contact of student-teachers with children. While initiating contact with elementary schools, students contend with issues of planning and organising creative activities for children with in school.

They also explore ways of organised and meaningful interaction with children outside the school. Students get the opportunity to develop the ability to relate, communicate and develop positive attitudes towards children and teaching.

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.

Academic Enrichment activities: Seminars, conferences, workshops, webinars and other events or visits/trips organised by the department.

B. El. Ed. II Year

Theory Courses

F2.3 Cognition and Learning 100M

This course offers an in-depth study of processes of cognition and learning and their socio-cultural contexts. The course also deals with significant features of theoretical approaches to the study of cognition and their educational implications.

F2.4 Language Acquisition 50M

The aim of this course is to study the processes and patterns of language acquisition in children, and to examine the various theoretical perspectives and linkages with formal language learning.

F2.5 Human Relations and Communications 50M

This course attempts to develop conceptual bases for exploring and understanding student's own self and the dynamics of identity formation. It further seeks to develop in students a capacity to reflect on education as a relational process, requiring communication skills, social sensitivity and receptivity.

P2.1 Language across Curriculum 50M

This course aims to promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process, and the functional usage of language across curriculum.

Liberal Options

Liberal courses offer studies in a specific discipline with academic rigour. These are designed to enrich knowledge-base to allow for further study in the chosen discipline and its pedagogy.

Student Reflection:

You require a lot of subject knowledge to teach in middle schools. Thus, in order to build up a base for specialised teaching in middle schools, its inclusion is welcome. Teaching of these courses also helps in establishing links with other departments of our college which was very important because education in B. El. Ed. is an integrated process.

Subjects chosen by students could vary from year to year

Liberal Option chosen by 2nd year students in 2020-21(only one subject)

O2.1 English I - 100M

O2.3 Mathematics I - 100M

O2.6 Biology I - 100M

O2.8 Political Science I - 100M

Practicum

PR2.3 Observing Children 75M

The practicum course on observing children provides opportunities for undertaking systematic observations of children in various naturalistic and semi-structured settings. Through specific assignments, students come in contact with children, construct scientific ways of understanding them while also getting a chance to test universal developmental concepts.

Student Reflection:

I first of all learnt to observe children, interview them, analyse my observations and findings. It was a wonderful opportunity to understand children's development as well as various theories used for the purpose. It gave a real feel of the child.

PR2.4 Self-development Workshops 50M

The self-development workshops have been conceptualised to facilitate further the teacher trainee's further process of personal development. The workshops aim to complement the learnings of the theory course on Human Relations and Communications. Self-development workshops are essentially meant to cover broad areas of one's own strengths and limitations, developing sensitivity, open mindedness and positive attitudes, the ability to communicate and relate with children and adults and developing one's own personal aim and vision as a teacher and as a person.

Student Reflection:

These workshops provided an opportunity to explore the self. We very distinctly understood how the socio-cultural context, in which we have grown up, has shaped our perceptions and attitudes. We became conscious of our biases and other influences, and developed sensitivity to their negative influences on teaching.... resolving some of our conflicts, we began to honour each other's differences rather than being content with our commonalities.

PR2.5 Physical Education 25M

The essential aim of this course is to impart knowledge about physical activity, which is an important element in improving the quality of life. Physical education in the B. Ed. ought to hold the promise of developing two crucial perspectives. First, sound physical and mental health is not the absence of disease and second, body confidence, an important element of physical education is intimately related to an overall sense of well being and self-worth.

Another significant aspect of physical education is the development of a spirit of participation rather than competition. For this purpose equal importance is given to educating students on the fundamentals of physical education along with participation in actual field situations where they are instructed on minor games, lead up games and ultimately the actual game situation. They are also provided with inputs on psychological interaction and first aid for actual situations on the field. Assignments and field participation form the basis on which students are graded.

Colloquia

Story telling and Children's Literature 50M

Through this colloquia activity students are trained to examine and develop a criteria of children's literature, develop skills of building resources for children and hone their skills of story-telling.

Student Reflection:

I actually developed and enhanced the skill of telling stories and used them for various topics. Another important gain was the ability to critically analyse any piece of children's literature. I have learnt to stimulate imagination and free expression in children by using stories.

Academic Enrichment activities: Seminars, conferences, workshops, webinars and other events or visits/trips organised by the department.

F3.6 Basic Concepts in Education 100M

This course attempts to introduce students to certain basic ideas in educational theory. It provides philosophical and sociological frameworks within which assumptions about human nature, knowledge and learning are examined. While exploring the societal context of education, students also learn to distinguish between formal knowledge and experiential knowledge.

Student Reflection:

This course gave us various theoretical inputs to innovative approaches in education which is very important as we could understand the basis of education. Besides this we also built a sociological perspective with regard to teaching as a profession.

F3.7 School Planning and Management 50M

This course attempts to expose students to the current education scenario in India, to familiarise them with school as a system and its relationship with other institutions and to create consciousness among students about the possible role they can play to change the situation.

P3.2 Logico-Mathematics Education 50M

This course prompts students to gain into the nature of children's thinking in mathematics and engage in the process of incorporating in teaching practice with due consideration to content specific pedagogy.

Student Reflection:

Children also apply their own logic while doing maths and that can serve as an important base of designing teaching-learning materials and activities. How maths classes can be made interesting and enriching was also an important understanding developed in this course. I also gained confidence that I can design activities based on my own keeping in mind the specific needs of children.

P3.3 Pedagogy of environmental studies 50M

This course aims to expose students to the significance of EVS as a curricular area at the primary level. While engaging in a critical enquiry of evs as a school subject students also learn to develop insights into the curriculum design and implementation.

SC3.1 Classroom Management 75M

SC3.2 Material development and Evaluation 75M

The two practicum courses are complementary with the aim to involve teacher trainees to explore curricular, pedagogic and classroom organisation issues. Students are expected to study and reflect upon official documents in education, observe teaching-learning practices and measures of discipline in the classroom as also to critically analyse their relevance to the contemporary concerns of education. The practicum courses would also include conceptualising alternatives in pedagogy and evaluation within real classroom contexts.

Student Reflection:

These two practicum courses together included many activities. Besides developing a comprehensive understanding of classroom practices and policies. I learnt immensely from practices of alternative systems in and outside school. It helped in not only realising for myself the possibility of doing innovative activities with children but it also proved fruitful in making me independent and self-reliant. It was a turning point in my professional growth and I could sense a professional teacher in me.

Liberal Option chosen by 3rd year students in 2020-21 (only one subject)

O3.1 English II - 100M

O3.6 Biology II - 100M

O3.8 Political Science II - 100M

Colloquia 50M

Academic Enrichment activities: Seminars, conferences, workshops, webinars and other events or visits/trips organised by the department.

B. El. Ed IV Year

Theory courses

F4.8 Curriculum Studies - 50M

This course offers a critical analysis of considerations in curriculum design including the role of socio-cultural and ideological factors; developing varied perspectives of curriculum organisation and enquiry and insights into processes of curriculum transaction and evaluation.

Student Reflection:

After analysing the traditional approaches of designing and interpreting the curriculum we focused on required innovations keeping in mind the various theoretical inputs that we gained in this course.

F4.9 Gender and Schooling 50M

The objective of this course is to examine gender inequities in societies using feminist theoretical frameworks; to learn to observe and analyse manifestations of gender inequities in the process of schooling and to develop strategies for intervention.

Student Reflection:

Gender as a principle underlying distribution of material resources and opportunities has become crucial in educational discourse. Education is an important resource which has been historically denied to the girl child. And yet once the girl child is in the class gender influences her learning in a significant manner. This course, by addressing these issues, developed by a very critical understanding of gender differences in society by analysing various feminist schools of thought and traditional practices. It helped us in understanding this issue in its totality and the role of socialisation in creating gender based differences.

OP4.1 Pedagogy of Language 50M

This course offers an in-depth study of language learning as a process determined not only by an awareness of language structure but one that is critically influenced by the socio-cultural aspects of a child's milieu. The course also equips students with skills of designing activities and developing techniques to transact the language curriculum.

Student Reflection:

I experienced how the approach for teaching in middle school is similar yet different from the one followed in primary school. I also learnt to teach subject specific topics which form an integral part of our middle school curriculum.

OP4.2 Pedagogy of Mathematics 50M

This course attempts to develop an understanding of the nature of mathematics and children's thinking and implications for pedagogical practice at the upper primary level.

Student Reflection:

Pedagogy is the science of teaching. From our pedagogy of mathematics course we developed varying skills specific to the teaching of middle school children. We learnt the nature of mathematics, its structure and its language and also developed logical thinking, reasoning and representational abilities regarding various topics like geometry, practical arithmetic, number, algebra, ratio and proportion, etc. we also discussed evaluation in mathematics which gave us an understanding of how children learn and work and some ways to solve their problems.

OP4.3 Pedagogy of Natural Science 50M

This course attempts to develop an understanding of nature and structure of science and also the ability to transact and analyse science curriculum.

Student Reflection:

Pedagogy of natural science tells us about the nature of science. It is a science of doing. It tells us about the importance of science in the development of science itself. We became aware of how scientific process skills are helpful to us in our daily life, in the learning of science and as a method of enquiry. To know various methods of teaching science through interesting activities, making it joyful, was an enriching experience.

OP4.4 Pedagogy of Social Science 50M

Permeating across the boundaries of individual social science disciplines is the key pedagogic process unfolding in this course. This will help students in understanding how social science inquiry necessarily includes experiences of interaction in and with society and environment. Critical thinking, inquiry and search for evidence, examining text-based knowledge in social contexts are essential components.

Practicum

School Internship Programme 250M

It is envisioned to offer an intense and focused school experience. Structured to be a process in partnership between school and intern the programme seeks to provide physical and psychological space for evolving innovations in teaching. While functioning as a regular teacher the intern gets the opportunity to translate her knowledge base, pedagogic theory and understanding of children and her repertoire of skills into reflective classroom practice. The school benefits from this alliance in terms of witnessing possibilities of unconventional pedagogies.

Student Reflection:

I finally got a platform to planned and thought out activities in reality. While dealing with a class of 55 students I could feel a very sensitive and a very scientific teacher in me. It is an extremely useful inclusion as it gives the feeling of a School in totality, ranging from classroom activities to teacher-parent interaction. I have learnt to be very realistic in expecting things from myself and from children. I could also see myself bridging the gap between theory and reality.

Project 100M

Projects aim to further develop the process of reflective enquiry through classroom-based research. While enhancing skills of systematic observation, documentation and analysis, the overall aim is to equip the intern for reflective teaching.

Student Reflection:

Although the four projects I took up were short ones yet they took a lot of time. The projects were very interesting because I got the freedom to choose the topics on my own, based on classroom experiences. I could actually relate the concept of 'action research' with my teaching.

Colloquia: Creating a Resource Centre 50M

In keeping with the true spirit of partnership between the colleges and the schools the intern gives a part of herself to the school in terms of a rich resource of teaching learning ideas, activities and materials with the aim to lay seeds of innovation in schools and set in motion, a process of thinking, discovering and doing amongst the school faculty.

Student Reflection:

We had really worked hard to collect and design materials for various activities and thus it was a nice idea to store them in a Resource Room so that the next batches of B. El. Ed. And regular school teachers could also utilise them. In fact, if such materials get added each year then there will be a lot of growth for the course, in terms of moving beyond what has already happened. It reflects the B. El. Ed's basic philosophy of growing and evolving with time and children.

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