



# Syllabi (Suggestive) Middle Stage

## Integrated Teacher Education Programme (ITEP)



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

# Syllabi (Suggestive)

## Middle Stage

### Integrated Teacher Education Programme (ITEP)



गुरुर्गुरुतमो धाम  
NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक सांविधिक निकाय)

**National Council for Teacher Education**  
(A Statutory Body of the Government of India)



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**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			
1.	<b>1. Student Induction Programme</b>	Two-Week Student Induction Programme		--	--	--	--	--	--	--	--	--	--
2.1	<b>2. Foundations of Education</b>	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	<b>3. Disciplinary / Inter-disciplinary Courses</b>	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		
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
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>160</b>	

# **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.

## UNIT - IV

### Modern Indian Education

#### A. Colonial Education in India

- Woods Despatch, Macaulay Minutes and Westernization of Indian Education

#### B. Shiksha ka Bhartiyaakaran (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 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 (मनस), 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.

## 2.3 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 Aparā 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 21<sup>st</sup> 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 a 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.

## 2.4 Assessment and Evaluation

**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 list 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 to 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.

## **2.10 Education for Mental Health**

**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 21<sup>st</sup> 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](http://www.blogger.com), [www.wordpress.com](http://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 an understanding of 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 sukta (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.



## **2.10 Sports and Fitness Education**

**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.

### **UNIT - I**

#### **Evolution of Health and Physical Education**

- 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.

### **UNIT - II**

#### **Health Education**

- 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.

### **UNIT - III**

#### **Games and Fitness**

- 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

<b>Credits</b>	<b>4</b>
<b>Semester</b>	<b>S-8</b>

### 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

### 4.3 Content Cum Pedagogy Courses at Middle Stage

Middle stage is one of the important stages of school education. As envisaged in the NEP 2020: “The Middle Stage will comprise three years of education, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready at this stage across the sciences, mathematics, arts, social sciences, and humanities. Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers.” [NEP 2020, 4.2]

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. The NEP 2020 envisaged that pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time preparing them for gainful, fulfilling employment. Focus on experiential learning including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject at all stages have implications for preparation of teachers. The “Knowledge of India” and its contributions in school curriculum will also have implications for teacher preparation.

Thus, the course focuses on content and pedagogy of languages, mathematics, science, social science, physical education and yoga, art education and vocational education at middle stage. Subject-specific teachers take up different curricular areas in this stage. Teachers need a profound understanding of the curricular area in terms of both vertical connections of concepts within the subject and horizontal connections with concepts in other areas. Students of this age benefit from engaging with a diverse set of adults who have their own personalities and interests. Arts, physical education, and vocational education can have visiting faculty who have specialized knowledge and skills. The Middle Stage utilizes the capacities and dispositions developed during the Preparatory Stage and introduces the students to different forms of understanding. Students gain systematic knowledge through rational thought and enquiry. The capacities for critical thinking and problem-solving are consolidated in this stage and they acquire the desirable values and dispositions for democratic economic cultural participation.

Children from the age group of 11-14 years are at the middle stage of schooling. From the developmental perspective, children start thinking independently at this stage and understand others' points of view. Though they remain an active learner, they start conceptualizing facts from the observed things and examples. Thus, inductive thinking begins at this stage. At the same time, deductive logic also starts developing at this stage. Moral development is a crucial thing at this stage and operating in the team is preferred. Curiosity and thinking through problems are significant features of this stage. These characteristic features of this stage can be

capitalized well for learning and teaching at this stage.

**The structure of Content cum Pedagogy for Middle Stage is given below:**

<b>S. No.</b>	<b>Discipline of the School Curricular Area</b>	<b>Courses</b>	<b>Semester</b>	<b>Credits</b>
1.	Language	Content cum Pedagogy of Language at Middle Stage – Course (I)	3	2
		Content cum Pedagogy of Language at Middle Stage - Course (II)	4	2
		Content cum Pedagogy of Language at Middle Stage - Course (III)	5	2
		Content cum Pedagogy of Language at Middle Stage – Course (IV)	6	2
2.	Mathematics	Content cum Pedagogy of Mathematics at Middle Stage: - Course (I)	3	2
		Content cum Pedagogy of Mathematics at Middle Stage: - Course (II)	4	2
		Content cum Pedagogy of Mathematics at Middle Stage: - Course (III)	5	2
		Content cum Pedagogy of Mathematics at Middle Stage - Course (IV)	6	2
3.	Science	Content cum Pedagogy of Science at Middle Stage - Course (I)	3	2
		Content cum Pedagogy of Science at Middle Stage - Course (II)	4	2
		Content cum Pedagogy of Science at Middle Stage - Course (III)	5	2
		Content cum Pedagogy of Science at Middle Stage: - Course (IV)	6	2
4.	Social Science	Content cum Pedagogy of Social Science at Middle Stage - Course (I)	3	2
		Content cum Pedagogy of Social Science at Middle Stage – Course (II)	4	2
		Content cum Pedagogy of Social Science at Middle Stage – Course (III)	5	2
		Content cum Pedagogy of Social Science at Middle Stage - Course (IV)	6	2
5.	Art Education	Content cum Pedagogy of Arts at Middle Stage - Course (I)	3	2
		Content cum Pedagogy of Arts at Middle Stage - Course (II)	4	2
		Content cum Pedagogy of Arts at Middle Stage - Course (III)	5	2

		Content cum Pedagogy of Arts at Middle Stage - Course (IV)	6	2
6.	Physical Education & Yoga	Content cum Pedagogy of Health, Physical Education and Yoga at Middle Stage - Course (I)	3	2
		Content cum Pedagogy of Health, Physical Education and Yoga at Middle Stage - Course (II)	4	2
		Content cum Pedagogy of Health, Physical Education and Yoga at Middle Stage - Course (III)	5	2
		Content cum Pedagogy of Health, Physical Education and Yoga at Middle Stage - Course (IV)	6	2
7.	Vocational Education	Content cum Pedagogy of Vocational Education at Middle Stage - Course (I)	3	2
		Content cum Pedagogy of Vocational Education at Middle Stage - Course (II)	4	2
		Content cum Pedagogy of Vocational Education at Middle Stage - Course (III)	5	2
		Content cum Pedagogy of Vocational Education at Middle Stage - Course (IV)	6	2

### 4.3.1 Content cum Pedagogy of Language at Middle Stage – Course (I)

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

#### 4.3.1.1 About the Course

This course is one of the four courses on language education to be part of integrated teacher education programme (ITEP) for developing teachers at middle schools. This comprehensive course delves into the profound impact of language as our inheritance, shaping who we are today and its significance in teaching middle-stage school children. The course is designed to develop pedagogical content knowledge among prospective teachers so that they can be competent to deal with languages to be taught at middle school level along with the historical and socio-political context that has influenced language teaching-learning methodologies. It intends to inform about the concept, context and pedagogy of language teaching. Accordingly, the first unit of the course deals with the concept of language and language education; and the aims of teaching language at middle school level. The second unit deals with the context of language teaching such as policy of language education and multilingual scenario in India. The third unit comprises pedagogical concepts like approach to language teaching and teaching of four language skills.

#### 4.3.1.2 Learning Outcomes

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

- define the historical and sociopolitical context that has influenced language teaching-learning methodologies,
- demonstrate an understanding of the profound impact of language on shaping individual and collective identities,
- apply theoretical knowledge of language teaching methodologies to design effective and inclusive language lessons for middle-stage school children,
- analyze the power dynamics inherent in language use and its implications for learners from diverse backgrounds,
- synthesize various teaching strategies to adapt language instruction for different learning environments and cultural contexts,
- evaluate the effectiveness of language teaching methods in promoting students' language development and fostering inclusive classrooms.

### UNIT - I

#### Nature and Scope of Language Education in Middle Stage

- A. Language Education: Concept, nature, and scope; language as a tool of empowerment or marginalization in different contexts; language as a medium for cultural symbols and identity expression in middle stage.
- B. Language as a Structured System: language as a structured and rule-governed system of communication, components of language— phonology, morphology, syntax, semantics, and pragmatics; viewing language as one of the semiotic systems for meaning-making, language's use of symbols and its role in shaping cultural representations.
- C. Challenges in Defining and Categorizing Languages: difficulties in drawing clear boundaries between languages and dialects; the impact of linguistic on language

classification; language continuum and the blurred linguistic boundaries in multilingual regions.

- D. Aim and Objective of Language Teaching in Middle Stage: understanding the specific goals of language education at the middle stage in Indian schools; language as a tool for forming and maintaining social connections, the relationship between language and interpersonal relationships; the inseparable link between language and individual/group identity, language's role in preserving cultural heritage and shaping self-perception.

## **UNIT - II**

### **Historical and Policy Perspective of Language Teaching**

- A. Analyzing Constitutional Provisions for Language: analyzing relevant constitutional provisions related to language education in India, understanding the constitutional framework for language policies and provisions.
- B. Analyzing Policy Documents and Census Reports: analyzing language-related policy documents and their implications for language education with special reference to inclusive classroom; Understand language demographics in India and language inclusiveness.
- C. Language curriculum in the middle stage: importance of language education in multilingual context; understanding three language formula; analyzing the process of language learning and acquisition in the Indian context; identifying factors influencing language learning outcomes in diverse linguistic environments; NCFSE 2023 on language education in middle stage; suggestions of various committees on language education.
- D. Indian Multilingual Situation and Multilingualism: understanding the complex multilingual landscape of India, exploring bilingual and multilingual education models in Indian contexts; culturally responsive language teaching: developing culturally responsive language teaching strategies for middle-stage learners; NEP 2020 on cultural diversity and importance of language education.

## **UNIT - III**

### **Pedagogical Aspects of Language Teaching**

- A. Pedagogy of language teaching: approaches, methods, and techniques.
- B. Teaching Listening: Sub Skills of Listening: micro and macro listening skills, focusing on specific elements like recognizing phonetic features, stress, rhythm, and intonation; emphasizing comprehension of longer stretches of spoken language and overall meaning.
- C. Teaching Speaking: approaches to teaching speaking skills; fluency and accuracy; types of speaking activities: role-plays, debates and discussions, picture descriptions, storytelling, information gap activities, public speaking; fostering a positive and non-threatening classroom atmosphere for speaking practice.
- D. Teaching Reading: orthographic System; interactive models of reading; reading approaches; reading in the digital age: reading as a recursive practice; understanding the purposes and benefits of silent and loud reading in language learning.
- E. Teaching Writing and Grammar: approaches of writing; skill of introducing, developing and transitioning ideas; collaborative writing, portfolio writing, controlled writing, guided writing, free writing; Explicit vs./and implicit instruction of grammar teaching; integrating grammar with other language skills.

#### **4.3.1.3 Suggestive Practicum**

1. Analyze language use in advertisements, news articles, or social media platforms to explore how language can perpetuate stereotypes and influence public perception.
2. Analyze policy documents and census reports to understand language demographics and educational provisions in India.
3. Create listening activities with pre-listening, while-listening, and post-listening stages.
4. Design activities that balance fluency and accuracy in speaking practice.
5. Facilitate free writing, guided writing, and code-meshing activities to foster creativity.
6. Design activities that connect grammar with reading, writing, and speaking.
7. Examine language policies in educational institutions and discuss their implications for language learning.

#### **4.3.1.4 Suggestive Mode of Transaction**

Interactive discussions, case studies, group projects, role-playing, peer teaching, microteaching, language labs observation, and reflection simulations, field visits, multimedia presentations, debates and discussions, language learning tasks, teaching demonstrations, community engagement

#### **4.3.1.5 Suggestive Mode of Assessment**

Quizzes and tests, performance assessments, portfolios, peer assessment, self-assessment, project-based assessments, authentic assessments, oral proficiency interviews, writing samples, peer feedback assessments, language journals, language tests for specific purposes, observations, online assessments, and rubrics.

#### **4.3.1.6 Suggestive Reading Materials**

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

### 4.3.1 Content cum Pedagogy of Language at Middle Stage – Course (II)

<b>Credits</b>	<b>2</b>
<b>Semester</b>	<b>S-4</b>

#### 4.3.1.1 About the Course

Teachers use teaching aids to improve classroom education. These aids help teachers keep students' attention and improve long-term recall. Teaching aids clarify, encourage classroom engagement, prevent cramming, improve vocabulary, and support experiential learning. The first section of the course discusses language teaching aids and how to find and create eco-friendly ones for multicultural and inclusive classrooms. Learning resources, like instructional aids, support students' academic success. Teachers and students use learning materials. The second unit discusses learning resources and their role in language education. It also suggests using Indian folk culture in language classes to promote multicultural, multilingual education in India. Language textbooks organize and cover vocabulary, grammar, reading, writing, speaking, and listening skills. Materials can help teachers differentiate instruction in addition to promoting learning. Differentiating instruction involves adapting lessons to students' different learning styles and capacities. They decide what, how, and when pupils learn. Third unit discusses the way language textbooks shape curriculum and language skills. It also covers understanding lesson and unit planning and developing general and ICT-integrated instructional plans.

#### 4.3.1.2 Learning Outcomes

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

- enlist resources for Language teaching,
- classify different types of teaching aids,
- select appropriate teaching material for Language teaching,
- develop suitable teaching aids relevant to the topic,
- justify the use of multimedia in Language teaching,
- critically evaluate the Language textbooks prescribed for middle stage.

### UNIT - I

#### Teaching Learning Aids / Materials

- A. Teaching Learning Aids/Materials: concept, definition, role, and importance of teaching aids/ materials in language teaching in middle stage; historical perspective of using teaching aids; teaching aids in ancient Indian teaching with special reference to Language teaching.
- B. Types of Teaching Learning Aids/ Materials: print, non-print and digital media for offline as well as online classroom teaching learning; print and digital materials for Language teaching in middle stage like reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia; virtual classroom presentation.
- C. Identification of eco-friendly components for developing teaching learning materials for language teaching; strategies of improvisation in using teaching materials in diverse context; feasibility analysis of environmentally friendly materials for developing teaching learning materials; approaches of using teaching aids/ teaching learning materials in multilingual classrooms.



- D. Strategies for making, choosing, and using teaching learning material for multicultural classroom; fostering inclusiveness through using teaching learning materials in Language classroom.

## **UNIT - II**

### **Learning Resources in Subject**

- A. Identification and Using strategies of Learning Resources from the Environment, textbook, teachers' manual/ handbook, laboratory manual and other places in Language classroom.
- B. Non-Print and Digital Resources – radio, tv, websites, animations, audios, videos, images, simulations, digital repository, augmented reality, virtual reality and AI based digital resources.
- C. Language Laboratory – types, design, management and practices; virtual laboratories. Use of language laboratory for promoting Language proficiency.
- D. Language teaching learning kits, language clubs, folk fairs, folk exhibitions, excursions, community resources and pooling of resources; use of local dialect as learning resource in Language teaching in middle stage.

## **UNIT - III**

### **Textbook Analysis and Planning for Teaching the Subject**

- A. Understanding the Language Textbook; Analyzing Language content from the Pedagogical Content Knowledge (PCK) perspective; analyzing relative weightage of content in the Language textbooks, strategies for distributing and selecting the content for teaching, identifying concepts, organizing, and planning appropriate learning strategies and learning experiences.
- B. Unit plan and lesson plan: concept, types, need and importance; models of lesson plan; steps of designing language teaching plan; devising Language content distribution plan for unit plan and lesson plan.
- C. Developing unit plans and lesson plans based on Language learning outcomes and experiential learning.
- D. Developing ICT integrated Language lesson plans for online teaching using digital resources and multimedia.

#### **4.3.1.3 Suggestive Practicum**

- Develop a reflective journal, chart, 2-D or 3-D model, flashcards, or multimedia presentation for a specific concept from Language textbook.
- Identify suitable teaching learning aids or materials from the environment and use it to enhance the Language teaching-learning process in middle stage.
- Analyze a selected Language textbook and identify strengths, weaknesses, alignment with learning outcomes, and propose improvements or modifications.
- Demonstrate an ICT-integrated lesson plan for online teaching by utilizing digital resources, multimedia, and interactive elements to engage learners effectively.
- Developing specific teaching learning material using locally available resources for effective Language teaching.

#### **4.3.1.4 Suggestive Mode of Transaction**

Lecture-cum-discussion/demonstration, hands on activities, project approach, inquiry approach, experimentation, problem solving, experiential learning, art and environment integrated learning, sport integrated learning etc.

#### **4.3.1.5 Suggestive Mode of Assessment**

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

#### **4.3.1.6 Suggestive Reading Materials**

- MHRD. (2020). National education policy 2020. Govt. of India.
- National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English: NCERT, 2006.
- Programme of Action (1992). Department of Education, Ministry of Human Resource Development: New Delhi. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/POA\\_1992.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf).

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

### 4.3.1 Content cum Pedagogy of Language at Middle Stage – Course (III)

<b>Credits</b>	<b>2</b>
<b>Semester</b>	<b>S-5</b>

#### 4.3.1.1 About the Course

Assessment decides if education goals are being accomplished, which makes it essential to instruction. Assessment results provide qualitative information that helps teachers improve courses and programmes by changing curriculum, teaching methods, course materials, or other areas. In the first unit, it provides space for understanding different modalities of language teaching-learning assessment and evaluation. Besides this, it provides hands on experience of planning, developing and accessing testing tools. Alternative assessment methods in language teaching have gained popularity recently. We should constantly focus on getting data that shows how well our students learned what we taught them, whether we use student portfolios or web-based testing. In the second unit, the course paves the way to design and apply joyful activities to be used in language classroom and the strategies to develop and assess the skills developed so far. Assessment is one of the hardest and most crucial components of teaching. No single approach can fulfil the demands of all learners and situations; therefore, we need to remember to use a variety of methods to let our students know how they are progressing and to evaluate our methodology and materials. In the last unit, the course also presents a concise picture of components, strategies of integrating ICT in language teaching and language learning assessment along with basics of e-content development, OER and digital ethics.

#### 4.3.1.2 Learning Outcomes

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

- explain the concept of assessment for Language,
- classify different modalities of assessment,
- find out the assessment techniques suitable for Language skills,
- justify the assessment of language skills in the different context of first and second Language learning,
- design assessment rubrics efficiently,
- design joyful classroom activities for better learning outcomes,
- use ICT based assessment tools to evaluate Language learning outcomes,
- creating Language classrooms into inclusive learning spaces for joyful and engaged learning.

### UNIT - I

#### Language Teaching: Assessment of Learning Outcome

- A. Assessment and Evaluation: concept, nature, scope and importance; differentiating assessment and evaluation; qualitative and quantitative paradigm; aims of assessment and evaluation in language teaching learning at middle stage.
- B. Assessment of Language Learning Outcomes: strategies specific to language teaching-learning in using – school-based assessment, formative and summative assessment, 360-degree assessment; continuous and comprehensive assessment (CCA); importance of group assessment and peer assessment in language teaching.

- C. Assessment of Language Skills/Competencies: assessment of four language skills (techniques and tools), constructivist approach to assessment: rubric, portfolio, journal writing & open-ended test; language lab, group activities, soft skill presentation.
- D. Construction of achievement test: typology of questions based on lower order and higher order thinking process; construction of blue print and table of specification; devising feedback mechanism; adaptation of evaluation instruments for inclusive classroom; Error analysis, diagnostic tests and enrichment measures.

## UNIT - II

### Activity oriented Language Classroom

- A. Activity oriented Language Classroom: need, importance, and scope; strategies for designing activity-based language learning classroom.
- B. Language classroom activity: psychological and sociological thrust areas to be addressed in preparation and use of activities at middle stage.
- C. Planning and administration of activities: discussion; debate; recitation; story telling; puppetry; role play; framing questions; reading and writing competitions; spelling memory game; elocution; brainstorming.
- D. Mechanism for skill assessment: task-based assessment; pair work and group work assessment and evaluation; collaborative and cooperative work; project; peer assessment; language skill development strategies for inclusive setting.

## UNIT - III

### ICT integration in Language Learning

- A. ICT: concept and purpose of use in language teaching learning process; components of ICT: ICT, audio-visual materials, internet, animations, audio, T.V., Films, mobile apps, e-resources, AI based resources.
- B. Strategies for developing integration skills of using ICT in language teaching; recent trends in ICT for language teaching: artificial intelligence (AI), smart boards, block chain.
- C. Exploration of assistive devices for inclusive classroom.
- D. Basic model for developing e-content in language; open educational resources (OER) and digital ethics and knowledge of national portals like Diksha, Swayam etc.

#### 4.3.1.3 Suggestive Practicum

1. Write a report on current practices of assessment and evaluation at the middle Stage.
2. Analyze and reframe previous year language question papers.
3. Develop a test in language to assess all aspects of language learning.
4. Design and develop at least two classroom activities specifying the skills it boosts, using norms and assessment strategies.
5. Prepare a ICT integrated plan of language teaching and assessment for learning at middle stage (assuming availability of smart boards and internet connectivity in the classroom).
6. Enlist and elaborate different ICT tools and mobile applications to be used for assessment of language skills.
7. Case study of inclusive Language teaching classroom.

#### **4.3.1.4 Suggestive Mode of Transaction**

Lecture-cum-discussion/demonstration for the basic conceptual parts of different units. Hands-on activities, project approach, inquiry approach, experimentation, problem solving, experiential learning, art and environment integrated learning, sport integrated learning etc. can be used for teaching skill development and ICT integration.

#### **4.3.1.5 Suggestive Mode of Assessment**

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination

#### **4.3.1.6 Suggestive Reading Materials**

- National Curriculum Framework for School Education (2023). National steering committee for national curriculum framework. NCERT.

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

### 4.3.1 Content cum Pedagogy of Language at Middle Stage – Course (IV)

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

#### 4.3.1.1 About the Course

The present course deals with skills of ‘learning to learn’, innovative practices and aspects of professional development in three different units. Learning to learn is a crucial competency that has the potential to bring about significant changes in our lives. This skill has a substantial impact on personal wellbeing, productivity, effectiveness, and overall quality of life. First unit covers the conceptual framework of ‘learning to learn’ along with its’ philosophical, psycho-social dimensions and techniques. The process of learning to learn is closely connected to active learning while Innovative learning strategies are characterized by their active nature. Active learning methods promote student engagement through discussion, contribution, participation, investigation, and creation resulting in better questioning, problem-solving, and critical thinking ability. The second unit talks about the innovative practices and qualities of an innovative language teacher along with the challenges in creating classroom. The unit also deals with Communication skills as a factor of fostering multilingual innovative environment. Continuous professional development helps teachers in the acquisition of learning-to-learn skills and adapt their teaching practices to keep up with the evolving pedagogical practices. Enhancing teaching quality through teacher professional development is a crucial aspect in the global education field. The last UNIT - Is dedicated to different aspects of professional development and application of action research for promoting self-directed professional development.

#### 4.3.1.2 Learning Outcomes

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

- state meaning and educational implications of learning to learn,
- describe need and scope of innovations in teaching learning of Languages,
- classify different modalities of professional development,
- plan and implement suitable modes of professional development for Language teachers,
- plan, design and accomplish action research.

#### **UNIT - I**

##### **Learning about How to Learn**

- A. Learning to learn concept, educational implication and development of self-regulated learning skills for languages; ways of management of time and information; organization of knowledge; techniques of learning to learn.
- B. How the languages are learned: strategies to learn a new language; basic language learning strategies (cognitive and meta-cognitive language learning strategy).
- C. Philosophical and Psycho-Social context of teaching and learning a language: learning styles; factors affecting language learning.
- D. Role of a Teacher: as a leader in classroom; as facilitator; as creator of appropriate democratic and constructivist learning environment.

## **UNIT - II**

### **Innovative Practices**

- A. Innovative practices: meaning, need and scope of innovation and teaching as innovative practice; challenges in innovation in language teaching.
- B. Qualities of an Innovative Language Teacher in the Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
- C. Learner's autonomy: ICT based innovations in language teaching; Web 2.0 tool.
- D. Effective Communication with Special Reference to the Language to be used in the Classroom in Multilingual Context, Transformative Pedagogical Practices in context of language teaching.

## **UNIT - III**

### **Continuous Professional Development of Teacher**

- A. Professional Development of Language Teachers: need for updating content and pedagogical competencies; role of In-service courses in developing professional competencies.
- B. Professional Development Activities: seminars, conferences, orientation Programmes, workshops, online and offline courses, teacher exchange programmes (National and International), competitions, publications, development of teaching portfolio, capacity building programmes.
- C. Developing Professional Competencies in Dealing with Gender Issues in language education; equity and inclusion in language class; ethical Issues in language teaching; incorporating environmental issues, human health, population, human rights, etc. in language teaching and learning.
- D. Action Research in language teaching, reflection and evidence-based practices in language teaching, importance of self-directed professional development.

#### **4.3.1.3 Suggestive Practicum**

- 1. Write a report on learning and how to learn.
- 2. Design a PowerPoint presentation on innovative practices.
- 3. Formulate professional development activities for the continuous growth and development of a teacher.
- 4. Prepare multimedia based innovative practices of Language learning and teaching for online mode of teaching.

#### **4.3.1.4 Suggestive Mode of Transaction**

Lecture-cum-discussion/demonstration and interactive instructions for the basic conceptual parts of different units. Organizing various activities, project approach, inquiry approach, experimentation, problem solving, experiential learning, art and environment integrated learning, sport integrated learning etc. for teaching skill development.

#### **4.3.1.5 Suggestive Mode of Assessment**

Through written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester end examination.

#### **4.3.1.6 Suggestive Reading materials**

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



### 4.3.2 Content cum Pedagogy of Mathematics at Middle Stage – Course (I)

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

#### 4.3.2.1 About the Course

Mathematics holds a crucial role in the school curriculum, serving as a foundational subject that equips students with essential human values and nurtures fundamental mathematical abilities such as computation and logical reasoning. Beyond its practical applications, Mathematics holds utilitarian, practical, and disciplinary values. It significantly contributes to the advancement of human civilization by fostering critical thinking and problem-solving skills. The primary objective of this course is to familiarize the students with the nature and structure of Mathematics, its historical development, and the aim and objective of mathematics teaching, as well as equip the student teacher with the knowledge of teaching strategies and approaches to create a learner-centric teaching experience in Mathematics teaching.

#### 4.3.2.2 Learning Outcomes

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

- describe the nature, scope, and values of mathematics and its place in the school curriculum,
- state comprehensively the objectives of teaching and learning Mathematics at the middle stage of school education,
- explain the contribution of eminent mathematicians,
- evaluate the curriculum used in mathematics at the middle stage according to latest NCF,
- analyze the mathematics curriculum at the middle stage level and explore the diverse backgrounds and interests that children bring to the classroom,
- demonstrate the various methods of teaching mathematics,
- classify different approaches and methods of teaching and learning Mathematics,

### UNIT - I

#### Nature and Scope of Mathematics Education

- A. Nature of Mathematics- abstractness, precision, brevity, language, and symbolism.
- B. Structure of Mathematics (axioms, postulates, undefined terms, defined terms, theorems, proofs).
- C. The role of intuition and logic in mathematical thinking, Axiomatic Nature of mathematics, Language of mathematics.
- D. How mathematical ideas grow- concrete to abstract, particular to general, hierarchical structures.
- E. Values of Mathematics: cultural, disciplinary, moral, social, and utilitarian values.
- F. Scope of Mathematics, correlation of mathematics with other subjects.
- G. Aims and objectives of teaching and learning Mathematics at middle stage.
- H. General and specific learning objective according to Bloom's Taxonomy with Anderson revision, writing the objective in behaviouristic terms. Meaning and characteristics of instructional objective.

## UNIT - II

### Historical/ Policy Perspective of the Mathematics

- A. Historical development of Mathematics: historical development of notations and number systems, contribution of Mathematicians (with emphasis on Indian Mathematicians - Aryabhata, Brahmagupta, Bhaskar I, Srinivasa Ramanujan), Vedic Mathematics and its application.
- B. Mathematics as an art, music, beauty, and aesthetic experience in Indian context
- C. Analyzing NEP 2020 with reference to pedagogical issues of Mathematics teaching at middle stage.
- D. Place of the Mathematics in middle stage curriculum.,
- E. Policies on creating inclusive classrooms for Mathematics education.
- F. Critical evaluation of the curriculum used in mathematics at the middle stage according to NCF 2005, NCF 2006& NCF 2022.
- G. Recommendations of various agencies: National and International documents on Mathematics Education with specific reference to middle stage of school.

## UNIT - III

### Pedagogical Concerns of Mathematics

- A. Content categories in Mathematics: (Facts, Concepts, Illustrations, Generalization).
- B. Content analysis in Mathematics, concept mapping in Mathematics (taking sample contents from Arithmetic, Algebra, Geometry).
- C. Approaches of Teaching Mathematics: Constructivist, Experiential Learning, Art-Integrated Learning, Sports- Integrated Learning, Interdisciplinary and Multidisciplinary Approaches.
- D. Models: Inquiry Training Model (ITM), Concept attainment Model (CAM), Mastery Learning Model.
- E. Methods of Teaching Mathematics: Teacher centric- Lecture cum Demonstration, Discussion, Inductive-Deductive, Learner centric - Activity Based, Hands on Activity, Play-Way method, Group-Centric: Problem-Solving, Project Based, Inquiry based, Collaborative and Cooperative Learning, Problem-Solving, STEM and STEAM, Blended Learning.

#### 4.3.2.3 Suggested Practicum

- Preparation of a report of observation of children doing Mathematics every day, playing folk games or community numeracy practice.
- Design the concept map of any topics of middle stage Mathematics.
- Prepare the biographic sketches of any one of Indian Mathematicians.
- Developing rubrics for problem solving, assignment, group work, project etc.
- Prepare a seminar paper on 'Mathematics in Everyday life'.
- Analyzing the structure of Mathematics present in selected chapter/unit.

#### 4.3.2.4 Suggestive Mode of Transaction

Experimental method, Demonstration, Field-based experience, Laboratory method, Storytelling/success stories, classroom discussions, Self-study, classroom presentations, discussion forums, observation, research report, engaging in dialogue.

#### **4.3.2.5 Suggestive Mode of Assessment**

Written test, classroom presentation, practice teaching, workshop, assignments, practicum, sessional and terminal semester examination.

#### **4.3.2.6 Suggestive Reading Materials**

- NCERT (2012), Pedagogy of Mathematics- Textbook for Two-Year B.Ed Course, New Delhi.
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT

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

## 4.3.2 Content cum Pedagogy of Mathematics at Middle Stage – Course (II)

**Credits**        2  
**Semester**     S-4

### 4.3.2.1 About the Course

Middle stage Mathematics teaching focuses on guiding students through the process of building a strong foundation in Mathematics. At this stage wide range of mathematical topics are introduced and begin to explore more abstract concepts that call for use of several resources at classroom and in the community. This course is designed to broaden the scope of Mathematics learning by planning the learning experience by using materials and resources for enhancing quality of teaching through different learning material and resources. It creates curiosity, interest and excitement among young learners and provides effective learning engagement to develop love towards learning Mathematics.

### 4.3.2.2 Learning Outcomes

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

- select appropriate teaching learning material for concept of Mathematics,
- design teaching learning material suitable for students of middle stage,
- develop different type of audio-visual aids related to Mathematics teaching,
- demonstrate the learning resources used in teaching of Mathematics,
- prepare unit plan and lesson plan for effective Mathematics teaching,
- analyze quality of good textbook and reading material in middle stage Mathematics.

### UNIT - I

#### Teaching Learning Aids / Materials

- A. Teaching Learning aids/materials: concept & definition.
- B. Role and importance of teaching learning material in Mathematics classroom.
- C. Types of teaching learning aids/ materials for Mathematics Teaching: charts, models, overhead projector, films with their specific use and limitations non-print and digital media for offline/ online classroom teaching learning, reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.
- D. Creation of visual aids-charts, models, graphs; usage of graphical tools- calculator, logo, Geo Gebra, sketch pad, ready reckoners; selection and integration of tools in relation to content and learning environment.
- E. Identification and use of teaching aids/ teaching learning materials for teaching Mathematics from the environment.

### UNIT - II

#### Learning Resources in Mathematics

- A. Uses of learning resources, free learning resources for Mathematics.
- B. Non-print and digital resources – radio, TV, websites, animations, audios, videos, images, simulations, digital repository, AR, VR and AI based digital resources and OERs utility in Mathematics teaching and learning.
- C. Mathematics Laboratory - Design, Setting and Function, Need for and importance of virtual laboratories.

- D. Mathematics kit, Mathematics-Club, Mathematics Fairs, Mathematics Exhibitions, Educational Parks, Excursions, Community Resources and Pooling of Resources.
- E. National Mathematics Talent Search, Mathematics Olympiad.

### **UNIT - III**

#### **Textbook Analysis and Planning for Teaching Mathematics**

- A. Mathematics textbooks: characteristics and functions of a good Mathematics textbook,
- B. Evaluation of Mathematics textbooks: Physical aspects, concept load, Presentation styles- diagrams, graphs, boxes, anecdotes, interesting clarity and precision, activities, practice, and enrichment.
- C. Understanding the textbook, analyzing subject matter from the pedagogical content knowledge (PCK) perspective, selecting the content, identifying facts, concepts, analyzing, organizing, and planning appropriate learning strategies and learning experiences.
- D. Designing learning experiences in Mathematics: yearly plan, unit plan, lesson plan, elaborating specific steps of each type of plan.
- E. Different models of lesson plan appropriate for middle stage Mathematics teaching.

#### **4.3.2.3 Suggestive Practicum**

1. Analysis of middle stage Mathematics textbooks to identify various categories of mathematical knowledge presented and their horizontal and vertical linkages from higher standard textbooks.
2. Develop the teaching learning material for any two topics of class content.
3. Development of learning activities on different topics of Mathematics (at least 5 activities on any 2 topics of Algebra, 2 from Geometry and 2 from any other area).
4. Preparation of one Annual plan and minimum three Unit Plans for teaching-learning Mathematics.
5. Writing a report on Mathematics Exhibition or Mathematics fair in a school or locality.
6. Develop innovative teaching -learning material and activities in Mathematics.
7. Design and develop at least two learning resources for mathematics teaching.

#### **4.3.2.4 Suggestive Mode of Transaction**

Experiential method, demonstration method, field-based experience, classroom discussions, field observations, preparation of study report, classroom presentations, discussion forums, observation, mock teaching.

#### **4.3.2.5 Suggestive Mode of Assessment**

Written test, classroom presentation workshop, assignments, practicum, sessional and terminal semester examination.

#### **4.3.2.6 Suggestive Reading Materials**

- NCERT. (2012). Pedagogy of Mathematics: Textbook for Two-Year B.Ed Course. New Delhi
- NCERT. (1984). A Textbook of Content-Cum-Methodology of Teaching Mathematics. New Delhi: NCERT.

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

### 4.3.2 Content cum Pedagogy of Mathematics at Middle Stage – Course (III)

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

#### 4.3.2.1 About the Course

Mathematics is not only a subject but also an essential tool for succeeding in various academic disciplines and real-life situation, it fosters critical thinking, problem solving skill, and logical reasoning, which are invaluable assets in today's knowledge-based society. This course focuses on introducing educators to various assessment tools and techniques to gauge student progress and also emphasizes ICT tools, software applications, and online platforms that can enhance teaching and learning Mathematics. Through activity-based education, educators will learn how to design and implement various activities that create a stimulating learning environment and enhance students' mathematical abilities.

#### 4.3.2.2 Learning Outcomes

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

- design and develop tools for continues and comprehensive assessment of learning in the school situation,
- analyze and interpret result of the assessment using elementary statistical methods,
- create activity-based classroom for effective mathematics teaching,
- organize different hands-on activity for creating interest of the student in mathematics teaching,
- acquire the knowledge of different ICT tools used in mathematics teaching,
- develop Teaching-learning e-content of the mathematics teaching.

### UNIT - I

#### Assessment and Evaluation

- A. Assessment and Evaluation of learning Mathematics: difference between assessment and evaluation. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment: formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment. (assessment of learning, assessment for learning and assessment as learning).
- B. Performance assessment (non-testing methods): assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- C. Standardized test, Achievement test and development of blueprint, Feedback mechanism in teaching learning.
- D. Creation of rubric, portfolios, criterion reference test, norm referenced test.
- E. Construction, administration, scoring, interpretation of a unit test and providing feedback to learners.

### UNIT - II

#### Activity Oriented Classrooms

- A. Meaning, need and scope of Activity Oriented Classrooms in Mathematics Teaching.
- B. Aims and objectives of using activities in mathematics Classroom.

- C. Psychological, Sociological and Philosophical Perspective of Activity Oriented Classrooms in Mathematics Teaching.
- D. Types of Activities (Online/ Offline): quizzes, buzz groups, snowballing, brainstorming, discussion and group learning, debates, recitations and storytelling, clay modeling and toy making, presentations, role play, training games for learners, case study, asking and framing questions including higher order thinking questions.
- E. Analyzing NEP 2020 with special Reference to Activity Oriented Classrooms.

### **UNIT - III**

#### **ICT Integration in Mathematics Teaching**

- A. Meaning and scope of using ICT in teaching learning Mathematics.
- B. Need of Technological, Pedagogical Content Knowledge (TPACK) in Mathematics.
- C. Use of Computer and other ICT equipment in Mathematics.
- D. Use of ICT in the Classroom: Artificial Intelligence, Machine Learning, Block Chains, Smart Boards, Handheld Computing Devices and Adaptive Computer Testing for Student Development.
- E. Functions of ICT, Specific Features and Limitations of using ICT in Mathematics classroom.
- F. Developing Teaching-learning e-content of the concerned subject.
- G. Use of Tools and Platforms along with National Teacher's Portal, DIKSHA SWAYAM etc.

#### **4.3.2.3 Suggestive Practicum**

1. Prepare unit plan and lesson plans from Mathematics textbook of class 6,7,8.
2. Plan and execute simulated teaching at class 6 to 8.
3. Construction of unit test (administration, scoring, statistical analysis and reporting) on a selected unit analyzing the errors committed by learners at middle stage, in regular test (FA 1 or FA 2) and analyzing its causes and suggesting various remedial measures.
4. Prepare a blueprint for achievement test in Mathematics teaching.
5. Developing rubrics for problem solving, assignment, group work, project etc.
6. Plan for action research of any problem related to Mathematics teaching and learning.
7. Creating e –portfolio
8. Organize storytelling, clay modeling and toy making, competition based on Mathematical concept.

#### **4.3.2.4 Suggestive Mode of Transaction**

Demonstration method, Experimental method, Field-based experience, Laboratory method, Storytelling/success stories, Classroom discussions, Self-study, Field observations, and preparation of study reports. Classroom presentations, discussion forums, observation, research report, engaging in dialogue organize hands on activity.

#### **4.3.2.5 Suggestive Mode of Assessment**

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination

#### **4.3.2.6 Suggestive Reading Materials**

- NCERT. (2012). Pedagogy of Mathematics: Textbook for Two-Year B.Ed Course. New Delhi
- NCERT. (1984). A Textbook of Content-Cum-Methodology of Teaching Mathematics. New Delhi.
- National University of Educational Planning and Administration (India). 2013. “Elementary Education in India: Where Do We Stand? State Report Cards, 2013-2014.” New Delhi: NUEPA.

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



### 4.3.2 Content cum Pedagogy of Mathematics at Middle Stage – Course (IV)

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

#### 4.3.2.1 About the Course

The present age is one of skill development and innovations. The more mathematical we are in our approach the more successful we will be in our life. Mathematics offers rationality to our thoughts. It is a tool in our hands to make our life simpler and easier. Let us appreciate the beauty of the subject and embrace it with all our heart. This course is designed to enhance the quality of mathematics learning. The knowledge of mathematics is not limited only to school, but its utility is same throughout the life. This course enables the student teachers to understand the learning styles and patterns of middle stage students to train them in various innovative teaching practices for making mathematic teaching more student centric. Prospective teachers in Mathematics are expected to develop abilities to use innovative strategies to enrich Mathematics teaching and learning practices while aiming at continuing their professional development as a lifelong mission.

#### 4.3.2.2 Learning Outcomes

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

- adopt ways in enhancing quality of Mathematics learning,
- classify the learning styles and patterns of middle stage student,
- develop competency in the use of learner friendly information and communication technologies for widening scope and enhancing quality of Mathematics learning,
- recognize the student of special need in learning Mathematics,
- acquire expertise in development, adoption, and use of different types of innovative practice for effective Mathematics learning and teaching,
- analyze the various ways of continuing professional development as Mathematics teacher.

### UNIT - I

#### Learning about How to Learn Mathematics

- A. Learning to learn concept, educational implication and development of self-regulated learning skills for Mathematics.
- B. Ways of management of time and information; organization of knowledge; Techniques of Learning to Learn.
- C. How the quantitative concepts are learned: strategies to learn quantitative skills; Basic numeracy learning strategies (cognitive and meta-cognitive strategy).
- D. Philosophical and psycho-social context of teaching and learning Mathematics: learning styles; factors affecting Mathematics learning.
- E. Role of a Teacher: As a leader in classroom; as facilitator; as a creator of appropriate democratic and constructivist learning environment.
- F. Mathematics for life - self-directed learning.
- G. Slow learners in mathematics- their characteristics, identification and supporting them learn.
- H. Gifted children in mathematics- characteristics, identification, and enrichment programs.

## UNIT - II

### Innovative Practices

- A. Meaning, need, importance and scope of Innovative Practices in Mathematics at middle stage.
- B. Qualities of an innovative teacher in the context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
- C. Effective communication with special reference to the language of Mathematics to be used in the classroom in multilingual context.
- D. Developing innovative materials and games in Mathematics, collaborative peer activities, peer learning groups for brainstorming and developing alternative ways of solving problems and framing Mathematical problems and activities.
- E. Teaching of Mathematics in the socio-cultural context, recreation in Mathematics, activities for Mathematical creativity, varying teaching approaches; thinking Mathematically; pattern recognition; generalization.
- F. Informal or exploratory activities; Mathematical games, puzzles and stories involving number.
- G. Problem-Based projects and investigations, integrating multiple approaches; cooperative group learning; encouraging Mathematical conversations.

## UNIT - III

### Continuous Professional Development of Teacher

- A. Meaning and need, professional and ethical competencies and need for updating content and pedagogical competencies, in-service courses available for Mathematics teachers to develop their professional competencies.
- B. Professional Development Activities: seminars, conferences, orientation programs, workshops, online and offline courses, teacher exchange programs, competitions, publications, development of teaching portfolio, capacity building programs.
- C. Developing professional competencies in dealing with gender issues, equity and inclusion, ethical issues, environmental issues, human health, population, human rights, and various Issues in relation to teaching of mathematics (Emotional, Mental, Physical Issues Related to Pandemic (For Example COVID-19).
- D. Areas for action research in Mathematics, reflection and evidence-based practice, importance of self-directed professional development.
- E. Teacher Leadership: using transformative pedagogical practices. professional development of Mathematics teachers.
- F. Types of continuing professional development (CPD) of Mathematics teachers.
- G. Importance of self-directed professional development for a Mathematics teacher.

#### 4.3.2.3 Suggestive Practicum

- 1. Preparation of an assignment for Mathematics concept used in daily life.
- 2. Report writing on playing folk games that develop Mathematics skills and competencies, community numeracy practices.
- 3. Case study of slow learners and / or children with dyscalculia.
- 4. Develop innovative teaching-learning tools for teaching of specific Mathematical concept.

5. Develop Mathematics games and puzzles based on middle stage mathematical concepts.
6. Real –world Mathematics project

#### **4.3.2.4 Suggestive Mode of Transaction**

Experimental method, S Demonstration, Field-based experience, Laboratory method, Storytelling/success stories, Classroom discussions, Self-study, Field observations, and preparation of study reports. Classroom presentations, discussion forums, observation, research report, engaging in dialogue.

#### **4.3.2.5 Suggestive Mode of Assessment**

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

#### **4.3.2.6 Suggestive Reading Materials**

- NCERT (1971) Education and National Development, Report of The Education Commission 1964-66. New Delhi: NCERT.

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

### 4.3.3 Content cum Pedagogy of Science at Middle Stage – Course (I)

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

#### 4.3.3.1 About the course

This course in semester three comprises of 3 units. The first unit looks after the understanding of the concepts of science education along with its emergence from environmental science from the preparatory stage and its objectives. The second unit helps to understand science as a subject at the middle stage, its linkages with other subjects, and the nature of the value inculcation process in learners. The third unit comprises recommendations of the Education Commission (1964-66), NEP 2020, and NCFSE 2023, and the necessity of pedagogy of science as a subject in the teacher education programme. The related transactional modes and related suggestive practicum have been put in place. The teacher educator is free to add or modify any other practicum based on the content provided in the three units. The theoretical and practical inputs must meet the requirement of learning outcomes stated below. The formative and summative assessment modes would be conducted to satisfy the course requirement. Further at the end of the programme to help the pupil-teachers the sources of further learning have been mentioned to bring better conceptual clarity to them.

#### 4.3.3.2 Learning outcomes

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

- state the nature, scope, and importance of science as a subject in the middle stage of schooling,
- identify the necessity of science as a special subject at the middle stage and pedagogy of science in the teacher education programme,
- narrate the objectives of teaching science at the middle stage as a preparatory programme,
- identify the linkages of science with other school subjects,
- narrate the value inculcation process through science teaching,
- explain the usefulness of the subject in a child's day-to-day life,
- describe the recommendations of the Indian education commission and education policy and NCFSE 2023 for strengthening science education in the school process,
- describe the process of making science teaching interesting,
- identify the contribution of a few Indian personalities in the field of science to use their work and life as tools of inspiration for school children.

### UNIT - I

#### Understanding Emergence of Science as a Subject

- A. Meaning, nature, and importance of Science as a subject at the middle stage.
- B. Developing concept to form Science as a subject at the middle stage different from Environmental Studies at the preparatory stage.
- C. Objectives of teaching Science as a base program for teaching Science at the secondary level.
- D. Science process skills and its indicators.
- E. Science outside the classroom through activity and scientific study.

## UNIT - II

### Understanding Linkages of Science with other Subjects and Values Inculcation

- A. Objectives of pedagogy of Science at the middle stage.
- B. The linkages and correlation of Science in other subjects.
- C. Roles and types of communication in Science teaching.
- D. Engaging children in active Science with selected activities from the textbook at the middle stage.
- E. Values inculcated by Science teaching at the concrete operational stage.
- F. Value of Science education in human life: arousing and maintaining interest in children in Science such as practical values, cultural values, and recreational values.

## UNIT - III

### Understanding Pedagogy of Science and Related Challenges

- A. Pedagogy of Science: meaning, nature, scope. Factors influencing pedagogy of Science. The process of making Science interesting in the middle stage.
- B. Necessity of pedagogy of Science at the middle school stage.
- C. Development of children's Science concepts, process skills, and attitude.
- D. Recommendations of the Education Commission (1964-66), NCFSE 2023, and NEP 2020 for teaching Science in schools.
- E. Challenges of implementation of pedagogy of Science in schools.
- F. Some great Indian personalities in the field of Science – Varaha Mihira, Charaka, Aryabhatta, Maharshi Patanjali, C.V. Raman, Homi Jahangir Bhabha, Sir Jagdish Chandra Bose, A. P. J. Abdul Kalam.

#### 4.3.3.3 Suggestive Practicum

1. Differentiating scope and level of difficulty of science-related concepts in the environmental studies textbook of Class V and science concepts in the textbook of Class VI
2. Find out the challenges involved in Science pedagogy at the middle stage.
3. Select a chapter from Science texts and develop values-related activities from it.
4. List the recommendations of the Education Commission Report, NCFSE2023 and NEP 2020 relating to Science teaching.
5. Suggest/develop the means to achieve the recommendations through the implementation of the Policy.
6. Find out with examples the relationship of Science as a subject with other subjects at the middle stage.
7. List the contribution of Indian scientists to enrich the status of Indian society as a tool of inspiration for school children.
8. Identify the underlying values from any chapter of Science textbooks in the light of types of values as indicated in Unit 2 at the middle stage.

#### 4.3.3.4 Suggestive Mode of Transaction

Discussion, Brainstorming session, Group discussion, Assignment, Group activity, Classroom presentation by student teachers.

#### **4.3.3.5 Suggestive Mode of Assessment**

Assignment, Classroom presentation, Peer assessment, Objective based, restricted response and essay type tests, Internal and external tests as required by the system.

#### **4.3.3.6 Suggestive Reading Materials**

- National Curriculum Framework for School Education 2023
- National Education Policy. (2020). Ministry of Education. Govt. of India. New Delhi.
- Report Of The Education Commission (1964-66). Ministry of Education. New Delhi

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

### 4.3.3 Content cum Pedagogy of Science at Middle Stage – Course (II)

**Credits:** 2  
**Semester:** S-4

#### 4.3.3.1 About the Course

The first unit of this course is devoted to teaching learning aids/ materials with emphasis on making the prospective teachers understand the concept, role, and importance of teaching-learning aids/materials in classroom teaching learning of science. The unit deals with various types of teaching-learning aids and their identification from the environment and use in teaching science. The second unit covers learning resources in science. This UNIT - Is on how to enable student teachers to make use of available learning resources and how to generate new resources from the environment for learning and teaching science. It deals with the identification and use of learning resources, print, non-print, and digital resources. Laboratory plays a very important role in teaching science, this unit will help prospective teachers understand the types, design, management and practices of laboratory and virtual laboratories. Enough space is created in the unit to cover teaching-learning kits, science clubs, fairs, exhibitions, educational parks, excursions, community resources and the pooling of resources. Textbook analysis and planning for teaching are very crucial for teaching science subject, it requires rigorous text analysis and planning. The third unit focuses on textbook analysis and planning for teaching science. For effective teaching prospective teachers are expected to create effective lesson plans. This unit deals with making prospective teachers understand science textbooks for appropriate planning of learning strategies and learning experiences. NEP 2020 is a pathbreaking document, these units provide space for its analysis by prospective teachers with reference to pedagogical issues of science. This unit will help prospective teachers in developing effective lesson plans and unit plans based on learning outcomes and experiential learning. NEP 2020 emphasized the use of technology in teaching and learning, this unit will help prospective teachers plan ICT-integrated lesson plans for the classroom.

#### 4.3.3.2 Learning Outcomes

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

- explain the role and importance of teaching-learning aids in classroom teaching learning of science,
- differentiate different types of teaching-learning aids,
- identify appropriate teaching aids for effective teaching-learning,
- develop different types of teaching aids for the classroom teaching-learning process,
- use different types of teaching aids for the classroom teaching-learning process,
- use print, non-print and digital resources for effective teaching and learning,
- plan laboratories and virtual laboratories for providing practical experience to students,
- analyze textbooks and subject matter for organizing and planning appropriate learning strategies and experiences,
- plan and develop Unit plans and lesson Plans based on Learning outcomes and Experiential learning,
- compare different types of lesson plans,
- plan and develop ICT Integrated Lesson Plans for Classroom categorize approaches, activities, and resources for teaching-learning,

- identify learning resources from the immediate environment,
- use online, digital, and other resources in the teaching-learning process.

## **UNIT - I**

### **Teaching Learning Aids / Materials**

- Teaching Learning Aids/Materials: concept, definition, role, and importance in classroom teaching learning the subject.
- Types of Teaching Learning Aids/Materials: non-print and digital media for offline/online classroom teaching learning (reflective journals, charts, 2d and 3d models, games, toys, flash cards, worksheets, multimedia etc.).
- Identification and use of teaching aids/teaching learning materials from the environment.
- Identification and use of teaching learning material from the Indian knowledge system.

## **UNIT - II**

### **Learning Resources in Science**

- Identification and use of learning resources in subject from the environment, textbook, teachers' manual/ handbook, laboratory manual, and other print materials.
- Non-Print and Digital Resources – radio, tv, websites, animations, audios, videos, images, simulations, digital repository, audio resources, video resources and artificial intelligence based digital resources and open education resources.
- Laboratory – types, design, management, and practices; virtual laboratories.
- Teaching learning kits, science clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

## **UNIT - III**

### **Textbook Analysis and Planning for Teaching the Subject**

- Understanding the textbook, Analyzing Subject Matter from the Pedagogical Content Knowledge (PCK) Perspective and Analyzing the Indian Knowledge System including tribal knowledge and indigenous and traditional ways of learning (Class VI, VII and VIII), selecting the content, identifying facts, concepts, Analyzing, organizing, and planning appropriate learning strategies and learning experiences.
- Analyzing NEP 2020 with reference to pedagogical issues of the Subject.
- Concept, types, importance and basic steps of teaching unit and lesson planning with special emphasis on the identification of concepts of science.
- Developing unit plans and lesson plans for developing critical thinking, inquiry- based, discovery-based, discussion- based, and analysis-based learning.
- Developing unit plans and lesson plans based on learning outcomes, experiential learning including hands-on learning, arts-integrated, sports integrated education, storytelling, and exploration of relations among different subjects.
- Developing ICT integrated lesson plans for classrooms for online teaching using digital resources and multimedia.

#### **4.3.3.3 Suggestive Practicum**

- Textbook analysis (Class VI, VII & VIII) incorporating the Indian knowledge system.
- Develop Teaching Learning Aids/Materials for offline and online classroom teaching and learning.



3. Designing ICT-based learning material in Science.
4. Demonstrate different pedagogical approaches and strategies.
5. Digital content creation on any two concepts of Science at the middle stage.
6. Develop a repository with AR, VR, AI-based digital resources and OER.
7. Designing laboratory for middle school.
8. Analyze NEP 2020 with reference to Pedagogical issues of Science.
9. Preparation of a Lesson plan based on learning outcomes and experiential learning keeping in view a blended learning approach for the concepts of Science followed by seminar/presentation.
10. Develop a Unit plan based on learning outcomes and experiential learning.

#### **4.3.3.4 Suggestive Mode of Transaction**

Lecture cum discussion/demonstration, hands-on activities, demonstration of discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning, art and environment integrated learning, sports integrated learning.

#### **4.3.3.5 Suggestive Mode of Assessment**

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

#### **4.3.3.6 Suggestive Reading Material**

- NCERT (2014). Laboratory Manuals at Upper Primary Stage: Science Classes VI to VII. NCERT, New Delhi.
- NCERT (2017). Learning Outcomes at the Elementary Stage. NCERT, New Delhi.
- NCERT (2018). Upper Primary Science Kit. NCERT, New Delhi.
- NCERT (2022). Toy-Based Pedagogy- A Handbook (Learning for Fun, Joy and Holistic Development) Part- I. MOE, Govt. of India.
- NCERT (2023). Draft- National Curriculum Framework for School Education (2023). National Steering Committee for National Curriculum Frameworks. NCERT.

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

### 4.3.3 Content cum Pedagogy of Science at Middle Stage - Course (III)

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

#### 4.3.3.1 About the Course

There are three units in this course, plus a practicum. The first UNIT - Is devoted to assessment and evaluation with an emphasis on assessment from various perspectives. Enough space is provided for performance assessment that involves assessment of group activities, field observations, assessment of lab skills etc. Tool for assessment plays a very important role, this unit also lays emphasis on unit tests and question paper setting, types of test items to be put in the question paper, preparing answer key and feedback mechanism. The second unit deals with activity-oriented classrooms, emphasizing the psychological, sociological, and philosophical perspectives of activity-oriented classrooms. This unit covers different types of online/offline activities and Analysis of NEP 2020 with special Reference to Activity Oriented Classrooms. The third unit deals with ICT integration in the teaching-learning process. Prospective teachers need to be techno-savvy and integrate ICT into their teaching-learning process. This unit deals with the use of ICT in the classroom, specific features, limitations, and functions of ICT. Emphasis is given to developing teaching-learning e-content and the use of tools and platforms such as DIKSHA and SWAYAM. In the process of teaching and learning Assessment and evaluation plays a very important role. The teacher needs to assess students on various dimensions through different assessment techniques. This course will help prospective teachers develop different assessment techniques, question papers and feedback mechanisms. The quality of any classroom can be assessed through the approach that is followed by the teacher in teaching and learning. NEP 2020 emphasized that middle school students should get an environment for activity in the classroom. This course will expose prospective teachers to various types of activities that can be created in the classroom for teaching and learning. The future is of technology and our teachers and students must be efficient in using technology in teaching and learning. This course emphasized the use of ICT during classroom instruction and the use of different tools and platforms for teaching and learning. This will enable the prospective teacher to prepare well for teaching and learning using different modes of ICT.

#### 4.3.3.2 Learning Outcomes

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

- explain the need for and importance of assessment and evaluation in teaching learning Science,
- develop different assessment strategies,
- conduct different types of assessment during teaching and learning Science,
- prepare questions papers of Science using different types of test items,
- create activity- oriented classroom in science,
- analyze NEP 2020 with special reference to activity-oriented classrooms,
- develop teaching-learning e-content for Science,
- use ICT in Science teaching learning,
- use different online platforms for teaching learning Science.

## **UNIT - I**

### **Assessment and Evaluation**

- A. Assessment and Evaluation: concept, need for and importance in teaching learning the science, difference between Assessment and Evaluation.
- B. Assessment Based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal and 360-degree assessment, self and peer assessment.
- C. Performance Assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- D. Unit Test Based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and feedback mechanism in teaching learning.

## **UNIT - II**

### **Activity Oriented Classrooms**

- A. Meaning, need and scope of activity-oriented classrooms in Science.
- B. Psychological, Sociological and Philosophical perspective of Activity Oriented Classrooms in Science.
- C. Aims and objectives of using activities in Classroom.
- D. Types of Activities (Online/ Offline): quizzes, buzz groups, snowballing, brainstorming, discussion and group learning, debates, recitations and storytelling, clay modelling and toy making, art forms of Indian tradition, presentations, role play, training games for learners, case study, asking and framing questions including higher order thinking questions.
- E. Analyzing NEP 2020 with special reference to Activity Oriented Classrooms.

## **UNIT - III**

### **ICT Integration**

- A. Meaning and Scope of using ICT in the teaching learning process.
- B. Use of ICT in the Classroom: artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development.
- C. Specific Features and limitations of using ICT.
- D. Functions of ICT (to improve multiple aspects of teaching and learning, a platform for the exchange of ideas, to enhance learning, assessment, planning, administration, admission, and attendance, to support teacher preparation and professional development, to enhance educational access, provide leadership to education institutions, State and Central governments, and other stakeholders to provide the latest knowledge and share best practices with each other)
- E. Developing Teaching-learning e-content in science.
- F. Use of Tools and Platforms along with DIKSHA, and SWAYAM.

#### **4.3.3.3 Suggestive Practicum**

- 1. Develop one achievement test of Science for each class (Class VI, VII and VIII).
- 2. Develop strategies for performance assessment in Science, followed by seminar/ presentation.

3. Develop different types of online/offline activities in Science, followed by seminar/presentation.
4. Exploration of AI-based assessment tools.
5. Organize different types of activities in Science, followed by report presentation.
6. Script writing for role-playing, storytelling, and other activities in concepts of Sciences.
7. Analysing NEP 2020 with special Reference to Activity Oriented Classrooms.
8. Develop teaching learning e-content in Science.

#### **4.3.3.4 Suggestive Mode of Transaction**

Lecture cum discussion/demonstration, hands-on activities, demonstration of discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning, art and environment integrated learning, sports integrated learning.

#### **4.3.3.5 Suggestive Mode of Assessment**

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

#### **4.3.3.6 Suggestive Reading Materials**

- NCERT (2019). Continuous and Comprehensive Evaluation Guidelines. NCERT
- NCERT (2022). Toy- Based Pedagogy- A Handbook (Learning for Fun, Joy and Holistic Development) Part- I. MOE, Govt. of India.
- NCERT (2023). Draft- National Curriculum Framework for School Education (2023). National Steering Committee for National Curriculum Frameworks. NCERT.
- NCERT (2023). Draft- National Curriculum Framework for School Education (2023). National Steering Committee for National Curriculum Frameworks. NCERT.

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

### 4.3.3 Content cum Pedagogy of Science at Middle Stage - Course (IV)

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

#### 4.3.3.1 About the Course

This course intends to develop a conceptual understanding of relevant learning principles and theories explaining the processes of learning in children in general and in science, at the middle stage. It also aims at developing psychological, sociological, and philosophical perspectives governing self-learning in a school subject such as science at this stage. This course intends to develop a prospective teacher into an effective facilitator of self-learning. This also aims at developing them into action researchers, a leader, and innovative teacher of science, who sincerely imbibe professional standards and make wonderful mentors. At the same time, it aims at building a strong mindset among prospective teachers for continuous learning and upgrading their professional knowledge, skills, and disposition in their career.

#### 4.3.3.2 Learning Outcomes

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

- explain terms such as socio-constructivism, active learning, metacognition, multiple intelligence, and artificial intelligence,
- explain terms such as curiosity, emotion, and motivation,
- explain morality and demonstrate moral behaviour,
- derive conclusion from observed examples with logic,
- explain the cognitive and biological developmental stages,
- demonstrate the attributes of an effective facilitator,
- demonstrate the attributes of a professional science teacher,
- demonstrate the attributes of a good mentor,
- demonstrate the strategies to handle multilingual classrooms,
- demonstrate the skills of an effective communicator,
- attend seminars, workshops, and online/offline courses for professional competency development,
- organize brainstorming sessions and discussions,
- explain concepts/views with facts.

### UNIT - I

#### Learning About How to Learn

- A. Meaning, nature, need and scope of how to learn: Socio-Constructivism, Active Learner versus Abstract Thinker, Metacognition, Reflection, Deductive Logic, Howard Gardner's Multiple Intelligence, Relationship between Effort and Ability, Independent Thinking, Cognitive Sciences, Artificial Intelligence.
- B. Psychological, Sociological and Philosophical Perspective of Teaching and Learning a Subject: curiosity in children, attention span of children at middle stage, emotion and motivation, cognitive learning, biological and developmental perspectives of learning, self-directed and lifelong learning, role of parents, society and school in learning, psycho-social development, moral development.

- C. Role of a Teacher in Facilitating Learning the Concepts of the Subject: teacher versus facilitator, attributes of a good facilitator, strategies for effective facilitation in learning.

## **UNIT - II**

### **Innovative Practices**

- A. Meaning, need, importance and scope of Innovative Practices: Innovative practices - what, why, where, and how.
- B. Qualities of an Innovative Teacher in the context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM): Four Career Stages in NPST, Professional Attributes of a Science Teacher at the Middle Stage, Professional Competence for Teaching Science, Professional Ethics, Attributes of a Mentor, Attributes of Mentees, Mentor-Mentee Relationship, Processes of Mentoring
- C. Effective Communication with Special Reference to the language to be used in the classroom in multilingual context: components of communication, types of communication, communication theory, barriers in communication, basic communication skills, techniques to develop communication skills, role of language in communication, advantages of being a multilingual, home language and communication, other language and communication, advantages of a multilingual classroom, effective strategies to handle a multilingual classroom/situation

## **UNIT - III**

### **Continuous Professional Development of Teachers**

- A. Meaning and need, professional and ethical competencies and need for updating content and pedagogical competencies, in-service courses available for subject teachers to develop their professional competencies: online and offline.
- B. Professional Development Activities: seminars, conferences, orientation programmes, workshops, online and offline courses, teacher exchange programmes, competitions, publications, development of teaching portfolio, capacity building programmes, participation in academic dialogue and discussion at the workplace, sharing of experiences with neighboring schools.
- C. Developing Professional Competencies in dealing with gender issues, equity and inclusion, ethical issues, environmental issues, human health, population, human rights, and various issues (emotional, mental, and physical issues related to the pandemic (for example COVID-19), respect, care and protection of children, parent teacher meet, school community interface, school.
- D. Action Research, methodical observation, reflection and evidence-based thinking and practice, importance of self-directed professional development.
- E. Teacher Leadership: using transformative pedagogical practices, leading from the front and behind in thinking as well as application.

#### **4.3.3.3 Suggestive Practicum**

1. Visit to a nearby village/mohalla/field/pond/ and prepare an observation note, sharing and discussion on the note.
2. Hands-on activities, simple experiments in Science using locally available resources, simple Science project in group.
3. Development of kitchen garden, plantation, and Care.

4. Participation in waste management.
5. Participation in Science fair, exhibition, quiz, debate, and essay competition.

#### **4.3.3.4 Suggestive Mode of Transaction**

Integrated and Multidisciplinary Approach, Inquiry-based learning-teaching, Adaptive Exercises, Cooperative Learning, Project-based Method, Small and Large Group Discussion, Dialogue-questioning-feedback-sharing criteria-peer and self-assessment, learning how to learn through assessment for learning, Demonstration, Assignments, Field Experience/Community Work, Case Studies, Survey, Debate, E-content presentation and discussion, Readings, Journaling.

#### **4.3.3.5 Suggestive Mode of Assessment**

Assessment for learning/formative assessment, assessment of learning, self-assessment, peer assessment, activity-based, performance-based, discussion-based, presentation-based, assignments and written tests.

#### **4.3.3.6 Suggestive Reading Materials**

- National Curriculum Framework for School Education, 2023
- National Education Policy 2020, MoE, Government of India

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

### 4.3.5 Content cum Pedagogy of Social Science at Middle Stage - Course (I)

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

#### 4.3.5.1 About the Course

This comprehensive programme is designed to provide educators with the necessary knowledge and abilities to effectively teach social sciences to middle-school students. The course dives into various aspects of history, geography, civics, economics, sociology, and psychology with a focus on curriculum content and creative teaching approaches. The units deal with the nature and concept of social science as a subject. Then it delves into the historical relevance and policy perspectives and ends it with an introduction to policy perspectives. The unit prepares the pupil teachers to focus on adolescents and thus requires patience and care to instill building blocks. These units were introduced as the first footsteps into the domain of pedagogy to build the schema for the courses ahead. The students undergo a transitional phase as they move from the concrete operational to the formal operational stage of cognitive development.

#### 4.3.5.2 Learning Outcomes

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

- define and discuss the concept and nature of Social Science,
- analyze critically the policies with reference to pedagogic, inclusive, and ethical issues,
- utilize innovative pedagogical skills to engage and foster critical thinking among students.

#### **UNIT - I**

##### **Understanding the Concept of Social Sciences**

- A. Concept, nature and scope of Social Science
- B. Perspectives of Social Sciences in daily life and the construction of:
  - a. social facts and opinions,
  - b. explanations and arguments; and
  - c. spatial and temporal contexts
- C. Linking Interdisciplinary and Multidisciplinary aspects of Social Sciences.

#### **UNIT - II**

##### **Historical/ Policy Perspective of the Subject**

- A. Emergence of Social Science from Environmental Sciences as a subject in the middle stage.
- B. A reflection of Social Sciences in Education Commission (1964-66), NEP 1986 and NPE 2020.
- C. The present position of Social Science as a subject in the school curriculum regarding NCF 2005 and NCFSE 2023 at the middle stage.



## UNIT - III

### Pedagogical Concerns of Social Science

- A. Meaning, nature, and scope of constructivist pedagogy with special reference to middle-stage.
- B. Approach: Constructivist approach of collaborative learning.
- C. Method (Tool and Techniques): Narration (story-telling and recitation) cum discussion-Elocution and Debates (soliloquy, monologue, and dialogue), Inductive- deductive (concept map and problem-solving method), Analytic-synthetic method.
- D. Activities: Brainstorming and concept mapping, Observation, introspection, and reflection (making of anecdotal records, observation schedule and reflective diaries) project work (problem, aesthetic, constructive and drill), dramatization (role play, mime, skit, dance-drama, Bal-Panchayat, street-play, theatre), Field Trip (Exhibits, museums, heritage, and archaeological sites, social- communal places as markets and railway stations).

#### 4.3.5.3 Suggestive Practicum

1. Construction of analogic strategies for elaborating facts and opinions (promote elaboration, the cognitive process of constructing relations between what is already known, and what is new.)
2. Analysis of Policy (NEP 2020- pedagogy based on the principles of NEP 2020)
3. Field Trip and documentation.

#### 4.3.5.4 Suggestive Mode of Transaction

Narration, Discussion, Demonstration, Project-method and problem-solving, Dramatization and Field-based experience

#### 4.3.5.5 Suggestive Mode of Assessment

Assignment, Written-test, Performance test (classroom presentation of projects and field trips)

#### 4.3.5.6 Suggestive Reading Materials

- MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi. Retrieved from [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- [NCERT \(2006\). \*Teaching of Social Science\*. Position Paper- National Focus Group. NCERT](#)
- NCERT. (2005). National Curriculum Framework 2005. National Council of Educational Research and Training, New Delhi
- NCERT. (2023). National Curriculum Framework for School Education 2023 (draft). National Council of Educational Research and Training, New Delhi. Retrieved from <https://ncert.nic.in/pdf/ncfse2023.pdf>

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

### 4.3.5 Content cum Pedagogy of Social Science at Middle Stage - Course (II)

**Credits**        2  
**Semester**     S-4

#### 4.3.5.1 About the Course

This course expands on the underlying information learned in the first course, exploring further into social science areas. Complex historical events, geopolitical phenomena, economic ideas, and civic governance systems will be investigated and elaborated. Participants' knowledge will be enhanced by critically examining original materials as teaching aids and further exploring learning resources and engaging with contemporary research. Furthermore, the course emphasizes making constructivist lesson plans and allowing educators to inspire a new generation of socially conscious and intellectually proficient global citizens through textbook analysis.

#### 4.3.5.2 Learning Outcomes

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

- list teaching learning materials appropriate for the lessons,
- utilize the local specific resources for effective teaching learning of Social Science,
- analyze the Social Science textbooks and develop unit plan and lesson plan accordingly,
- analyze middle school Social Science curriculum and textbook.

#### UNIT - I

##### Teaching Learning Aids / Materials

- A. Textual/reference: magazines, newspapers, journals, reports, documents, records and gazettes, dictionaries, and encyclopedias.
- B. Visual References: atlas, map, globe, map book, timeline, historical map, table, diagram, graph, chart, picture, photograph, model, satellite imagery and aerial photograph, digital imagery.
- C. Contrived Reference: Documentaries and Films, Bal-Panchayat, Mock-Parliament, Plays (Musical and non-musical) and Theatre.
- D. Direct Experience: Laboratory and simulated environments.

#### UNIT - II

##### Learning Resources in Subject

- A. Resource Room: Teaching of the specific about a particular content area
- B. TED Talks and YouTube channels: There are numerous TED Talks and YouTube channels dedicated to social science topics. These platforms often feature engaging and thought-provoking talks by leading researchers and experts in their respective fields.
- C. Podcasts: Many podcasts focus on social science subjects, featuring interviews with scholars, discussions on current events, and explorations of various social issues.
- D. Documentaries and Films: Watching documentaries and films related to social science can provide a visual and engaging way to learn about different cultures, historical events, and social phenomena.
- E. Museums and Exhibits: Visiting museums and exhibits related to anthropology, history, and sociology can provide a hands-on and immersive learning experience.

F. Society and social issues and society as a laboratory.

### UNIT - III

#### Textbook Analysis and Planning for Teaching the Subject

- A. Analysis of Social Science textbooks, concept, organization, state and national perspectives and pedagogical concerns in Social Science textbooks.
- B. Introduction to skills of teaching-learning: induction, illustration, explanation, stimulation (verbal- nonverbal) and closure.
- C. Development of year plan, unit plan and lesson plan,5 E and ICON Model.

#### 4.3.5.3 Suggestive Practicum

1. Make a collection of teaching-learning aids.
2. Take an example of a TED talk and develop its motivational aspects.
3. Textbook analysis and reflection of concurrent and sequential concept arrangement.
4. Identify learning objectives, outcomes, learning points and develop to practice the delivery of lesson plans.

#### 4.3.5.4 Suggestive Mode of Transaction

Narration, Demonstration, Field-based experience, discussions, discussion forums, and observation.

#### 4.3.5.5 Suggestive Mode of Assessment

Written test, classroom presentations and workshops.

#### 4.3.5.6 Suggestive Reading Materials

- MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi. Retrieved from [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- NCERT (2017). Learning Outcomes at the Elementary Stage. NCERT, New Delhi
- NCERT (2022). Toy- Based Pedagogy- A Handbook (Learning for Fun, Joy and Holistic Development) Part- I. MOE, Govt. of India
- NCERT. (2023). National Curriculum Framework for School Education 2023 (draft). National Council of Educational Research and Training, New Delhi. Retrieved from <https://ncert.nic.in/pdf/ncfse2023.pdf>

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

### 4.3.5 Content cum Pedagogy of Social Science at Middle Stage - Course (III)

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

#### 4.3.5.1 About the Course

The course represents an invaluable progression for the middle stage, promising educators an immersive and enriched learning experience. This course is designed to equip educators with diverse essential skills and knowledge to revolutionize their teaching practices. Participants will learn the intricacies of assessment and evaluation, effectively using techniques for gauging student progress. Emphasis will be placed on fostering activity-oriented classrooms that promote hands-on learning and encourage student engagement. Educators will harness the power of ICT to enhance instructional delivery by integrating cutting-edge technology. They will learn to choose the resources and to incorporate them into the delivery of the teaching-learning composition and make an activity-oriented classroom through the effective use of ICT.

#### 4.3.5.2 Learning Outcomes

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

- differentiate different modes of assessment in Social Science,
- develop test items based upon the content of the textbook and context of the learners,
- plan and implement activity-oriented classrooms, hands-on learning for active student participation,
- integrate ICT tools and technology to enhance instructional delivery and engage students effectively.

#### UNIT - I

##### Assessment and Evaluation

- A. Importance of assessment in Social Sciences and assessment for, of and as.
- B. Quantitative and qualitative tools and techniques in Social Sciences (checklist, questionnaire, scale, anecdotal records, observation schedule, sociometry, rating scale, rubrics, and portfolio).
- C. Construction of tests: questions for testing cognitive and co-cognitive areas of learning: questions for testing cognitive and co-cognitive areas of learning.

#### UNIT - II

##### Activity Oriented Classrooms

- A. Interactive and critical pedagogy in Social Sciences
- B. Designing Engaging Social Science Activities
  - a. Project-Based Learning in Social Science
  - b. Role-Playing and Simulations
- C. Incorporating Technology in Activity-Oriented Social Science Lessons
  - a. Digital Mapping and Data Visualization
  - b. Virtual Field Trips and Cultural Experiences
- D. Facilitating Activity-Oriented Social Science Lessons
  - a. Discussion Techniques using peer teaching and team-teaching.

## UNIT - III

### ICT Integration in Social Sciences

- A. Overview of ICT tools and their potential benefits in the social science classroom.
- B. Digital literacy and information fluency (Building digital literacy skills among educators and students, Teaching students to critically evaluate online information sources).
- C. Use of ICT in the Classroom: Artificial intelligence, interactive presentations, and multimedia content creation, utilizing presentation software to design visually appealing and interactive lessons.
- D. Virtual field trips and online research: Exploring virtual field trip opportunities, leveraging virtual reality and online resources to take students on virtual field trips to historical sites, cultural landmarks, and global locations.
- E. Conducting online research in social sciences: (Enhancing global awareness and cross-cultural understanding, teaching effective research skills and techniques using digital libraries, academic databases, and search engines, data analysis and visualization, Geographic Information Systems (GIS) in social sciences, creating interactive maps to explore spatial patterns and relationships).
- F. Popular Apps.
- G. Use of Tools and Platforms along with the National Teachers Portal, DIKSHA SWAYAM.

#### 4.3.5.3 Suggestive Practicum

1. Sessions of hands-on practice using ICT tools and software.
2. Design and delivery of multimedia projects and interactive lessons.
3. Online forums and reflective journals on ICT integration in the Social Sciences.

#### 4.3.5.4 Suggestive Mode of Transaction

Narration, Demonstration, Field-based experience, Discussions.

#### 4.3.5.5 Suggestive Mode of Assessment:

Creating authentic assessment tasks that mirror real-world applications of Social Science concepts. Evaluating student performance based on real-world scenarios and problem-solving skills.

#### 4.3.5.6 Suggestive Reading Materials

- NCERT (2019). Continuous and Comprehensive Evaluation Guidelines. NCERT
- NCERT (2022). Toy- Based Pedagogy- A Handbook (Learning for Fun, Joy and Holistic Development) Part- I. MOE, Govt. of India.
- NCERT (2023). Draft- National Curriculum Framework for School Education (2023). National Steering Committee for National Curriculum Frameworks. NCERT.

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

### 4.3.5 Content cum Pedagogy of Social Science at Middle Stage - Course (IV)

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

#### 4.3.5.1 About the Course

This transformative program is carefully curated to empower educators with the skills and knowledge to foster a dynamic and effective learning environment. Participants will explore cutting-edge methodologies centered around "Learning How to Learn," equipping them to nurture students' metacognitive abilities, adaptability, and lifelong learning skills. Emphasis will be placed on innovative practices that inspire creativity, critical thinking, and problem-solving among students. Moreover, the course underscores the significance of continuous professional development, providing educators with opportunities to refine their teaching approaches and remain abreast of the latest educational advancements. By completing this course, educators will become catalysts for positive change, fostering a culture of continuous improvement in the teaching profession by introducing innovative practices in the classroom.

#### 4.3.5.2 Learning Outcomes

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

- describe the process of “learning how to learn”,
- outline principles, for fostering students' metacognitive abilities and lifelong learning skills,
- describe the features of innovative teaching practices that cultivate creativity, critical thinking, and problem-solving among students,
- list different strategies for continuous professional development of teachers of Social Science.

#### UNIT - I

##### Learning About How to Learn

- A. Role of motivation and mind set aptitude and attitude in processing the multidisciplinary nature of social sciences.
- B. An overview of Multiple Intelligence and how it shapes learning style and preference of studying social sciences.
- C. Information Processing and time management focus on building social schema:
  - a. Chunking and Spacing
  - b. Active Recall and Interleaving
  - c. Mnemonics and Visualization

#### UNIT - II

##### Innovative Practices

- A. Nature and operationalization of Innovative Practices.
- B. Global Collaborative Project-Based Learning (PBL) in context community.
- C. Social science laboratory, society as a laboratory and virtual laboratory.
- D. Plurilingual Exposures, Field notes and reflective diary.

## UNIT - III

### Continuous Professional Development of Teacher

- A. Role of NPST and NMM as indicators of professionalism with special reference to qualities of an innovative teacher.
- B. Professional development activities: seminars, conferences, workshops, online and offline courses, flipped learning and blended learning courses, orientation and refresher programmes, teacher exchange programmes, capacity building programmes publications, and development of teaching portfolio.
- C. Emphasizing the importance of inclusive practices in the classroom and strategies for creating a supportive and equitable learning environment.
- D. Role of Teacher appraisal in enhancing professionalism in teachers.

#### 4.3.5.3 Suggestive Practicum

1. Connecting with community issues and writing case reports
2. Report writing on multi-disciplinary and school-oriented practices.
3. Reflection and Evidence-Based Practices in the form of reflective diary.

#### 4.3.5.4 Suggestive Mode of Transaction

Discussions, Demonstration, Field-based Experience

#### 4.3.5.5 Suggestive Mode of Assessment

Internal-external assessment as per the requirement of the system. Rating-Scale, Rubrics and Portfolio.

#### 4.3.5.6 Suggested Reading Materials

- National Curriculum Framework for School Education, 2023
- National Education Policy 2020, MoE, Government of India

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

### 4.3.6 Content cum Pedagogy of Arts at Middle Stage - Course (I)

Credits	2
Semester	S-3

#### 4.3.6.1 About the Course

Art holds a crucial role in the school curriculum, serving as a foundational subject that equips students with essential human values and nurtures fundamental abilities such as imagination and creation. Beyond its practical applications, it holds utilitarian, aesthetical, and practical value. It significantly contributes to the advancement of human civilization by fostering critical thinking and problem-solving skills. The primary objective of this course is to cultivate an understanding of art and its various forms and equip students with its contributions to appreciate it in the broader realm of knowledge.

#### 4.3.6.2 Learning Outcomes

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

- explains the concepts of art pedagogy and reflect on the values that are embedded in art,
- designs age and stage appropriate activities in visual as well as performing arts skillfully,
- perform their own artistic preferences through exposure to various Indian art traditions, practices in visual and performing art forms and enjoys creative expression (verbal and non-verbal).

### UNIT - I

#### Concept and Nature of Pedagogy of Art

- A. Conceptual clarity: Brief introduction of the concept, nature, and scope of pedagogy of art.
- B. Aims, objectives and importance of pedagogy of Art with the spirit of mind, body, and heart.
- C. Values that generate from the visual and performing Arts: (developmental, nurturing, organic, holistic, creative, therapeutic, inclusive, cultural, value based).

### UNIT - II

#### Types of Performing Arts

- A. Knowledge of basic skills in Performing arts
  - a. **Music:** Knowledge of terms: Sangeet, Naad, Swar, sur, Saptak, Raag, laya, Matra and Taal. Basic Knowledge of the nation's system. Brief introduction of Hindustani and Carnatic Music, Folk and community (bhajan and kirtan) music. Pronunciation and correct (shudh) chanting of vedic mantras.
  - b. **Dance:** Brief Introduction of classical dances; Use of mudras (gesture) and expression (abhinay) with dance. Experimentation with movement and dance, based on beats and rhythm (laya and tala). Learning and performing any one folk dance of the region.
  - c. **Theatre:** Brief Introduction to different conventions of Drama (puppetry; role play, mime, skit, dance-drama and theatre) use of props, shadow puppets with music and action on poems/ stories/social messages. Use of non-verbal gestures for different expressions.



- B. With special reference to:
- Snowballing, Brainstorming, Discussion and Elocution and Debates (soliloquy, monologue and dialogue), Narration (Recitations and Story Telling)
  - Role Play, Mime, Skit, Nukkad Natak that are socially relevant and region specific.
  - Interaction with art experts and local artisans.

### UNIT - III

#### Types of Visual Art

- A. Knowledge of basic skills in Visual art types: Sketching (drawing & doodling) and Painting, Sculpture (pottery, ceramic designs, Clay modelling, mask and puppet making, Applied Art (calligraphy, illustrations, book cover and packaging, poster making, illustrated story and comic strips, commercial advertisement), Graphic Art (printing and graphics), Textile design (weaving, textile design, tapestry, tie and dry)

#### 4.3.6.3 Suggestive Practicum

- Art Appreciation project report of a Heritage walk, visit to a Monument, a Public Event, an Art exhibition, Play, Concert etc.
- Warm up exercises of dance and body balance. Imitation of; moving objects, birds & animals, people, and machines.
- Knowledge of classical or folk instrumental music and writing a descriptive report of an instrument.
- Present an art form of their choice and signify its relevance in the teaching-learning process.

With special reference to:

- Approaches: Experiential learning and Experimental learning
- Method: Discussion and Demonstration, Inductive-Deductive Method.

ACTIVITIES	MEDIUM	MATERIALS
<p><b>1. Two-Dimensional image making and practice from life.</b> Object drawing from (live or memory) (i) Drawing and painting of the objects such as verity of simple shape like geometrical, cylinder, round, oval, triangle etc. Made of different materials such as Wood, Metal, Hard board, paper, stone, bottle having different shape, size and textural effect can be practice. Also, Variety of flowers with vase and fruits</p>	<p>With pencil, crayons colour chalk, dry brush, sketch pen, paint and brush, pen &amp; ink can be introduced.</p>	<p>Paper with different texture, colour, board, newspaper, slate etc. can be suggested.</p>

<p>&amp; vegetable with bowls can be given.</p> <p>(ii) Drawing from imagination based on the experience of daily life and the topic of interest.</p> <p>(iii) Colouring of the object with two or more colours or in monochrome.</p> <p>(iv) Simple composition in colour with movable or immovable objects from live or still.</p> <p>(v) Simple composition developed from indoor or outdoor sketching and observation.</p>	<p>Water colour in (opaque and transparent) dust colour or poster colour may be suggested.</p> <p>Any colour or collage may be suggested.</p>	<p>Brushes, mixing palette or oil paper may be suggesting.</p>
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### Portfolio of Visual Artwork

ACTIVITY	MEDIUM	MATERIALS
<p><b>2. Printing, Mono print and designing.</b></p> <p>Printing is getting involve in Cutting, making, Rubbing, rolling, and taking out reproduction or print.</p> <p>(i) with the help of carved clay blocks such as wood blocks (plain or carved) cut vegetable shapes and similar readymade materials and objects in low relief e.g., tree leaves, bottle caps, wood or keys of different design, bottoms, coins etc. can be used for printing by dipping and take impression on paper to make image of liking.</p> <p>(ii) Mono Print Applying poster colour or oil based colour by creating any shapes and forms on the surface of Glass sheet. Placed</p>	<p>Poster colour, water colour printing colour, pencil shading and any oil-based colour</p>	<p>Clear glass or mica piece or any smooth hard surface.</p> <p>Ink mixing knife or brush.</p> <p>Vegetables can be cut and shaped.</p> <p>Sticks, box, and thread</p> <p>Rage for wiping and cleaning.</p>

<p>the water-soaked paper over the design/pattern rub over the paper with hand slowly and lift the paper gently from one corner and allow to dry for outcome.</p> <p>(iii) Hand and thumb impressions can be used for making patterns and designing.</p>		
<p><b>Stenciling:</b> - Cutting forms or patterns on paper and cardboard sheets. Obtaining its print in various formations applying colours by spraying with tooth brush or mouth spray or dubbing with cloth and cotton.</p> <p><b>3. Collage Making</b></p> <p>(i) Paper collage by tearing, cutting, and pasting of various kind of colourful papers, printed pictures from magazines and papers.</p> <p>(ii) Select a card sheet or a thick paper on which collage has to be made tear and cut different colour paper in various sizes and form these pieces on the paper according to demand of the concept, design and composition. Printed images can be used for recreation.</p> <p><b>4. Mixed collage making</b></p> <p>(i) Composing pictures on paper by introducing textural materials such as cloth pieces, thin button, thread and strings along with variety of printed image and colour paper which have low relief quality.</p> <p>(ii) Applique and embroidery</p> <p>(iii) Cutting and pasting sticking various shapes and</p>	<p>Thick paper or card board</p> <p>Tooth brush or mouth spray</p> <p>Cotton or cloth</p> <p>Collage paper pasting</p> <p>Paper, cloth Board</p>	<p>Water colour or poster colour Colour paper etc.</p> <p>Variety of papers, colour paper, kite paper, glossy and matt paper, cellophane paper and tracing papers.</p> <p>Variety of textural papers, old newspaper, and magazine. Gum, scissors, or cutter. Waste materials, object with relief quality, bottles, Piece of metal cloth or any object of utility.</p>

form from cloth piece and pasting on suitable surface like wall board and paper.		
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### Portfolio for Performing Art work

Music; Rhythmic expression

Understanding rhythmic patterns in Music, dance and Drama; its basic requisite to create an awareness and concept of time by identification of rhythmic sounds from day-to-day life.

Objectives	Contents	Experience and activity
To develop concept in relation with life around.	(i) Identification of type's rhythm around Increasing and decreasing of sound gradually. (ii) Emphasizing individual beats in the pattern to create varied qualities. (iii) Creating sound music by way of clapping, beating, drumming and tapping feet and other body parts. (iv) Learning the basic steps of classical and folk-dance forms (v) Monologue and Dialogue deliveries	(i) Feeling of sound in nature, beats and pulse (ii) Observing the environment and responding to it in its own way. (iii) Identifying rhythmic patterns of different musical systems (iv) Western, Indian classical, folk and film Songs. (v) Counting and music-hand coordination (vi) Voice modulation and gestures.

#### 4.3.6.4 Suggestive Mode of Transaction

Narration, Demonstration, Field-based Experience and Case Studies.

#### 4.3.6.5 Suggestive Mode of Assessment

Workshop and practicum.

#### 4.3.6.6 Suggestive Reading Materials

- MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi. Retrieved from [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- NCERT. (2005). National Curriculum Framework 2005. National Council of Educational Research and Training, New Delhi.
- NCERT. (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, National Council of Educational Research and Training, New Delhi.
- NCERT. (2015), Training Package on Art Education for Primary Teachers, Volume I. National Council of Educational Research and Training, New Delhi. Retrieved from <https://ncert.nic.in/deaa/pdf/tpaev101.pdf>
- NCERT. (2015), Training Package on Art Education for Primary Teachers, Volume II. National Council of Educational Research and Training, New Delhi. Retrieved from <https://ncert.nic.in/deaa/pdf/tpaev201.pdf>

- NCERT. (2019). Art Integrated Learning—Guidelines. National Council of Educational Research and Training, New Delhi. Retrieved from <https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf>
- NCERT. (2023). Handbook on Art Integrated Learning for teachers teaching classes VI-VIII. National Council of Educational Research and Training. New Delhi. Retrieved from <https://ncert.nic.in/deaa/pdf/ArtIntegratedLearning-Handbook-Classes%20VI-VIII.pdf>
- NCERT. (2023). National Curriculum Framework for School Education 2023 (draft). National Council of Educational Research and Training, New Delhi. Retrieved from <https://ncert.nic.in/pdf/ncfse2023.pdf>

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

### 4.3.6 Content cum Pedagogy of Arts at Middle Stage - Course (II)

**Credits**        2  
**Semester**     S-4

#### 4.3.6.1 About the Course

The course provides instructors with new ways to teach subjects by incorporating art. It promotes a dynamic learning environment by including planning approaches and resource utilization. Participants learn how to use visual arts, music, theatre, and other forms of entertainment to enhance teaching and capture students' imaginations. The training equips educators to enhance holistic development, critical thinking, and problem-solving skills in students by combining traditional teaching approaches with creative components. This revolutionary training empowers educators to create engaging, multi-dimensional learning experiences that inspire a love of learning and foster academic excellence, from planning lesson plans to selecting relevant art resources.

#### 4.3.6.2 Learning Outcomes

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

- elaborate the difference between teaching aids and learning resources,
- find relevant links of indigenous knowledge, traditions and practices with the content and concepts of the subjects,
- develop AIL integrated multi-disciplinary material to incorporate and design lesson plans,
- analyze textbooks with reference to the criteria of AIL.

#### UNIT - I

##### Teaching Learning Aids / Materials

- A. Direct purposeful experiences (street plays and dance dramas),
- B. Contrived experiences (watching films, documentaries, and theatre), listening to songs and observing visual art and
- C. Dramatized experiences (self-participation).
- D. Textbooks and audio-visual illustrations.

#### UNIT - II

##### Learning Resources in Subject

- A. Visit to Museums, architectural sites, galleries, and art studios places of performance (theatre and dance auditoriums etc.), nature parks, exhibitions, craft melas, biosphere reserves, wildlife sanctuaries etc., art village.
- B. People related to students at home and in the community, folk traditions and festivals, cultural resources, educational toys and games, traditional games, relevant social issues and environmental issues, day to day situations etc.

#### UNIT - III

##### Textbook Analysis and Planning for Teaching the Subject

- A. Textbook analysis: Appropriateness, Variety of topics, Relation with life, Sequential and practical activity

- B. Planning and designing of Art Integrated Learning (AIL) sessions in Languages, Sciences, Social Sciences and Mathematics establishing interdisciplinary and multidisciplinary connections.
- C. Selection of content/theme/topics for organizing art elements at this stage should preferably be from: the immediate surroundings, Exploration of traditional source of arts and its linking with new learning in subjects.

#### **4.3.6.3 Suggestive Practicum**

1. Develop art-based teaching-learning aids and document the usage of resources.
2. Analyze a coffee-table art book and relate the significance of beyond- the textbook and beyond the classroom.
3. Reflect on a film of any genre and relate it with the pedagogical aspect of art-integrated learning.
4. Visit an archaeological site and detail its utility as a teaching-learning resource.
5. Designing art-based lesson plans and demonstrating their delivery in the classroom.

#### **4.3.6.4 Suggestive Mode of Transaction**

Discussions, Demonstration, Field-based Experience.

#### **4.3.6.5 Suggestive Mode of Assessment**

Written test, classroom presentation, and workshop.

#### **4.3.6.6 Suggestive Reading Materials**

- MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development. Government of India. New Delhi. Retrieved from [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- NCERT. (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, National Council of Educational Research and Training, New Delhi.
- NCERT. (2019). Art Integrated Learning—Guidelines. National Council of Educational Research and Training, New Delhi. Retrieved from <https://ncert.nic.in/pdf/notice/AIL-Guidelines-English.pdf>
- NCERT. (2023). Handbook on Art Integrated Learning for teachers teaching classes VI-VIII. National Council of Educational Research and Training. New Delhi. Retrieved from <https://ncert.nic.in/deaa/pdf/ArtIntegratedLearning-Handbook-Classes%20VI-VIII.pdf>
- NCERT. (2023). National Curriculum Framework for School Education 2023 (draft). National Council of Educational Research and Training, New Delhi. Retrieved from <https://ncert.nic.in/pdf/ncfse2023.pdf>

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

### 4.3.6 Content cum Pedagogy of Arts at Middle Stage - Course (III)

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

#### 4.3.6.1 About the Course

This course on Assessment and Evaluation, Innovative Practices in Classroom, and ICT-Integrated Teaching-Learning prepares educators to use modern evaluation methods and integrate technology. Participants delve into various assessment methodologies, embracing formative and summative approaches to effectively monitor student progress. The course improves teaching approaches by using cutting-edge ICT tools, encouraging interactive and interesting classroom experiences. Educators learn how to use digital resources, gamified learning, and adaptive evaluations to tailor teaching to individual needs. The training allows educators to build dynamic, learner-centered environments that foster critical thinking and cultivate 21st-century abilities, assuring students' success in an ever-changing educational context.

#### 4.3.6.2 Learning Outcomes

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

- explain the importance of assessment and evaluation in AIL and its types,
- find and relates relevant research, emerging trends, and innovations in making of an activity-oriented classroom in Art-integrated pedagogy,
- use ICT in various teaching-learning procedures of Art making.

#### UNIT - I

##### Assessment and Evaluation

- A. Assessment and Evaluation: Concept, need for and types of assessment in AIL. Difference between Assessment and Evaluation.
- B. Strategies for Continuous Assessment, Formal, Informal and 360-degree Assessment, Self and Peer Assessment in AIL.
- C. Performance Assessment: Assessment of Group Activities and Individual Portfolio Management.
- D. Basic Steps of Rubric Building, and Criteria Assessment and Feedback Mechanism.

#### UNIT - II

##### Activity Oriented Classrooms

##### Activity in classroom:

- A. Historical Objects Collage: In social studies, students examine a historical time or event and identify notable artifacts associated with it.
- B. Geometric Mosaics with Math: Incorporate math and art by having students design geometric mosaics. While creating visually appealing artworks, they investigate ideas such as symmetry, tessellations, and forms.
- C. Students create sculptures utilizing recyclable materials that symbolize their subject after learning biological organisms or scientific ideas.
- D. Literary Character Illustration: After reading a narrative or novel, students choose a favorite character and use various creative techniques to represent them. They convey the



character's looks, personality qualities, and feelings, thus bridging the gap between literary and visual art.

- E. Painting Cultural Cuisine: Incorporate cultural studies by having pupils explore traditional foods from many countries.

### UNIT - III ICT Integration

- A. Integrating technology into the teaching-learning process for enhanced student engagement.
- B. Use of audios - videos, ICT resources-including AI, online learning, art-making software etc.
- C. Developing Teaching-learning e-content of the concerned subject, documenting in videos and visual representations and Animation.
- D. Use of ICT in the Classroom: Banners, brochures, posters and illustrations and storyboard building by using apps like Canva and other applications.
- E. Use of Platforms along with National Teacher's Portal, DIKSHA SWAYAM.

#### 4.3.6.3 Suggestive Practicum

1. Group work (preferably of 4 student teachers): Short documentary on learning resources available in different regions. (Each group of 4 student-teachers can work on one region)
2. Action research: Documenting a local artist and a local art form and finding its difficulties in the local scenario.

#### Action Research Work out of Visual Art Form

Activity	Medium	Materials
<p><b>1. Applied Design</b></p> <p>(i) Designing of book cover for school magazine, wall magazine writing slogan, coats, message in Bold colour with beautiful design.</p> <p>(ii) Free handwriting or calligraphic practice in different language for making Posters and writings. Maintaining bold and spontaneity with colour, brush and pen.</p>	<p>Water colour, poster colour or ink</p> <p>Ink, colour and brush</p>	<p>Paper, cloth, brush, ink, and technical pens</p> <p>Different paper surface and cards</p>
<p><b>2. Three dimensional or sculptural activity.</b></p> <p>(i) Playing with clay by pinching, squeezing, balling up breaking and manipulating in various way and turning it</p>	<p>Clay free of grit and sand</p>	<p>Various types of wooden knife, cutter, scrappers nails, wire cord, sticks, spoon, fork</p>



<p>Making constructive images with the help of non-traditional materials or collecting through away dimensional materials or scraps such as piece of wood, empty small cardboard, wooden boxes, wire, bamboo strips, straw, worn out toys, electronic scraps, sea shells and other similar item.</p> <p>With this technique mask and puppet can be made with the little touch of art and design work.</p>		<p>Scissors, threads, thin wire knife, mount board, plywood pieces</p>
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### Action Research Work out of Performing Art Form

#### Music and Rhythmic expression

An expression such as sentences in rhythmic tones, poetic language, and songs etc. Group or team work should be encouraged so that these can be channelized for making short plays, drama or mimed.

Objectives	Contents	Experience And Activity
<p>To help channelize thought, idea and feeling through vocal expression and body gestures</p>	<p>(i) Identification of sound by careful listening.</p> <p>(ii) Various ways of expression through notes (sa.re.ga.ma.pa.dha.ni.sa)</p> <p>(iii) In relation to the environment basic sound may be transformed in to own singing.</p> <p>(iv) Identifying the behavior after singing various songs such as patriotic, pop music folk music etc.</p> <p>(v) Identifying the fusion of dance forms and music.</p> <p>(vi) Free dance style and expression formation.</p> <p>(vii) Scripting and role play and their presentation through ICT applications</p>	<p>(i) Listening to local folk and tribal music that is prevalent in the community for various occasions like ceremonies festivals and cultural rituals.</p> <p>(ii) Encouraging child to compose their own simple poems based on day-to-day experience.</p> <p>(iv) Singing the same in groups or solo, identifying own scale of music and practice accordingly.</p> <p>(v) Encourage mono-acting</p> <p>(vi) storytelling (Katha) and dance and integrating it into dance drama.</p> <p>(vi) Digitalization of music, dance and drama</p>

#### **4.3.6.4 Suggestive Mode of Transaction**

Narration, Demonstration, Field-based experience, and Discussions.

#### **4.3.6.5 Suggestive Mode of Assessment**

Workshop and performance.

#### **4.3.6.6 Suggestive Reading Materials**

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

### 4.3.6 Content cum Pedagogy of Arts at Middle Stage - Course (IV)

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

#### 4.3.6.1 About the Course

The course provides educators with cutting-edge ways for improving the experience of art-integrated learning (AIL). Participants explore neuro-scientific fundamentals of learning, investigating various approaches for encouraging students' creativity and critical thinking. The programme promotes the integration of arts across disciplines, fostering interdisciplinary links. Educators also acquire insights into their own professional development, mastering creative teaching strategies and harnessing technology for optimal AIL implementation. Teachers become competent at assisting students in becoming confident, lifelong learners, adept at embracing the transforming power of art in their academic and personal journeys by fostering a growth mindset and refining their instructional method.

#### 4.3.6.2 Learning Outcomes

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

- illustrate the components of learning how to learn,
- discuss and elaborate on innovative practices in art integrated learning,
- discuss the requirement of professional development.

#### **UNIT - I**

##### **Learning About How to Learn**

- A. Growth mindset and motivation to learn: Exploring the role of intrinsic and extrinsic motivation in the learning process.
- B. Introduction to learning strategies: form, perspective, anatomy, composition, light and shades, lines and textures.
- C. Learning the components: communication skills (with special reference to the indian communication model), cooperative learning, initiative and independent working, adaptability and flexibility, self-imaging and self-discipline.

#### **UNIT - II**

##### **Innovative Practices**

- A. Incorporate technology and art by having students create digital stories using multimedia elements such as drawings, photographs, and sounds.
- B. Organize virtual museum exhibitions in which students curate and showcase their artworks connected to specific themes or issues.
- C. Make large-scale murals that convey their group's grasp of a difficult subject.
- D. Fusion of Art and Literature: Incorporate art and literature by having students make pictures or visual representations of scenes from novels they have read.
- E. Integration of art and music: Investigate the relationship between art and music by having students create visual art influenced by music or vice versa.

## UNIT - III

### Continuous Professional Development of Teacher

- A. Familiarization with policies as NCF 2005 and NCFSE 2023, A reflection of art in NEP 2020, Cultivating 21st-century skills and developing sensitivity towards environmental and societal concerns.
- B. Qualities of an Innovative Teacher in the Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
- C. Professional Development Activities: Seminars, conferences, workshops, online and offline courses, Orientation Programmes, Teacher Exchange Programmes, Capacity Building Programmes Publications and Development of Teaching Portfolio.

#### 4.3.6.3 Suggestive Practicum

1. Use of various learning strategies in different forms of art.
2. Reflection and Evidence-Based Practice and documentation of Innovative practices integrating Art in teaching.
3. Building individual portfolios or attending seminars or conferences related to the topics.
4. Enrolling and completing a related course in MOOC.

#### 4.3.6.4 Suggestive Mode of Transaction

Discussions. Demonstration, Field-based Experience.

#### 4.3.6.5 Suggestive Mode of Assessment

Workshop and performance.

#### 4.3.6.6 Suggestive Reading Materials

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

### **4.3.7 Content cum Pedagogy of Health, Physical Education and Yoga at Middle Stage - Course (I)**

**Credit:** 2  
**Semester:** S-3

#### **4.3.7.1 About the Course**

Physical education plays an important role in promoting well-being through physical activity for a sound mind. It directly impacts mental, emotional, intellectual, and social development. Playing, exercising and yogic practices are essential components of physical development, promoting healthy growth and development through science-based actions. Physical education and yoga focus on improving students' strength, speed, stamina, flexibility, and coordination skills. A logical and scientific approach is crucial for the overall wellbeing of a child. Age-appropriate techniques should be implemented to prevent fatigue and harm, and children with disabilities should be handled carefully. Physical education needs to emphasize enjoyable games and group activities, gradually transitioning to formal activities in the middle stage. Moderate to strenuous physical activities, such as running, climbing, jumping, skipping, swimming, yogic practices etc. strengthen bones and muscles. Integrating advanced yoga poses enhances performance and fitness. This course focuses on yoga and physical education, its concept, historical development, and pedagogical concerns.

#### **4.3.7.2 Learning Outcomes**

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

- describe the concept of Physical Education and Yoga and their deep rootedness in Indian culture,
- describe the nature and scope of Physical Education and yoga at middle stage,
- state the linkages between Physical Education, Yoga, and other school subjects,
- explain the aims and objectives of Physical Education and yoga at the middle stage,
- identify different pedagogical approaches in Physical Education and yoga at middle stage.

### **UNIT - I**

#### **Nature and Scope of Physical Education and Yoga**

- A. Meaning, nature and scope of Physical Education and Yoga. Misconceptions about physical education. Importance of Physical Education for fitness and holistic development.
- B. Aims and objectives of teaching and learning Physical Education and Yoga at middle stage.
- C. Physical education and yoga as an art and science. Relationship of Physical Education and Yoga with other school subjects at middle stage: language, science, mathematics, art education, vocational education.

## UNIT - II

### Physical Education and Yoga: Historical Development and Policy Perspectives

- A. Physical Education and Yoga in Indian Traditions: Historical development of yoga, yoga in early Upanisads, the Yoga Sutra: General consideration, yoga in the Bhagavadgita - Karma yoga, Raja yoga, Jnana yoga and Bhakti yoga.
- B. Contribution of Akhadas and Vyayamshalas towards promoting health and physical education in India.
- C. Physical Education and yoga in school education as recommended in Secondary Education Commission (1952-53), Education Commission (1964-66), National Policy on Education (1986, 2020).

## UNIT - III

### Pedagogical Concerns and Perspectives in Physical Education and Yoga

- A. Approaches of Teaching Yoga and Physical Education: Inductive-Deductive, Constructivist, Experiential learning, Sports- Integrated learning, Interdisciplinary and Multidisciplinary approaches.
- B. Critical, creative and analytical pedagogical concerns in teaching and learning physical education and yoga at middle stage with special reference to higher-order thinking.
- C. Methods of Teaching Physical Education and Yoga: Learner-Centric and Group-Centric, Lecture cum Demonstration, Activity based, Discussion, Problem-Solving, Project based, Scientific inquiry, Hands on activity, Collaborative and Cooperative learning.

#### 4.3.7.3 Suggestive Practicum

1. Conduct pedagogical analysis of the content for any two topics of physical education and yoga and prepare a report.
2. Write learning outcomes and competencies for two topics of physical education and yoga.
3. Prepare report on relationship of physical education and yoga with any other two school subjects at middle stage.
4. Prepare a chart on the benefits of yoga.
5. Survey of local and traditional Indian games and sports – pachisi, pallanguzhi, ashta chamma, snakes and ladders, chowpar, chowka bara, gullidanda, goli, and local games.
6. Review of NEP 2020; NCF for school education, 2023; preparing a report on role and status of physical education and yoga.

#### 4.3.7.4 Suggested Mode of Transaction

Short lecture cum discussion/demonstration, group work and presentation, observation, seminar, experiential learning, skill development, report writing, organizing demonstrations and activities in simulated situations.

#### 4.3.7.5 Suggestive Mode of Assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

#### 4.3.7.6 Suggestive Reading Materials

- NCERT (2023). Health and Physical Education. Effects of Physical Activities on Human Body. Textbook for Xth class. New Delhi.



- NCERT (2023). Health and Physical Education. Physical Education: Relationship with other Subjects. Textbook for Xth class. New Delhi.
- <https://ncert.nic.in/textbooks/pdf>
- <https://ncert.nic.in/mandatencf/pdf>
- <https://www.positivetechnology.com>
- <https://uom.ac.in/b.p.ed.course>
- <https://uobrep.openrepository.com>
- <https://pragyanam.school/blog>
- <https://ncert.nic.in/nep2020>
- <https://ncert.nic.in/textbooks/pdf>
- <https://ncert.nic.in/ncf>
- [https://www.researchgate.net/publication/241276629\\_PRINCIPLES\\_AND\\_METHODS\\_OF\\_YOGA\\_PRACTICES\\_Compilation](https://www.researchgate.net/publication/241276629_PRINCIPLES_AND_METHODS_OF_YOGA_PRACTICES_Compilation)
- <https://www.tnteu.ac.in/pdf/yoga.pdf>
- [https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/\\_\\_\\_PG\\_PG%20DIPLOMA\\_Yoga\\_426%2012\\_Principles%20of%20Yoga%20Practices\\_Binder\\_1936.pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/___PG_PG%20DIPLOMA_Yoga_426%2012_Principles%20of%20Yoga%20Practices_Binder_1936.pdf)
- <https://www.yogapoint.com/pdf/Yogapoint%20TTC%20Hand%20book%202020.pdf>
- <https://ncert.nic.in/pdf/publication/otherpublications/tiyhw1.pdf>

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

### **4.3.7 Content cum Pedagogy of Health, Physical Education and Yoga at Middle Stage - Course (II)**

**Credit: 2**  
**Semester: S-4**

#### **4.3.7.1 About the Course**

To develop skills, physical education involves more hands-on exercises. The number of theory interactions needs to be maintained to a minimum. Planning a yoga demonstration requires unique approaches as well. The effective application of methods, strategies, charts, and equipment during the learning process improves learning, which occasionally calls for pedagogical subject knowledge and its further enrichment. This course emphasizes the various teaching-learning approaches available for yoga and physical education. Since this subject is primarily practical and skill-based, a variety of teaching and learning resources must be rendered available. Selecting the best suitable approach and learning resources will be easier for student teachers by using simulations to test various methods and strategies. It places a strong emphasis on the development of abilities related to the pedagogical analysis of textbook contents (for theory and practical), listing learning outcomes, planning activities, experiments, observation, and evaluation procedures for physical education and yoga.

#### **4.3.7.2 Learning Outcomes**

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

- identify different teaching learning aids for physical education and yoga at middle stage,
- develop various learning resources for the teaching of physical education and yoga,
- list learning points, objectives, and learning outcomes after pedagogical analysis of content,
- design exemplar unit plan and lesson plan for physical education and yoga at middle stage.

### **UNIT - I**

#### **Teaching Learning Aids for Physical Education and Yoga**

- A. Teaching Learning Aids: Concept, importance, and its criteria for selecting teaching aids in different teaching learning situations.
- B. Types of Teaching and Learning Resources: Print, Non-Print and Digital Media (Reflective Journals, Audio aids, Visual aids, Audio – Visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture 2-D and 3-D Models, Games, Toys, Flash Cards, Worksheets, Multimedia etc.).
- C. Class Room and Practical Oriented Teaching Aids: Fitness aids, Cones, Belts, Medicine balls, Audio-Visual aids, Play kits, Toys, Sports equipment. Use of learning resources in class room and for practical training.

### **UNIT - II**

#### **Learning Resources in Physical Education and Yoga**

- A. Identification and Use of Learning Resources: Textbook, Teachers' Manual/ Handbook, other Print materials.

- B. Non-Print and Digital Resources: Radio, TV, Websites, Animations, Audios, Videos, Images, Simulations, Digital Repository, AR, VR and AI based Digital resources and OERs.
- C. Teaching Learning kits, Physical Education Clubs, Fairs, Exhibitions, Educational Parks, Excursions, Community resources and Pooling of resources in physical education and yoga.

### **UNIT - III**

#### **Textbook Analysis and Planning for Teaching –Learning Physical Education and Yoga**

- A. Pedagogical analysis of content (for theory and practical) for identification of minor and major concepts, listing learning outcomes, planning activities, experiments, observation, and evaluation procedure pedagogical analysis from the perspectives of NEP 2020.
- B. Concept, Importance, and Types of lesson planning: Knowledge, skill, and appreciation lesson planning for various activities; Fundamental lesson planning steps with particular emphasis on identifying themes of yoga and physical education.
- C. Creating unit plans and lesson plans for yoga and physical education based on learning objectives and experiential learning; Design of ICT-Integrated lesson plans for blended teaching in yoga and physical education with digital resources and multimedia; Model lesson plan for yogic activities.

#### **4.3.7.3 Suggestive Practicum**

1. Practice of all pranayams and asanas.
2. Planning a regime for exercises for morning assembly.
3. Planning fun games, outdoor group activities.
4. Organizing competitions at class/school level.
5. Preparation of low-cost teaching-learning materials.
6. Preparation of Art and TPCCK integrated learning resources for the teaching of physical education and yoga.
7. Creating unit plans and lesson plans for yoga and physical education
8. Making ICT-Integrated lesson plans for yoga and physical education.

#### **4.3.7.4 Suggested Mode of Transaction**

Short lectures cum discussion, group work and presentation, seminar, demonstrations, experiential learning, skill development, school visits, report writing and presentation.

#### **4.3.7.5 Suggestive Mode of Assessment**

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

#### **4.3.7.6 Suggestive Reading Materials**

- <https://ncert.nic.in/textbooks/pdf>
- <https://ncert.nic.in/mandatencf/pdf>
- <https://www.positivetechnology.com>
- <https://uom.ac.in/b.p.ed.course>
- <https://uobrep.openrepository.com>
- <https://pragyanam.school/blog>

- <https://ncert.nic.in/nep2020>
- <https://ncert.nic.in/ncf>
- <https://www.yogajournal.com/teach/tips-for-teaching-yoga-to-beginners/>
- <https://www.yogapoint.com/pdf/Yogapoint%20TTC%20Hand%20book%202020.pdf>
- <https://ncert.nic.in/pdf/publication/otherpublications/tiyhw1ups1.pdf>

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

### **4.3.7 Content cum Pedagogy of Health, Physical Education and Yoga at Middle Stage - Course (III)**

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

#### **4.3.7.1 About the Course**

Organizing along with setting up learning experiences appropriately is essential for the successful realization of learning objectives. This is accomplished using appropriate lesson plan formats. The teacher must devise effective strategies while taking the general learning preferences of middle stage students into consideration. To develop skills, physical education lessons consider more hands-on activities. A yoga demonstration requires specific planning techniques as well. The learning process is improved by using charts and other tools properly. It is occasionally necessary to have knowledge of pedagogical content and to further enrich it. To ensure that all major and minor concepts are covered, assessments must be varied and planned in accordance with learning outcomes. There can never be a single type of objective test used to evaluate all skills. For instance, project-based learning, practical skills testing, and other methods can be used to evaluate concepts in a chapter's theory section. In this course, there has been discussion on the Table of Specifications (TOS) and the format of the question paper, as well as preparation of the answer keys and evaluation keys, along with designing various question items, including objective, short answer, and long answer types. Lesson plans incorporating ICT and multimedia will be prepared by student teachers who will be trained to do so. The course's primary goal is to train students in various asanas so they can master them. It also aims to improve teachers' performance by conducting small-scale classroom and school-level studies.

#### **4.3.7.2 Learning Outcomes**

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

- discuss the purpose, process and importance of evaluation and assessment in the teaching of Physical Education and Yoga,
- use various ICTs for project based/problem-based constructivist learning environment,
- design activity-based modules for transaction of curriculum in Physical Education and Yoga at middle stage,
- explain the role of ICT in authentic and alternative assessment.

### **UNIT - I**

#### **Assessment and Evaluation in Physical Education and Yoga**

- A. Assessment and Evaluation in Physical Education and Yoga; Assessment based on learning outcomes, Strategies for Continuous Assessment, School-Based Assessment, Qualitative Assessment; 360-degree Assessment, Self and Peer assessment in Physical Education and Yoga.
- B. Performance Assessment: Assessment of group activities, Field observations, Recording and Reporting, Creating platform and portfolio management, Assessment of field-based activities, Assignments, Projects, and Presentations in Physical Education and Yoga.
- C. Unit test based on Table of Specification (TOS) and its importance; Basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning.

## UNIT - II

### Activity-Based Classrooms and Outdoor Learning

- A. Meaning, need and scope of activity-oriented classrooms and outdoor learning in Physical Education and Yoga; Psychological, sociological and philosophical perspective of activity-oriented classrooms and outdoor learning in Physical Education and Yoga.
- B. Goals and objectives of using activities in the classroom and field during sport and yoga skill practice. Practice lessons in classroom situation and in outdoor activities within premises.
- C. Types of Activities (Online/ Offline): Aerobics, Jogging and Running, Aerobic exercise classes, Bicycle riding (stationary or on a path), Free Time *activities*, Therapy *activities*, some gardening activities, such as raking and pushing a lawn mower, *Yoga Warm-up*, Rock, Tree, Bridge Relay Race, Musical Spots *Yoga*, Mirror *Yoga*, Training Games for learners, Case Study.

## UNIT - III

### ICT Integration

- A. Meaning and purpose of ICT integration in teaching and learning process of physical education and yoga; Specific features and limitations of using ICT to teach Yoga and Physical Education.
- B. Use of ICT in the Classroom: Artificial Intelligence, Machine Learning, Smart Boards, Handheld Computing Devices, Adaptive Computer Testing for student development.
- C. Determine appropriate ICT and design a learning plan for a topic, developing unit plans and lesson plans design, approaches & writing lesson plan through integrating PCK, integration of TPCK.
- D. Development of e-content; Web Quest and Virtual Field Trips; Open Educational Resources; OER initiatives Assistive technology for children with special needs; Universal Design for Learning (UDL), ICT Integration in Yoga and Physical Education: The role of e-pathashala, NROER, MOOCs, National Teacher's Portal, DIKSHA, and SWAYAM.

#### 4.3.7.3 Suggestive Practicum

1. Development of an inclusive lesson plan.
2. Enlisting and evaluation of available e resources on the teaching of Physical Education and Yoga.
3. Enlisting of professional ethics for physical education and yoga.
4. Construction of an achievement test/table of specialization.
5. Preparation of question bank.
6. Prepare a plan for action research.
7. Analyzing the classroom process i.e., Use of experiential learning in classrooms and outdoor learning in Physical Education and Yoga with reference to the suggestions of NEP 2020.

#### 4.3.7.4 Suggested Mode of Transaction

Lecture-based instruction, technology-based learning, group learning, individual learning, inquiry-based learning, kinesthetic learning, game-based learning, and expeditionary learning.

#### 4.3.7.5 Suggestive Mode of Assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

#### **4.3.7.6 Suggestive Reading Materials**

- [http://www icyer.com/documents/Principle\\_and\\_methods.pdf](http://www icyer.com/documents/Principle_and_methods.pdf)
- <https://ncert.nic.in/mandatencf/pdf>
- <https://ncert.nic.in/nep2020>
- <https://ncert.nic.in/textbooks/pdf>
- <https://ncert.nic.in/textbooks/pdf>
- <https://pragyanam.school/blog>
- <https://uobrep.openrepository.com>
- <https://uom.ac.in/b.p.ed.course>
- <https://www.positivetechnology.com>
- <https://agelessartsyoga.com/wp-content/uploads/2016/06/KSY200-Manual.pdf>
- <https://ncert.nic.in/ncf>
- <https://ncert.nic.in/pdf/publication/otherpublications/tiyhw1ups1.pdf>
- NCERT (2013). Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, NCERT, New Delhi ([www.ictcurriculum.gov.in](http://www.ictcurriculum.gov.in)).

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

### **4.3.7 Content cum Pedagogy of Health, Physical Education and Yoga at Middle Stage - Course (IV)**

**Credit:** 2  
**Semester:** S-6

#### **4.3.7.1 About the Course**

Through observation, inquiry, discourse, discussion, experiments, projects, and fieldwork, the course aims to equip students with the design and organization skills necessary to create learner-centered, activity-based, participatory learning experiences. This objective will be achieved through various research findings concerning teaching strategies and creative ideas for teaching yoga and physical education. It will assist in identifying the traits of a subject instructor who is inventive as well as in honing and developing potential. In developing one's understanding of oneself, the course offers an interdisciplinary perspective. They will be able to build sensibilities, attitudes, and skills that will aid in their personal and professional development and promote personal progress because of this inquiry and understanding. This course gives student teachers the chance to learn more about their innovative and creative traits, which will help them develop critical professional competences.

#### **4.3.7.2 Learning Outcomes**

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

- identify teachers' roles in developing and facilitating innovative learning,
- describe different perspective of teaching and learning in Yoga and Physical Education,
- outline different innovative practices in Physical Education and Yoga,
- describe the role of effective communication,
- estimate professional and ethical competencies for teaching Yoga and Physical Education,
- plan various professional development activities in Physical Education and Yoga.

#### **UNIT - I**

##### **Discovering How to Learn**

- A. Meaning, nature, need and scope of how to learn Physical Education and Yoga.
- B. Psychological, sociological, and philosophical perspective of teaching and learning in Yoga and Physical Education.
- C. Teachers' roles in developing and facilitating innovative educational concepts of Yoga and Physical Education.

#### **UNIT - II**

##### **Innovative Practices**

- A. Innovation: meaning, concept, definition; scope of innovative practices in Yoga and Physical Education; importance of innovation in Yoga and Physical Education.
- B. Qualities of an innovative teacher in the context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
- C. Role of effective communication in a multilingual context, with a focus on the language to be used in the classroom and on the playing field.



## UNIT - III

### Continuous Professional Development of Physical Educator and Yoga Instructor

- A. Professional and Ethical Competencies: meaning, concept and need for development content and pedagogical competencies in sports and yoga sciences; available pre-service and in-service courses for subject teachers to develop their professional competencies.
- B. Professional Development Activities: seminars, conferences, orientation programmes, workshops, online and offline courses, teacher exchange programmes, sports competitions, publications, development of teaching portfolio, rehabilitation programmes, training and conditioning programmes, diploma and certificate courses.
- C. Yoga and physical education professional competencies development (Gender issues, Equity and Inclusion, Ethical issues, Environmental issues, Human Health, Population, Skill and performance issues, Human Rights, and Various issues (Emotional, Mental, Physical issues related to Pandemic (for example COVID-19).
- D. Action Research, Reflection and Evidence-Based practice, Skill and performance-based practice in sports and yogic activities.

#### 4.3.7.3 Suggestive Practicum

1. Conduct different workshops, seminars, and training programmes.
2. Conduct action research on Yoga and Physical Education.
3. Critical review on skill and performance.
4. Review of NEP 2020; NCF for School Education, 2023; preparing a report on role and status of physical education and yoga.
5. Create innovative tools and instruments in Yoga and Physical Education.

#### 4.3.7.4 Suggested Mode of Transaction

Short lecture cum discussion/demonstration, group work and presentation, observation, seminar, experiential learning, skill development, report writing, technology-based learning, individual learning, inquiry-based learning, kinesthetic learning, game-based learning.

#### 4.3.7.5 Suggestive Mode of Assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination.

#### 4.3.7.6 Suggestive Reading Materials

- <https://ncert.nic.in/textbooks/pdf>
- <https://ncert.nic.in/mandatencf/pdf>
- <https://www.positivetechnology.com>
- <https://uom.ac.in/b.p.ed.course>
- <https://uobrep.openrepository.com>
- <https://pragyanam.school/blog>
- <https://ncert.nic.in/nep2020>
- <https://ncert.nic.in/textbooks/pdf>
- <https://ncert.nic.in/ncf>
- [https://www.researchgate.net/publication/241276629\\_PRINCIPLES\\_AND\\_METHODS\\_OF\\_YOGA\\_PRACTICES\\_Compilation](https://www.researchgate.net/publication/241276629_PRINCIPLES_AND_METHODS_OF_YOGA_PRACTICES_Compilation)

- [https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/\\_\\_\\_PG\\_PG%20DIPLOMA\\_Yoga\\_426%2012\\_Principles%20of%20Yoga%20Practices\\_Binder\\_1936.pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/___PG_PG%20DIPLOMA_Yoga_426%2012_Principles%20of%20Yoga%20Practices_Binder_1936.pdf)
- <https://www.yogapoint.com/pdf/Yogapoint%20TTC%20Hand%20book%202020.pdf>
- <https://ncert.nic.in/pdf/publication/otherpublications/tiyhw1ups1.pdf>

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

### 4.3.8 Content cum Pedagogy of Vocational Education at Middle Stage - Course (I)

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

#### 4.3.8.1 About the Course

Vocational education is a critical aspect of education and training that prepare Individuals for the workforce. It provides practical skills, attitudes, values, and knowledge necessary for specific trades and professions, and it plays a significant role in economic growth. Children at the middle stage can understand different vocations around and the knowledge, skills, attitude, dispositions, and values associated with them. This is the stage where exposure to explicit vocational and occupational world is understood to be age appropriate. The present course aims at preparing prospective teachers with the necessary mindset, knowledge, skills, attitude, dispositions, and values what vocational education is. why it is important as a discipline? what are its aims and objectives? what has been its journey so far as a construct? and the way it should be transacted at the middle stage?

#### 4.3.8.2 Learning Outcomes

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

- state the meaning, nature, and scope of Vocational Education,
- reflect on the aims and objectives of Vocational Education at the middle stage,
- describe the interdisciplinary and multidisciplinary nature of Vocational Education,
- demonstrate different pedagogical approaches transaction of Vocational Education.

#### UNIT - I

##### Meaning, Nature, Scope of Vocational Education

- A. Meaning of vocational education, 'LokVidya (indigenous knowledge and skills), Broad scope of work in the 21st century, development of vocational skills, entrepreneur skills.
- B. Nature of vocational education, non-academic related to a specific trade, occupation or vocation, expertise in a particular field, learning in various settings: classroom, workplace, and the wider community.
- C. Aims and associated values for teaching Vocational Education at the middle stage. Objectives of teaching Vocational Education at the middle stage. Formulation of objectives in behavioural terms. Importance of Vocational Education at the middle stage.

#### UNIT - II

##### Policy Perspectives of Vocational Education: Historical Overview

- A. Importance of Vocational Education at the middle stage. Preparing students for job world, employment sector demands, Make in India movement.
- B. Place of Vocational Education in curriculum at middle stage.
- C. Recommendations of various Committees and Commissions: Secondary Education Commission (1952-53), Education Commission-1963-64, Ishwarbhai Patel Committee (1977 National Review Committee on Higher Secondary Education (1978), NPE (1986) and NEP (2020). Introduction of skill-based activities, courses under National Skills Qualifications Framework (NSQF), 10 bag-less days.

## UNIT - III

### Pedagogical Concerns of Vocational Education

- A. Teaching learning approaches and types: Constructivist, Experiential Learning, Art-Integrated Learning, Sports- Integrated Learning, Interdisciplinary and multidisciplinary approaches in Vocational Education.
- B. Methods of teaching Vocational Education: Learner-centric and Group-centric, Activity based, discussion, problem-solving, laboratory, project based, scientific inquiry, hands on activity, Discovery, Inquiry, Experimentation, Collaborative and Cooperative Learning, Blended Learning.
- C. Innovative pedagogical approaches to teaching and training, integrating employability skills emerging skill demands of the industry: Artificial Intelligence, Robotics, and Internet of Things (IoT), Vocational Interest Inventory.

#### 4.3.8.3 Suggestive Practicum

1. Field-visit to nearby village/industry/craft center to observe vocations and prepare observation report.
2. Prospective teachers will be attached for a week with vocational education institutions to learn about the core course content and make an analysis of it.
3. Analyze NEP 2020, NCFSE 2023 for vocational education and prepare a report.
4. Development of activity chart in the light of 10 bag-less days, presentation, and reflection in group

#### 4.3.8.4 Suggestive Mode of Transaction

Interdisciplinary and multidisciplinary, Brainstorming, Large and small group discussion – presentation- reflection/feedback, Experiential learning, Field-visit, Community survey, Project work, Group discussion and debate, Hands-on activities, Activity/Experience-reflection-conceptualization-apply cycle, Flipped learning.

#### 4.3.8.5 Suggestive Mode of Assessment

Assessment for learning/formative assessment, self-assessment, peer assessment, assignments, portfolio assessment, rubric assessment, project work report, performance-based assessment, assessment of learning/summative.

#### 4.3.8.6 Suggestive Reading Materials

- UNDP. (2022). Opinion survey 2022: The perspective of students on Vocational Education and Training. <https://www.undp.org/sites/g/files/zskgke326/files/2022-11/Opinion%20survey%202022.pdf>

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

### 4.3.8 Content cum Pedagogy of Vocational Education at Middle Stage - Course (II)

**Credits**        2  
**Semester**     S-4

#### 4.3.8.1 About the Course

The primary goal of vocational education is to equip individuals with practical skills and knowledge that will enable them to make a living in their chosen field. The objective is to provide students with the tools they need to become self-sufficient by focusing on hands-on training and productive members of society. The curriculum of vocational education at middle stage has been designed to introduce the students to the world of work and to prepare them for entry into vocational or technical education programs. Early exposure to vocational education at the middle stage will help in making good use of advanced courses available in higher classes. The teacher in the middle stages needs to be oriented on planning and use of different learning resources and analysis of textbooks to understand the pedagogical practices. This course aims to equip student teachers with the necessary skills and knowledge to develop learning resources and plan teaching and learning of vocational education based on pedagogical analysis of contents.

#### 4.3.8.2 Learning Outcomes

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

- identify and develop various learning materials/aids for learning,
- describe the importance of these learning materials in classroom teaching,
- classify learning resources in Vocational Education,
- develop learning resources or learning material including e-content,
- identify and search functional materials/resources for Vocational Education teaching,
- analyze the textbook of middle stage focusing Vocational Education, content analysis of chapters,
- develop lesson plans and unit plans in Vocational Education.

#### UNIT - I

##### Learning Materials/Aids for Teaching Vocational Education

- A. Teaching-learning materials: Identifying and using varied forms of learning resources in the teaching of Vocational Education.
- B. Audio visual aids such as posters, Flashcards, presentations, graphs, infographics, radio, tape-recorder, video recordings films, and documentaries.
- C. Online Resources such as pdfs, presentations, multimedia, illustrations, animations, open educational resources and MOOCs on Vocational Education.

#### UNIT - II

##### Learning Resources in Vocational Education

- A. Identification and use of learning resources in subjects from the Environment, Textbook, Teachers' Manual/ Handbook, Laboratory manual and other print materials.
- B. Non-Print and Digital Resources – Radio, TV, Websites, Animations, Audios, Videos, Images, Simulations, Digital Repository, AR, VR and AI based Digital Resources and OERs.

- C. Teaching Learning Kits, Subject Clubs, Fairs, Exhibitions, Educational Parks, Excursions, Community Resources and Pooling of Resources.

### **UNIT - III**

#### **Textbook Analysis and Planning for Teaching the Subject**

- A. Understanding the Textbook, analyzing the content of vocational education from the Pedagogical Content Knowledge (PCK) Perspective. Content analysis of Vocational education chapters of Middle stage books.
- B. Integration of vocational education in main stream education, gap between academic and vocational streams, and concept of 10 Bagless days in a year in schools. Integration of Art, Sports, ICT and Technology in the light of pedagogical aspects.
- C. Unit and lesson planning with special emphasis on identification of concepts of vocational education. Developing unit plans and lesson plans based on learning outcomes and experiential learning.

#### **4.3.8.3 Suggestive Practicum**

1. Conduct a short survey to know the use of learning materials and resources in actual classrooms comprehend this as a report.
2. Suggest methods and models to integrate art integrated and sports integrated classroom in Vocational Education.
3. Make a report on the challenges faced by teachers in creating learning resources and using them.

#### **4.3.8.3 Suggestive Mode of Transaction**

The course will be offered through lectures, group discussions, field visits, experiential learning, hands-on training, workshop, and real-world experiences. The students will be asked to spend time in Vocational Education institutions/ industries.

#### **4.3.8.4 Suggestive Mode of Assessment**

The learning should be assessed by formative and summative evaluation techniques. It should be performance based.

#### **4.3.8.6 Suggestive Reading Materials**

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

### 4.3.8 Content cum Pedagogy of Vocational Education at Middle Stage - Course (III)

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

#### 4.3.8.1 About the Course

Teaching vocational education is a challenging but rewarding endeavor that requires careful planning and preparation. When it comes to teaching vocational education, it is vital to remember that many different methods and approaches can be used to help students achieve their goals. With the growth of cognitive and psychometric theories and the advent of ICT technology in recent years, the assessment & evaluation has undergone a sea change. Assessment and evaluation process cannot be considered in isolation, but it has become an integral part of the teaching and learning process in students. Though students' assessment is designed to assist learning, it is noticed that it influences the learning to a great extent and hence quality of vocational skills learning is greatly influenced by the quality of assessment. Quality of assessment is therefore a key issue to be addressed. This course is introduced precisely with these aims in view. The course will be useful for the teachers of the middles for assessing learners and designing teaching learning process effectively. Besides, the course aims at orienting student teachers on ICT integration in vocational education at middle stage.

#### 4.3.8.2 Learning Outcomes

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

- discuss the purpose, process and importance of evaluation and assessment in Vocational Education,
- describe the features and scope of ICT integrated classrooms,
- design various types of test items and other testing tools for students at middle stage,
- make use of research as an enabler for teaching Vocational Education.

#### UNIT - I

##### Assessment and Evaluation in Vocational Education

- A. Assessment and evaluation: concept, need for and importance of teaching learning the subject, difference between assessment and evaluation.
- B. Assessment based on learning outcomes through various tools and methods, such as checklist, group work, peer assessment, worksheets, presentations, student portfolio, etc., for 360-degree assessment, self, and peer assessment.
- C. Unit Test Based on Table of Specification (TOS) and its Importance; Basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning. Aptitude test for measurement of special abilities or readiness for learning in various vocational areas.

#### UNIT - II

##### Activity Oriented Classrooms

- A. Meaning, need and scope of activity-oriented classrooms in vocational education. Aims and objectives of using activities in classroom.
- B. Psychological, Sociological and Philosophical perspective of activity-oriented classrooms in vocational education.

- C. Skills required and are in demand in the local area by employers. School based research. Preparing students for job world, employment sector demands, Make in India movement.

### **UNIT - III** **ICT Integration**

- A. Meaning and scope of using ICT in teaching learning process.
- B. Use of ICT in the Classroom: Artificial Intelligence, Machine Learning, Block Chains, Smart Boards, Handheld Computing Devices, Adaptive Computer Testing for Student Development.
- C. Specific Features and Limitations of using ICT in vocational education. Functions of ICT. Developing teaching-learning and e-content of vocational education. Use of tools and platforms along with National Teacher's Portal, DIKSHA SWAYAM.

#### **4.3.8.3 Suggestive Practicum**

1. Student teachers will be given prescribed learning outcomes and asked to design assessments to assess the outcomes and present their assessment plans before fellow learners for discussion.
2. Student teachers will be asked to conduct a short survey to identify emerging trends in Vocational Education. They will be assigned to prepare and submit a report stating how they will incorporate this into their teaching.
3. Every student teacher will be assigned to identify a piece of research relevant to Vocational Education and read, reflect, and discuss the implications of the research in teaching Vocational Education.
4. Field visits to places such as nursery, bakery, fabric making industry, jewellery industry, craft industry, government hospitals, fire brigade stations, bank, agricultural field, and domestic animal care center, etc.

#### **4.3.8.4 Suggestive Mode of Transaction**

The course will be offered through lectures, group discussions, field visits, experiential learning, hands-on training, workshop, and real-world experiences. The students will be asked to spend time in vocational education institutions/ industries.

#### **4.3.8.5 Suggestive Mode of Assessment**

The learning should be assessed by formative and summative evaluation techniques. It should be performance based.

#### **4.3.8.6 Suggestive Reading Materials**

- NCERT. (2023). Draft curriculum framework of school education. NCERT.

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



### 4.3.8 Content cum Pedagogy of Vocational Education at Middle Stage - Course (IV)

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

#### 4.3.8.1 About the Course

A wide range of roles awaits vocational educators at the middle stage, especially in developing student interest in relevant, contemporary ways to value different vocations. This course is designed to help educators improve their vocational education teaching skills. It will also help student teachers effectively analyze the content for pedagogical instructions, and plan for teaching vocational education, which is crucial for success in the classroom. The course focuses on assessment and evaluation of essential vocational education components. Using different assessment tools like tests, quizzes, projects, and hands-on activities, teachers can better understand their students' abilities and provide personalized feedback to help them improve and succeed. Continuous professional development is the need of the hour, and the present course also aims at orienting student teachers on professional development practices for vocational education. Research can help teachers gain valuable insights into the needs and challenges of their students. By learning about these essential aspects, teachers can enhance their vocational education teaching skills and help their students achieve their full potential.

#### 4.3.8.2 Learning Outcomes

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

- describe learning as process and outline different theories of learning,
- explain the need for and importance of innovative practices in Vocational Education,
- outline the components of innovative practices in Vocational Education,
- state various strategies of continuous professional development of teachers,
- prepare action research plan for professional development in Vocational Education.

#### **UNIT - I**

##### **Learning About How to Learn**

- A. Learning as a process. Basic theories of learning.
- B. Understanding self and others (a positive self-image enables appreciation of a diverse society, forming a concept of work (viewing life options in the family/work context); and developing positive relationships (becoming a contributing member of family, work, and community).

#### **UNIT - II**

##### **Innovative Practices**

- A. Meaning, need, importance and scope of innovative practices in Vocational Education.
- B. Qualities of an innovative teacher in the context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
- C. Innovative practices and trends in Vocational Education and training.

#### **UNIT - III**

##### **Continuous Professional Development of Teacher**

- A. Meaning and need, ethical and professional competencies required for vocational education teachers. in- service courses available for Vocational Education.

- B. Professional Development Activities: seminars, conferences, orientation programmes, workshops, online and offline courses, teacher exchange programmes, competitions, publications, development of teaching portfolio, capacity building programmes.
- C. Developing professional competencies in dealing with gender issues, equity and inclusion, ethical issues, environmental issues, human health, population, human rights, and various issues (emotional, mental, physical issues related to pandemic).
- D. Action research, reflection and evidence-based practice, importance of self-directed professional development.

#### **4.3.8.3 Suggestive Practicum**

1. Conduct a short survey to know the expectations of students, parents, industries, and society about vocational education and comprehend this as a report.
2. Conduct SWOT analysis of self as well as peers to help out understand themselves better.
3. Survey of teachers to find out the availability and practicability of the in- service programmes and prepare a report.

#### **4.3.8.4 Suggestive Mode of Transaction**

This course will be offered through lecture cum discussion, group discussions, field visits, and real-world experiences. The students will be asked to spend time in vocational education institutions/ industries.

#### **4.3.8.5 Suggestive Mode of Assessment**

The learning should be assessed by formative and summative evaluation techniques. It should be performance based.

#### **4.3.8.6 Suggestive Reading Materials**

- NCERT. (2015). International Conference on Emerging Trends In TVET: Vision 2025. <https://unevoc.unesco.org/e-forum/Report-of-International-Conference-on-TVET-20.8.15.pdf>

\*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.

## **UNIT - VI**

### **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 in 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's 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 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	<b>UNIT - I:</b> 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	<b>UNIT 2:</b> Aesthetics of Theatre	Discussion
4	Body work - Individual and group	Hands on
5	Body work – Improvisation	Hands on
6	<b>UNIT - III:</b> Adaptation of texts. Aesthetic choices.	Hands on, discussion
7	Story making and devising	Hands on
8	Arriving at a text	Hands on
9.	<b>UNIT - IV:</b> 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=WgRZlWI-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](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 artmaking.

*Resources: Handouts out on Collage techniques and artist examples*

*Resources: JR's Face to face project (videos and readings)*

[https://www.youtube.com/watch?v=4u\\_G0G6Jog4](https://www.youtube.com/watch?v=4u_G0G6Jog4)

## **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 artmaking, 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 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 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 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.

### 5.4.2 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 center 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 in 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 analyze 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.

## **5.6 Information & Communication Technology (ICT) in Education**

**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.

### **UNIT - I**

#### **Introduction to (ICT) in Education**

- 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.

### **UNIT - II**

#### **Emerging Technologies in Education**

- 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 of 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.

## 5.8 Sports, Nutrition and Fitness

**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 groups, 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
<b>Total</b>	<b>20 Credits</b>		

## 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 school-based research experiences through reports and presentation.

## 6.4 Internship in Teaching

**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 7<sup>th</sup> 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 bulbul, 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	<ul style="list-style-type: none"> <li>• Observation of a Minimum of 6 lessons of School Teachers (3+3)</li> <li>• Observation of a Minimum of 10 lessons of Peers (5+5)</li> </ul>	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.

## 6.5 Post Internship

**Credit:** 2  
**Semester:** S-8

### 6.5.1 About the Course

After successful completion of internship programme in 7<sup>th</sup> 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 8<sup>th</sup> 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.

**i. Suggestive Mode of Assessment**

<b>Competence/Artifact</b>	<b>Method of assessment</b>	<b>Assessed By</b>	<b>Credits</b>
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 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 craft persons.

## 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](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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NCTE

**National Council for Teacher Education**

**(A Statutory Body of the Government of India)**

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