Syllabi (Suggestive) Foundational Stage

Integrated Teacher Education Programme (ITEP)

गुरुर्गुरुतमो धाम
N C T E

National Council for Teacher Education
(A Statutory Body of the Government of India)
G-7, Sector-10, Dwarka, New Delhi-110075

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NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक सांविधिक निकाय)

National Council for Teacher Education

(A Statutory Body of the Government of India)

Table of Contents

S. No	Curricular components	Courses	Credits per semester								Total credits per course	Total credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
1.	1. Student Induction Programme	Two-Week Student Induction Programme		--	--	--	--	--	--	--	--	--
2.1	2. Foundations of Education	Evolution of Indian Education	4	--	--		--	--	--	--	4	30
2.2		Child Development & Educational Psychology	--	--	4	--	--	--	--	--	4	
2.3		Philosophical & Sociological Perspectives of Education -I	--	--	--	4	--	--	--	--	4	
2.4		Assessment & Evaluation	--	--	--	--		2	--	--	2	
2.5		Inclusive Education	--	--	--	--	--	2	--	--	2	
2.6		Perspectives on School Leadership and Management		--	--	--	--	--	2	--	2	
2.7		Curriculum Planning & Development (textbooks, material development, etc.) - (Stage Specific)	--	--	--	--	--	--	2	--	2	
2.8		Philosophical & Sociological Perspectives of Education -II	--	--	--	--	--	--	--	4	4	
2.9		Education Policy Analysis	--	--	--	--	--	--	--	2	2	
2.10		One Elective from the offered courses as per the choice of student-teachers (e.g., Adolescence Education, Education for Mental Health, Education for Sustainable Development, Emerging Technologies in Education, Gender Education, Guidance and Counselling, Human Rights Education, Peace Education, Sports and Fitness Education, Tribal Education, Economics of Education, or any other relevant course decided by the University/Institution)	--	--	--	--	--	--	--	4	4	
3.1	3. Disciplinary / Inter-disciplinary Courses	One/two discipline(s) from any of the school curricular areas. I) Languages ii) Physical Sciences (Physics, Chemistry, etc.) iii) Biological Sciences (Zoology, Botany, etc.) iv) Mathematics v) Social Sciences & Humanities (Economics, History, Geography, Psychology, Political Science etc.) vi) Business Studies, Accountancy, etc. vii) Arts (Visual and Performing) viii) Physical Education and Yoga ix) Vocational Education x) Computer Science xi) Agriculture xii) Home Science xiii) Any other school subject	8	12	12	12	12	8	--	--	64	64

Table 1: ITEP Structure

S. No	Curricular components	Courses	Credits per semester								Total credits per course	Total credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
Table 1: ITEP Structure												
4.1	**4. Stage-Specific Content-cum-Pedagogy**	Stage-Specific Content-cum-Pedagogy Courses	- -	- -	4	4	4	4	- -	- -	16	16
5.1	**5. Ability Enhancement & Value-Added Courses**	Language-I (as per the 8th schedule of constitution of India)	4		- -	- -	- -	- -	- -	- -	4	28
5.2		Language-II (Other than Language-I)	- -	4	- -	- -	- -	- -	- -	- -	4	
5.3		Art Education (Performing and Visual)	2	- -	- -	- -	- -	- -	2	- -	4	
5.4		Understanding India (Indian Ethos and Knowledge Systems)	2	2	- -	- -	- -	- -	- -	- -	4	
5.5		Teacher and Society	- -	2	- -	- -	- -	- -	- -	- -	2	
5.6		ICT in Education	- -	- -	- -	- -	2	- -	- -	- -	2	
5.7		Mathematical & Quantitative Reasoning	- -	- -	- -	- -	- -	2	- -	- -	2	
5.8		Sports, Nutrition and Fitness	- -	- -		- -	- -	- -	2	- -	2	
5.9		Yoga and Understanding Self	- -	- -		- -	- -	- -	- -	2	2	
5.10		Citizenship Education, Sustainability and Environment Education	- -	- -	- -	- -		- -	- -	2	2	
6.1	**6. School Experience**	Pre-internship Practice (Demonstration lessons, Peer teaching)	- -	- -	- -	- -	2	- -	- -	- -	2	20
6.2		School Observation (Field Practice)	- -	- -	- -	- -	- -	2	- -	- -	2	
6.3		School-based Research Project	- -	- -	- -	- -	- -	- -	2	- -	2	
6.4		Internship in Teaching	- -	- -	- -	- -	- -	- -	10	- -	10	
6.5		Post Internship (Review and Analysis)	- -	- -	- -	- -	- -	- -	- -	2	2	
6.6		Creating Teaching Learning Material/Work Experience (Educational Toy making, local/traditional vocations, etc)	- -	- -	- -	- -	- -	- -	- -	2	2	
7.1	**7. Community Engagement and Service**	Community Engagement and Service (Participation in NSS-related activities, New India Literacy Programme etc.)	- -	- -	- -	- -	- -	- -	- -	2	2	2
		Total	20	20	20	20	20	20	20	20	160	

1.0 STUDENT INDUCTION PROGRAMME

(Two -Weeks Student Induction Programme)

To be evolved by the Institution concerned

2.0 FOUNDATIONS OF EDUCATION

2.1 Evolution of Indian Education

Credits: 4
Semester: S-1

2.1.1 About the Course

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to evolve Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.

2.1.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss genesis, vision, and evolution of education in ancient India to the contemporary India,
- enable themselves to shape their educational perspective to act as an effective teacher.

UNIT - I
Ancient Indian Education: Vedic Period

A. Vision, objectives and salient features of Vedic Education System.
B. Teaching and Learning Process.
C. Development of educational institutions: Finances and Management.
D. Famous Educational institutions and Guru-Shishya.
E. Education at the time of Epics: Ramayana and Mahabharata.

UNIT - II
Ancient Indian Education: Buddhist and Jain Period

A. Vision, objectives and salient features of Buddhist and Jain Education System.
B. Teaching and Learning Process.
C. Finance and Management of Educational Institutions.
D. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
E. Famous Guru-Shishya.

UNIT - III
Post-Gupta Period to Colonial Period

A. Vision, objectives, brief historical development perspective as well as salient features of Education in India.
B. Teaching and Learning Process.
C. Finance and Management of educational institutions.

Modern Indian Education

A. Colonial Education in India
- Woods Despatch, Macaulay Minutes and Westernization of Indian Education

B. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)

   (Bird's eye view of their contribution)
   - Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers –
   Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.

C. Education in Independent India
   - Overview of Constitutional values and educational provisions.
   - Citizenship Education:
     - Qualities of a good citizen.
     - Education for fundamental rights and duties.
   - Overview of 20th Century Committees, Commissions and Policies.
   - UEE, RMSA, RTE Act 2009: Overview and impact.
   - NEP 2020: vision and implementation for a vibrant India.

2.1.3 Suggestive Practicum

1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
3. Compare vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
6. Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
7. Visit to places of educational significance and value centers and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

2.1.4 Suggestive Mode of Transaction

The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field

engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.1.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

2.1.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.2 Child Development & Educational Psychology

Credits: **4**
Semester: **S-3**

2.2.1 About the Course
To enable student teachers to understand the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes that influence development of a child. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent.

The course seeks to provide an understanding of the developmental characteristics of a child:
- during infancy that ranges from birth to 24 months of age,
- during Early Childhood stage which begins around age 3 and usually extends up to 6-7 years of age,
- Middle to Late Childhood stage which begins around 6-7 years to 10-11 years of age, and
- Adolescence stage which begins at approximately the age of 12 years, and which is a period of transition from childhood to early adulthood.

The course will introduce development across domains – physical development, cognitive development, language development, socio-emotional development, aesthetic development, moral development – during each of the above-mentioned developmental stages of a child.

Educational Psychology component of the course:

Informs student teachers about the various theories of learning and motivational states for learning and their implications for pedagogy. It includes the study of how people learn, pedagogical approaches that are required to improve student learning, teaching-learning processes that enable learners to attain the defined learning outcomes, and individual differences in learning. It provides opportunities to student teachers to explore the behavioral, cognitive and constructivist approach to facilitating student learning, and the emotional and social factors that influence the learning process.

2.2.2 Learning Outcomes
After completion of this course, student teachers will be able to:
- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of Indian concept of self,
- apply various problem solving and learning strategies in real classroom settings,
- identify the various approaches of the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

UNIT - I
Child Development
A. Meaning and significance of understanding the process of Child Development
- Biological, cognitive, socio-emotional, and moral.
B. Developmental characteristics of a child during:
- Infancy stage
- Early Childhood stage
- Middle to Late Childhood stage
- Adolescence stage

C. The Indian concept of self: Mind (मनस्), Intellect (बुद्धि), Memory (चित्त). Panch-koshIya Vikas (पञ्चकोशीय विकास).
D. Educational Implications.

UNIT - II
Developmental Process

A. Development across domains:
- Physical Development
- Cognitive Development
- Language Development
- Socio-Emotional Development
- Aesthetic Development
- Moral Development

During each of the above-mentioned developmental stages of a child.
B. Factors affecting development.
C. Individual differences:
- Children with special needs including developmental disorders.
- Tools and Techniques for Identifying Learner with different abilities.
D. Teachers' role and strategies to address the needs of learners with different learning abilities.

UNIT - III
Process of Learning

A. Conceptual Clarity and significance.
B. Approaches:
- Behaviorist
- Cognitivist
- Constructivist
- Developmental
- Information processing Model of learning
- Shri Aurobindo's Integral approach
C. Problem Solving and Learning Strategies: Inquiry and problem-based learning, Steps and Strategies in problem solving, Factors hindering problem solving.
D. How to Learn: Significance and Strategies

UNIT - IV
Motivation and Classroom Management

A. Motivation
- Conceptual clarity, nature, and significance
- Intrinsic and Extrinsic Motivation
- Strategies for Motivation
B. Classroom management
- Creating a positive learning environment
- Planning space for learning
- Managing behavioral problems
C. Group dynamics:
- Classroom as a social group
- Characteristics of group

- Understanding group interaction-sociometry
- Strategies to facilitate group learning.

2.2.3 Suggestive Practicum
1. Spending day with a child and preparing a report based on our observations of children for:
   - A day from different economic status (low and affluent)
   - Focus on various factors: Physical, emotional, social, language, cultural and religious influencing the child on daily basis.
2. Observing children to understand the styles of children learning process.
3. Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them- Case Study Report.
4. Preparing Personalized Intervention plan for Students with Learning Difficulties.
5. Plan to use advanced technology to encourage talented / gifted children.
6. Encouraging gifted / talented students beyond the general school curriculum.
7. Familiarization and Reporting of Individual Psychological Tests.

2.2.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.2.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

2.2.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.2   Philosophical & Sociological Perspectives of Education – I

Credits: 4
Semester: S-4

2.3.1 About the Course
The course aims at enabling student teachers to explore educational philosophy, including the concept, nature and scope; the aims of educational philosophy; relationship between philosophy and education; Indian philosophical traditions and their implications for education; some of the key philosophical schools of thought such as idealism, naturalism, pragmatism, progressivism and existentialism and their implication for educational practices. The course also would provide an analysis of the Western schools of philosophy and their approaches etc.

2.3.2 Learning Outcomes
- To encourage students to explore the nature of knowledge, the nature of human beings, the nature of society and its aims and the educational implications of these understandings.
- To engage the prospective teachers to read and acquaint themselves with the meaning of terms like Vidya, Avidya, Shiksha, Education etc. and to facilitate them to understand and differentiate them through reflections on these terms on the basis of ancient Indian texts.
- To facilitate prospective teachers to engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian educational context.
- To orient and engage prospective teachers to read, observe and understand the vision of some great Indian and global educators and categorically reflect on vision/aim, process of education and the contemporary relevance.

UNIT - I
Education and Philosophy
A. Conceptual clarity, nature and relationships.
B. Aims of studying philosophical perspective of education.
C. Branches of Philosophy and their educational implications: Metaphysics (तत्त्वमीमांसा), Epistemology (ज्ञानमीमांसा), Axiology (मूल्यमीमांसा)
D. Understanding Indian Perspective of Education
   - Meaning, nature and aims of education with special reference to Vedic, Buddhist, Jain, Sikh and Islamic traditions.
   - Understanding the terms Darshana, Para and Apara Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya.
E. Understanding Western Perspective of Education
   - Meaning, Nature and aims of education with reference to Cognitive, Behaviorist and Developmental theories of Education.

UNIT - II
Philosophical Schools and Education
A. Conceptual Clarity of the following schools of thoughts with their implications for educational practices:
- **Bharatiya:** Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta
- **Western:** Idealism, Naturalism, Pragmatism, Progressivism.

UNIT - III
Educational Thinkers
A. Deliberations on aims, process and educational institutions developed on thoughts of following thinkers and practitioners:
- **Bharatiya:** Swami Vivekananda, Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahamana Madan Mohan Malaviya, Mahatma Gandhi, Gijubhai Badheka.
- **Western:** J. Rousse, Maria Montessori, Friedrich Froebel, John Dewey.

UNIT - IV
Value Education
A. Conceptual Clarity, Significance and Types of Values.
B. Indian Traditional Values.
C. Guru-Shishya-Parampara and Educational Values.
D. Convocation message in Taittiriya Upanishad.
E. Values enshrined in Indian Constitution.
F. NEP, 2020 and Values with special reference to 21st Century.
G. Pedagogical Issues.

2.3.3 Suggestive Practicum
1. Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms etc.
2. Institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation.
3. Sharing of student experiences (in groups) related to readings on great thinkers help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
4. Identification and reporting of Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, convocation etc. based on critical study of life and thoughts of thinkers.

2.3.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Organized lectures using variety of media.
- Small group discussion, panel interactions, small theme based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, short term project work etc.
- Critically examining their experiences to carve out their world and life view and further analyze them from philosophical point of view to reshape their perspective. They will engage prospective teachers in the development of comparative educational

charts related to vision, aims, process, institution etc. They will also lead to reading-based interactions and critical reflections related to process and significance of entry/admission rituals, convocation system etc.

2.3.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

2.3.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

Credits: 2
Semester: S-6

2.4.1 About the Course
The main thrust of this course on assessment and evaluation is to equip student teachers with the knowledge and capacities required to develop and implement approaches to assessment that is more regular and formative, is more competency-based, is appropriate for assessing learning outcomes relating to all domains of learning, is appropriate for testing not only subject-related learning but also generic learning outcomes such as problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning etc.

2.4.2 Learning Outcomes
After completion of this course, student teachers will be able to:
- use different approaches to assess and evaluate of student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva voce interviews; computerized adaptive testing; peer and self-assessment etc.,
- develop and use informal and formal diagnostic, formative, and summative assessment strategies to monitor student learning levels and help the teacher continuously revise teaching-learning processes to optimize learning and development for all students,
- develop an understanding among student teachers of the approaches to provide timely, effective, and appropriate feedback to students about their performance relative to the expected learning outcomes and organizing learning enhancement initiatives that are required to bridge the gap in student learning levels,
- present report on student achievement, making use of accurate and reliable records etc.
- develop assessment "as", "of", and "for" learning that are aligned to the expected learning outcomes,
- design the progress card of students based on school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners assessed through self-assessment and peer assessment, project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment that would provide students with valuable information on their strengths, areas of interest, and needed areas of improvement.

UNIT - I
Assessment and Education
A. Assessment and Evaluation
- Meaning and significance of assessment and evaluation in educational field.
- Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
- Learning outcomes across the stages and assessment.
- Taxonomy of Objectives (Revised in 2001) and Implications.
B. Forms of Assessment
- Formative, Summative, diagnostic, prognostic.

- Internal and External assessment.
- Assessment For learning, of learning and as learning.
- Authentic Assessment; Online Assessment.

C. Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020)

UNIT - II
Process of Assessment and Evaluation

A. Formative and Summative Assessment: Concept and Characteristics.
B. Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self-assessment etc.
C. Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.
D. Tools and Techniques
- Observation, rating scale, check list, anecdotes, interviews.
- Assessment of attitudes and interests.
- Socio-metric techniques.
- Criteria for assessment of social and personal behaviour.
- Self-assessment and Peer Assessment.

UNIT - III
Analysis and Interpretation

A. Analysis of students' performance and scores: credit and grading
B. Graphical representation (Histogram, Frequency Curves)
C. Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback.
D. Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on the observations, descriptive indicators in report-cards.

2.4.3 Suggestive Practicum
1. Review of various education commission, Policies and reports and NCF 2005 to get a brief view of the recommendations on Assessment and Evaluation.
2. Constructing a unit test using table of specifications.
3. Construction of any one of the tools (rating scale, check list, observation schedule, etc.) and administering it to group of students or using it to observe the school and classroom environment and interpreting it.
4. Analysis of question papers of various Boards.
5. Analysis of report cards - State and Central (CBSE)
6. Preparing format of 360-degree report Card.
7. Review of learning outcomes by NCERT in different subject areas.
8. Interviews with teachers and students to study the assessment practices, issues and problems related to it followed by presentation.
9. Reviewing Assessment Discussions in NPE (2020).

2.4.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.4.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.5 Inclusive Education

Credits: 2
Semester: S-6

2.5.1 About the Course

This course seeks to orient student teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorized based on gender identities, particularly female and transgender individuals, socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio- economic conditions (such as migrant communities, low income households, children in vulnerable situations, including orphans and the urban poor).

2.5.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- ensure inclusion and equal participation in education of children with disabilities in the regular schooling process that allows students with and without disabilities learn together, ensuring their retention in the school system, and enabling them to achieve the defined learning outcomes,
- adapt teaching and learning process to meet the learning needs of different students with disabilities, including providing education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning environment and learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate measures to overcome them, monitoring completion of education and learning levels of students with disabilities etc.

UNIT - I
Inclusion and Education

A. Conceptual Clarity, relation, and significance with special reference to:
- UNCRPD, 2006,
- RPWD Act, 2016,

With special reference to Indian Context.

B. Clarity of various terms and phrases associated with Inclusive Education:

Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification and differentiation, universal design of learning

C. Shifting from Disability to the Inclusive view.

D. Shifting Paradigms from Bio centric to Human Rights.

E. Introductory reference of Policies/Acts with reference to educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012, RPWD Act, 2016, UNCRPD, National Trust Act, 1999, National Educational Policy, 2020.

UNIT - II
Children with Disabilities and Marginalized Groups

A. Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities.
B. Specific needs of children with behavioral, emotional learning disabilities
C. Health Problems.
D. Educational needs of children belonging to Marginalized Groups.

UNIT - III
Pedagogical Issues

A. Conceptual clarity and significance.
B. Meeting the specific needs of Children with Disabilities with special reference to:
   - education and opportunities for participating in arts, sports, and vocation-related activities,
   - making school buildings and compounds as well as other facilities barrier free and accessible
   - supporting the learning activities and resources for individualized learning environment
   - making available assistive devices and appropriate technology-based tools,
   - language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
   - assessing strategies
C. Designing strategies assessment for inclusive classrooms.

2.5.3 Suggestive Practicum
1. Developing a checklist for identifying the various needs of children with disabilities.
2. Visiting schools of different categories and talking to parents, teachers, and Children with and without disabilities and listing the problems faced by these children and the families at the local level in gaining access to education.
3. Analyzing RPWD Act 2016 and list its implications for CWD in inclusive settings.
4. Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.
5. Giving a few exemplary adaptations based on the Preparatory Level textbooks.
6. Outlining the problems faced by children with hearing impairments while learning language. Give a few exemplar adaptations based on the primary level textbooks.
7. Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.
8. Analyzing the Context of NPE 2020 in the light of Inclusive Education.

2.5.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field

engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

2.5.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

2.5.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.6 Perspectives on School Leadership and Management

Credit: 2
Semester: S-7

2.6.1 About the Course

Amidst the changing policy landscape, the new curriculum framework, the challenge of accommodating and adapting to the changing demands and the increasing expectations that come with the culture of performativity. The role of the school leader has never been more complex. School leaders are key change agents and as instructional leaders are responsible for improving practice while navigating an increasingly challenging school environment. Understanding the school system, its nuances, the social, cultural, and political contexts and leading schools requires a strong foundation of knowledge and skills to effectively manage improvement and lead successful schools. The course on 'Perspectives on School Leadership and Management' is designed to equip student teachers with the competencies they need to drive school transformation and help diverse stakeholders establish priorities and improve practice.

2.6.2 Learning Outcomes

After completion of the course, student teachers will be able to:

- describe the diversity of schools in India, its structure, its governance, issues, challenges and school leadership needs,
- critically examine the different leadership theories and practices and its relationship with the governance structures, the autonomy and accountability mechanisms and the larger educational policy context,
- critically think in relation to education leadership and its potential application to different contexts,
- reflect critically on school-based data for reflection and improvement,
- develop a culture of cooperation collaboration and teamwork,
- synthesise effectively to develop coherent and compelling arguments in the area of study,
- develop school vision, mission, goals, and School Development Plans.

UNIT - I
Understanding Indian School System

A. School as a normative organization vis-a-vis school as a socio-emotional-cultural space for learning.
B. Studying the diversity of schools in India; their structure, governance, socio-political and cultural context, funding, management, autonomy and accountability mechanisms, support systems.
C. Relationship between school leadership and school diversity issues, challenges, and needs.
D. Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools.

UNIT - II
Understanding School Leadership

A. School Leadership: concept as defined, and concept as practiced.
B. Being a School Leader: exploring the multiple roles and responsibilities, issues and challenges of school leadership in the Indian context.

C. What works in schools: sharing National and International best practices on School leadership.

UNIT - III
Schools as Learning Organizations: Role of School Leadership
A. Schools as motivating learning spaces: Developing inspiring school ethos.
B. Schools as learning organization: promoting personal mastery, examining mental models, and developing a shared vision, team learning and a system's thinking perspective.
C. Development of a shared vision and shaping of the school culture.
D. Use of data for school improvement focused on students' learning, addressing equity challenges, and building an equitable school culture that promotes excellence for all.
E. Nurturing school belongingness: engaging students, teachers, staff, parents, SMC, and community in the formulation of a whole school development plan.
F. Designing professional and collaborative learning opportunities for self and others (teachers, parents, and SMC members) and improving teaching and learning.

2.6.3 Suggestive Mode of Transaction
Perspectives on school leadership and management is a practitioner-centric course and aims to enable future teachers to be efficient school leaders. The approach to curriculum transaction therefore would include a blend of lectures, tutorials, group-work, case-based approaches, and enquiry-based learning.
- Student teachers would engage in case-based learning on topics like improving student learning, classroom observation and feedback, planning and budgeting for school improvement, leadership in diversified school contexts and such others.
- Exposure of student teachers to virtual case studies featuring leaders from a representative cross-section of Schools in India and analyze their experiences, insights, and best practices.
- Learning activities that help student teachers to understand the entire structure and functioning of school organization through interactive lectures and panel discussion with education officers who hold leadership positions at different levels from schools to cluster, block, and district and state levels and understand their leadership issues, challenges and needs and thus get a perspective of the school ecosystem.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

2.6.4 Suggestive Mode of Assessment
Being a practitioner centric course, the assessment would largely include application-based tasks. This includes exploring the work and life of a school principal and writing a detailed report on the observations and the learning. The following are some exemplars. The institutes may choose either of these or think of other innovative assignment that would enhance the leadership learning experience:
- Preparing school vision, mission, goals, and school development plan.
- Shadowing school principals: a critical observation of the principal's daily work life.
- A critical examination of the diversity of schools; their governance structure, leadership, autonomy and accountability mechanisms, issues and challenges and work life of the school principal

2.6.5 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.7 Curriculum Planning and Development

Credits: 2
Semester: S-7

2.7.1 About the Course

The course on curriculum planning and development will introduce to student teachers to the process of designing and organizing the curriculum i.e., the totality of learning experience provided to learners through a deliberate and organized set of arrangements (the selection of subjects that are to be taught, the pedagogical approaches and practices to be pursued, books and other teaching-learning-material to be used, examinations and other forms of learning assessment, school culture and processes etc.) that contribute to the development of the knowledge, capacities, and values and dispositions that help fulfill the aims of school education derived from the purposes and goals articulated in NEP 2020.

2.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:
- discuss aims of education,
- identify and formulate of desirable values and dispositions,
- explain capacities and knowledge,
- outline curricular areas,
- demonstrate teaching-learning assessment processes and
- practice the relevance in terms of achieving the aims of school education.

UNIT - I
Education and Curriculum
A. Meaning, need, relationship and significance.
B. Types of Curriculums: subject-centered, activity-centered, environmental centered, community-centered
C. Relationship and difference between curriculum, curriculum framework, syllabus and textbooks.

UNIT - II
Developing the Curriculum
A. Basic principles of Curriculum Development
B. Concerns for developing the Curriculum - aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications to curriculum development, socio–cultural aspects and aspirations of society, value transitions, social efficiency and needs, environmental concerns, gender concerns, inclusiveness, technological advancement.
C. Impact of Globalization.

UNIT - III
Approaches, Planning, and Implementation
A. Approaches to Curriculum Development: Learner and activity centered, Constructivist, Knowledge Construction
B. Curriculum planning as a cyclic process.
C. Curriculum Implementation: Operationalizing curriculum into learning situations, Converting curriculum into syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation.
D. Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks and teachers handbooks, source books, workbooks and

manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighborhood etc.

2.7.3 Suggestive Practicum
1. Arranging discussion on:
   - Basis of National curriculum frame works (1975, 1988, 2000, and 2005).
   - Document: Learning without burden" by Prof. Yashpal
2. Preparing of Report based on observation of:
   - Facilities and infrastructure to implement the present curriculum.
3. Interviewing teachers to understand their role in:
   - Implementing and assessment of the curriculum.
4. Analysis of the following in the context of principles of developing the Curriculum:
   - Guidelines of NEP, 2020.
   - Curriculum of 4 Years B.Ed. Integrated Programme
   - Learning without Burden, MHRD, and India.
   - Position paper (2006). National Focus Group on 'Curriculum, Syllabus, Textbooks', NCERT.
   - NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework.
   - NCERT (2000) National Curriculum Framework for school Education.
   - NCERT (2005) National Curriculum Framework. NCERT publications.

2.7.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.7.5 Suggestive Mode of Assessment
- The assessment will be based on the tests and assignments.

2.7.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.8 Philosophical and Sociological Perspectives of Education – II

Credits: 4
Semester: S-8

2.8.1 About the Course
Sociological Perspectives of Education seek to encourage students to explore the relationship between social structures and educational provision. The course focuses on the study of the social behavior of individuals, groups, and societies. It provides opportunities for student teachers to examine relationships among individuals, as well as relationships between people and their societies.

2.8.2 Learning Outcomes
After completion of this course, student teachers will be able to:
- recognize the social context of education,
- outline the meaning, nature, and scope of educational sociology,
- establish the link between education and socialization,
- analyze the main agents of socialization, such as family, school, community and peer groups,
- analyze the impact of culture on education through a study of dimensions of culture and their importance to education practices,
- recognize the different aspects of social stratification,
- identify the close relationship between education and modernization, the role of education in Modernization, and factors and constraints to social change.

UNIT - I
Education and Society
A. Conceptual clarity, relationship, significance and aims of studying relationship between these two.
B. Educational sociology and social perspective of education: meaning and functions.
C. Education as a Social System.
D. Conceptual clarity of the following terms: society, social behavior, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization.
E. Understanding the relation between individual and group behavior with special reference to purpose of education.

UNIT - II
Education and Social Change
A. Meaning, relation, and dimensions of Social Change.
B. Factors affecting Education and Social Change: technology, social and educational movements, curricular innovations, value conflict, legal provisions.
C. Constitution of India and Education.
D. Education and Modernity.
E. Role of education with reference to social change.

UNIT - III
Education, Culture and Socialization
A. Relationship between Education and Culture.
B. Education as a process of Socialization.

C. Impact of following on Culture and Educational Process: Social Welfare, Social Reform Movements, Legal interventions on Child Marriage and child labor Act, Educational Policies and Acts, Adult Literacy, New Technology of communication, Equality.

D. Constitutional Provisions and Education with special reference to Social Equality and Equity.

UNIT - IV
Education and Values

A. Conceptual Clarity, Relationship and Significance.
B. Types of Values.
C. Constitutional Values and its impact on our Education.
D. Human Rights and Values.
E. Environment and Education.
F. Pedagogical issues.

2.8.3 Suggestive Practicum

1. Critical/Reflective study of contemporary aims of education and their social determinants.
2. Observation and critical study on how textbooks determine every activity of teacher and learner in the school.
3. A critique of textbook culture in school.
4. Observing the process of knowledge construction by children in structured and unstructured environments to appreciate their learning processes and nature.
5. A critical analysis of Constitution of India in the context of process of Education in India / Educational Policies / Educational Commissions)
6. Critically observing nearby society/ locality in groups of 4-5 students and sharing observations related to cultural/ social influences on educational practice.
7. Analyzing social purpose of NEP, 2020.

2.8.4 Suggestive Mode of Transaction

The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.8.5 Suggestive Mode of Assessment

- The assessment will be based on the tests and assignments.

2.8.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.9 Education Policy Analysis

Credits: 2
Semester: S-8

2.9.1 About the Course

This course on Education Policy Analysis aims at orienting student teachers to the theoretical frameworks and methodology that will help assess and evaluate the effectiveness of policies at the national, state and programme levels.

2.9.2 Learning Outcomes

After completion of this course, student teachers will be able to:
- discuss knowledge and capacity to engage in education policy analysis and evaluate their effectiveness,
- explain processes involved in policy analysis including undertaking situation analysis and research.
    - To identify possible policy options,
    - Describing these possible options,
    - Comparing the potential policy options,
    - Ranking the possible policy options and
    - Choosing the most effective option that could address issues and problems confronting school education.

UNIT - I
Planning an Educational Policy

A. Meaning and significance of `Policy on Education'.
B. Purpose and Dimensions of an Educational Policy at local and Global level.
C. Philosophical and Sociological Perspective of planning an Educational Policy.
D. Historical development of Educational Policies in India.
E. Basic steps involved in planning.
F. Constitutional provision for Policy on Education.
G. Fundamental principles for analyzing an Educational Policy.

UNIT - II
Educational Policies in India

- Critical analysis of Policies on Education since Independence: 1968, 1986 (Modified in 1992), 2020 in the context of: need and significance, goals and frameworks of educational policies, content of policies, issues raised in policies, constitutional provisions, special stress, modification of policies, implementation strategies.
- Issue of modifying an Educational Policy.

UNIT - III
Implementation of an Educational Policy

A. Meaning, need and significance.
B. Mechanism of Policy Implementation.
C. Strategies to Implement an Educational Policy.
D. Programme of action and implementation: conceptual clarification and significance.
E. Role of different Organization / Groups: Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public.

F. Challenges for Implementation.

2.9.3 Suggestive Practicum
1. Reviewing and presenting report on NEP, 2020 in reference to Policy Implementation.
2. To present a critical review of the Programme of Action (1987).
3. Preparing a list of challenges to implement the present new National Education Policy, 2020 in our States.
4. Preparing a list of Measures to be taken or taken to implement National Education Policy, 2020 in our State.

2.9.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children and schools.

2.9.5 Suggestive Mode of Assessment
- The assessment will be based on the tests and assignments.

2.9.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

Credits: 4
Semester: S-8

2.10.1 About the Course

This course on Education for Mental Health will give a comprehensive understanding on the concept of meaning and determinants of Mental Health. The course will further enhance the student teacher's ability to know different stress management and adjustment techniques. The course aims to introduce historical and contemporary developments of Mental Health Education programs in Indian and Global perspectives.

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:
- express the meaning and significance of mental health,
- describe social and psychological determinants of mental health,
- analyze the causes of stress and process of stress management,
- analyze the significance of adjustment in life,
- analyze the needs and importance of global mental health education programme,
- explain the special role of teachers and parents to maintain the good mental health of children,
- suggest prevention and promotional measures to maintain good mental health of society,
- express the need for health policies globally.

UNIT - I
Mental Health

A. Meaning and determinants of Mental Health.
B. Mental Health Vs Mental Hygiene.
C. Mental disorders: Characteristics and Types.
D. Causes of poor Mental Health.
E. Myths Vs Facts about Mental Health.
F. Legal perspectives of Mental Health in India.
G. Concept of Healthy Personality

Unit-II
Stress, Stress Management and Adjustment

A. Stress: meaning, nature and symptoms, types of stress, social and psychological perspectives, remedial measures.
B. Stress management and adjustment**:** meaning and significance of stress management and adjustment, prevention and promotion, role of parents, peer group and teachers.

UNIT - III
Mental Health Education Programme

A. Meaning and significance of Mental Health Education Programme.
B. Dimensions of Mental Health Education Programme in India.
C. Historical development of Mental Health Education Programmes in India.
D. Local and Global Perspective of Mental Health Education Programme.
E. Organizations at local and international level.
F. Characteristics of a good Mental Health Education Programme.
G. Role of Educational Institutions.

UNIT - IV
Challenges to Pedagogical Issues

A. Home Vs. school
- Diverse school and home contexts
- Lifestyles of teachers and parents
- Stereo-type roles
- Mental health concerns of teachers and parents
- Material availability/ production

B. Guidance and Counselling Programme:
- Concept, need and techniques.
- Teacher as a counselor

C. Designing and evaluating Mental Health Programmes

2.10.3 Suggestive Practicum

1. Visiting of Mental hospital and preparing list of four cases admitted in Hospital.
2. Preparation of two case histories on causes of abnormal behavior.
3. Critical analysis of laws and Public Health Policies.
4. Critical analysis of National Educational Policy, 2020 in the context of Health of children at school.
5. Critical analysis of Legal perspectives Mental Health Education in India.
6. Preparing comprehensive report on Mental Health Education Programme in India.

2.10.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Education for Sustainable Development

Credits: 4
Semester: S-8

2.10.1 About the Course

This course is designed to highlight the meaning, nature and significance of Education and Sustainable Development in the light of 17 sustainable development goals envisaged in United nations agenda. The course is designed to make student teachers aware and understand SDG 4 goal of Inclusive and Quality Education in the light of NEP 2020. The course also highlights the politics and policies involved in Sustainable Development.

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:
- clarify the meaning and significance of sustainable development,
- explore the relationship among education, development and environment,
- appreciate the relation between education and sustainable development,
- describe the characteristics of ESD,
- explain the role of education in sustainable development,
- critically analyze the meaning and importance of education in the context of sustainable development.,
- explain the role of education to achieve sustainable development,
- analyze the pedagogical issues related to ESD.

UNIT - I
Education and Sustainable Development
A. Meaning, relationship, goals, and significance.
B. Characteristics of ESD
C. Education for Sustainable Development: Historical Perspective
D. Philosophical, Sociological and Psychological Perspective.
E. Role of Education for Sustainable Development.
F. Decolonizing Knowledge for Sustainable Development.
G. Challenges of Education for Sustainable Development.

UNIT - II
Sustainable Development Goals (SDGs)
A. Meaning, nature and significance of SDGs.
B. 17 Sustainable Development Goals (SDGs): UNESCO agenda.
C. SDGs and Social Transformation as Universal Commitment.
D. Education as a Human Right to achieve Sustainable Development.
E. Sustainable Development and Peace.
F. Role of Educational Institutions and Challenges to achieve SDGs.

UNIT - III
SD Goal-4: Quality Education for All
A. Meaning, Nature, and Significance.
- NEP, 2020 on SDG-4: Sustainable lifestyle, Gender equality, Promotion of peace & non-violence, Global citizenship, Good mental health & wellbeing, Justice in society.
B. Pedagogical issues for SDG-4.

UNIT - IV
Sustainable Development: Politics and Policies

A. Understanding the Policy-Making Process.
B. Policy Analysis.
C. Democratizing Science and Technology.
D. Globalization and the Environment: Capitalism, Ecology and Power.
E. Perspectives, Methods, and Skills.
F. Innovation for Sustainability.
G. Key Issues from an International perspective.
H. Critical issues involved in sustainability.

2.10.3 Suggestive Practicum

1. To present critical review on NEP, 2020 in the context of SDGs.
2. Critical study of Delors Commission Report, 1996: **Learning: The Treasure within** with reference to SDGs.
3. To review and present a critical report on legal perspective on SDGs.
4. To prepare Toolkit for Educations for Sustainable Development.
5. To organize discussions/ seminars of Teachers of all streams to present their views on SDGs and to present Action Plan for this.
6. To prepare and present a short Video/film to promote SDGs.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

- The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Emerging Technologies in Education

Credits: 4
Semester: S-8

2.10.1 About the Course

The course is designed to use Information and Communication Technology in a classroom as an important 21st century skill and an important step for ICT enabled education of the country. The course explores various ICT approaches and its integration in Pedagogy, Assessment and Management. The course will help student teachers to know and apply online and offline software applications and it will enhance their understanding related to social, economic, and ethical issues associated with the use of ICT.

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:
- describe the need and uses of technology in the field of education,
- use various digital technologies for creating the resources,
- provide learning experiences for all types of learners including differently abled.
- create learning environment in the class room,
- understand the role of ICT to enhance the creativity of students,
- view the use of massive open online courses (MOOCs),
- explain the role of ICT in authentic and alternative assessment,
- discuss the social, economic, and ethical issues associated with the use of ICT.

UNIT - I
Education and Technology

A. Relationship between Education and Technology.
B. Conceptual clarity of Technology of Education and Technology in Education.
C. Meaning, Nature, and significance of Technology in Education.
D. Historical Development of use of Technology in Education.
E. Principles of using Technology in Education.
F. Emerging trends in Technology in Education.

UNIT - II
Information and Communication Technology

A. Meaning, nature, and types.
B. Fundamentals of Information and Communication Technology.
C. ICT Tools and application.
D. Hardware and Software: meaning, difference and types.
E. System software and Application software.
F. ICT application and multiple intelligence.
G. Social, Economic, and Ethical issues associated with the use of ICT.

UNIT - III
Technology in Education and Pedagogy

A. Approaches of integration of Technology in teaching and learning.
B. Subject specific ICT tools for creating and facilitating learning.
C. Subject specific online resources and their uses in lesson Planning.
D. Technology integrated learning experiences and creating learning Environment.

E. Use of Technology for children with special needs: Tools and processes; Universal Design for Learning.
F. Massive Open Online Courses (MOOC)-Concept and use.
G. ICT for Assessment and Management.

UNIT - IV
Online and Offline Software Applications
A. Application software- meaning and types.
B. Word processing, spreadsheet, presentation: Features and educational applications.
C. Drawing tools – diagrams, concept maps, timelines, flow charts. Educational applications of these tools.
D. Web 2.0 technology and tools: meaning characteristics and types.
E. Social networking and social book marking: Educational Applications.
F. Blog and micro blog – reflective journaling and other educational applications.
G. Wiki, YouTube, TED, Skype – collaborative authoring and projects.
H. Instant messaging and its educational applications.
I. Online forums/discussion groups and chats: educational applications.
J. Social media sharing – video, presentations, audio (podcasts), graphics, and text.
K. Web 2.0 tools for creating, sharing, collaborating, and networking.

UNIT - V
Instructional Design and E-content
A. Instructional Design: concept, principles, models, and stages.
B. E-learning courseware (e-content) design.
C. Identifying and organizing course content: need analysis (learner, content, and task), learning objectives and course sequence.
D. Designing instructional media, evaluation, and delivery strategies.
E. Creating interactive content: story board, courseware outline, interactivity, and interface
F. Courseware delivery and evaluation.
G. Multimedia tools: Audio editing, video editing, screen casting, graphic editing, and basics of animation, and creating interactive media.
H. Reusable learning objects (RLO) – meaning, types and characteristics, RLO repositories, metadata and standards.
I. E-content authoring tools- open source and proprietary alternatives.
J. Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing.

2.10.3 Suggestive Practicum
1. Creating an account in wikispace/wikipedia/mediawiki and adding/editing content.
2. Developing an educational blog in www.blogger.com, www.wordpress.com.
3. A critical study of some *e-learning* course.
4. Developing a multimedia e-content for a topic.
5. Field visits to the EDUSAT center and take part in teleconferencing.
6. Planning and creating digital rubrics for any topic
7. Organizing web conferencing using Skype/Yahoo/ Messenger/ Google+.
8. Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance, and up gradation
9. Review of NEP, National ICT policy and curriculum in the context of Technology in Education.

10. Enrolling and completing some MOOC courses of interest.
11. Developing technology integrated unit/lesson plans and trying them out in schools.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

- The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Gender Education

Credits: 4
Semester: S-8

2.10.1 About the Course
The course Gender Education seeks to develop understanding and interlinkages between gender and education. The course is designed to develop a conceptual understanding of the overall gender discourse with special emphasis on issues such as gender bias, gender stereotypes in school, curriculum and in textual materials. The course also addresses gender sexuality, sexual violence, abuse, and legal perspectives.

2.10.2 Learning Outcomes
After completion of this course the students will be able to**:**
- clarify key concepts like gender, transgender, gender bias, gender stereotype, empowerment, gender parity, equity and equality and patriarchy,
- explain the shifting from women studies to gender studies,
- clarify gender issues in school, curriculum, and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion, and region,
- examine school environment, curriculum, and pedagogy with reference to gender related issues,
- address issues related to sexuality, sexual violence, and abuse,
- draw framework for gender sensitized classroom and school environment.

UNIT - I
Gender and Education
A. Meaning, relationship, and significance of studying.
B. Conceptual clarity of related terms: Gender, gender perspective, sexuality, patriarchy, masculinity, feminist, gender bias, transgender, gender stereotyping and empowerment.
C. Gender as the basis in school education.
D. Constitutional Provisions with special reference to equity and equality, rights of girls.
E. Education and women's empowerment.
F. Shifting from women's studies to Gender Studies.

UNIT - II
Learning Gender Roles
A. Social and Cultural Perspectives of Gender Identity: role of family and school, media, and other formal and informal organizations/ agencies
B. Socialization and learning gender roles.
C. Gender stereotyping/Role models.
D. Preventing Measures: role of school and home

UNIT - III
Gender, Sexuality, Sexual Violence and Abuse
A. Development of sexuality and its impact on children with reference to gender, body image, role-models.
B. Sexual violence in formal and informal institutions.
C. Child sexual abuse from pre-primary stage to secondary stage: providing accurate information on child sexual abuse, helping, and identifying signs of sexual abuse in children.

D. Providing dos and don'ts about sexual abuse.
E. Legal perspective: Laws for safety and Security of girls and women, Implementation of the POCSO Act.

UNIT - IV
Pedagogical Issues
A. Analyzing classroom practices.
B. Creating gender friendly classrooms and school environment.
C. Analyzing Curriculum from gender perspective: learning outcomes, textual material, teaching-learning processes, language used, teaching aids, assessment strategies.
D. ICT pedagogy for gender sensitive school curriculum.
E. Challenges for pedagogical issues.

2.10.3 Suggestive Practicum
1. Preparing a Report on National Educational Policies, (1986/1992 and 2020) in the context of gender issues in Education.
2. Preparation of projects on:
   - Analysis of textual materials from the gender perspective for identifying gender bias and gender stereotype in textual materials.
   - Recommendations of commissions and policies on education to empower girls/women.
   - Mahila Samakhya Programme.
   - Women Role Models in various fields with emphasis on women in unconventional roles.
   - Video clipping on portrayal of women.
   - Folklores reflecting socialization process.
   - How students perceive sexuality and their own body images.
3. Field visits to schools to observe the schooling processes from a gender perspective.
4. Preparing Analytical Report on portrayal of men and women in print and electronic media.

2.10.4 Suggestive Mode of Transaction
The course content transaction will include the following:
   - Planned lectures infused with multimedia /power-point presentations.
   - Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
   - Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment
   - The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Guidance and Counselling

Credits: 4
Semester: S-8

2.10.1 About the Course

This course comprises of four units aiming to develop the understanding about the concept, need and significance of guidance and counselling. It will give a comprehensive understanding of guidance and counselling principles, techniques, and real-world applications. This course also deals with psychological testing and diagnosis in counselling. It examines the factors affecting guidance and counselling along with ethical considerations. The importance of counselling for individuals with disabilities, visual impairment, and hearing impairment is also emphasized in this course along with challenges related to providing counselling services in schools.

2.10.2 Learning Outcomes

After completion of this course the students will be able to:
- explain the basic meaning, need and significance of Guidance and Counseling in the context of education,
- differentiate between Guidance and Counselling with special reference to the purpose and strategies,
- clarify the general social, psychological, and historical perspective of Guidance and Counselling,
- describe the basic features of Guidance and Counseling with reference to students needs at school level,
- explain the basic principles of Guidance and Counselling,
- organize guidance program,
- analyze the reports of educational commission and educational policies with reference to Guidance and Counselling.

UNIT - I
Guidance
A. Meaning, need, nature and scope of Guidance.
B. Brief historical background of Guidance movement in India.
C. Individual and Group Guidance.
D. Basic assumptions and principles of Guidance.
E. Need to understand the needs of the individual and group in the context of Guidance.
F. Essential information for Effective Guidance.
G. Vocational Guidance and Role of teachers.

UNIT - II
Counselling
A. Meaning, importance, areas, and types of Counselling.
B. Approaches to Counseling: directive, non-directive and eclectic, behaviorally, and cognitively oriented.
C. Process of Counseling: initiating counseling, preparation, and intake procedures, establishing rapport, termination of and response to initial interview.
D. Establishing Structure: attending behaviour, observation, non-verbal behaviour, listening, verbal patterning and communication responses, silence, use of questions. transference and countertransference. regarding and respect in counseling relationships. involuntary clients, client expectation.

E. Role of family and community.

UNIT - III
Tools and Techniques to Collect Data
A. Psychological Testing and Diagnosis: Need and Nature.
B. Test use and interpretation, appraisal techniques.
C. Counseling Interview: Essential aspects, basis procedures, problems, and their handling.
D. Personality Assessment: Historical perspective
E. Material administration, scoring, interpretation, and evaluation of frequently used personality inventories/ questionnaire and projective tests. Personal Orientation Tests and Rating Scales: Type a behaviour, Locus of Control, Attitude scale, ST AI etc., and other clinical rating scales.
F. Case Study: Need and Importance.

UNIT - IV
Issues Related to Guidance and Counselling
A. Factors affecting Guidance and Counselling.
B. Ethical issues in Guidance and Counseling.
C. Limitation of diagnosis with special reference to Counselling.
D. Challenges to organize Guidance and Counselling programmes in schools.
E. Counselling and Guidance of persons with learning disabilities, visual and hearing impairment.
F. Challenges related to counselling services in schools.

2.10.2 Suggestive Practicum
1. Prepare a case study on students with learning difficulties.
2. Prepare a report on challenges of organizing guidance and counselling programmes in school.

2.10.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Peace Education

Credits: 4
Semester: S-8

2.10.1 About the Course

The course is designed to develop a holistic and critical understanding of the theoretical and practical bases of peace education in National and Global perspectives both. The aim is to inculcate values and attitudes required to become a reflective peace practitioner who promotes peace and harmony in society. The course further enhances the contribution of various leaders or educationists in promoting culture of peace.

2.10.2 Learning Outcomes

After the completion of this course students will be able to:
- acquire a holistic and critical understanding of the theoretical and practical bases of peace education,
- trace the historical development and status of the peace education field,
- searching and identifying the best ways to follow peace in life,
- show ability to select and use appropriate method of resolving conflict,
- become critical learners and reflective peace practitioners,
- appreciate the foundations of just and peaceful societies,
- understand and practice the positive action and non-violent conflict resolution in society,
- enhance students' intellectual flexibility, creativity & problem-solving capacities,
- connect course content to current public events and issues worldwide.

UNIT - I
Peace Education: Nature and Significance
A. Peace and Peace Education.
B. Meaning, need, dimensions and goal of Peace Education.
C. A brief review of Historical Development of Peace Education.
D. Philosophical, sociological, and psychological perspectives of Peace Education.
E. Types of Peace: positive, negative, inner, social and with nature.
F. Conflict-Resolution and Peace Education.
G. Relationship between Development and Peacebuilding.
H. Learning from experiences to explore the scope of Peace Education.
I. Challenges to Peace Education.

UNIT - II
Towards the Global Culture of Peace
A. Process of Peacebuilding.
B. Culture of Peace Vs Culture of War.
C. Approaches to Peace Education.
D. Conflict Analysis and Resolution.
E. Role of Social and Religious Foundations in Peacebuilding.
F. Role of local and International Agencies in the Peacebuilding process.
G. Contribution of Mahatma Gandhi, Tagore, Shri Aurbindo and Dalai lama to build the Culture of Peace at Global level.

UNIT - III
Thoughts on Peace and Harmony
A. Ancient Indian views.
B. UNO role for Global Peace Education.
C. Constitutional provisions.
D. Study of following thinkers in context of global Peace and Harmony: J. Krishnamurti, Sri Aurobindo, Rabindra Nath Thakur, Mahatma Gandhi, Montessori, Russell, Dalai Lama.

UNIT - IV
Pedagogical Issues for Peace Education
A. Assessing curriculum policy for social and civic reconstruction.
B. Comparative and historical perspective on school knowledge and peace.
C. Socio-historical processes on curriculum change.
D. Teachers' perceptions of the effects of young people's war experiences and pandemic.
E. Critical analysis of school curriculum at school level in the light of peace building process.
F. Challenges of Pedagogical issues of Peace Education.

2.10.3 Suggestive Practicum
1. Critical analysis of Educational Policies, Curriculum and Text Material for Peace-building Process.
2. Reflection on Human Rights, with special reference to Constitution of India, as a process of Social-cohesion and Peace.
3. Analyzing the Role of UNESCO in the context of Peace at Global level.
4. Collection of statements, shloka or sukti (Good Sayings) from ancient Indian literature related to inner and Social Peace.
5. Study of Yoga-Darshana as a process of Peace and Harmony.

2.10.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

<center>**2.10 Sports and Fitness Education**</center>

Credits: 4
Semester: S-8

2.10.1 About the Course

The course seeks to develop a comprehensive and holistic understanding about the concept of health, its various dimensions, and determinants. The course traces the evolution of Health and Physical Education, historical development of the discipline with special reference to Indian Education and its relation to other subjects. It further highlights the importance of physical fitness policies, programs and services addressing health initiatives in school context.

2.10.2 Learning Outcomes

After completion of this course the students will be able to:

- understand the concept of holistic health, its various dimensions, and determinants,
- develop positive attitude towards health physical education and yoga as individual,
- sensitize, motivate, and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development,
- create interest for the practice of yogasana and meditations,
- understand various policies and programmes related to health, physical education and yoga,
- help them to understand the process of assessment of health and physical fitness.

<center>**UNIT - I**</center>
<center>**Evolution of Health and Physical Education**</center>

A. Health and Physical Education: Conceptual Clarity (locally as well as globally), importance and aims.
B. Place in School Curriculum: Historical Development as a subject, Objectives with special reference to Indian Education and its relationship with other subjects.
C. Status of Health and Physical Education**:** From primary to secondary education in a global perspective, ayurvedic and yogic concept of Health Education, legal perspective of Health and Health Education in India.

<center>**UNIT - II**</center>
<center>**Health Education**</center>

A. Concept, dimensions, and determinants of health with special to India.
B. Psycho-social concerns of children and adolescents including differently able children.
C. Understanding the body system and its functions
D. Common health problems and diseases: causes, prevention and cure, immunization and first aid.
E. Impact of Physical activities, games, sports and yoga on different body systems.
F. Food and nutrition, nutrients and their functions.

<center>**UNIT - III**</center>
<center>**Games and Fitness**</center>

A. Physical fitness and its components: athletics (general physical fitness exercises), games (lead-up games, relays, and major games), Rhythmic activities, gymnastics, and their impact on health.

B. Development of physical fitness: Postures and Importance of relaxation, Fitness tests; Resources and services for games and sports and Health.
C. Fundamentals skills of sports: Sports for recreation and competition, Sports awards and scholarships, sport person ship, Indigenous and self-defense activities.
D. School and family, health services, policies and major health and physical education-related programmes, blood banks, role of media.
E. Safety and security.
F. First Aid: Need and Principles.

UNIT - IV
Policies, Programmes and Assessment
A. Policies, programmes, and services for addressing health needs.
B. School Health Programme: school health services, health promoting schools, global school health initiatives.
C. Yoga: Meaning, initiation, historicity, classification, streams, and schools of yoga, Need and importance and role of yoga for healthy life and living, Yoga as a Psychotherapy.
D. POCSO (Protection of Children from Sexual Offences Act, 2012), PWD 2016, the Integrated Child Protection Scheme.
E. Assessment of health performance testing in games and sports, reporting of health condition and performance of child in the sport fields.

2.10.3 Suggestive Practicum
1. Recognizing important indicators of health and wellbeing of children and mental health.
2. Undertaking a survey, understanding local food related matters, and understanding the importance of the right to food.
3. Analyzing NEP, 2020 with reference to Games Oriented Education.
4. Planning activities for development of physical fitness.
5. Organization of games and sports tournaments
6. Learning and performing basic yogic activities, asanas, and pranayama, Kriyas and Meditation. Celebration of yoga day, yoga week.
7. Arranging reflective Dialogues on Serials and related videos.
8. Preparation of inventories on myths on exercises and different types of food.
9. Preparation of First Aid kit.
10. A critical review of YOGA-SUTRA.

2.10.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Adolescence Education

Credits: 4
Semester: S-8

2.10.1 About the Course

The course is designed to develop a comprehensive understanding and knowledge about Adolescence and Adolescence education with special references of Adolescence Education programmes in India at School level. There is an attempt to develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing up and to inculcate healthy attitude towards sex and sexuality, respect for the opposite gender and understanding of responsible social behaviour. The course highlights core life skills and their significance in adolescence life period and try to know about the various Adolescence Education programmes undergoing for Adolescence in India.

2.10.2 Learning Outcomes

After the completion of this course students will be able to:
* develop sensitivity, understanding and knowledge about Adolescence and Adolescence Education,
* know the historical development of Adolescent Educational Programme in India,
* know the role of local as well as international agencies towards Adolescent Educational Programme,
* develop a positive attitude towards the importance of Adolescence Education Programmes at the school level,
* develop knowledge and sensitivity on matters related to reproductive health, sex and sexuality and communicate effectively on these issues,
* develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing-up,
* inculcate a healthy attitude towards sex and sexuality, respect for the opposite gender and an understanding of responsible sexual behavior,
* develop an understanding about the desired life skills,
* acquire pedagogical related skills for Adolescence Education Programmes.

UNIT - I
Adolescence and Adolescence Education
A. Understanding Adolescence: intellectual, emotional, social, and physiological aspects of Adolescence, issues and challenges during Adolescence, myths and realities.
B. Adolescence Education: concept, nature, and significance of Adolescence Education in Indian context, aims and objectives of Adolescence Education.
C. Role of school, family, media, and community as social agencies in Adolescence Education.
D. Challenges of Adolescence Education.

UNIT - II
Life Skills and Adolescence Education
A. Concept, nature, and significance of Life Skills for Adolescence Education.
B. Relationship between Life Skills and Adolescence Education.
C. Core Life Skills and their significance.
D. Understanding sexual and reproductive health.
E. STIs and HIV/AIDS: causes, prevention, cure, and skills of coping.

UNIT - III
Adolescence Education Programme in India (AEP)
A. Historical Development of Adolescence Education Programme in India.
B. Goals and Significance of Adolescence Education Programme in India.
C. Role of Teachers in Adolescence Education in India (AEP).
D. Challenges to Educational Programmes in India.
E. Myths / Misconceptions

UNIT - IV
Pedagogical Issues
A. Meaning, goals and significance.
B. Challenges of teaching adolescence education: understanding student's behavior, dealing with personal self-constraints, socio- cultural issues, class-room issues and challenges, material production, methodology
C. Preparation of teachers
D. Approaches to adolescence education: case studies and critical incidents, brainstorming, role-playing, gaming, value clarifications, question box, discussions and debates, puppet shows, role reversal, video shows.

2.10.3 Suggestive Practicum
1. Study of Case studies and Critical Incidents. a) Field visit/s
2. Review and analysis of the work done by Government and Non-Government.
3. Study of Organizations (NGO) at national and international level.
4. A research study or detailed case study: Adolescents' behavior in different socio-economic settings, a study on child abuse victims, adolescents in drug rehabilitation centers, adolescents residing in the precincts of industrial areas and factory establishments, adolescents in the educational regions showing either higher or lower drop-out rate, adolescents belonging to communities in which social evils affecting them are manifested like child marriages, conducting Adolescence Education sessions in School.

2.10.4 Suggestive Mode of Transaction
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment
The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Art in Education

Credits   4
Semester   S-8

2.10.1 About the Course
The course seeks to develop an understanding of Art with special reference to its relevance in human life in general and Education in particular. It will further develop imagination and sense of appreciation and aesthetic of art. The theoretical considerations of Art Education are highlighted from Indian and western perspectives of art in Life. The course talks about the fundamental principles of Art Education at school level. The pedagogical issues of art education and approaches to teaching-learning process are also discussed.

2.10.2 Learning Outcomes
After completion of this course, student teachers will be able to:
* develop art appreciation with special reference to relevance and place of Art in human life,
* acquaint with conceptual understanding of the key ideas of Art Education,
* discuss critically the value development in Art Education.,
* understand the implications of Art in Education,
* sensitize towards the problems and issues in Art Education,
* sensitize towards pedagogical issues of Art Education,

UNIT - I
Art and Education
A. Conceptual clarity, relationship, and significance of studying art education with special reference to place of art in Human life.
B. Historical development of art education in school education.
C. Goals of studying art education in school curriculum at different stages.
D. Studying art education across the curriculum.
E. Perspective of NEP, 2020 on Art Education.

UNIT - II
Theoretical Consideration of Art Education
A. Philosophical, psychological and sociological perspective of Art Education.
B. Formal and informal theories of art.
C. Indian perspective of art in life.
D. Western perspective of art in life.
E. Critical analysis of theories of Art Education.

UNIT - III
Fundamentals of Art Education
A. Literature of Art Education
B. Conceptual clarity of the following basic concepts of art at school level: aesthetics, criticism and judgement at school level, beauty, reality, idea, truth, taste, sense.
C. Basic requirements of teaching-learning art at school across stages.
D. Question of social ethics.

UNIT - IV
Pedagogical Issues of Art Education

A. Approaches to teaching-learning process of Art Education.
B. Curriculum of art education with special to challenges of developing curriculum.
C. Material production and its challenges.
D. Assessment and Evaluation strategies with special reference to challenges.
E. Criterion of analyzing: curriculum of Art Education, teaching-learning material, assessment and evaluation strategies, teaching strategies of art at school level.
F. Values in Art teaching.

2.10.3 Suggestive Practicum

1. Preparing multimedia material for Art Education in senior secondary schools.
2. Preparation of instructional material for education in the arts for secondary school.
3. Organizing the Art Club.
4. Case studies of the children's work of art and their understanding of the concept of Art.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

3.0 DISCIPLINARY/ INTER-DISCIPLINARY COURSES

(To be developed by the University/ Institution concerned in line with regular-Year Undergraduate Programme – FYUP within prescribed credits as outlined in Curriculum Framework)

4.0 STAGE SPECIFIC CONTENT CUM PEDAGOGY COURSES

4.1 Stage- Specific Content Cum Pedagogy Courses at The Foundational Stage

The Foundational stage of education, unlike all other stages, is exceptional in terms of its composition, since it contains within it two substages of child development i.e., 3 years of Anganwadi/Pre-School/Balvatika and 2 years in primary grades, which links to the preparatory stage. Although all these sub-stages are along a developmental continuum, the characteristics of children within each of these stages vary in terms of what they can learn, how they learn, and what interests them. It is important therefore for a teacher to be sensitized to these stage wise differences since these have specific implications for designing curriculum and classroom practice in a more age appropriate and contextualized manner.

This curriculum therefore offers educators a vision of what an age- appropriate program looks like and provides a framework to them for making decisions about how to achieve that vision. This framework believes that a curriculum designed based on the developmental stages of children would be able to enable teachers to bring in more child-centered and developmentally appropriate practices into the elementary classrooms leading to meaningful quality education at this foundation stage for all children. Recognizing the importance of addressing stage specific process of growth and development of children, this curriculum creates two pedagogic structures and teaching practice arrangements to address the different needs and abilities of children. It introduces distinct curricular approaches for addressing the educational needs of children of the following two sub-stages.

Children 3-6 Years in Anganwadi/ Preschool/ Balvatika

Early Childhood Care and Education (ECCE) is globally emerging as an area of high priority in view of recent neuroscience research which has established that 90 percent of the brain's growth occurs by the time the child is 5 years old, and this growth is influenced not only by the nutritional and health of the child, but also the psycho social experiences the child is exposed to during these years. A significant factor identified is that children are coming to school with inadequate school readiness experiences which can provide them with the required conceptual and language base. Research has now demonstrated that sound ECCE experiences at age-appropriate levels can effectively narrow this equity gap.

Children 6-8 Years in Primary School (Grades I & II)

During these early grades, children are generally still in what is known as the upper end of the early childhood phase. They are in a period of transition from percepts' bound thinking to concept-based thinking and reasoning, through concrete activities and experiences. Logical thinking is emerging but more in relation to concrete experiences. Play and activity therefore still serve as very potent modes of reaching out to children and scaffolding their learning. They are at a stage when their potential for learning languages is significant, and they can learn without pressure provided they are immersed in an enriched language environment.

Children by age 7 and 8 are still very young and need personal care, affection and protection and expect a teacher to be like a surrogate parent. Physically their bones and muscles are still developing and sitting for a long duration at any one activity is uncomfortable for them and not conducive to their relatively short attention span. Their gender identity begins to emerge, and unlike the younger child, children between ages five and eight begin to broaden their peer context and engage in cooperative play and in games with rules and form enduring friendships. Social comparison is heightened currently, and taking other people's perspective begins to play a role in how children relate to people, including peers.

In accordance with these characteristics, the teaching-learning process for this substage should have a balanced mix of structured and free play activities, the content of which should be of interest and meaning for children. While the structured activities are directed towards specific and planned learning objectives, free play activities like art, dramatization, constructive play and devising their own games with rules foster creativity and critical thinking in children. Classrooms with activity corners and open-ended play and learning materials, with shorter and more varied and interesting learning activities, and a balance of indoor/ outdoor and whole and small group activities, facilitated by an interactive teacher are some hall marks of a stimulating developmentally appropriate learning environment for this age group.

The teacher should have the freedom, once trained, to devise his/her teaching learning sequence and activities and experiences to accomplish the overall educational objectives at this stage. Being the foundation stage, the focus needs to be on designing the curriculum for all round development of the child, with a focus on early literacy and numeracy, leading to interest and ability to read and write with meaning and comprehension and develop understanding of mathematical concepts. Understanding of the natural and social environment needs to form an integral part of language and mathematics curriculum by locating it thematically in spaces that are contextually familiar to children and have meaning for them. Enabling children to experience the environment to the extent possible, whether physical, biological, social, or cultural, should be the teacher's priority rather than teaching from a text book.

The language used and teaching content should be gender sensitive. Teaching methods should be activity based, including stories, songs, language games, problem solving, art and role play activities using dialogic teaching -learning methods. The language and learning content for children should be gender sensitive and not perpetuate any gender stereotypes. There should be no formal assessment. The teachers' own observations of the child should form the assessment that is shared with the child's guardians. The progress card of the child should be of a formative nature and should make qualitative observations on the child's strengths and areas needing support; his/her interests, abilities, skills, status of health and other aspects of the child.

These courses are designed to allow a variety of experiences with children within and outside the 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.

The following pedagogy courses are designed to realize the curricular objectives of the Foundational Stage.

Stage	Courses	Semester	Credits
Basic Courses of Foundation al Stage	Pedagogical Bases of Early Childhood Education at the Foundational Stage	3	2
	Curriculum and Pedagogical Approaches at the Foundational Stage	4	2
	Transaction of Curriculum at the Foundational Stage	5	2
	Planning, Organization, and Management of Pedagogical Requirements of Primary (I & II) Education at the Foundational Stage	6	2

Advanced Courses of Foundational Stage	Pedagogy of Early Language Development at the Foundation Stage	3	2
	Pedagogy of Numeracy and Mathematics at the Foundation Stage	4	2
	Pedagogy of World Around Us at the Foundation Stage	5	2
	Pedagogy of Art Integrated Education at the Foundation Stage	6	2

All these courses are logically and organically connected with each other. These courses enable student teachers to understand the importance of early childhood years as the foundation for lifelong learning and development. Further the central aim of these courses is to develop sensitivity regarding stage-wise differences in developmental needs and characteristics of children in early childhood years and their implications for Foundational Stage of education.

All the Pedagogic courses at the Foundational Stage are aimed at developing an understanding of learning at the primary (I&II) level so that the student teachers can appropriately select the approaches to pedagogy related to the subjects they will be teaching at primary level. The learners will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects so that they can use teaching strategies that are responsive to diverse settings.

Enlightened Indian Perspectives

The importance of ECCE for supporting children's all-round development has been integral to Indian traditions throughout our long history. The early years of a child's life have been deeply valued across the diverse cultural landscape of India.

India possesses a rich range of traditions and practices for stimulating all-round development, including developing values and social capacities in young children. Such traditional childcare took place within joint families and the community - children were surrounded by caring adults and peers.

The Indian vision of education has been broad and deep, including the idea that education must foster both inner and external development. Learning about the external world should be in consonance with learning about one's inner reality and self. This is also an eminently practical perspective – developing good health and socio- emotional skills and developing the ability to think and make good and rational choices and decisions in the world, must occur in an integrated and holistic manner. Learning is not merely gathering information but is the development of self, of our relationships with others, being able to discriminate between different forms of knowledge, and being able to fruitfully apply what is learnt for the benefit of the individual and of society.

4.1.1 Pedagogical Bases of Early Childhood Education at the Foundational Stage

Credits: **2**
Semester: **S-3**

4.1.1.1 About the Course

This course enables student teachers to understand the significance of early years in child's life and the importance early childhood care and education in Anganwadi/ Pre-School/ Balvatika. They comprehend the latest knowledge of the physical, motor, language, cognitive, social, and emotional development of children. This course helps them to develop an understanding about the needs and rights of children and gives them a perspective on the socio-cultural context of childhood. It also provides an opportunity to learn about the developmental milestones, domains of development, developmental delays, special needs of children with disabilities, Principles of Early Learning and Development and its implications for Practice. This introductory course would aim to equip student teachers to delve deeper into various philosophical and psychological theoretical insights and nuanced understandings of children and their intellectual and social-emotional development. Ample input is given in this course to help student instructors understand the significance of safety, wellbeing, and safety for students' learning and development.

4.1.1.2 Learning Outcomes

After completion of this course, student teachers will be able:
- outline the vision, aim and objectives of foundational stage and also highlights the importance of its linkages with other stages,
- determine different domains of child development in the early childhood years,
- explore how young children learn and become as responsible moral citizens,
- discuss the importance of safety, health, hygiene, and nutrition in child's learning and development,
- explain the concerns related to early learning which need to be addressed for quality improvement in Anganwadi/ Pre-School/ Balvatika education,
- recognizes the significance of philosophical and psychological perspectives of early childhood development.

UNIT - I
Introduction to the Foundational Stage

A. Status of children in India
B. Early childhood care and education (ECCE): meaning, and objectives, rationale for ECCE, need for and importance of early childhood education, characteristics of early childhood development.
C. Evolution of ECCE in India
D. Enlightened Indian perspectives with special reference to panchakosha vikas and the vision of NEP 2020.

UNIT - II
Child Development in the Foundational Stage

A. Understanding Early Childhood Development and Learning: Areas and Needs, what is Development? And why should we study it.
B. Developmental principles; Heredity and Environment; methods of studying Development; Concepts of Socialization; education and acculturation in the context of development.
C. Areas and Stages of Development: Importance of conception; pre-natal development and

birth, Birth –Three years and Three-Six years,

D. Developmental Milestones; Need for and Importance of Early Stimulation,
E. Maturation and Learning, Care, Early Stimulation and Interaction at Home and School.
F. Domains of Child Development: Physical and Motor Development, Development of Language and Literacy Development, Cognitive Development and Socio-emotional Development.
G. Spiritual Development: Develops love for Nature, animals, human beings, and God.
H. Development of Creative Expression and Aesthetic Appreciation, Milestones of Child Development,
I. Needs of Children and Individual Differences,
J. Early Identification of Special Needs of children &Referral Services; Addressing Developmental Delay and Disability,
K. Essential Components of Quality Early Childhood Education,
L. Principles of Early Learning and Development and their implications for Practice.

UNIT - III
Perspectives of the Foundational Stage

A. Philosophical Perspective of Early Childhood Education -Maria Montessori (1870-1950), Importance of Montessori Education, Principles of Montessori Method, Sensorial Materials, Material for Reading and Writing, Goals attained through Montessori Perspective, Friedrich Frobel; The Basic Principles of Kindergarten, Gifts Suggested by Froebel, Occupations, Importance of Playi, Swami Vivekananda, Savtribai and Jyotiba Phule, Mohandas Karamchand Gandhi, Gijubhai Badheka, Tarabai Modak, Rabindranath Tagore, Sri Aurobindo, Jiddu Krishnamurti.
B. Psychological Perspective of Early Childhood Education: Jean Piaget, The Process of Adaptation; Schemes; Sensorimotor Stage; Pre-Operational Stage: Vygotsky's Sociocultural Theory; The Social Origins of Cognitive Development; Vygotsky and Education; Vygotsky Two Educational Innovations: Neuroscience for Kids' Brain Development; Development of the Human Brain; Some facts about the Brain; Functions of the Brain.

UNIT - IV
Safety, Health, Hygiene and Nutrition in Early Childhood

A. Identification of Common Childhood Illnesses-Prevention & Immunization
B. Safety in Early Childhood Education
C. Safety and Security in Anganwadi/ Pre-School/ Balvatika Environment-First Aid – Handling Children in Emergencies; Importance of Healthy Habits; 5. Nutritional Requirement of Anganwadi/ Pre-School/ Balvatika Children & Balanced Diet.
D. Nutritional Deficiency Diseases in Pre-School Children.
E. Supplementary Nutritional Feeding Programmes.

4.1.1.3 Suggestive Practicum
1. Collect five articles from daily newspapers / magazines/ journals/ periodicals etc. on issues of parenting and childhood. Prepare a report based on the analysis of their content.
2. Watch a movie on children's issues (Taare Zameen Par, Salam Bombay, Bum Bum Bole etc.) and prepare a report reflecting on the portrayal/characterization of children in it and issues related to child development.
3. Develop two student profiles covering areas such as home, language, socio- economic-cultural background, interests, hobbies, special learning needs etc. Select children from

different social contexts to understand their developmental needs.

4. Observe closely the children playing in the playground. Based on your observations, prepare a report highlighting the nature of their participation, involvement, discipline, cooperation, and team spirit in the activities. Explain how these activities contribute in the development of the personality of the child.

5. A visit to a Pre-School for understanding its philosophy, suitability, work ethics and accountability etc.

4.1.1.4 Suggestive 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.
- Dialogue and discussion with students minimizing the traditional lecture mode.
- Seminars, discussions, movie appraisals, group- work, field works, projects and the close reading of articles, policies, documents.

4.1.1.5 Suggestive Mode of Assessment

Assessment in this course shall have components of formative and summative assessment. The summative assessment shall be based on the students' achievement in the term end examination in the theoretical and practical components, and formative assessment shall be based on the student teachers' performance in the practicum component. The projects /assignments in the practicum component shall be assessed internally by the faculty under the guidance and supervision of the principal of the institution.

4.1.1.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

4.1.2 Curriculum and Pedagogical Approaches at the Foundational Stage

Credits: 2
Semester: S-4

4.1.2.1 About the Course
Student teachers will have plenty of opportunity in this course to deepen their understanding of children, different facets of their development, and the intricate mechanisms behind cognition, emotions, and the acquisition of all kinds of skills, concepts, and ideas. Student teachers would have a suitable base upon which to develop additional early childhood education concepts if the aims and objectives of Pre-School education (I and II) were introduced at the foundational stage. This course enables the student teachers to interrogate various issues and concerns related to early childhood education and Pre-School practices. Student teachers grasp the significance of play in students learning and development. They would be exposed to various pedagogical approaches, methods, and techniques for the purpose of curricular transactions. Student teachers would learn how to create a child-friendly learning environment and quality learning resources. Most importantly, they would learn how to work with parents and make them responsible for their children's learning.

4.1.2.2 Learning Outcomes
After completion of this course, student teachers will be able:
- outline the aims and objectives of Pre-School education (class I & II) at the foundational stage,
- explain the early childhood education curriculum from the perspective of developmental psychology and developmental milestones,
- discuss the Pre-School curriculum—its guiding principles, the duration of Pre-School programme, the key concepts, pedagogical processes and early learning outcomes, the medium of instruction and use of technology in Pre-Schools,
- read, interpret, and discuss level I & II of a Pre-School curriculum framework,
- demonstrate how children can engage in early literacy,
- design simple activities based on the objectives of the NCF for foundational stage curriculum,
- provide the description of curriculum goals, key concepts, and skills to be developed in children, pedagogical processes to be used by the teachers and early learning outcomes.
- apply various pedagogical approaches at the foundational stage,
- identify and develops various learning resources for preschool education,
- discuss the benefits of quality partnership with parents and community and various ways of involving parents in the preschool programme.

UNIT - I
Aims and Objectives of Pre-School Education at the Foundational Stage
A. How children learn at the foundational stage,
B. Context of schooling at the foundational stage
C. Aims, curricular goals, competencies, and learning outcomes: definitions, from aims to Learning outcomes and beyond, curricular goals, competencies, and illustrative learning outcomes.

UNIT - II
Curriculum for the Foundational Stage

A. Guiding principles of Pre-School: birth to three years: focus on care and stimulation, suggestive developmentally appropriate practices for birth to three years, three to six years: focus on care, early learning and readiness, suggestive developmentally appropriate practices for three to six years.

B. Pre-School curriculum: duration of Pre-School programme, curriculum: key concepts, goals of Pre-School education, play, interactions, environment, early learning outcomes, pedagogical processes and early learning outcomes, medium of instruction in Pre-Schools, assessment, parent involvement, technology in Pre-Schools.

C. Early primary: learning outcomes at class I & II in languages and mathematics linkages to the preparatory stage - from development domains to curricular areas, continuity and change in content, pedagogy and approach to language education and literacy including NCF approach to language education and literacy in the foundational stage.

  A. Curricular issues and concerns: handle variations in learning, multilingualism inclusion and ensure careful inclusion of children with disability, manage multi- age grouping ensure and encourage gender equality, harms of early formal instruction, preparing ecce teachers/caregivers.

UNIT - III
Pedagogical Approaches at the Foundational Stage

A. Techniques for effective Pre-School teaching: principles of pedagogy, planning for teaching, building a positive relationship between teachers and children, learning through play - conversation, stories, toys, music, art and craft, strategies for literacy and numeracy, managing the classroom, organizing the environment, phonics for English (4-6 years), art, craft, music and movement. making teaching aids from waste**.**

B. Pedagogical approaches for curriculum transaction: theme-based approach, play-based approach, activity-based approach, projects or inquiry-based. approach, emergent curriculum, integrating approaches, planning and transaction of Pre-School curriculum, devising the daily schedule, suggestive schedule of activities.

C. Design creative and a child-friendly learning environment: designing indoor environment with activity areas, designing outdoor play environment, role of teachers.

D. Partnership and working with parents and families**:** parents' education to support the child, parents as teachers, engaging parents as a resource, role of community, strategies for parent education and involvement.

UNIT - IV
Learning Resources for the Foundational Stage

A. Significance of materials in the early years of learning: significance of materials in the early years of learning; definition and meaning of teaching –learning aids, brief history of the use of teaching learning aids, educational value of learning aids and materials, advantages of the teaching –learning aids in early childhood education, misconceptions about the audio- visual aids.

B. Types of materials, selection and their usage: types of learning materials and aids; natural and processed materials and aids, natural and processed materials and aids, categories of teaching learning aids (graphic aids, three dimensional aids and activity aids), categories of audio visual aids (auditory aids, visual aids and audio visual aids): selection and use of materials and aids, criteria for the selection of teaching- learning materials and aids, Edgar Dale's cone of experience, use of materials and aids for effective learning, some problems in the use of teaching – learning aids.

C. Guidelines for preparation of material: guidelines for the preparation of aids; principles of making aids for children, materials and tools required for preparing aids, ideas for making aids –graphic aids, two- and three-dimensional aids; improvisation of aids; activities suggested for improving skills in preparing and using aids.

4.1.2.3 Suggestive Practicum
- Construct a unit test to assess performance of students in one area of Mathematics like place value or operations on numbers etc. Administer the test in the class, analyze and prepare a detailed report.
- Prepare four teaching aids in Mathematics with an explanation as to how they can be used in an inclusive class.
- Prepare two lesson plans on topics given in the books at primary level.
- A comparative study of two books on Mathematics of the same class published by different publishers (one published by CBSE/Government and one by private publisher).
- Teaching Learning Material Kit-Project: Objectives - to enable the student to understand the various materials used in ECCE center, to develop the skills of preparing, to enable the student to prepare low-cost Teaching Learning Material; Activities/Course Content - This is an individual activity. Each student must prepare the following Teaching Learning Material which can be used in the class room Demonstration on the preparation of materials will be given by experts in the field (Puppets/dolls/ Puzzles-jigsaw/ Color /picture dominoes/ Sequence or seriation cards/relationship cards/observation /classification cards/ Sensory kit-feely bag/sound boxes/touch cards)

4.1.2.4 Suggestive 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.
- Dialogue and discussion with students minimizing the traditional lecture mode.
- Seminars, discussions, movie appraisals, group- work, field works, projects and the close reading of articles, policies, documents.

4.1.2.5 Suggestive Mode of Assessment
Assessment in this course shall have components of formative and summative assessment. The summative assessment shall be based on the students' achievement in the term end examination in the theoretical and practical components, and formative assessment shall be based on the student teachers' performance in the practicum component. The projects /assignments in the practicum component shall be assessed internally by the faculty under the guidance and supervision of the principal of the institution.

4.1.2.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

4.1.3 Transaction of Curriculum at the Foundational Stage

Credits: 2
Semester: S-5

4.1.3.1 About the Course

Children learn through interacting constantly with others and with the various stimuli (colors, images, objects, sounds, etc.) in their environment. Sending infants to early stimulation programs, where learning and the development of cognitive, physical, emotional, and social faculties are stimulated, has gained popularity in recent years. This is so because the brain is more pliable at that age. In other words, with the correct stimulation, the brain can form new synapses and neural circuits. Considering the parents, who are concerned about those first years of life of their young ones, this course introduces student teachers to a variety of early stimulation approaches that encompass a whole range of activities and procedures targeted at children in preschool. Early stimulation is an approach that emphasizes playfulness and learning, especially through play. Children enjoy and have fun while integrating new concepts, making the most of their physical and mental capacities. The other important part of this course is to make student teachers aware about the techniques of teaching early language, literacy, and mathematics. Cognitive development and creative expression of children are also considered as the most important aspects of pedagogical transaction in early childhood education. A unit on school readiness has been added to better prepare student teachers for ensuring children's readiness for school in terms of their physical, social, cognitive, and emotional needs. The final part of this course is devoted to empowering student teachers to make them understand various assessment processes and techniques that are age-appropriate and sensitive to children's development.

4.1.3.2 Learning Outcomes:

After completion of this course, student teachers will be able:

- understands the importance of early stimulation for motor, cognitive, linguistic, phonological, and emotional development,
- engage children in creative ways for their socio-emotional, physical-motor, cognitive, aesthetic, and moral development,
- learn how to teach language, literacy and mathematical abilities and competencies in Pre-School children,
- adopts different methods of observing and assessing children, recording, collecting information and linking it to the achievement of early learning outcomes,
- make children ready to further learning and schooling through teaching reading and writing,
- design appropriate assessments that align with lesson outcomes in the Pre-School curriculum framework.

UNIT - I
Need for and Importance of Early Stimulation

A. Uses of stimulation, material required for stimulation for different dimensions of development.
B. Stimulation for psychomotor development, stimulation for socio-emotional development, stimulation for language and cognitive development, stimulation for sensory development.
C. Role of parents in providing stimulation.

UNIT - II
Engaging Children's Developmental Domains and Activities

A. Socio-emotional development: in relation to self, in relation to other children, in relation to adults, in relation to the environment.
B. Physical and motor development: monitoring height and weight of the children, development of motor coordination (gross and fine muscle coordination).
C. Language development: development of listening skills with special reference to sound discrimination, listening span and listening comprehension, development of vocabulary related to body, home and environment, development of oral expression (conversation, story-telling, dramatization and puppet play, picture reading and creative self-expression) development of reading (auditory/sound discrimination/visual discrimination, auditory-visual association and left-to-right-directionality), development writing (fine- muscle development, eye-hand co-ordination and letter perception).
D. Teaching language and literacy: emergent literacy, strategies that support emergent literacy, components of early language and literacy (emergent literacy skills, oral language development, phonological awareness, decoding, reading with comprehension, fluent reading, writing, developing a desire or habit of reading), balanced literacy approach, the four block approach for literacy instruction(oral language development, word recognition, reading and writing), some strategies for teaching an unfamiliar language.
E. Teaching Mathematics: approaches to teaching Mathematics, components/areas of mathematics learning in the early years (a. number and its relations, b. basic mathematical operations, c. shapes and spatial understanding, d. patterns, e. measurement and f. data handling, blocks of teaching for mathematics instruction (block one: oral math talk; block two: skills teaching; block three: skills practice; block four: math game).
F. Cognitive development: development of basic cognitive skills: sensory development, memory and observation, classification, sequential thinking. Problem Solving and Reasoning, Formation of Basic Concepts; Concept of Colour, Concept of Shape, Pre-mathematical and Mathematical Concepts, Environmental Concepts related to Natural, Physical and Social environment.
G. Development of Creative Expression and Aesthetic Appreciation: Creative Expression through Art, Creative Movement, Creative Thinking, Aesthetic Appreciation.

UNIT - III
School Readiness

A. Developing school readiness for pre-primary and beyond: preparing children to read and write, preparing children for number work; pre-primary readiness indicators and related activities.
B. Pre-reading: pre-reading skills; vocabulary and language development, phonological awareness (understanding that letters have sounds), print recognition, understanding pictures and books, literacy as a source of enjoyment: introducing the alphabet, role of teacher, reading readiness assessment.
C. Pre-number: pre-number skills; comparison, seriation, classification, sorting, shapes, space and position patterns and relationships, estimation, prediction, concept of money: number and operations; counting, one to one correspondence, quantity, comparison of sets, number and numeral, numeral set association: writing of numerals: teacher's role.
D. Pre-writing: need for and importance of pre-writing skills: fine motor skills:

developing pre- writing skills in young children: getting ready for writing, role of teacher.

E. Establishing linkages between foundational stage and preparatory stage**:** establishing linkages between childcare and ECCE, Pre-School and primary school linkages, importance of linkage between ECCE and primary school, organizing school readiness programme, strategies of linkage, developing linkages between foundational stage and preparatory stage.

UNIT - IV
Understanding and Assessment of Children at the Foundational Stage

A. Understanding and assessing children: ways of knowing and assessing children, assessing children's development and learning: why assess children's work what to assess; when and how to assess, guiding principles for assessment.

B. Tools and techniques of assessment: methods and tools of assessment and techniques, analyzing children's responses for effective teaching-learning, documenting, and communicating assessment, assessment of Pre-School programme.

4.1.3.3 Suggestive Practicum

Art Education Project - objectives: to identify various art forms in the environment, plan and design suitable art activities for children, develop creative expression through artwork and develop aesthetic appreciation. Course content/Activity: Demonstration of the following activities will be given by experts in the field. Each student is expected to prepare an art and craft activity record in 5 instructional days. The record consists of 20 activities (such as Paper cutting/ Paper pasting/ Drawing/ Coloring/ Painting activities-marble, magic painting/ Printing (Thumb, Vegetable)/ Paper folding/ Clay modeling/ Collage work/ Sand work/ Craft activities/ Puppet making). All the activities shall be compiled as a project report and then the procedure for each art activity should be written in their own handwriting by taking guidance from the respective mentors. Students shall submit 2 copies of the report for evaluation.

Strategies for scaling FLN education in Mother-tongue:

* Parents' orientation on the importance of mother tongue in ECCE that laying strong foundation of mother tongue leads to easy learning of other languages.
* Using stories, songs, games, riddles, puzzles, toys, in local language as learning material.
* Invite grandparents, community members, and local experts to school to share their experiences in mother tongue with children.
* School should have local/traditional toys and play material, conversation in home language, children share their experience in mother tongue.
* Parents and families can be included as FLN supporters in children's FLN development at home.
* Providing clear instructions for unfamiliar or L-2 vocabulary, as well as ample opportunities to hear and speak that language.
* Frequently using the words in story telling from both the languages like the home language and L-2.
* If school language is different from home language or Parents are not proficient in L-2, parents should be encouraged to help their children to learn read, write and do number work in L-1(home language)
* Bilingual story times in familiar (L-1) and unfamiliar (L-2) languages.
* Pair children with different home languages or with different levels of proficiency in L-1 and L-2.

- Help children to read aloud and discuss with the teacher in both languages.
- Children select the type of language for play activities each day. Teachers shall encourage children to think and orally express in their language.

4.1.3.4 Suggestive Mode of Transaction
The balanced approach is required where teachers follow what is appropriate for their classroom and where every child learns in a joyful and stress-free manner, by taking the best of multiple approaches.
- 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.
- Dialogue and discussion with students minimizing the traditional lecture mode.
- Seminars, discussions, movie appraisals, group- work, field works, projects and the close reading of articles, policies, documents.

4.1.3.5 Suggestive Mode of Assessment
Assessment in this course shall have components of formative and summative assessment. The summative assessment shall be based on the students' achievement in the term end examination in the theoretical and practical components, and formative assessment shall be based on the student teachers' performance in the practicum component. The projects /Assignments in the practicum component shall be assessed internally by the faculty under the guidance and supervision of the principal of the institution.

4.1.3.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

4.1.4 Planning, Organization, and Management of Pedagogical Requirements of Pre-School (I & II) Education at the Foundational Stage

Credits: 2
Semester: S-6

4.1.4.1 About the Course

This course aims to equip teachers with the skills they need to organize classrooms, curricula, knowledge, and learning in a way that is appropriate for students, as opposed to the past when these decisions may have occasionally run counter to a theoretical and grounded understanding of children and may have been based solely on popular beliefs about kids. In this course student teachers acquire knowledge about the infrastructural and human resources required for creating quality Pre-School classrooms and child-friendly ambience. They will learn about how to produce learning material, including creating supportive eco-systems for the entire foundational stage.

4.1.4.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- highlight the essential as well as desirable infrastructure required for running a quality Pre-School programme like location, play and activity areas, indoor space, facilities for information and communication technology, facilities for staff, drinking water and washing hands, toilet facility, sleeping or rest facility, transport facility, storage space and barrier-free environment,
- discuss the required Pre-School staff, their qualifications and salary structure, availability of pre-service training, in-service training and professional development, leadership development for Pre-School teacher and helper and the roles and responsibilities of Pre-School staff,
- highlight the admission process in Pre-School i.e., the age of admission and the admission procedure.
- design daily routines that align with learning outcomes,
- establish a system for documentation and program assessment that will ensure quality indicators or standards are met,
- focus on records and registers which need to be maintained in Pre-Schools like admission record, progress record, visitor's record, teacher's diary, feedback record, attendance register of students and teachers, accounts register, stock register, etc.

UNIT - I
Infrastructure and Resources at the Foundational Stage

A. Physical infrastructure: location of the Pre-School, play and activity areas (outdoor and indoor space), facilities for information and communication technology (ICT) facilities for the staff, facility for drinking water and washing hands, toilet facility, sleeping or rest facility, transport facility, storage space, barrier-free environment, equipment, and material, first aid kit, audio visual equipment.
B. Organization and arrangement of classrooms and school - The Pre-School staff: suggested staff, qualification and salary structure, the Pre-School teacher, roles and responsibilities of Pre-School staff, Admission process: age for admission and admission procedure.

UNIT - II
Equipment and Materials at the Foundational Stage
A. Outdoor and indoor play equipment/materials.
B. Teacher made and commercially available materials for language skills, cognitive skills, art/craft activities, music and movement activities, audio- visual equipment, keeping pets and aquarium, other equipment, articles for cleaning, other articles required in school.

UNIT - III
Organization and Coordination at the Foundational Stage
A. Long term and short-term planning, theme-based planning.
B. Time management; resource management; classroom management.
C. Records, registers, and Pre-School calendar: records, registers, school calendar, maintenance of records and registers; contents of cumulative records for young children, techniques of collecting information, report writing procedures.
D. Progress records, children's portfolios, teacher's reflective diary.
E. Coordination and convergence: administrative, training and capacity-building, monitoring, and supervision.

UNIT - IV
Creating a Supportive Eco-System at the Foundational Stage
A. Ensuring an appropriate environment for learning: enabling and empowering teachers, role of academic and administrative functionaries, role of parents and community.
B. Leveraging technology: significance of ICT at foundational stage, using ICT in children's learning, performance and play, ICT for children with special needs, ICT for planning, administration, monitoring and evaluation, ICT for professional development.

4.1.4.3 Suggestive Practicum
1. Study the infrastructure and provisions in a special school for the special needs children studying there and prepare a detailed report.
2. Prepare case studies of two children with behavioural problems during SEP and suggest remedial measures to address their problems.
3. Make a scrapbook containing news items, articles; media reports related to child abuse and child labour reported in the last three months.
4. Guidance and counselling by the teacher ensure that learning takes place in the class room and stays with the children. Reflect on the statement and report at least ten such experiences during SEP.

4.1.4.4 Suggestive 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.
- Dialogue and discussion with students minimizing the traditional lecture mode.
- Seminars, discussions, movie appraisals, group- work, field works, projects and the close reading of articles, policies, documents.

4.1.4.5 Suggestive Mode of Assessment

Assessment in this course shall have components of formative and summative assessment. The summative assessment shall be based on the students' achievement in the term end examination in the theoretical and practical components, and formative assessment shall be based on the student teachers' performance in the practicum component. The projects /assignments in the practicum component shall be assessed internally by the faculty under the guidance and supervision of the principal of the institution.

4.1.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

1.4.5 Pedagogy of Early Language Development at the Foundation Stage

Credits: **2**
Semester: **S-3**

4.1.5.1 About the Course

Language is not only the means of communication it is also a medium through which most of the knowledge is acquired. It is a system that structures the reality around us and represents it in our minds. Language is not confined to the language classroom. It pervades all aspects, subjects and activities of a school and society at large. The key issues need systematic study. The primary objective of this course is to make teachers aware of the dynamic's language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation. To draw connections with theory while planning for instruction is another significant aim of this paper. There is no doubt about the fact that language is important for all of us. It is not only essential for communication, but it is also a medium through which the knowledge of various fields is acquired. Thinking, decision making, arguing etc. are all possible because of language. Saying that we act through and with language would not be wrong. It is a system that structures the reality around us and represents it in our mind. It is not confined to the language classroom. It pervades in all aspects, subjects and the activities of a school and society at large. The primary objective of this paper is to make the teacher understand the language phenomenon i.e., what does it mean when we say 'language'? What all comes under language? What are the functions of language? What is the relationship between language, mind, and society?

4.1.5.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- outline the nature and structure of language,
- comprehend the relation between language, mind, and society,
- appreciate the process of language acquisition and learning,
- aware of the multiple and complex functions of language and how children use them as a tool,
- develop different language and teaching skills,
- discuss the significance and acquisition of early literacy in the larger context of school curriculum,
- creates literature with various aspects of grammar not in isolation but by creatively integrating it with text.

UNIT - I
Understanding Language and Multilingualism

A. Language, mind and society, difference between animal and human communication; features of language; structure of language and language and power; constitutional provisions about language; language diversity in the context of India and multilingualism as a resource and a strategy.

B. 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. and using literature across the curriculum.

C. aspects of linguistic behaviour: verbal and non-verbal communication; human and non-

human communication; defining features of human system of communication; language and mind; language and society; language as rule governed behavior and linguistic variability; speech and writing.

D. 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) ; organization of text discourse structure, oral and written; nature of class room discourse; structure of a story, poem, essay etc., points of entry into to text to teach them more effectively (to be taught through practicum).

UNIT - II
Language Acquisition and Aims of Language Teaching

A. Language and the child; acquisition and learning; first language acquisition; second and foreign language learning; aims and objectives of language teaching; current language teaching-learning processes and their analysis; organizing language classroom; role of the teacher.

UNIT - III
Developing Language Skills

A. Listening and Speaking; what does listening mean; what does speaking mean; developing listening and speaking skills: dialogue, storytelling, poem recitation, short play.

B. Literacy and 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; helping children to become good readers; what is writing and relationship between reading and writing ; developing writing skills;   linkages between reading and writing; writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts; assessment of writing.

UNIT - IV
Understanding of Textbooks and Pedagogy

A. Philosophy and guiding principles for the development of language textbooks.

B. Content, approaches, and methods of teaching languages – interactive and participatory methods, teacher as facilitator; themes, structure of the unit, nature of exercises and its implications; academic standards and indicators of learning and learning resources for effective transaction of language curriculum.

UNIT - V
Classroom Planning and Evaluation

A. Teaching readiness: planning of teaching language, year plan, unit plan and period plan.

B. Evaluation of planning; assessment and evaluation – definition, need and importance; continuous and comprehensive evaluation (CCE) – assessment for learning, assessment of learning, formative assessment and tools, summative assessments, weightage tables, feedback and reporting procedures, records, and registers.

4.1.5.3 Suggestive Practicum

1. Select one language textbook and critically review it from the perspective of the structure of the language.
2. Review a movie in the light of verbal and non-verbal communication used by the character.
3. Organize and participate in extempore and debate competitions.

4.1.5.4 Suggestive 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.
-   Dialogue and discussion with students minimizing the traditional lecture mode.
-   Seminars, discussions, movie appraisals, group- work, field works, projects and the close reading of articles, policies, documents.

4.1.5.5 Suggestive Mode of Assessment

Assessment in this course shall have components of formative and summative assessment. The summative assessment shall be based on the students' achievement in the term end examination in the theoretical and practical components, and formative assessment shall be based on the student teachers' performance in the practicum component. The projects /assignments in the practicum component shall be assessed internally by the faculty under the guidance and supervision of the principal of the institution.

4.1.5.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

4.1.6 Pedagogy of Numeracy and Mathematics at the Foundation Stage

Credits: 2
Semester: S-4

4.1.6.1 About the Course

When performing systematic forms of mathematics, a young learner begins to use mathematical language and symbols. When concepts are taught in the classroom, they must also improve comprehension and thinking abilities in abstraction, generalization, estimation, quantification, and mathematical reasoning. A teacher needs to be knowledgeable about these procedures in terms of conceptual understanding, instructional strategies, and all other facets of learning mathematics. This course provides a better understanding of the foundational areas of mathematics, which call for the development of algebraic thinking, spatial visualization, number sense, and data processing. For decades, mathematics has been an indispensable subject in elementary schools, but it has been unable to create much significant space in the life of children. Children struggle to relate their Pres-School mathematical knowledge with the systematic mathematics taught in the classrooms and end up in conflict. To check this, teachers must understand not only mathematics per say but also processes of learning mathematics used by children while doing mathematics. Engagement with this paper will make prospective teachers aware of the pedagogical alternatives that have to be taken in alignment to nature of the subject and child learning processes. This course will enable them to use the prior mathematical knowledge of children while teaching, dealing with their errors and thus will help to bridge the prevalent gaps in the student's mind to promote independent learning.

When children come to school, they are already familiar with mathematics and are using it in their own ways. In school they come across a systematic treatment of mathematics, which at times conflicts with their internalized processes. It is important for teachers to understand these conflicts and differences for effective learning. The teacher's knowledge of mathematics and her toolkit of pedagogical strategies play a critical role in the success of mathematics instruction. Every teacher needs to develop her understanding of mathematics afresh from the point of view that takes into account the processes in which learning takes place in children's minds. Teachers need to be aware of the ways in which students think so that they can design and adapt their teaching approaches to deal with the alternative conceptions of mathematical knowledge of young learners.

The aim of the course is to sensitize prospective teachers that, not only do they need to reflect on their own knowledge of mathematical content taught at the early primary level, but they also need to connect to children and their experiences. Engagement with this course should enable prospective teachers to learn and reflect on what research has to say about children and their mathematics education and use it to promote learning.

4.1.6.2 Learning Outcomes

After completion of this course, student teachers will be able to:
- develop deeper insights into the content areas of mathematics at the primary level,
- discuss factors that impact on the process of acquisition of mathematical knowledge and sensitize student teachers about the ways in which children respond to mathematical knowledge,
- develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies

that promote effective children's learning.

- build confidence in learning and teaching mathematics meaningfully,
- develop skills and understanding about mathematical concepts mainly related to number and space and use it with children while teaching,
- think and reason mathematically,
- pursue assumptions to their logical conclusion and use it with students in the classroom,
- acquire knowledge and skills that help them in designing appropriate activities for children.

UNIT - I
Introduction to Mathematics Teaching

A. What is Mathematics and where it is found in life? Why do we teach Mathematics? What is the need for and importance of mathematics in daily life? aspects of Mathematics: concept, process, symbol, and language and mathematization.

B. Understanding the learners; understanding the learning processes; learning and teaching errors; methods of Mathematics learning and teaching - induction & deduction, specialization, and generalization, theories of Mathematics.

UNIT - II
Counting, Numbers and its Operations

A. Pre-number Concepts
B. Understanding Numbers and Presentation of Numbers
C. Digit and Number
D. Counting and Place value
E. Concept of Fractions and its Presentation
F. Mathematical Operations of Numbers

UNIT - III
Geometrical Shapes and Pattern

A. Types of Shapes - 2D & 3D
B. Understanding of Shapes - Definition, Need and Difference.
C. Understanding of Different Shapes in Mathematics.
D. Patterns – Definition, Need and Types.
E. Understanding of Patterns in Numbers and Shapes.

UNIT - IV
Understanding of Textbooks and Pedagogy

A. Philosophy and guiding principles for the development of Mathematics textbooks.
B. Content, approaches and methods of teaching Mathematics – Interactive and participatory methods, teacher as facilitator.
C. Themes, structure of the unit, nature of exercises and its implications.
D. Academic standards and indicators of learning.
E. Learning resources for effective transaction of Mathematics curriculum.

UNIT - V
Classroom Planning and Evaluation

A. Teaching readiness: planning of teaching mathematics, year plan, unit plan and period plan
B. Evaluation of planning
C. assessment and evaluation – definition, need and importance.
D. Continuous and Comprehensive Evaluation (CCE) – assessment for learning, assessment of learning, formative assessment, and tools, summative
E. Assessments, weightage tables, feedback and reporting procedures, records, and registers.

4.1.6.3 Suggestive Practicum
1. Design and construct a 2-D/ 3-D model on the concept of geometrical shapes and patterns.
2. Develop a board game using different arithmetic operations.
3. Make a presentation on any one Indian Mathematician and share it in the class.
4. Prepare atleast creative worksheets on different mathematical concepts.

4.1.6.4 Suggestive Mode of Transaction
- Prospective teachers to be engaged in discussions on observed children's work to acquire an understanding of how children respond to mathematical knowledge.
- Prospective Teachers in groups develop concept maps to understand linkages and relationships between various mathematical concepts and to imbibe the importance of teamwork.
- Reading texts (suggested as discussion) with dialogue to understand theory from the point of view of issues raised.
- Collecting historical samples of mathematical knowledge (such as ways to multiply in different cultures) and reflecting on them.
- Preparing mathematical models, particularly geometric.
- Critically examining teaching-learning materials through presentations

4.1.6.5 Suggestive Mode of Assessment
Assessment in this course shall have components of formative and summative assessment. The summative assessment shall be based on the students' achievement in the term end examination in the theoretical and practical components, and formative assessment shall be based on the student teachers' performance in the practicum component. The projects /assignments in the practicum component shall be assessed internally by the faculty under the guidance and supervision of the principal of the institution.

4.1.6.6 Suggestive Readings
Teachers may suggest books/readings as per the need of the learners and learning content.

4.1.7 Pedagogy of World Around Us at Foundational Stage

Credits: 2
Semester: S-5

4.1.7.1 About the Course

The World Around Us is concerned with the exploration, investigation, and development of an understanding of the natural, human, social and cultural dimensions of local and wider environments. It provides opportunities to engage in active learning, to use a wide range of skills, and to acquire open, critical, and responsible attitudes.

The National Policy on Education, 1986 and the subsequent educational policies like National Curriculum Framework for School Education (NCFSE) 2023, National Curriculum Framework (NCF) 2005, and NEP-2020 have given World Around Us (WAU) an explicit place in school education. WAU at the primary education is introduced as a composite area of study with insights drawn from sciences, social sciences and environmental education and visualized as "child-centered".

The main aim of this course is to prepare student teachers for the current challenges in elementary education and to equip them with theoretical and practical understanding of the nature and content of the subject. This course provides an opportunity for them to understand the philosophical and epistemological basis of WAU as a composite area of study that draws upon sciences, social sciences, and environmental education. It will help them to correlate their theoretical understanding related to child's learning with classroom processes and interaction, leading to better understanding and effective classroom transactions. This course also provides opportunities to understand and explore children's ideas which will help them to revisit and challenge their own conceptual understanding, identify preconceptions, and advance towards better understanding.

The main aim of this course is to prepare teachers who understand the philosophical and epistemological basis of World Around Us as a composite area of study that draws upon sciences, social sciences, and environmental education. They should be able to ground their classroom transaction in the theoretical understandings related to the child's learning that they acquire during the course. The content related to concepts in science and social science is embedded within the paper. As students understand children's ideas, it is also an opportunity for the teacher educator to help them revisit and challenge their own conceptual understanding, identify misconceptions, and advance towards a better understanding.

4.1.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- describe the scope of WAU and internalize different perspectives of curriculum organization,
- designs and carry out classroom at the early primary level,
- practice appropriate methods and approaches of teaching World Around Us emphasizing child centered and child friendly experience based, activity based and competency-based approaches to teaching,
- assess children's learning using different pathways.

UNIT - I
Understanding WAU and Children's Ideas
A. Meaning, scope and importance of WAU, its evolution as a curricular area at primary level; different perspectives on WAU: NEP-2020; WAU as an integrated area of study: drawing upon understanding from science, social science and environmental education.
B. Knowledge that a 3–8-year child has (ideas and alternative conceptions); how this knowledge is acquired? (How children learn?); concept of space, time (historical time); relating cognitive growth of children to the development of concepts with reference to WAU (Piaget); a review (analysis) of different sets of curricular materials including textbooks (for age appropriateness, relevance based on the above).

UNIT - II
Planning for Teaching WAU
A. Why planning? Evolving a unit plan framework and use
B. Addressing children's alternative conceptions: some experiences.
C. Concept map and thematic web charts.
D. Resource pool of materials, locally available materials, audio-visuals and electronic materials, Lab/ science kit, library, peer group learning (using children's ideas).

UNIT - III
Classroom Transaction and Assessment in WAU
A. Process approach in WAU: process skills- simple experiments, observations, classification, proving questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
B. Map-picture differentiation, map reading
C. Ways of conducting inquiry: activities, discussions, group work, field visits, survey, experimentations, etc.
D. Using children's ideas as a tool for learning.
E. Role of teacher in classroom transaction.
F. Integration of subjects (Language and Mathematics)
G. Use of ICT in the classroom.
H. Different ways of assessing and using assessment for further learning

UNIT - IV
Understanding of Textbooks and Pedagogy
A. Philosophy and guiding principles for the development of WAU textbooks.
B. Content, approaches, and methods of teaching WAU – interactive and participatory methods, teacher as facilitator.
C. Themes, structure of the unit, nature of exercises and its implications.
D. Academic standards and indicators of learning.
E. Learning resources for effective transaction of WAU curriculum.

UNIT - V
Classroom Planning and Evaluation
A. Teaching readiness: planning of teaching WAU, year plan, unit plan and period plan.
B. Evaluation of planning.
C. Understanding reflective teaching and learning.
D. Preparation and selection of reflective questions.
E. Different ways of assessment and reporting of assessment for further learning.
F. Assessment and evaluation – definition, need and importance.
G. Continuous and Comprehensive Evaluation (CCE) – assessment for learning, assessment of learning, formative assessment and tools, summative assessments, weightage tables, feedback and reporting procedures, records and registers.

4.1.7.3 Suggestive Practicum
1. Create a story/ digital story on 'Ideas and Alternative Conceptions'.
2. Visit nearby museum/gallery/fair/club and prepare a report on it.
3. Develop a role play on any theme based on 'What children commonly see in their surrounding'.
4. Prepare toys on the theme 'environment' using waste materials.

4.1.7.4 Suggestive Mode of Transaction
• Discussions and observation of children's work on how children respond to the knowledge of world around us.
• Field trips, play way method, experiential learning, role play etc. to understand things around us.

4.1.7.5 Suggestive Mode of Assessment
Assessment in this course shall have components of formative and summative assessment. The summative assessment shall be based on the students' achievement in the term end examination in the theoretical and practical components, and formative assessment shall be based on the student teachers' performance in the practicum component. The projects /assignments in the practicum component shall be assessed internally by the faculty under the guidance and supervision of the principal of the institution.

4.1.7.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

4.1.8 Pedagogy of Art Integrated Education at the Foundation Stage

Credits: 2
Semester: S-6

4.1.8.1 About the Course

This course is primarily a practicum-based and skill-oriented course. The wellbeing and fulfillment of an individual's potential 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 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.

4.1.8.2 Learning Outcomes

After completion of this course, student teachers will be able 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,
- identify and develop one's own creative potential,
- bring the arts into the center 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?
- 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 integrated,
- to appreciate it in different forms, scope and purpose of art education and art as the basis of education,
- develop a perspective and appreciation of art, nature, human existence relationship,
- understand the range of traditional art forms and working with hands,
- develop an appreciation for diverse music forms and the role of music in human cultures,
- create and present pieces of art: using visual and performing arts and crafts,

UNIT - I
Creative Drama: Focus Areas

Creative Drama: Aims, 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 internalized 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.

In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The teacher, but the experience structures the exercises and participants in the process generate its outcome. 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 the same situation from different perspectives. Learning to recognize 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 marginalized Dalit woman seeking medical help relates to 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 analyze classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

UNIT - II
Fine Arts: Focus Areas

The aim of the Fine Arts component of the practicum is to understand interconnections between art, crafts, drama, culture, aesthetics, health, and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products, and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to

engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognize beauty and harmony as essential aspects of a life of quality.

1. *Art, Art Appreciation and Art Education: Visit to places like crafts museums, bal bhavan, art galleries. Organize 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.*

2. *Visual Art:* Opportunities to experiment and create pieces of art using different mediums. Focus on colours, textures, composition, and thematic content. Using a range of medium: paper and water colours, paper and crayon, colour pencils, acrylic, oil paint and canvass, student teachers would learn about lines, forms, compositions, colours, 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.

3. *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 legitimization of violence; age appropriate viewing and selection of films

5. *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.

6. *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.

7. *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-centered 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.

4.1.8.3 Suggestive Mode of Transaction

- 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.

- Games to help loosen up, sharpen reflexes, and have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation. Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people. Planned and structured drama exploration exercises designed to first experience and then deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue.

- Participative learning using role play, hot seating, building stories/songs, making, and analyzing a "character's diary, personal belongings (objects) of characters. Make short plays that can be performed by student teachers with the aim of studying school students' responses during school contact programmes. Help build a set of skills so the class can organize role plays as well as larger school play that is built on students' creativity rather than following a given script.

4.1.8.4 Suggestive Mode of Assessment

- Assessment should be one-to-one in the early years, by the child's own teacher and in a friendly environment.
- Assessment should be an integral part of learning and not some add-on complex process.
- Assessment should be done in multiple ways (Verbal, Practical and written) with varying weightage at each stage and based on the nature of the subject.
- In the early years of education, written examinations should be avoided.
- Assessment should be based on competencies and not on memory. Ability to express, think, arrange, classify, differentiate, decide, etc. should be measured.
- In language, the ability to listen, understand and act accordingly, to speak clearly, to express, to explain, to tell a story, to recite a poem or rhyme, to identify letters, to pronounce with clarity, to read pictures, to read words and sentences, to write, to express thoughts in written form, etc., should be the points to assess.
- An approach to qualitative assessment in place of quantitative evaluation should be developed and applied in schools as early as possible.
- Parameters for physical, sensory, emotional, and moral development shall be included in the holistic report card.
- A continuous comprehensive 360-degree assessment shall be adopted, and holistic report cards shall be shared with parents.

Theme-based activity/play areas at school: To develop the child through play-based activities in

an informal environment, there is a need to create set-up / work areas where children can learn various aspects in a joyful way. These theme-based work areas will have learning material, Toys, equipment for activities, games, experiments, and play. It is important to use eco-friendly, local. traditional material / Toys/ Games/ etc. in the school.

- Photo Library; Theatre; Playground (Sports) ; Garden ;Art room; Workshop (Karyashala); Model House ; Science Laboratory ; Zoo; Object Museum ; Exhibition room ; Swimming pool, etc.

Workbook or Activity book for children: ECCE should be play-based information learning for children. Formal learning through books, writing work and written exams should be kept to a minimum. Most of the learning should happen through free play, activities, experimentation, observation, picture/letter/word cards, Posters, story books, puppets, expressions, etc. Some worksheets and a simple activity book can be used to reinforce the learning done through experience. These activity books can be used for practice tracing, coloring, drawing, identifying objects etc.

4.1.8.5 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

5.0 ABILITY ENHANCEMENT AND VALUE-ADDED COURSES

The Ability Enhancement and Value-Added Courses are designed to help student teachers acquire and demonstrate:
- knowledge and capacities in areas that are essential to a holistic education.
- capacities and values that are both useful to life as well as to a career in education.
- sensitivity, critical thinking and analytical capacities, reflection, sensibilities for dialogue and cooperative learning, aesthetic appreciation, and values for a sustainable world - all this in the context of India's rich and diverse cultural context.
- capacity to explore possibilities in different areas of learning, directly and indirectly connected to education.

Principles of Designing the Course
- The courses have a practical orientation in that they emphasize real-world application of ideas with special focus on application in the practice of education.
- Pedagogy across courses emphasize 'practice' and 'doing.'
- The courses facilitate breadth of knowledge rather than depth.
- The courses have emphasized on the capacities and values that are important for teachers.

5.1 Language 1 (As per the 8th Schedule of the Constitution of India)

Credits: **4**
Semester: **S-1**

5.1.1 About the Course

Language has undeniable links with all kinds of learning. Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings. To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological, and aesthetic aspects. The National Education Policy 2020 envisages imparting language skills as part of holistic education. It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners. This course aims at enabling student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner. Linguistic skills - listening, speaking, reading, writing, speaking effectively - are fundamental to constructing knowledge in all academic disciplines, and. participating effectively in the world of work and creating sense in the everyday life. Through this course, the students will be able to enhance proficiency in reading with comprehension, understanding, thinking, and conceptualizing. The course seeks to enhance critical thinking abilities and effective communication skills of student teachers. The course involves hands-on activities and practical sessions that help student teachers develop and use linguistic skills in a variety of situations.

5.1.2 Learning Outcomes

After completing the course, the student teachers will be able to:
- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- build inter-personal relationships and enhance social skills.

UNIT - I
Understanding Language, Communication and Cognition

A. Language, communication, and cognition; Definitions and functions of language. Types of communication, Language, culture and society, Bi-/Multilingualism in India, Language learning, translation, formal and informal communication, verbal and non-verbal communication, gestures language skills (listening, speaking, reading, & writing) and the new-age technologies. Language as a means of communication and language as a medium of cognition.

B. Nature and process of communication: principles, Definition, and types; Language: Definition, characteristics, functions; Language and society: language variation, language and dialect, language policy and language planning, language standardization; Multilingualism in Indian context, Language as a means of communication and language as a medium of cognition.

C. The process of communication, barriers to communication, written and oral

communication, the story of human communication from early times to new age; Language variation, Multilingualism.

D. Context of communication, the role of decoder, face to face interaction, turn taking, conversation, politeness principles, opening and closing, regional variation, social variation, the standard language.

UNIT - II
Understanding Grammar

A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes, sentences-simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.

B. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.

C. Identification of morphemes, word formation processes; Sentence formation, vocabulary formation; Pragmatics and speech acts.

D. Sound production in the language; Coining new words, Speech acts.

UNIT - III
Reading Skills

A. Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.

B. Features that make texts complex, reading as an interactive process; Strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.

C. Reading discipline-based texts; vocabulary development

UNIT - IV
Writing Skills

A. Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports).

B. Language and style of Writing; Dealing with New Words (Academic Vocabulary Building)

C. Summarizing and Paraphrasing techniques.

UNIT - V
Speaking skills

A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations).

B. Activities for developing speaking, role play; The impact of culture on speaking.

C. Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.

Listening Skills
A. Why listening is important; kinds of listening; Listening strategies.
B. Need for modelling good listening behaviour; Listening across the curriculum, note taking.
C. Listening Comprehensions and Recorded speeches/texts; Understanding of various accents.

UNIT - VII
Academic writing
A. Academic writing components; development of academic language; Activities to develop academic writing skills.
B. Developing Critical, analytical, and interpretive thinking skills.
C. Learning to analyze.

UNIT - VIII
Critical thinking
A. Enhancing Critical thinking abilities; Critical Interpretation, Questioning and Challenging your Beliefs and Values; developing ideas and evaluating an argument.
B. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.

5.1.3 Suggestive Practicum
1. How do you interpret every day and reflect what you read? Prepare a report.
2. Analyze a recorded video from the perspective of voice and pronunciation and write a report.
3. Observing, describing and frame a problem and evaluating it.

5.1.4 Suggestive Mode of Transaction
Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops, and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

5.1.5 Suggestive Mode of Assessment
The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

5.1.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

5.2 Language 2 (Other than L1)

Credit   4
Semester   S-2

5.2.1 About the Course

The course aims to prepare the students to teach language at the school level. It focuses on training the students to the sounds systems of languages, word formation processes, sentence formation, semantic and pragmatic aspects of languages. The course intends to enable the learners to integrate all the four language skills using different genres. The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes. The course also orients the students to the use of different technology and digital media for developing their own communicative skills as well as the school students they would teach in the future. The course helps improve basic communication skills such as listening, speaking, reading, and writing skills among L2 language learners. The course is designed to enhance knowledge of grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively. The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions.

5.2.2   Learning Outcomes

After completing the course, student teachers will be able to:

- demonstrate reading, writing, listening, speaking, and thinking abilities in L2,
- recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes,
- build inter-personal relationships and enhance social skills.

UNIT - I
Language, Society, and learning

A. Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language, and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.

B. Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.

UNIT - II
Speech and Writing

A. Writing Systems: Speech and writing; arbitrariness in language; types of writing systems.

B. Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.

UNIT - III
Understanding Grammar
A. Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building.
B. Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts.

UNIT - IV
Basic Communication Skills in L2
A. Pronunciation and listening comprehension skills.
B. Reading and reading comprehension skills.
C. Effective writing skills; effective presentation and speaking skills; summarizing and paraphrasing skills.

UNIT - V
Critical Reading and Thinking Skills
A. Components of critical thinking and reading; high order cognitive development; critical thinking and problem solving; rational inquiry.

5.2.3 Suggestive Practicum
1. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
2. Analyze sentences and their constituents as simple, complex, and compound sentences from written work.

5.2.4 Suggestive Mode of Transaction
Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

5.2.5 Suggestive Mode of Assessment
The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

5.2.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

5.3 Art Education (Performing and Visual) and Creative Expressions

Arts - Approach
1. Every student has to complete two courses in the Arts of 2 credits each across the Visual and Performing Arts.
2. There are many art forms within both the Visual and Performing Arts.
3. All these forms require teacher expertise as well as time and resources for the student to learn.
4. We have described **three exemplar arts courses** based on different forms of Visual and Performing Arts.
5. Institutions could choose to offer any specific art form based on the availability of faculty and resources. Institutions could then design their courses based on these three exemplars.

5.3 Art Education (Performing and Visual) and Creative Expressions
Exemplar 1 - Puppetry

Credits   **2**
Semester   **S-1 and S-7**

5.3.1 About the Course

Engagement with various forms of art as self-expression and need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students of MA Education aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end in the first semester students will do one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative and artful in their expressions. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Puppetry

Puppetry is an integrated art form, which takes into its fold everything from fine arts to performance. Puppetry is one of the oldest forms of performing art. Puppetry has evolved over the years into a sophisticated form of art. The journey was very interesting with a lot of ups and downs. There are thousands of forms of puppetry from simple finger puppets to highly complex puppets played by more than 3 people. Each country has a puppet form, why country, each area in a country has a puppet form. Hence, in India you will find many, many forms of puppetry.

In puppetry there are two main aspects. One the designing and creating of puppets and the other playing or performing puppetry. These two skills are different. Designing will need a lot of thinking, visualization, and technical skills while performance will need high level

communication skills. Hence, together they make a consolidated a high range of skills. In this course, students are exposed to different forms of puppets and puppetry. There will be a discussion around the forms and the aesthetic sense of puppetry. Later the students are encouraged to prepare, design and create puppets. They then prepare script and play the puppets. This creation of the puppets together in small groups with a lot of discussions and give and take helps the students develop working together skills and conceptual understanding.

Learning Outcomes
After completion of this course, student teachers will be able to:
- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of puppetry,
- design puppets,
- practice and create a short puppetry show.

UNIT - I
Importance of Aesthetics and Art education (2 Sessions)
In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II
Designing Puppets (6 Sessions)
In this unit, students will learn about puppetry, its history and specifically about how puppets work. This unit will also discuss the imagination required to design puppets, visualize how puppets will be used and the technicalities of designing puppets. These will be learnt by designing puppets. Students will start with constructing finger puppets and move towards small shapes through papers, like Fish, birds, rat - then they will design masks, flat masks, and masks with dimensions. At the end they will design puppets with old newspaper. The puppets are designed with old newspapers and colour papers. They decorate it and design it in such a way that it can be played, performed. They prepare costumes and all other accessories.

UNIT - III
Performing the puppets (4 Sessions)
This unit will engage in performance of puppetry and the level of communication skills required to create a good engaging story and perform it with the help of puppets they have created. The performance will be expected to relate to some activity in the educational context. Students will perform the puppets they have designed. Initially each member will play their own puppets. Later they will play in pairs, later they will be formed into a small group and asked to prepare their own skits with the puppets. They conclude by performing in small groups. Their learning is consolidated and reflected.

Discussion is held on how different aspects of puppet making can be incorporated in class room processes of young children. Adapting the individual and group exercises done during the puppetry course will be discussed to be used in the classroom situation.

5.3.3 Pedagogy

The Pedagogy is basically hand-on training. More emphasis is given to experiential learning. They do things and through doing learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

5.3.4 Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms

Week wise break up of sessions			
Sl. no	**Topics**	**Session flow**	**Remarks**
1	Aesthetics and art, art in everyday life.	Based on their experience	
2	Importance of art. Appreciation of art.	Discussion	
3	Art for art sake. Art with social responsibility. art for social change	Debate	
4	The world of puppetry. Different forms of puppetry.	Presentations	
5	History of puppetry	Lecture	
6	Preparation- finger puppets	Hands on	
7	Preparation of masks	Hands on	
8	Preparing puppets	Hands on	
9	Performing individually	Practice	
10	Performing in pairs	Practice	
11	Performing in groups – 3, 4, 5.	Practice	
12	Assignments	Written.	

5.3.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.3 Arts (Performing and Visual) and Creative Expressions
Exemplar 2 - Theatre

Credits   2
Semester   S-1 and S-7

5.3.1 About the Course

 The engagement with various forms of art as self-expression and the need to develop a sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form that children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, an aesthetic judgment. This enables students as they grow into adults to have focused attention on making meaning of what surrounds them and in appreciating cultural productions.

Children are naturally tuned to appreciate art, as it activates their senses. Further, their psycho-motor skills get developed through art. It gives them space to think independently, create and reflect, while working with others. It is a unique space where all the three are involved- hand, head and heart.

Therefore, students who aim to be educational practitioners, will need to bring an element of art in educational practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful.

To this end in the first semester students will attend one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative in their expressions. Skills develop from practice, therefore hands on training in doing art will be emphasised in this course. This course aims to help students develop a habit of improvising on theatrical performances that include following aesthetic judgement at all stages, which will contribute to other educational practices that they develop in the larger programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and also producing content of other subject areas wherever possible.

Theatre

Theatre is a collaborative art form, and it is inherently interdisciplinary in its nature. It comprises many facets and skills like acting, directing, writing, designing the sets and costumes, make-up, production, lights, sounds and music. All these elements and skill sets come together and are stitched in the form of a 'play' which is performed live, in front of an audience. In the Indian context, theatre has a deep-rooted history with its classical, folk, and other cultural forms until other contemporary forms of theatre evolved in recent times.

Theatre education for children can play a vital role in their individual, social, and emotional development. It teaches them the values of trust and interdependence, makes them confident to express themselves and helps them learn to work in a collaborative environment. It develops their ability to contextualise, critique and discuss certain questions and thoughts they encounter in everyday life. It further helps them imagine, explore, and create their own narratives.

In this course, we will briefly talk about the aesthetics of theatre and how theatre exists in different forms. The students will learn some basic theatre tools that will help them create and perform a narrative they collaboratively arrive at.

In simple terms one can say theatre has two major aspects i.e., creating the script and then performing it. Body is the primary instrument in any theatrical performance accompanied by text, material, visual and sound. This course will introduce students to these aspects of any theatre performance, in the form of direct experience by doing this themselves.

5.3.2 Learning Outcomes

After completion of this course, students will be able to:

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of theatre,
- learn basic theatre tools of improvisation, ideation, and creation of a script,
- create a short performance with educational possibilities.

UNIT - I
Importance of Aesthetics and Art education (2 Sessions)

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II
Introduction to Theatre, and Beginning with the body (3 Sessions)

We will discuss some core essentials in the aesthetics of theatre like the performance, the makers, the audience, and the context and how we relate this to the world around us, in everyday lives. In this unit, we will discuss examples of how theatre was used in social movements that have contributed to educating the larger population about important social issues. Additionally, we will also learn from practices and approaches of theatre groups like Budhan Theatre who work with denotified tribes, and Manalmagudi who work closely with physical nonverbal theatre. Exposing students to these approaches will lead to rich discussions on the role of theatre in pedagogy and practice.

In this unit, students will learn certain principles and awareness on how to use their body and voice in a given space and time, with respect to other bodies. There will be several games, exercises that will familiarise them with certain basics of movement, voice, acting and thereby create improvisations and images in a given context. The activities and tasks will be both in individuals and groups.

UNIT - III
Arriving at a script
(3 Sessions)

We will engage in some theatre making processes to arrive at a script by the end of this unit. How to adapt or devise a script with actors? How can we borrow from everyday experiences of memory, sound and visuals, without a written text or spoken word? Plays, stories, poems, newspapers articles, will be shared to read, reflect, analyse, and re-create like "Why, why Girl" by Mahashweta Devi, "Ratna Pakshi" by K Ramaiah, "Beyond the land of Hattamala and Scandal in Fairyland" by Baadal Sircar, and songs of Kabir etc. The texts chosen will have a direct relation with topics from social studies, moral and political education.

Students will use their skills of improvisation they learned in Unit 2 to explore, ideate, create, and finally arrive at a script. What kind of stories, narratives, and characters they choose to perform will lead back to the discussion of aesthetics. Students will mostly work in groups to choose or create a text, concept, or an idea which they want to perform. Students will be encouraged to use their perspectives on the education system, in converting the text into a script.

UNIT - IV
Performing the script

This unit will engage in the actual making of the final piece they choose to make. Students will have to visualise the final text on stage and start rehearsing in their groups. Apart from using their bodies to play characters, the students will also have to think about design and other aesthetic elements like sets, props, costumes, lights, music and sounds they want to use in the performance.

Students will have to practice beyond the six classes as the class time will be utilised to discuss and provide feedback as the work progresses. The last two classes in this unit will be utilised for the final rehearsals and assessments. The final performance will take place in front of a small audience followed by a brief post-performance discussion. Students will engage in discussing and reflecting on the views, questions and comments shared by the audience.

5.3.3 Pedagogy

The pedagogy is basically hands-on training. More emphasis is given to experiential learning. They do things and through doing, they learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

5.3.4 Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Week wise break up of sessions		
Week	**Topics**	**Session flow**
1	**UNIT - I:** Aesthetics and art, art in everyday life. Importance of art. Appreciation of art	Based on their experience
2	Art for art's sake. Art with social responsibility. Art for social change	Discussion
3	**UNIT 2:** Aesthetics of Theatre	Discussion
4	Body work - Individual and group	Hands on
5	Body work – Improvisation	Hands on
6	**UNIT - III:** Adaptation of texts. Aesthetic choices.	Hands on, discussion
7	Story making and devising	Hands on
8	Arriving at a text	Hands on
9.	**UNIT - IV:** Visualising the final piece. Thinking about design and aesthetic elements.	Hands on, Discussion
10.	Rehearsals and feedback	Hands on
11.	Rehearsals and feedback	Hands on
12.	Final rehearsals and assessment	
13.	Finals rehearsals and assessment	
14.	Performance and audience discussion	

5.3.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.3 Arts (Performing and Visual) and Creative Expressions
Exemplar 3 - Collage-Making

Credits   2
Semester   S-1 and S-7

5.3.1 About the Course

Engagement with various forms of art as self-expression and the need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end, students will do one course that aims to help them recognize and appreciate the *importance of aesthetic judgment*, *develop familiarity with an art form* and basic skills to be *creative and artful in their expressions*. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme.

Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Collage as visual art medium

A major aspect of college, and one that is sometimes overlooked, is the incredibly diverse array of materials and objects that can be used. Collecting interesting materials is an ongoing activity for artists and for those who teach college. But it is just as important for young people to hunt for and make decisions about materials they would like to incorporate into their work. All materials, and the alterations that artists make to them, are suggestive of ideas and concepts based on their surfaces, forms, textures, degree of transparency and opacity, color, and other visual characteristics. Materials also connect us, through association and reference, to social and cultural worlds and places. What ideas might a scrap of newspaper, as a collage material,

express? How might these meanings differ from those of, say, feathers? Or twigs? Or a thin piece of plastic cut out from a plastic bag?

Working with and creating artwork in Collage involves various aspects: selecting materials, manipulating materials, investigating materiality, closely observing materials, discovering possibilities, composing, designing the artwork, planning, finding solutions, applying solutions, thinking flexibility, decision-making, research, using imagination, expressing, taking creative risks, develop perseverance, and much more. Students will also be introduced to various aspects of art in education: The value of art and artmaking by itself, art's use as an instrument in education, social and moral dimensions of art, and the controversial perceptions around good art and bad art.

This course aims for students to understand the importance of aesthetics and art in education, the role art can play in education, and mainly to appreciate, understand and gain skills with the medium of collage and its techniques.

5.3.2 Learning Outcomes

After completion of this course, students will be able to:
- articulate the importance and the role of aesthetics and art in education.
- understand the medium of collage and its versatility.
- design, plan, and create an expressive self-portrait collage by applying a variety of collage techniques.
- design and set up an interactive visual art exhibition to display their artworks.
- understand and appreciate art-based learning experiences.
- develop the ability to reflect and challenge their assumptions and beliefs around art and develop new understandings.

UNIT - I
Understand the importance of Aesthetics and Art in Education (2 Sessions)

Students will be introduced to Aesthetics and Arts by engaging in experiences, discussions, and dialogues. Students will experience a session of 'Visual thinking strategy' (VTS) activity in which students will collectively view and engage in a series of artworks closely, share their observations, critically analyze their observations, listen to multiple perspectives from peers, suspend judgements, and draw their own understanding of the artwork. Students will recognize aesthetic and un-aesthetic experiences through compare and contrast. Through this activity and unpacking of the experience, students will start making connections and develop understandings around what aesthetics mean, aesthetic aspects of daily life, develop aesthetic judgment, and how arts evoke emotion and awaken.

UNIT - II
Exploring paper collage and its techniques (4 Sessions)

Students will be introduced to the medium of collage and open their minds to the possibilities within this medium. Students will view and discuss examples of collage artworks, artist process and artist interview videos. Students will get a chance to compare and contrast various ways collage as a medium is used. Students will reflect upon their own past art educational experiences and observations and engage in dialogue and discussions. Students will analyze effective and ineffective ways of using the medium of collage in educational and other settings.

Through inquiry-based participatory demonstrations, students will investigate and discover a variety of ways to manipulate paper and create individual and unique two-dimensional compositions in the medium of paper Collage. They will understand and learn the techniques, artistic terminologies of the collage medium. Students will reflect on their experience and engage in facilitated discussions to deepen their understanding on the role of art medium exploration and how it can foster various learning skills.

Students then use their knowledge and experience from the previous sessions and explore collage as a medium further. Students will investigate, discover, and learn to create visual textures, physical textures, and create their own unique patterns. They will understand the difference between textures and patterns. Students will use a variety of techniques to create unique textures and patterns, analyze their findings, give each other feedback, work in groups to problem solve, etc. They will understand how art medium explorations can be used as a pedagogical tool in learning environments.

Students will bring in various materials found around them like different kinds of paper, paper-based materials, natural materials, fabric, and explore these materials and use them as materials to create collage compositions. Students will explore a wide range of techniques and discover their own ways to manipulate these found materials to create interesting textures and patterns. Students will work in groups, problem solve, investigate, develop solutions on their own, and share their findings with each other. Through discussions, students will reflect upon this exploration experience and understand how art making processes can develop skills and abilities in a learner.

Resource Videos
1. *Works of Deborah Roberts, William Kentridge, Wangechi Mutu, etc*
2. *Marc, Cut paper collage artist - https://www.youtube.com/watch?v=WgRZlWl-Oh0*
3. *G. Subramanian: Collage art - https://www.youtube.com/watch?v=ioRRi9R46a0*
4. *Amber Fletschock, Collage artist - https://www.youtube.com/watch?v=aa7p1vYqUc4*
5. *Arturo Herrera, artist - https://www.youtube.com/watch?v=Oagx3_NZ5HU*

UNIT - III
Ideating for an Expressive Self-Portrait (2 Sessions)

In this session students will further explore and discover possibilities in Collage as a medium. Students will learn a variety of ways to make paper stands and create interesting paper sculpture compositions using 3D techniques. Students will draw from their previous experiences of using paper for 2D explorations and add more interest to their unique 3D explorations. Students will share their findings with peers and widen their understanding about the possibilities. Students will reflect on all the material exploration sessions thus far and participate in a facilitated dialogue around art making and education.

Students will engage in a close observation sketching and drawing activity. Through a guided process, students will create a well observed self-portrait drawing. Students will engage in discussions and dialogue to unpack the self-portrait drawing experience, the learnings, discoveries, challenges and more. Through this activity students will also be able to challenge assumptions around talent and art-making.

UNIT - IV
Creation of an Expressive Self-Portrait Collage (3 Sessions)

Students will engage in a step-by-step process involving sketching, ideating, planning, applying their discoveries of using paper as a collage material, and finally create a large expressive self-portrait using the medium of paper collage. Throughout the process students will problem-solve, critically think, push their imagination, find multiple solutions, make independent decisions, receive and give peer feedback, use resources effectively, draw from their own experiences, apply their learnings into creating this unique and expressive self-portrait piece.

UNIT - V
Designing and setting up an Exhibition (2 Sessions and Exhibition Day)

Students will collectively start designing and planning for the exhibition to put up their artworks for a general audience to view and engage with. Students will be planning the various aspects of a visual art exhibition: ways to display artworks, designing the layout of the exhibition space and how the audience will move within the space, design invitations, ways that the audience can engage with the artworks, various ways the artists can talk about their art-making, and more. Students will divide the tasks among themselves, take on the various roles required, and set up the exhibition space.

Resources: Planning templates

5.3.3 Pedagogy
- Students will engage in hands-on art making activities.
- Students will engage in discussions and dialogues with peers.
- Students will engage in giving and receiving peer feedback.
- Students will continually reflect on their learning through journaling.
- Students will work independently and collaboratively throughout the course.
- Students will receive reference materials and resources to broaden and deepen their understanding.

5.3.4 Suggestive Assessment
Details to be determined by the faculty member as per applicable UGC norms.

5.3.5 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

5.4 Understanding India (Indian Ethos and Knowledge Systems)

Credits   2
Semester: S-1

5.4.1 About the Course
At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to noy only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.1   Learning Outcomes
After the completion of the course, students will be able to:
- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I
Introduction to the Knowledge of India
A. Definition & scope; Relevance of this knowledge.
B. Need to revisit our ancient knowledge, traditions, and culture.

UNIT - II
Culture - Art and Literature
A. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
B. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.,).
C. Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc.

UNIT - III
Polity and Law

A. Kingship & types of government (oligarchies, republics); Local administration (village administration);
B. Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.

UNIT - IV
Economy

A. Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing);
B. Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy.
C. Land ownership - land grants & property rights, land revenue systems.
D. Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.

UNIT - V
Environment & Health

A. Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources like forests, land, water, and animals.
B. Sustainable architecture & urban planning; Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.).
C. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita;
D. Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)

5.4.3 Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organisation of Individual and group presentations based on themes such as Polity, Law and Economy etc., organisation of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

5.4.4 Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.

- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

5.4.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student-teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.4 Understanding India (Indian Ethos and Knowledge Systems)

Credits   2
Semester: S-2

5.4.1 About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread across two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.2   Learning Outcomes

After the completion of the course, students will be able to:
- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I
Introduction of Knowledge of India
A. Recap of the previous semester's definition and introduction.
B. Recap of previous knowledge.

UNIT - II
Philosophy, Ethics & Values: Schools of Philosophy
A. Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.
B. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).
C. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.
D. How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times.

E. Using ethics in a technologically volatile world: leading an ethical and modern life.

F. Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

UNIT - III
Culture- Lifestyle

A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).

B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).

C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).

D. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

UNIT - IV
Science & Technology

A. Arithmetic and logic.

B. Natural sciences: math, physics, metallurgy, and chemistry.

C. Astronomy: India's contributions to the world.

D. Indian notions of time and space.

E. Technology in the economy: agriculture, transportation, etc.

UNIT - V
Linguistic Traditions

A. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.).

B. Language as Culture: Evolution of Languages over the years & language as building blocks to different cultures and society

C. Language: Identity, culture, and History.

5.4.3 Suggestive Practicum
The modes of curriculum transaction will include lectures, Tutorials, and Practicum.
- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

5.4.4 Suggestive Mode of Transaction
- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic

Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

5.4.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.5 Teacher and Society

Credit: 2
Semester   S-2

5.5.1 About the Course

Teachers unarguably have the key role in nurturing young lives and shaping positive and inspired future generations. Emphasizing on the crucial role of teachers NEP 2020 states "teachers truly shape the future of our children - and, therefore, the future of our nation.". "The high respect for teachers and the high status of the teaching profession must be restored to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation." (NEP Para 5.1). The NEP in its introductory section states, "the teacher must be at the centre of the fundamental reforms in the education system" and highlights the need to "help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens". (NEP 2020, Introduction). The policy also stresses the need to "do everything to empower teachers and help them to do their job as effectively as possible." It is recognized that teachers are second to mothers in having the opportunity to work with children during the most impressionable years in their life and shape opinions, form ideas about personal and social goals and about society and life, contributing so much to the development of both individuals and society.

The focus of the course on 'Teacher & Society' is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society, including the changing roles of teachers in the context of the global flows of people, culture and resources that are shaping society, and the application of technologies that are constantly redefining not only the educational landscape but also the human relationships and social norms which are continuously undergoing change which entails a recalibration of the teacher roles aligned to the current and future realities and preparing teachers for the volatile, uncertain, complex and ambiguous world. The course enables the students to understand the roles and obligations of teachers as an architect of the society based upon the cultural ethos, traditions, and diversity. The student teachers shall be equipped with the knowledge, capacities and value system that enables them to act as an agent for fostering national integration, a feeling of pride in the cultural heritage and achievements of India. This course also aims to ensure that student teachers understand their responsibility for producing a future generation that undertakes its responsibility as an awakened citizen who avoids wastage of national resources and takes up a proactive role for the emergence of India as a strong and disciplined nation.

In addition to these, the course also seeks to enable each of the student teachers to respond to the needs of students from diverse cultural, linguistic, social and economic backgrounds; to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogies and technologies, keep pace with current educational developments and initiatives; and keep oneself professionally engaged to update/upgrade knowledge and practice. Student teachers will be encouraged to comprehend how societal structures, context and historical patterns shape teacher identities on one hand and how teacher identities, beliefs, values, convictions and commitment shape the ethics, culture, norms and values on the other; thus, impacting the larger societal thoughts and actions. The

course also explores the relationship of the teacher with education development, community and society through different course units that talk of the teacher as a person and as a professional, the socio-cultural and technological contexts of the teacher and how they impact the teaching-learning process, the multiple roles, identities and expectations of a teacher. It invites the student teachers to be reflexive of one's thoughts, beliefs and actions and continuously take a gaze inside out so as to unbiasedly engage children in a reflective dialogue.

The course explores the agentic role of a teacher, how it gets influenced and how it influences the education system. It concludes with the re-calibrating of roles of teacher and teaching beyond the curricular boundaries as an architect of an inclusive, harmonious, and developing India.

5.5.2 Learning Outcomes

After completion of the course, student teachers will be able to:

- examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
- explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity.
- differentiate between the narrow curricular aims of education and the broader educational aims and their role in shaping self, school and society,
- demonstrate an ability to develop positive classrooms through engaging in the ethic of care,
- demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching,
- conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

UNIT - I
Understanding the Teacher: Exploring the Personal and Professional Teacher
A. Exploring the wider Personal and General Social Context of Teacher: Life History, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education.
B. Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure.
C. The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher.
D. Reflexive Practice: Nurturing the Professional Capital through collaborative and/or collective engagement with self, others, the social context.

UNIT - II
Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity
A. Teaching: One profession, many roles

B. Teaching Character: Nurturing Teachers for Human Flourishing.
C. Holistic Teacher Development: Nurturing the Panchakoshas.
D. Teacher Values, Beliefs and current Philosophy of Teaching: A Reflective Dialogue.
E. Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards a pedagogy of care.

UNIT - III
Understanding and Fostering Teacher Agency: Role in shaping Education Systems of Tomorrow

A. Teacher Agency: What is it and why does it matter?
B. Individual, Cultural and Structural Dimensions of Teacher Agency.
C. Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative insubordination.
D. Challenges and Issues inf fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others.
E. Role of Teacher in shaping the educational policy, practice and reforms

UNIT - IV
Teacher as an Architect of the New India: Shaping the Society of Tomorrow

A. Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential.
B. Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the 'state' and the 'market' and their impact on formal education; the conceptualization of teacher, teaching and teacher roles, 'globalization' and the reconstructed nationalism shaping the socio-political milieu and impact on social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.

5.5.3 Suggestive Practicum
1. Take up a case study of any one teacher education Institution.
2. Write a biography of any one of your favourite teachers/ Educationists.

5.5.3 Suggestive Mode of Transaction
Teacher and Society is a reformatory course that invites teachers to re-think teachers and teaching. It awakens and inspires teachers to realize broader educational aims through an action and reflection cycle. The approach therefore would include a blend of lectures, in-class seminars, thinking exercises, critical reflections, group-work, case-based approaches, and enquiry-based learning.
▪ Learners would also be exposed to case studies featuring teachers from a representative cross-section of Schools in India and critically analyse their exercise of agentic force in school improvement and the improvement of teaching practice.
▪ Situating themselves in the geo-political context, the learners will get to critically engage in some of the policy dialogues.
▪ Learners would reflect on their practice as pre-service interns, knowledge, skills, and

understandings—and identify opportunities to apply course learnings to their school context.

5.5.5 Suggestive Mode of Assessment
Being a very thought-provoking course, the assessment would largely include critical thinking kind of assignments. The following are some exemplars.
1. Write your current teaching philosophy based on your beliefs and values.
2. Choose any one area of immediate societal concern like environmental degradation, increasing crime against women, cybercrimes, bullying or any other and draw an action plan that you as a teacher would undertake to mobilize self, school and society towards betterment.
3. Critical Reflections on popular debates around power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, and such others
These are just prototypes and institutes may choose either of these or think of other innovative assignments that would inculcate in the future teachers a sense of belonging for society.

5.5.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

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5.6 Information & Communication Technology (ICT) in Education

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Credit   **2**
Semester   **S-5**

5.6.1 About the Course

The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student teachers interpret and adapt ICTs in line with educational aims and principles. The paper will orient the learners about the need for and importance of ICT in education. It will describe the importance of opensource software in education. Students will be given exposure to the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of the use of various computer software and ICT tools.

5.6.2   Learning Outcomes

On completion of this course, student teachers will be able to:
- explain the concept, nature, and scope of ICT in education,
- describe the importance of open-source software in education,
- list and explain various approaches to the adoption and use of ICT in education,
- describe the importance of various emerging technologies in education,
- See relationship between the social, economic, and ethical issues associated with the use of ICT,
- list out the challenges of educational technology in India,
- use various technological tools for improving teaching-learning- assessment processes.

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UNIT - I
Introduction to (ICT) in Education

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A. Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,
B. Educational Technology and ICT in Education (Difference, Scope of ICT- Teaching, learning, Research & Publication Educational Administration and Assessment),
C. Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments & Peer reviews,
D. Meaning and Uses of Systems Approach in instructional design,
E. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
F. Flanders' Interaction Analysis Category System (FIACS),
G. Challenges relating to Educational Technology.

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UNIT - II
Emerging Technologies in Education

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A. E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).
B. Open Education Resources (Creative Commons, Concept, and application).

C. Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education (Meaning, history, importance, tools and uses).
D. Cloud Computing & Internet of Things - Meaning, importance and uses.
E. Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber security literacy & data protection, Online identity and privacy).

UNIT - III
ICT in Teaching-Learning & Assessment

A. Concept, Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK), Technology Integration Matrix (TIM).
B. Implication of Learning Theories in ICT in Education: Behaviourism, Cognitivism & Constructivism.
C. Developing functional skills to use discipline specific ICT tools (Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art, Technological tools for Mind mapping etc.).
D. ICT and Assessment- Electronic assessment portfolio – Concept and types; e-portfolio tools.
E. Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank.
F. ICT applications for Continuous and Comprehensive Evaluation (CCE).

5.6.3 Suggestive Practicum
1. Prepare an assessment tool on any one chapter of the textbook.
2. Explore any one online platform for MOOCs and prepare a report highlighting its structure and courses.

5.6.4 Suggestive Mode of Transaction
The pedagogy for the course ICT in Education should be designed to ensure that students have a good understanding of how to use technology for improving teaching-learning-assessment processes. It should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.
- Experiential learning involving Hands-on activities, field trips, and real-life scenarios that will give student teachers the opportunity to apply their knowledge and skills in a practical setting.
- Use of multimedia tools such as videos, interactive simulations, and animations that help enhance learning and make it more engaging.
- Self-directed and self-managed learning activities that encourage students to take charge of their learning process through independent research, self-reflection, and self-assessment which can promote lifelong learning.

5.6.4   Suggestive Mode of Assessment

The assessment for the course ICT in Education should evaluate students' knowledge, capacities, and attitudes towards the use of technology in education. The assessment methods will include the following:

- Project-based assessments involving projects that require student teachers to create an instructional/learning resource that incorporates ICT tools and then assess the quality of the resource.
- Peer assessment helps students develop their critical thinking and evaluative capacities through group tasks requiring assessment by a group of the work of another group.
- Reflective journals requiring student teachers to maintain a reflective journal and to reflect on their learning experience involving the use of ICT tools in education.
- Online quizzes and tests involving online quizzes and tests that can assess students' knowledge of the theoretical aspects of ICT in education.
- Observation and feedback involving observation of performance of student teachers during classroom activities and providing feedback that help assess their practical skills in using ICT tools for improving teaching-learning-assessment processes.

5.6.6 Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.7 Mathematical and Quantitative Reasoning

Credits   **2**
Semester   **S-6**

5.7.1 About the Course
This course introduces the student teachers to study the basic mathematical & quantitative reasoning for their practical usage. This course is designed to provide student teachers with the knowledge and capacities required to analyze, interpret, and communicate quantitative data. Student teachers will learn to think critically about data and use quantitative reasoning to solve real-life problems.

5.7.2   Learning Outcomes
After completion of this course, student teachers will be able to:
- adapt mathematical reasoning to solve problems in the real world and explain some fundamental ideas and tenets in this field,
- analyze and interpret quantitative data,
- interpret & deduce the right conclusions from numerical representations like formulas, graphs, or tables,
- demonstrate critical thinking and problem-solving skills using mathematical and quantitative reasoning methods,
- evaluate operational matrix,
- analyze educational data and create educational model & use them in decision making,
- analyze and evaluate mathematical and quantitative reasoning problems and solutions.

UNIT - I
Introduction to mathematical and quantitative reasoning
A. Meaning, nature and scope of mathematical and quantitative reasoning.
B. Importance of mathematical and quantitative reasoning in various fields.
C. Types of quantitative reasoning.
D. Usage of mathematical and quantitative reasoning.
E. Concept of mathematization.

UNIT - II
Introduction to data in Education
A. Data requirement, different sources of data
B. School enrolment: gross enrolment ratios, net enrolment ratios, educational progression: dropout rate, literacy: measures of literacy
C. Indian censuses, details of different items on which Indian censuses collect data.
D. Nationwide sample surveys, National family health survey, District level household survey, UDISE

UNIT - III
Data Analysis & Interpretation

A. Concept of data interpretation (equation, diagram, graph, tables)
B. Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile)
C. Visual and numerical representation of data and its application (bar diagram, histogram, pie charts)
D. Learning analytics: concept, significance, types, levels, and its applications in educational context.

5.7.3   Suggestive Practicum

1. Take last 5 years UDISE data and analyze various indicators related to schools, teachers, and students.

5.7.4 Suggestive Mode of Transaction

The approaches to curriculum transaction will focus on developing the analytical and critical thinking skills of students, as well as their ability to apply mathematical and quantitative reasoning in real-life situations. Some of the approaches to curriculum transaction will include the following:

- Active Learning which involves active participation of student teachers in problem-solving situations, group discussions, and hands-on activities that help student teachers engage with the material and apply mathematical thinking and reasoning to solve problems.
- Real-World Applications involving the use of real-world examples to demonstrate the practical applications of mathematical concepts that help student teachers see the relevance of what they are learning and how it can be applied in various fields.
- Collaborative learning encourages student teachers to work together in small groups, where they can share ideas and help each other learn. This fosters a sense of community in the classroom and helps students develop teamwork and communication skills.
- Technology Integration involves the incorporation of technology tools such as calculators, spreadsheets, and interactive software to help student teachers visualize and solve mathematical problems more easily.
- Overall, a pedagogy that combines active learning, real-world applications, collaborative learning, technology integration, and effective assessment strategies that help student teachers develop a strong foundation in mathematical and quantitative reasoning.

5.7.4   Suggestive Mode of Assessment

Use of a variety of assessment methods such as quizzes, exams, group projects, and presentations to evaluate student learning. Providing timely feedback and offering opportunities for students to revise their work and improve their understanding.

5.7.6 Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

Credits   2
Semester   S-7

5.8.1 About the Course
This course aims at enabling student teachers to recognize the importance of good health, fitness, and the right nutrition to live a healthy life. It also provides students with the experience of organizing and participating in sports and games.

5.8.2   Learning Outcomes
After completion of the course, student teachers will be able to:
- explain the importance of sports, and the need and impact of sport for maintaining,
- discuss physical fitness, and the methods of teaching and organization of different types of sports,
- explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness,
- Recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

UNIT - I
Sports
    A. Meaning of sports, importance of sports, types of sports.
    B. Different stages of sports (primary and secondary).
    C. Psychology of sports, methods of teaching different sports (indoor, outdoor, team and individual), different sports activities (individual and team games).
    D. Sports for children with disabilities and inclusion.

UNIT - II
Physical Fitness
    A. Meaning and importance of Physical fitness, components of physical fitness, Muscular Strength, Endurance, Flexibility, Body Composition, Cardiovascular Endurance, importance of healthy lifestyle.
    B. Coordination of Health and Fitness.

UNIT - III
Nutrition
    A. Meaning of nutrition, types of nutrition, importance of nutrition, need of nutrition, methods for teaching nutrition,
    B. Nutrition for different age group, nutritious food for sports personalities and common individuals, nutrition and health, nutrition and fitness, nutritious food in schools (midday meals), hostels.

5.8.3   Suggestive Practicum
Reflective Reading of different Sports Personalities. Collections of different types of games (Indoor, Outdoor, Individual, Team); Organizing different games (Play) for different age-groups,

Organizing Group Games for cooperation, Organizing fitness programmes, Exercises at various levels. Collection of different nutritious items food. (Charts, Things, Objects, Models). Programmes organized to promote the use of nutritious food.

5.8.4   Suggestive Mode of Transaction
The mode of transaction should be designed to ensure that should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:
- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

5.8.5 Suggestive Mode of Assessment
Assessment of theoretical aspects and Practicum.

5.8.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

5.9 Yoga and Understanding Self

Credits   2
Semester   S-8

5.9.1 About the Course
This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual wellbeing of a person. Yoga as a way of life is characterized by peace and tranquillity, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa & Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher. It lays equal weightage to the theory and practicum.

5.9.2   Learning Outcomes
After completion of the course, the student teachers will be able to
- explain the importance of Yoga and how it helps an individual in understanding Self,
- describe the importance of practicing Yoga Asana,
- practice basic Yoga Asanas/ Kriyas.

UNIT - I
Philosophy and Historical Perspective of Yoga
A. Concept and Meaning of Yoga, Philosophy of Yoga,
B. Brief history and development of Yoga (Classical Yoga, Post Classical Yoga and Modern Period)
C. Importance of Yoga for healthy living, Yoga and its relevance in the modern times, Traditions in Yoga.

UNIT - II
Schools of Yoga
A. Different streams \schools of Yoga (Gnana, Bhakthi, Karma).
B. Construction of Yoga Practice for all round development.
C. Principals of Yoga: - Ahimsa, Satya, Asteya, Brachmacharya, Aparigraha, Shoucha, Santhosha, Tapas, swadyaya and Isvara Paridhana.

UNIT - III
Modern Principles of Yoga and Meditation
A. Modern Principles: Human Body is a holistic entity, Individuals and their need are Dhāraṇa & Dhyāna, etc, meditation and reflective practices, and the importance of these aspects in becoming an effective teacher, unique Self-empowering, the quality and state of an individual mind is crucial to healing.

B. Meditation: - its Importance, Types, and Process, Pranayama: its importance, types and process, Yoga as a Way of life for Peace, Harmony, Health love and happiness. Yoga in Indian philosophy for understanding Self.

5.9.3   Suggestive Practicum
  1. Practice of Basic Yoga Asanas/ Kriyas.

5.9.4 Suggestive Mode of Transaction
Reflective reading of different Yoga practicing Personalities, Learning by doing, Relaxation Techniques for imparting concentration**,** Understanding Self and personality development.

5.9.5 Suggestive Mode of Assessment
Assessment of practicum; Assessment of practice of basic Yoga Asanas/ Kriyas; Assessment of Reflective level Readings.

5.9.6 Suggested Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

5.10 Citizenship Education, Sustainability, and Environmental Education

Credits 2
Semester S-8

5.10.1 About the Course

This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, productive, and effective citizens of India. The course also seeks to enable student teachers to understand the interconnected and interdependent world, India's rich heritage and philosophical foundation of "Vasudaiva Kutumbakam" (Whole world is one family), acquire the knowledge, capacities, values, and dispositions needed to understand global issues and become active promoters of more peaceful, harmonious and sustainable societies. The course also seeks to create among student teachers an awareness of responsible global citizenship required for responding to contemporary global challenges.

The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human activities, including achieving sustainable development in its three dimensions – economic, social, and environmental – in a balanced manner. The environmental education component of the course aims at creating an awareness among student teachers of environmental issues, including actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives.

5.10.2 Learning Outcomes

After completion of the course, student teachers will be able to:
- explain the concept of citizenship and citizenship education,
- describe the aims of and approaches to citizenship education,
- explain the concept and aims of Global Citizenship and Global Citizenship Education,
- describe the aims of and approaches to global citizenship education,
- explain the concept of 'Sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner,
- demonstrate an awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.

UNIT - I
Citizenship Education

A. Concept of citizenship and citizenship education.
B. Aims of and approaches to citizenship education.
C. Concept of Global Citizenship and Global Citizenship Education.

D. Aims of and approaches to global citizenship education.
E. Concept of *Vasudhaiva Kutumbakam*, its importance in development of a holistic perspective towards local and global communities.

UNIT - II
Sustainability

A. Concept of 'Sustainability' in all fields of human activities.
B. Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental.
C. Sustainable development goals.
D. Sustainable management of natural resources.
E. School- and community-based activities.
F. Education for sustainable development

UNIT - III
Environmental Education

A. Environmental issues.
B. Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc.
C. Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
D. Approaches to delivering Environmental Education
E. Role of Mass Media and Technology in delivering environmental education.
F. Roles Governmental and Non-Governmental Organizations in promoting Environmental Education.
G. School and community-based environmental education activities.

5.10.3 Suggestive Practicum
1. Write a report on the roles of governmental and non-governmental organizations in promoting Environmental Education.

5.10.4 Suggestive Mode of Transaction
Lecture-cum- discussion, Focus Group discussions, in-class seminars, Library Work, Assignments, Project Work, Lesson Plan Development, Interaction with different stakeholders, ICT based educational materials, Group Work, critical reflections, group-work, case-based approaches, and enquiry-based learning.

5.10.5 Suggestive Mode of Assessment
Assessment of practicum and assessment of reflective level readings.

5.10.6 Suggestive Reading Materials
Teachers may suggest books/readings as per the need of the learners and learning content.

6.0 SCHOOL EXPERIENCE

Field engagement is an integral part of a teacher education programme. In field engagement of a pre-service teacher education programme, the student teachers are engaged in different kinds of practical tasks or activities relating to the teaching profession in a supervised condition. Through field engagement, the student teachers understand school processes, participate in activities, and internalize school-related ethics, values, and norms. School experience is integral to the Integrated Teacher Education Programme (ITEP); it allows student teachers to experience the school environment and apply theoretical learning.

Objectives
The School Experience will help the student teachers:
1. To understand on the roles of different personnel associated with the academics, resources, and the school system's management.
2. To be conscious of their duties as teachers concerning students, school, community, and other stakeholders.
3. To reflect on diverse school contexts and to appreciate the role of school teachers.
4. To understand and participate in different curricular activities like school assemblies, games and sports, cultural activities, and other events.
5. To participate in different programmes of school like parental engagement, motivating the students from the socio-economically disadvantaged group, and promoting inclusion and equity.
6. To develop skills associated with the profession - adaptation, collaboration, problem-solving, and participative decision-making.
7. To develop contextual learning competencies, skills, and attitudes for becoming effective teachers.
8. To develop ICT and research skills.

Table 1: Outline of Activities under School Experience

Course	Credits	Semester	Description
Pre-Internship	2	5	Orientation and preparation in the institute
School Observation	2	6	Two weeks visit to different types of schools
Internship	10	7	12 weeks of working in school(s) as an integral part of the system
School-based research projects	2	7	Identification of the issue, research design, intervention during the school internship and preparation of the research report
Creating TLM	2	8	Visit different types of local vocational artists/professions, design learning resources using local traditions and connect artists to school.

Post Internship	2	8	In the institute: Sharing of experiences with other student teachers and submission of the report
Total	**20 Credits**		

6.1 Pre-Internship Practice

Credits   **2**
Semester: **S-5**

6.1.1 About the Course
Pre-Internship is a vital component of the Teacher Education Programme. It is a prerequisite for the student teachers to experience a simulated classroom environment to prepare them for real-life situations. Student teachers get exposure in a conducive, guided environment to manage a classroom and learn pedagogic and classroom management skills and get an opportunity to have hands-on experience.

6.1.2 Learning Objectives:
After completion of the course, student teachers will be able to:
- acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
- get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
- develop lesson plans to transact them using appropriate pedagogies and learning resources,
- develop and practice teaching skills in a guided environment to be an effective teacher,
- be prepared for the school internship.

6.1.3 Suggestive Mode of Transaction
- Demonstration lesson (minimum 1 in each pedagogical subject)
- Peer Group teaching and peer observation (minimum 5 in each pedagogical subject)
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices.

6.1.4 Content
The pre-internship will include activities relating to the stage-specific pedagogy courses, ability enhancement and value-added courses and foundation courses transacted during previous semesters. It will also include knowledge of pedagogy, formats of lesson plans, different ICT tools, schooling systems in India, principles of classroom management, assessment, and other relevant content.

6.1.5 Activities to be conducted:
- Observation of lessons transacted by teacher educators to identify pedagogic skills.
- Exposure to various types of lesson plans through workshops.
- Development of relevant Teaching Learning Materials (TLMs).
- Participation in screening and discussion of educational videos on pedagogy and assessment.
- Learning about inclusiveness in school education
- Orientation for Action Research/case study

6.1.5.1 Foundational Stage

Orientation of student teachers to different pedagogic (flexible, multilevel, play/activity/story-based learning) and classroom management skills

- Observation of the lessons demonstrated by teacher educators/experts in the institute.
- Designing guided play/activities for each class/subject based on learning outcomes.
- Identify local toys/games to facilitate play activities and pedagogical practices.
- Study Foundational Stage Learning Standards in the NCF-FS
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Develop a one-day teaching plan that caters to all domains of development and record the difference in children's engagement before and after implementing the new plan.
- Transaction of demonstration lesson plan in a guided situation in the institute in the macro group (get the feedback from the mentor and TE)
- Collection and development of warmup activities and trials with the student trainee for rapport building with the young children.
- Exploring available learning resources, local traditional stories, rhymes, riddles, and educational videos
- Developing local, low-cost, and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices like *'Divaswapna'*

6.1.5.2 Preparatory Stage

- Orientation of student teachers to different pedagogic (play, discovery, and activity/project-based) and classroom management skills
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided play/activities for each class/subject based on learning outcomes.
- Identify local toys/games to facilitate play activities and pedagogical practices.
- Study Preparatory Stage Learning Standards from the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Exploring available learning resources and educational videos
- Developing local, low-cost and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices like *'Divaswapna'*

6.1.5.3 Middle Stage

- Orientation of student teachers to different pedagogic practices like experiential learning, inter-relationship amongst different subjects, integration of Indian Knowledge Systems (IKS) and values in school subjects, and classroom management skills
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities for each class/subject based on learning outcomes.
- Study Middle Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts

- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices

6.1.5.4 Secondary Stage

- Orientation of student teachers to different pedagogic approaches like storytelling, art-integrated, sports-integrated, project-based, and ICT-integrated for developing critical thinking, attention to life aspirations, and greater flexibility and classroom management skills.
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities, including a laboratory for each class/subject based on learning outcomes.
- Study Secondary Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost, and innovative TLM s
- Reading and reflecting on inspiring books on pedagogic practices

6.1.6   Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher-Educator	1
Reflective group discussions/workshop	Observations	Teacher-Educator	0.5
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures.	Evaluation	Teacher-Educator	0.5

6.1.7 Outcomes

After completion of the course, student teachers will be able to:

1. describe the prerequisites of the internship,
2. demonstrate knowledge of pedagogic practices, classroom management skills, assessment tools and learning standards,
3. develop lessons plans and relevant Teaching Learning Materials (TLMs),
4. develop readiness to take up an internship programme.

6.2 School Observation

Credit: 2
Semester: S-6

6.2.1 About the Course

As school is the heart of the teacher education programme, the student teachers need to gain hands-on experiences from various activities organized by the school. School observation offers an opportunity to learn the processes and practices in a school setup. To expose the student teachers to various schooling systems (urban, rural, tribal, residential, non-residential, government, private, affiliated to different school boards like Central Board, State Board, International Board) prevailing in the country. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

6.2.2 Learning Objectives

After completion of school observation program, student teachers will be able to:
- get acquainted with various schooling systems.
- experience the processes, practices, and overall environment of the school.
- establish a rapport with all the stakeholders of the school system.
- observe the process of conducting different activities in the school.
- study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff)
- observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- observe and document the availability and usage of TLM, including ICT.
- study the available physical and digital documents, including UDISE data.
- study interpersonal relationships among the stakeholders.
- study various assessment processes adopted in different types of schools for holistic development of children.
- prepare and present a comprehensive profile of the schools observed (including classroom processes)
- study the engagement of parents and other community members in school activities.

6.2.3 Suggestive Mode of Transaction
- Observation
- Interaction
- Discussion
- Reviewing the available literature on the different schooling system
- Collection of relevant documents and data

Preparation for school observation
- Orientation on the school observation process
- Development of the observation formats/tools

School Observation (minimum three types of schools)
- Student teachers will go for school observation in small groups to observe and collect data by using the developed formats/tools.
- Analysis of the collected data
- Preparing a comprehensive profile of the schools observed

Post-school observation session
- Group-wise presentation of the school profile
- Discussion and Feedback
- Reflection on the understanding of various types of schooling systems.

6.2.4 Content

The school observation as a field-based activity will cover observation of school and classroom processes. The student teachers under the mentorship of teacher educators will visit schools, interact with teachers and students and other stakeholders, and relate the observation with the courses studied during the previous semesters, i.e. Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses.
- Meaning and Nature of school observation process
- Difference between monitoring and observation
- Theory and practices of school observation components such as:
    1. Schooling system
    2. Rapport with all the stakeholders
    3. Office management procedures of different types of schools
    4. School environment in all perspectives
    5. Process of conducting curricular activities in the schooling process
    6. Existing infrastructure available in the school
    7. Utility of ICT and TLM facilities
    8. Interpersonal relationships among the stakeholders
    9. Various assessment processes adopted in different types of schools.
    10. Engagement of parents and other community members in school activities.

6.2.5 Activities to be conducted.

6.2.5.1 Foundational Stage
- Visit to preschool, Balvatika, and classes I and II (foundational stage/ standalone Anganwadi, standalone preschool, co-located Anganwadi and preschools/Balvatika sections in school set up)
- Collect information on the demography of students in preschool, classes I and II, linkage of foundational with the preparatory stage through interaction with teachers, students, and staff.
- To study the use of print materials like collages, flashcards and activities related to foundational literacy and numeracy through classroom observation.
- Observe the activities related to FLN, use of mother tongue as medium of instruction and handling classrooms with children from different home languages.
- Observation of pedagogic practices at preschool, classes I and II

- Observe the use of local/traditional toys, stories, rhymes, songs, games, riddles in the class.
- Observation of availability and usage of reading corners, fun zones,
- Observation of play areas across the foundational stage (both indoor and outdoor)
- Study the practices followed by the school for the growth and health of children- provision of supplementary nutrition, immunization, health check-ups, and referral services.
- Presentation of the classroom observations (play activities and FLN practices) and discussions in groups
- Observation of assessment tools and practices at foundational stage

6.2.5.2 Preparatory Stage
- Visit three types of schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information on the demography of students in classes III to V, the link of the preparatory stage with the foundational and middle stages through interaction with teachers, students, and staff.
- Observation of classroom practices to study toy-based, art-integrated, and sports-integrated pedagogy.
- Observe the activities related to holistic assessment as recommended in NEP 2020 and NCFSE.
- Observation of play areas across the preparatory stage (both indoor and outdoor)
- Observe school processes and the extent of transaction of the curriculum through play, discovery, and activity-based and prepare a report.
- Reflect on effective classroom teaching learning strategies.

6.2.5.3 Middle Stage
- Visit three types of middle schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes VI to VIII and understand the linkage of the middle stage with the secondary and preparatory stages through interaction with teachers, students, and staff.
- Observe school processes and curriculum transactions through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and skill development courses.
- Reflect on effective classroom teaching learning strategies.
- Observe integration of IKS, values, local resources in teaching learning process
- Observe practice and assessment of vocational education in the school.
- Observe the availability and usage of library resources, laboratories (General Science, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, scouts and guides, and health and wellness programme.

6.2.5.4 Secondary Stage
- Visit three types of secondary schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes IX to XII and understand the linkage of the secondary stage with the middle stage and higher education through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and internship opportunities to learn vocational subjects.
- Study the available opportunities for learning interdisciplinary subjects.
- Observe the availability and usage of library resources, laboratories (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, NCC, NSS, health and wellness programme.
- Observe the organization of various activities like classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions.
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

6.2.6 Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Involvement and active participation during the school visit	Observations	Teacher Educator	0.5
Comprehensive school profile	Presentation & reflection	Teacher-Educator	1.5

6.2.7 Outcomes
Student teachers will be able to:
- describe various schooling systems,
- describe the processes, practices and overall environment of the school,
- establish rapport with the stakeholders of the school system state the process of conducting different activities in the school,
- describe the available school infrastructure (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting),
- describe the availability and usage of ICT and TLMs,

- summarize the available documents in both physical and digital modes, including UDISE data,
- reflect upon relationships among the stakeholders,
- analyze various assessment processes adopted in different types of schools,
- prepare and present a comprehensive profile of the schools observed (including classroom processes).

6.2.8 Suggested Components for school observation report
- School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Inclusiveness at all levels
- Teacher-Student Ratio
- Teaching-Learning process
  - Academic plan
  - Classroom activities
  - Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
  - Maintenance of students' records
  - Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and Social functions
- School Management
- School Discipline
- Interpersonal Relationships
- Understanding different types (socio-economic status, ability) of students and their needs
- Development of ICT and TLMs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
- Challenges faced and overcoming them.

6.3 School-Based Research Projects

Credit: 2
Semester: S-7

6.3.1 About the Course

Action research enables teachers to reflect on their wisdom to bring the desired changeover and explore the system when necessary. They may experiment with practices in a controlled environment to improve the transactional processes. Learning about classroom research in action research and case studies practices promotes opportunities to improve the student-teacher learning environment in teacher education institutions. Their involvement in the learning processes during their stay in teacher education institutions becomes more fruitful. It could be individual or collaborative research among the student teachers. Action research and case studies are school-based research, which is acted upon as collective, self-reflective inquiry undertaken in social situations to improve the rationality and justice of their own contextual and educational practices. These two processes explore the answers to the problem and contribute towards theory development. These two methodologies foster critical thinking, problem-solving, collaboration and ethical decision-making skills. The student teachers are placed in schools for internships. School Internship provides the student teachers with a platform to apply theoretical knowledge understanding, techniques, methods, and approaches in an actual classroom situation. It enables them to gain intensive experience in teaching, planning, preparing support materials, and performing other school activities that a regular teacher is expected to do. The student teachers will systematically undertake school-based research to find solutions to contextual problems/challenges. During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions, analyze data and prepare reports.

6.3.2 Learning Objectives

The student teachers will:

- Identify contextual problems and formulate appropriate research design,
- Prepare the plan of action for undertaking school-based research,
- Develop and use tools and techniques for the collection of relevant data,
- Collect and analyze the data to identify the causes,
- Develop and implement need-based interventions for addressing the problems,
- Study the effectiveness of the intervention(s),
- Reflect and share school-based research experiences through reports and presentations.

6.3.3 Suggestive Mode of Transaction

The following strategies will be used during the school-based research project:

- Discussions with teacher educator, school head, mentors, and peers for identification of problem and development of intervention(s).
- Finalize the school-based research project proposal outline through discussion with mentor teachers/teacher educators.
- Document analysis, interaction with all stakeholders, and field visits.
- Sharing and presentation of the outcomes of school-based research.

6.3.4 Content:

The student teachers during previous semesters have studied different courses in Foundations of Education, Disciplinary Courses, Stage-specific pedagogy courses, Ability Enhancement and Value-Added Courses. The required knowledge of action research and case study includes- the concept and importance of action research/case study, the steps of conducting action research/case study (objectives, methods, research design, design tools, data collection, and data analysis) and report writing.

The research problem will be taken from the day-to-day teaching-learning process of the school. Some of the significant areas may cover:

- Learning progress and outcomes in different subjects
- School-based assessment
- Learners' diversity and inclusion
- Participation in arts, games, sports

6.3.5 Suggestive Mode of Assessment

The assessment of the school-based research project will be continuous. The teacher educators, as well as mentors, will be involved in the assessment of the activities. The following rating scale may be used to assess the student teachers:

Competence/Artifact	Method of assessment	Assessed By	Credits
Observation during the execution of action research	Observation	Teacher-Educator	0.5
Research Report	Presentation of Report	Teacher-Educators (panel of three experts)	1.5

6.3.6 Learning Outcomes

The student teachers will:

- present contextual problems, an appropriate research design and the plan of action for undertaking school-based research,
- demonstrate the tools and techniques used for the collection of relevant data,
- summarize the analyzed data used to identify the causes,
- demonstrate the interventions used for addressing the problems,
- present the effectiveness of the intervention(s),
- share the school-based research experiences through reports and presentation.

<h1 style="text-align:center">6.4 Internship in Teaching</h1>

Credit: **10**
Semester: **S-7**

6.4.1 About the Course

Teacher preparation is a reflective and experiential process, and internship is vital to connecting student teachers with school, teachers, students and other stakeholders in various ways. It provides a platform and actual field experience for the student teachers to apply theoretical knowledge and teaching methods. During the internship, student teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by school teachers, take independent classes, develop a relationship with students, contribute to everyday school activities (e.g., conducting the assembly, assisting in the mid-day meal scheme, organizing school events) and get exposure to all school administrative practices (e.g., maintaining administration records, creating an annual calendar). This enables them to get intensive experience in all aspects of teaching- preparation, planning, developing/ collecting/localizing Teaching Learning Materials, classroom transactions, assessment, reflection, and review of their experience. The student teachers are exposed to situations where they can observe different roles played by the teacher in the field, which they will also have to undergo. After completing the internship, student teachers will be ready to take up a teacher's responsibility independently.

6.4.2 Suggestive Structure

ITEP 7th semester has an internship programme where student teachers are expected to go to the participating schools and visit the Institute for completion of other courses. ITEP institute can choose suitable option based on their context.

- Four days in schools and two days at ITEP Institute
- Six weeks in one school, three weeks in the institute and six weeks in another school (preferably in two different types of schools)
- Three weeks in the institute and 12 weeks in two types of schools
- Any other option can be adopted by the institute depending on their local conditions keeping 12 weeks of school internship.

6.4.3 Learning Objectives:

On completion of the school internship, student teachers will be able to:

1. explain the overall functioning of the school.
2. describe and appreciate the different roles played by a teacher in the school.
3. experience the importance of teacher-student relationships for effective teaching.
4. develop age-appropriate pedagogic skills.
5. use different pedagogies learnt in real-life classrooms.
6. create appropriate teaching-learning materials.
7. develop necessary planning and execution skills to conduct school activities (assembly, celebrations, cultural programmes).
8. express the school, teacher, parents, and community relationships.
9. create rapport with the stakeholders and understand their roles in the school system.
10. create student portfolios and comprehensive 360-degree (holistic) progress reports.
11. discuss the importance of maintaining different types of records in the school system.

12. develop research aptitude and ability to conduct action research for the situations/problems faced during their school internship experience.

6.4.4 Suggestive Mode of Transaction
- Observation
- Interaction
- Discussion
- Teaching in the classroom
- Analysis and reporting
- Collection of relevant documents and data

6.4.5 Content
1. Pedagogies' different methods and strategies
2. Scheme of lessons
3. Peer lesson observation
4. Management of substitute classes
5. Various TLMs (including ICT tools) and their uses in teaching-learning.
6. Achievement test
7. Diagnostic tests
8. Analysis of the result of the achievement test
9. Assembly activities
10. Action research and case studies.

6.4.6 Activities:
Student teachers are required to undertake the following stage specific activities:

6.4.6.1 Foundational stage
1. Meet the subject-based mentors, collect timetables of preschool, Balvatika, and classes I and II and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
   - Lesson plans should derive their inspiration from NCF-FS documents.
   - Lesson plans should include a theme/ web chart/concept map for integrating early learning activities related to FLN.
   - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct sports activities and arts and crafts activities.

7. Participate in student support services- guidance and counselling, bunny, health and wellness programmes.
8. Create age and developmentally appropriate TLM that caters to different domains of development, for example, picture reading posters, letter-sound dominoes, number-object dominoes, stories, rhymes, toys, and number puzzles.
9. Identify the toys and TLM available for 3 to 8-year-olds. and map them with different concepts and skills.
10. Develop differential assessment plans based on interest and expected goals/competencies.
11. Identify children with special needs and address their learning needs.
12. Experience classes as a substitute teacher.
13. Participate in the reading corners, fun zones, gallery walks and other activities.
14. Participate in teacher development and training activities.
15. Participate and Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
16. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
17. Attend School Management Committee (SMC) meeting if held during the internship.
18. Study the process of parent and community engagement for the school development programme.
19. Conduct action research /case study.
20. Prepare a sample student portfolio,
21. Write a reflective diary daily and prepare a report of each activity.

6.4.6.2 Preparatory Stage
1. Meet the subject-based mentors, collect timetables of classes III to V and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
   - Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, analytical thinking.
   - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct sports, arts and crafts activities.
7. Participate in student support services- guidance and counselling, clubs and bulbuls, health, and wellness programmes.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.

11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Participate and Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

6.4.6.3 Middle Stage
1. Meet the subject-based mentors, collect timetables of classes VI to VIII and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
    - Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, analytical thinking, synthesis to understand the coherent whole, problem-solving, and application of knowledge in real-life situations.
    - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct laboratory activities (Atal Tinkering Lab, Science, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
7. Participate in student support services- guidance and counselling, NCC, health and wellness programme.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.
11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.

16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

6.4.6.4 Secondary Stage

1. Meet the subject-based mentors, collect timetables of classes IX to XII and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
   - Lesson plans should include the components to develop critical and reflective thinking, problem-solving, differential learning, synthesis, and application of knowledge in real-life situations.
   - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian knowledge systems and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct laboratory activities (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
7. Participate in student support services- guidance and counselling, NCC, NSS, health and wellness programme.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.
11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

6.4.7 Suggestive Mode of Assessment:

The activities conducted / skills acquired during the internship by the student teachers will be assessed as per the following scheme:

Competence/Artifact	Method of assessment	Assessed By	Credits
Observation of classroom practices	• Observation of a Minimum of 6 lessons of School Teachers (3+3) • Observation of a Minimum of 10 lessons of Peers (5+5)	Teacher-Educator	Non-evaluative
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology)	Teacher-Educator, School Mentor	6.0
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lesson end activities. Preparation of a Blue Print (For one/two Pedagogical course/s) and preparation of Assessment tools Conduct of Unit Test & analysis of results (for both Pedagogical course/s) Development of plan for learning enhancement of students related to subjects (for both Pedagogical course/s)	Teacher-Educator, School-Mentor	1.5
Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor	0.5
Preparation of Logbook /Teachers diary Min 5 lessons for each pedagogical method	Review	Teacher-Educator, School Mentor	0.5
Overall feedback on student-teacher performance by School	Observation and Interaction	School Head	0.5

Head			
Test lesson (one in each pedagogical method)	Presentation	Teacher-Educator	1.0

6.4.8 Stakeholders Responsibilities

Role of Head of ITEP Institution
- Identification of the adequate number of internship schools
- Signing the MoU with the schools
- Sharing of mutual expectations of ITEP institutions and the participating schools
- Identification of the internship programme coordinator
- Monitor the progress of the entire School Experience Programme

Role of Teacher-Educators of the ITEP Institution
- Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities preparation and report writing on Teaching Learning Materials.
- Conduct pre- and post-lesson discussions regularly.
- Assess the transaction of lessons for the complete duration of the lesson in the rating proforma developed by the teacher education institute and give feedback/remarks to the student teachers for lesson improvement.
- Submission of monitoring and supervision reports to the institute in time.
- Discuss with the student teachers frequently and organize a phase-end meeting of the student teachers and mentors to assess the progress and performance of the student teachers.

Role of School Head
- To introduce the student teachers to the students and staff of the school in the assembly on the first day.
- To facilitate student teachers to take classes as per stage requirements- Foundational, Preparatory, Middle, and Secondary.
- Ensure the alignment of the timetable, scheme of lessons and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Countersign on the attendance register maintained by the group leader/ mentor of the school.
- Ensure that all facilities and provisions are available to the student teachers to teach their lessons and carry out their assignments smoothly.
- grant of leave applications of the student teachers in exceptional circumstances.
- Involve student teachers in different activities of the school.
- Facilitate phase-end meetings of the student teachers and the mentors to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards the end of the internship programme.
- Provide input about student-teacher performance.
- Provide suggestions for improvement of the programme to the ITEP institution.

Role of Mentors

- Guide student teachers to prepare detailed lesson plans, brief lesson notes and plans of activities/ assignments to be conducted by them in school.
- Review the lesson plan before a student-teacher transacts the lesson in the class.
- Observe the classes of student teachers.
- Assess each lesson on the prescribed proforma and write remarks in the lesson plan book provided by the student teachers.
- Give feedback continuously to the student teachers for their improvement in their teaching and other curricular activities.
- Conduct post-lesson discussions regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.
- Organize frequent meetings with the student teachers and supervisors to discuss the progress, difficulties faced, and experience gained by student teachers.

Role of Student-Teacher

- Report to the school head of the participating school at least one day before the start of the internship placement.
- Seek information about the classes, timetable, and topics to teach in stage-specific pedagogic courses from the mentors on the first day of the internship programme.
- Mark your attendance as per the school practice.
- Plan all the assignments/ activities with the help of the mentor/ supervisors.
- Seek cooperation from mentors and supervisors in case of difficulty.
- Prepare the lesson plan and get approval from the mentor/ supervisor before transacting every lesson.
- Take classes according to the timetable of the participating school.
- Take substitute classes and participate in other school duties assigned by the school.
- Follow the conduct and dress code of the participating school.
- Get prior leave approval from the head of the participating school in case of emergency.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Check with your mentor before attempting learning activities that depart from routine classroom procedures.
- Carry out the activities you plan for school students according to your approved plans.
- Maintain cordial relationships with the students and staff of the school.
- Refrain from making negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Submit student teaching profiles, one each, to the supervisor and mentor who supervises your teaching.
- Before the completion of the internship programme, make sure to return all textbooks and materials to the school.

<h1>6.5 Post Internship</h1>

Credit: 2
Semester: S-8

6.5.1 About the Course

After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during internship and prepare comprehensive internship report during post internship in 8th semester.

6.5.2 Learning Objectives

After completion of the activities, the student teachers will be able to:
- develop comprehensive understanding of the school ecosystem,
- describe their learning from internship with the peers and teacher educators,
- reflect on school internship sharing learning experiences on each activity undertaken.

6.5.3 Suggestive Mode of Transaction
- Discussion
- Presentation, Gallery walks and Exhibition.
- Report Writing

6.5.4 Activities:

6.5.4.1 Experience Sharing and Reflective Learning
- Presentation of reflective journal summary
  - My Learning Journey: by each student-teacher
- Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.
- Sharing of best practices (PPTs, Videos.)
- Survey and collect the local stories and rhymes from the parents and community (in the context of the foundational stage)
- Holding a training workshop for the parents and community and encouraging them to act as volunteers.
- Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities.
- Organizing a parents /community mela/fair on homemade TLM for FS children

6.5.4.2 Submission of Internship Report
- Reflective Journal
- Lesson Plans and TLMs
- Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)
- Assessment records and Student Portfolio
- Action research report/case study
- Comprehensive internship report.

6.5.5 Suggestive Mode of Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Artefacts created during the internship. My Learning Journey	Exhibition & Presentation	Teacher-Educator	1
Comprehensive Internship Report	Review	Teacher-Educator	1

6.5.6 Learning Outcomes
 The student teachers will be able to:
- demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
- reflect on school internship experiences in a report.
- share their learning from school internship with the peers and teacher educators.

6.6 Creating Teaching Learning Material (TLM)/Work Experience

Credit: 2
Semester: S-8

6.6.1 About the Course
Having developed an understanding of education's philosophical, sociological, and psychological perspectives and gained hands-on experiences from pre-internship school observation and internship phases, the student teachers have developed a comprehensive understanding of education. By utilizing these experiences and understanding, the Student teachers will be in a position to develop/create Teaching Learning Materials (in various forms, Programed Learning Materials, Educational videos, teachers' handbooks, flashcards, story books, toys, games, posters, collages, innovative lesson plans using different pedagogies, to mention a few) which in turn may be helpful to both the school students with whom he/she has interacted during school experiences and the student teachers. Schools provide a systematic teaching environment for the learners to acquire the knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Work experience fosters basic knowledge, skills and disposition among the students that prepare them to think of becoming skilled entrepreneurs. To orient the school students on work education, the student teachers need exposure to visit the local vocational artisans, crafts person and entrepreneurs and prepare learning resources to enhance their professional skills and competencies. Teaching Learning Materials of good quality with (i) innovations, (ii) the use of low-cost materials, (iii) local context and (iv) modern technology (for digital learning materials) will enhance students' engagement, interest, and practical learning.

6.6.2 Learning Objectives
After completion of the activities, the student teachers will be able to:
- Assess the need for Teaching Learning Materials and prepare innovative TLM,
- Develop an understanding of the importance of work experience and competencies of a local crafts person, artisans and entrepreneurs,

6.6.3 Suggestive Mode of transaction
- Workshop
- Group discussion
- Field visits and interaction
- Analysis of existing local-specific learning resources, toys
- Exhibition of TLM and presentation of reflective reports on the use of learning resources, including toys.

6.6.4 Content
- Understanding how students learn at different stages.
- Knowledge of toys and other TLMs from different parts of the countries
- Knowledge of relevant TLMs for specific groups of children- CWSN, kinesthetic learners, visual learners, auditory learners addressing individual differences.

6.6.5 Activities to be conducted.

The following are a few suggestive activities:

- Orientation workshop on work experience and development of learning resources
- Field visit for interaction with local artisans, craftspeople, and entrepreneurs.
- Observe Traditional work practices and their integration into Local Technologies and Ideas.
- Analysis of available local specific, indigenous learning resources, including toys and their use in the learning-teaching process
- Development of at least two low-cost learning resources as per the local contexts (foundational/preparatory/middle/secondary) and presentation/exhibition
- Prepare the manual of TLM highlighting the objectives that will be achieved by its use, the material used, the process of its development and its use during classroom transaction.

1.6.6   Suggestive Mode of Assessment

Assessment			
Competence/Artifact	**Method of assessment**	**Assessed By**	**Credits**
TLM developed	Presentation /Exhibition	Teacher Educators (panel of three experts including an external expert)	1.5
Manual	Presentation	Teacher Educator	0.5

6.6.7 Outcomes

The student teachers will:

- demonstrate the use of TLM for enhanced learning,
- explain the importance of work experience and competencies of local crafts person.

7.0 CURRICULAR COMPONENT: COMMUNITY ENGAGEMENT AND SERVICE

(This component is common to student teachers across Stage Specialization)

Credits: 2
Semester: S-8

7.1 About the Course

The curricular component of 'community engagement and service' seeks to expose student teachers to the socio-economic issues in society and community-supported development activities so that classroom learnings can be supplemented by life experiences to generate solutions to real-life problems. This course is designed to develop insights into the functions of the community, enhance the ability of student teachers to enlist community support to and participation in school-related activities, make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, initiatives for supporting lifelong education etc. It aims at sensitizing the student teachers to initiate actions with the support of the community members to address the social, cultural and educational problems, and develop social leadership skills through community service. The component seeks to enable student teachers to be acquainted with various community development initiatives and organize activities such as *street plays*, *advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives.

This curricular component envisages participation of student-teacher in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student the mentoring initiatives, etc. Some of the activities include: Survey of community resources for participation in different school activities, Study of the situation with regard to school dropout and the reason thereof (Stage wise); Survey of a specific settlement to study the socioeconomic and educational status; Survey of non-literates in a specific settlement, including identification of 4-5 non-literate adults who will be supported by student teachers to become literate; training of local youth in First-Aid and other relevant activities; assessment of the situation with regard to Health and wellness of children in a locality, creating awareness of the importance of sustainable development, making the community members aware of the importance of environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.

7.2 Learning Outcomes

On successful completion of the 'Community Engagement and Service' programme, the student-teacher should be able to:

- recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,

- suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- organize activities such as *street plays*, *advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives,
- demonstrate social leadership quality through community services,
- organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

7.3 Approach to curriculum transaction

The student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections. The activities may be conducted in groups or individually as appropriate.

Days 1-2: Preparation for community services (In the institution)
- Orientation of student teachers on Community Engagement & Services through discussion and group activities.
- Workshop for developing tools for different activities during the programme.

Days 3-9: Engagement with the community (Mandatory onsite stay with the community)
Students will be divided into smaller groups; They would participate in the planned activities with defined roles for seven days on a rotation basis. These activities include:
- participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.)
- Visit and interact with local artisans and craftsperson.

The above activities typically will include working with the community, collecting data, playing local games, community awareness programmes like nukkad natak, rallies, organizing and participating in the cultural programmes with the community members etc.

The student teachers shall conduct different pre-scheduled activities throughout the day. Morning sessions will be used for activities with the community and data collection. The afternoon session will be devoted to data analysis and preparation of the report, and participation in games & sports activities. Evening session will involve cultural activities with community members.

Day 10: Feedback session and Reflection (**:** In the Institution)
- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report of the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organizing community service

7.4 Assessment components and weightage
- Involvement and active participation in activities relating to Community Engagement and Service: (Assessment method: Observation by teacher educator, teacher and community members); Weightage: 75%; Assessed by the teacher educator, teacher and community members),
- Group Report & Reflections: Method of assessment: Presentation by student teachers); Weightage: 25% (Assessed by Teacher Educator)

7.5 Suggestive Links
- Ministry of Education (2021).Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education, Government of India. https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf
- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.

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N C T E

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