**Teacher Enrichment**

**COURSE 015.1**

**Self, Identity and the Teacher & Art and Drama in Education - II**

**MAX MARKS – 40**

**INTERNAL – 20**

**EXTERNAL – 20**

This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one’s identity and personality, an awareness of one’s thought-patterns, motivations and behavior, and openness to learn and renew oneself.

This course also intends to initiate student-teachers into a process of original thinking about educational issues that they are concerned about and build their own vision about education. This would give them an impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools.

In addition the course would provide them a preliminary opportunity to express themselves through art, role play, drama, sculpture etc. It would also help them the importance of these art forms in education and how they could be utilised in teaching various subject areas in the classroom. Through creative workshops held at regular intervals the student teacher would be able to get over his or her hesitation and be able to communicate more effectively

In the first year of the B.Ed. course the focus would be on Understanding the Self and in the second year Developing Professional identity as a Teacher.

**Objectives**

* To learn to be self critical, questioning and reflective about one’s thoughts, actions and reactions.
* To develop insight into the various dimensions of the self: emotions, stereotypes, prejudices, perceptions and assumption about and attitude towards people, children and social issues.
* To develop insight into children’s ways of thinking and learning and to explore ways to bridge the gap between adult and child.
* To cultivate positive attitudes and sensitivity towards each other, towards children and education.
* To develop skills for effective communication and the capacity to listen, empathize and relate.
* To build a sense of awareness about the natural world and recognize harmony and beauty of the nature.

**Design of the Course**

This is not intended as a standard ‘course’ with specific units of study. Instead it may bethought of as two strands that run parallel through the two year duration of the B. Edprogramme.

**Strand A**

An on-going strand during the two year course, to be coordinated and shared by the

faculty, would include

1. Journal writing by student-teachers to reflect on significant experiences and

periodically process their observations and thoughts on life situations, with

comments being noted by a designated faculty mentor

2. Carefully framed writing tasks towards the beginning and end of each year, which

enable student-teachers to express and reflect, in stages, on their prior life

journeys, current assimilation of experiences and questions, as well as evolving

perspective on education.

**Strand B**

The other strand of the ‘course’ would be designed as a series of workshops and seminars with carefully chosen themes. It is recommended that there be around **4-6** **one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day** **seminars**. It is recommended that the workshops be conducted by outside resource persons if available in related areas of personal development. Or else by a regular faculty member could conduct these herself/himself. The workshops should be experiential, and provide occasions for active participation and reflection.. In addition, the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

***Writing Tasks***

**Objectives**

• To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors that have shaped their aspirations and expectations

• To synthesize their experiences and learning over a period of time

**Suggested Tasks**

• Writing an ‘Educational autobiography’ (at the beginning of the B. Ed course)

• Writing a reflective statement of aspirations and expectations, based on one’s

learning so far in the course (after six months in the course)

**Workshop 1: *Viewing and analyzing film(s)***

**Objectives**

• Viewing films with social and educational content

• Learning to analyse and derive personal meaning from this

• Sharing different points of view on a film

**Suggested workshop themes**

• Purposive film viewing

• Ways of analyzing themes

• Detailed observation of a key scene and discussion

• Ways of seeing situations in the film

• Writing a film review

**Workshop 2: *Understanding my fears***

**Objectives**

* Analyzing one’s own perception about fear and trust in the past and present.
* Understanding the influence of such feelings in personal and social life;
* Observing the role of fear and trust in facilitating creativity and learning

**Suggested Themes:**

* Sharing one’s fears or fearful experiences.
* Exercises/trust games to understand feelings of trust experienced by each one.
* Discussion about fear and how its affects children, adolescents and ourselves.
* how fear can impede creativity and learning.
* Dealing with one’s fears and developing one’s feelings of trust. Reflecting on how this can be achieved in the school situation.

(This workshop could use various methods – drama, trust games, reflective exercises, films and readings.)

**Workshop 3: *Exploring one’s identity as a teacher***

**Objective:**

* To explore and develop the identity of the student teacher.
* To help him or her reflect on his or her strengths.
* Help them in understanding children.

**Suggested Themes**:

* Understanding one’s weakness and strengths as a teacher,
* Evoking insights into children’s perception, attitudes and imagination;
* observing and analyzing the differences and similarities in child and adults approach in everyday life,
* exploring sensitivity towards children; challenging adult assumption, attitudes, prejudices and stereotypes;
* thinking of alternatives strategies for adult intervention.

(This workshop could be done through sharing and reflecting on one’s own experiences, exercises, and reading about various teaching experiences and experiments like Gijubhai, Sylvia Ashton, and other teacher diaries or films.)

**Workshop 4: *Creating a harmonious environment in the classroom***

**Objective:**

* To help the student teacher understand how they can create a harmonious environment in the classroom.
* To reflect on their own experiences of schooling.
* Developing effective communication skills,
* Exploring the role of teacher as a communicator in establishing a relationship with the child;
* Understanding the role of communication with family, friends, community in developing child’s identity

**Suggested Themes:**

* Reflecting on the different practices prevalent in the classroom like fear, trust, competition and cooperation and its relation with self-confidence.
* Understanding one’s own attitudes to competition and cooperation;
* Analysing and observing the impact of competition in personal life, in school and societal structures,
* Understanding and observing the motivations behind cooperative learning and its impact;
* Understanding effective communication, types of communication, being assertive rather than aggressive or submissive and
* Exploring alternative interventions – through discussion, readings about alternative schools etc.
* To create a harmonious environment in the class room by conducting daily community proper.

**Seminar 1: *The Role of science and religion in Society***

**Format:** Debate and Discussion

**Preparation**: Topic to be formulated to allow for different perspectives; some texts to

be identified as resources; student-teachers prepare in groups

**Seminar 2: *Education and environmental crises***

**Format:** Film and presentation or reading of a text; small group discussions around

selected themes drawn from the film; sharing of implications for education

**Preparation**: Selection of a contemporary documentary or audio-visual presentation

**Assessment:**

As part of overall assessment, students should be asked to evaluate their own personal growth individually. Student teacher will be asked to maintain a reflective journal for recording the learning from the first day of the workshop. The faculty member and student teacher will jointly assess the development on the following basis:

Personal growth in terms of,

* Questioning the self, insight into oneself, self confidence, listening ability, social sensitivity, empathy, taking initiatives, attitudes, understanding others perspectives, communication skills etc.
* Regularity
* Participation

***Internal****:* This should be based on:

1. Marks given for Journal writing – periodicity and quality of entries

2. Marks given for participation in seminars – quality of preparation and presentation/participation

3. Marking of periodic writing tasks (four in number) – by faculty mentor

***External:*** This should be based on qualitative grading for quality of participation in a

series of workshops – by resource persons for each workshop.

The external will meet the participants in small groups and may ask each group to present skit of two minute on any of the deferent relevant topics. Each group will be given 10 minute for the preparation. The announce for the 10 minute presentation will be adjusted such a manner that only the first presentation the evolution team (The externals & the internal) team has to wait for 10 minute. Then the time will be adjusted so well that presentations will flow smoothly one after the other. A few questions related with the reflective journals and also related to theater may be asked by the evolution team presentation.

**Resources**

Books, articles, films, organizations, and resource persons could be need for specific

workshops and seminars. This list may be added to over time.

1. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: AndhaYug-Dharam Vir Bharati, Tughlaq: Girish Karnad. NCERT, (2006).
2. *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
3. Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.
4. Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.
5. Orr, David W. (2007) Is Environmental Education an Oxymoron? *Journal of the Krishnamurti Schools.* www.kfionline.org
6. Orr David (2004). All Education is Environmental Education *The Learning Curve, Issue 226***.**
7. Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Theatre in Education., London: Heinmann.
8. Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
9. Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New

Delhi: NBT.

1. McCaslin, Nellie (1987). Creative Drama in the Primary Grades. Vol I and In the

Intermediate Grades, Vol II, New York/London: Longman.Edition.

1. Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], *The Selected Works of Gandhi*: *The Voice of Truth,* Vol. 6, Navajivan Publishing House. 1.
2. Badeka Gijubhai,
3. Nandlal Basu
4. www.worldcomics.india

**Green and Clean world Around**

**Objectives:**

1. To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies.
2. To develop a sense of responsibility towards conservation of environment, biodiversity and sustainable development.
3. To develop reasonable understanding about the role school and education in fostering the idea of learning to live in harmony with nature.

**Unit**

* Role of individual in prevention of pollution-air, water, global warming.
* Role of local bodies in environmental management.
* Rain water harvesting and water resource management.

**Practicum**

1. The student will submit a report containing suggestion and necessary measures taken by them after every activity
2. Conduct seminar, document.