



INTEGRATED TEACHER EDUCATION **PROGRAM**

(ITEP: 4-YEAR DURATION)

B.A., B.Ed. PROGRAMME (SEMESTER)

Regulations and Syllabus

(2023-24 Onwards)



School of Education

Pondicherry University

(As per NCTE Regulation-2019 & NEP-2020)

1. PREAMBLE

The 4-year Integrated Teacher Education Programme (ITEP) will be a dual-major holistic bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more”.

2. TITLE

The 4-Year Integrated Teacher Education Programme (ITEP) envisaged as per the NEP 2020 and NCTE Norms/Guidelines. The B.Sc.,B.Ed.& B.A.,B.Ed. offered by the Pondicherry University from the academic year 2023 -24 as per the NCTE regulations suggestive Curriculum Framework and University Acts & UGC guidelines.

3. THE 4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME & EQUIVALENCE

The Integrated Teacher Education Programme (ITEP) consists of 4-Year Duration offered by the School of Education Pondicherry, University as per the NCTE 2023 norms and standards. It is a flagship programme started in all over India from the academic year 2023-24. This course offers two streams namely B.Sc.,B.Ed. and B.A.,B.Ed. as graduate level under semester pattern including the domain knowledge of Science and Arts Education Content. The Education content and Domain specific curriculum incorporated as per NCTE suggestive curriculum framework and the domain specific knowledge of Science and Arts syllabus as per Board of Studies of Pondicherry University for the commencement of the programme from the academic year 2023-24.

The Equivalence of the 4-Year Integrated Teacher Education programme(ITEP) implacable or eligible for the candidates needs to pursue further PG programme of Arts and Science discipline. This programme offered by the University is also eligible to pursue PG programme in Education. The weightage of the Science content treated as Science discipline and the weightage of the Education content treated as Education Discipline are at under graduate level. Similarly, in Arts discipline at under graduate level.

4. OBJECTIVES

On completion of the programme, the student-teachers will:

- Develop competencies and skills needed to become an effective teacher in their discipline.
- Develop insight into the meaning, nature, scope, and objectives of Arts / Science Education.
- Become a competent and committed teacher for understanding rights of the child.
- Be sensitive to emerging issues such as Environment, Population and Gender equality.
- Inculcate rational thinking and scientific temper among the student-teachers.
- Develop critical awareness about the social realities among the students- teachers.
- Develop innovative, novel teaching methods and enhance classroom managerial skills.

5. DURATION & MAXIMUM DURATION TO COMPLETE THE COURSE

The duration of the program shall be four academic years organized into 8 semesters in a semester pattern with two semesters a year. Each semester will consist of 40 hours of weekly instruction, including admission and examinations. The student-teacher shall be permitted to complete the programme within six years from the date of admission.

6. ELIGIBILITY & ADMISSION PROCEDURE.

A Certificate obtained after successful completion of Grade 12 or + 2 Examination or equivalent stage of education such as Pre-University, Intermediate, etc., as per state policy of higher Secondary) with a minimum of 50% marks in aggregate or an equivalent grade from a recognized School Board/ Intermediate College/ are needs to appear the National Common Entrance Test (NCET) conducted by the National Testing Agency (NTA). The select list and wait list will be published by the NTA based on merit list on Rank order as per the Pondicherry University selected by the applicant. The relaxation of admission procedure may sometimes vary to admit the candidates as spot admission if any vacancy arises at the end of closing date of admission. The rights are laid down in the University for admitting such candidates. At any circumstance the reservation of seats for SC/ ST/OBC/EWS will not be changed for admission of candidates through entrance or spot admission if any.

7. INTAKE

The annual intake for the ITEP shall be of two Units (50+50=100) students for B.Sc B.Ed., & B.A., B.Ed., respectively as per NCTE norms. Admission shall be regulated through selection based on marks in the qualifying examination through NCTE or performance in a specially designed selection test conducted by National Testing Agency (NTA) and the admission policies of Pondicherry University from time to time as deemed fit.

Programme/ Discipline	Subject/Specialisation(Major/Minor)	Intake
B.Sc.B.Ed.	Physics/Chemistry/ Mathematics/	50
B.A.,B.Ed.	English/ History/Economics	50

8. MEDIUM OF INSTRUCTION

The medium of instruction shall be in English and in the constitutionally approved Modern Indian Languages.

9. MULTIPLE ENTRY AND MULTIPLE EXIT

The ITEP envisages multiple entry and exit points and re-entry options, with appropriate certifications. Student-teachers who wish to exit after completion of one year (two semesters) of study will be awarded a **Certificate** indicating the credits secured for the courses pursued. Student-teachers who wish to exit after completion of two years (four semesters) will be awarded a **Diploma in Teacher Education** indicating the credit secured for the courses completed. Student teachers who wish to exit after successful completion of three years (six semesters) will be awarded a **Bachelor's Degree** in the chosen Major area of study upon securing a minimum of 120 credits and satisfying the minimum credit requirements of 48 credits for the Major. Student-teachers who successfully completed four years (A total of eight-semesters) of study will be awarded a **Dual-major Bachelor's Degree** such as **B.A.,B.Ed. or B.Sc., B.Ed.(Secondary)**

10. METHODS OF TRANSACTION

The following are the suggestive methods of curriculum transaction

- Lectures-cum-Discussion
- Lecture-cum-Demonstration
- Use of narratives based on research and documentation
- Project reviews
- Case studies/ Interviews/Focus Group Discussion
- Video Clips and Transcripts of Classroom Teaching
- Success Stories/Innovations
- Observation in schools and Other field sites
- School Internship
- Panel or Group discussion
- Individual Projects
- Journal Writing / Academic Writing
- Use of library and ICT/Digital resources.

11. ATTENDANCE

Students of the program must secure a minimum of 80% attendance in theory courses and 100% for field-based experience cum school internship to appear in the End Semester Examination (ESE). If any student fails to complete 80% of the course and 90% of the training, he/she will not be permitted to attend end-semester examinations. She/ He shall be asked to redo the course by enrolling for it then exits time when it is offered and as per CBCS regulations of Pondicherry University.

12. COURSE OUTLINE

- The B.Sc., B.Ed. & B.A., B.Ed. programme covers a total of 160 credits each. The Science and Arts curriculum is a single major course with two minors offered at II and IV Semester.
- If Mathematics is the major course of 56 credits and Physics (4 credits) and Statistics (4credits) shall be the minor courses, similarly to all other disciplines like Chemistry, Physics in B.Sc., B.Ed. stream and English, History and Economics in B.A., B.Ed. stream. The Major courses shall be offered in the first six semesters of 3 years duration including 2 minor courses.
- The curriculum structure of the ITEProgramme of B.Sc., B.Ed. & B.A., B.Ed. is adapted from NCTE's Suggestive Curriculum Framework-2023. This consists of Student Induction Programme, Foundations of Education (30Credits), Disciplinary/Inter-disciplinary Course (64Credits) Stage-Specific Content cum Pedagogy (16credits), Ability Enhancement & Value-Added Course (28 credits), School Experience (20credits) and Community Engagement and Service (2 credits)
- Details of courses and schemes of study, duration, etc., are provided in Tables 1 and 2. Courses of study is organized under the following categories. The nomenclature of all Core papers, Minor Paper and other related categories has been adapted from NCTE regulations.

Under Graduate B.Ed Stage Specific Content cum Pedagogy

ITEP STRUCTURE												
Sl. No.	Curricular Component	Courses	Credit per Semester								Total Credits per Course	Total Credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
1.	1. Student Induction Programme	Two-Week Student Induction Programme	-	-	-	-	-	-	-	-	-	-
2.1	2. Foundation of Education	Evolution of Indian Education	4	-	-	-	-	-	-	-	4	30
2.2		Child Education & 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 & 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 offered courses as per the choice of students teachers (Adolescence Education, Education for Mental Health, Education for sustainable development, Emerging Technologies in Education, Gender Education, Guidance& Counselling, Peace Education, Sports & Fitness Education or any other relevant course decided by the University.	-	-	-	-	-	-	-	-	4	
3.1	3.Disciplinary/ Inter Disciplinary Courses	One/two discipline(s) from any of the school curricular areas. 2. Physics./Chemistry, Mathematics 3. English /Economics/ History	8	12	12	12	12	8	-	-	64	64
4.1	4.StageSpecific Content–cum– Pedagogy	Stage – Specific Content-cum-Pedagogy Courses	-	-	4	4	4	4	-	-	16	16
5.1	5.Ability	Language-I (as per the 8 th Schedule of Constitution of India	4	-	-	-	-	-	-	-	4	28

5.2	Enhancement & Value Courses	Language-II (Other than Language-I)	-	4	-	-	-	-	-	-	4	
5.3		Art Education (Performing and visual)	2	-	-	-	-	-	2	-	4	
5.4		Understanding India (India Ethos and Knowledge Systems)	2	2	-	-	-	-	-	-	2	
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 & 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 &Service	Community Engagement and Service (Participation in NSS related activities, New India Literacy Programme etc)	-	-	-	-	-	-	-	2	2	2

13. ASSESSMENT & EVALUATION

The Choice Based Credit System (CBCS) enables the student-teacher to obtain a ITEP degree by accumulating prescribed number of credits. The number of credits earned by the students reflects the knowledge or skills acquired. Credits are assigned to each course based on the content. The grade points earned in each course reflects student-teacher proficiency.

Internal and External

All theory courses in ITEP Course shall carry an internal assessment component of 30 Marks and End semester component of 70 Marks. Each teacher shall organize a continuous assessment of each courses assigned. The internal assessment marks shall be given to as per the following break up.

Sl.No.	Internal/Sessional Test/ Term paper (Average of 2 Test)	20 Marks
1.	Seminar/Assignment/Write up/Viva Voce	10 Marks
2.	Total	30 Marks

End semester examination shall be conducted for all the courses offered by the School of Education. The duration of the end semester shall be for 3 hours. Question Paper setting, invigilation and single evaluation of answer paper shall be by the concerned course teacher.

Sl.No.	Section	Type of Question	Marks	Total Marks
3.	Part-I	10 Very Short Answer (10 Out 12)	2x10	20
4.	Part-II	5 Short Answer (5 Out 8)	5x4	20
5.	Part-III	3 Essay Type Question with Internal Choice	3x10	30
Total				70 Marks

Grading System: Letter Grade and Grade Points

Performance of the students in each paper is expressed in terms of marks as well in Letter Grades. In case of fractions the marks shall be rounded off to nearest integer.

Sl. No.	Letter Grade	Grade Points for calculation of SGPA
1.	O	10
2.	A+	9
3.	A	8
4.	B+	7
5.	B	6
6.	C	5
7.	F	0
8.	FA	0

IVth YEAR: SECONDARY STAGE

Curricular Structure & Credit Load for Four Year ITEP- B. A B.Ed.:

SEMESTER - I

Curricular Component	Course Code	Name of the Course	Credits	CCE*	UE**	Total
Foundations of Education	FE01	Evolution of Indian Education	4	30	70	100
English	ENG200	Prose	4	30	70	100
	ENG201	Poetry	4	30	70	100
History	HIS200	Introduction to Asian Civilization	4	30	70	100
	HIS201	History of India -I (upto 650 CE)	4	30	70	100
Economics	ECO200	Micro Economics –I	4	30	70	100
	ECO201	Environmental Economics	4	30	70	100
Ability Enhancement & Value Added Courses	AEVT100 AEVH101	Language – I Tamil Hindi	4	30	70	100
	AEV102	Art Education – I (Performing & Visual)	2	50	-	50
	AEV103	Understanding India	2	50	-	50
	Total Credits (for each discipline)		20	220	280	500

SEMESTER – II

Curricular Component	Course Code	Name of the Course	Credits	CCE*	UE**	Total
English	ENG202	Drama	4	30	70	100
	ENG203	Fiction	4	30	70	100
	ENG204	English for competitive Examinations	4	30	70	100
History	HIS202	Middle Ages in Europe (476-1453CE)	4	30	70	100
	HIS203	History of India – II (650-1526CE)	4	30	70	100
	HIS204	Economics of Social Sector	4	30	70	100
Economics	ECO202	Macro Economics – I	4	30	70	100
	ECO203	Public Finance	4	30	70	100
	ECO204	Modern World History - I	4	30	70	100
Ability Enhancement & Value Added Courses	AEVE104	Language-II English	4	30	70	100
	AEV105	Understanding India (Indian Ethos & Knowledge System)	2	50	-	50
	AEV106	Teacher & Society	2	50	-	50
Total Credits (for each discipline)			20	220	280	500

IVth YEAR: SECONDARY STAGE**SEMESTER – III**

Curricular Component	Course Code	Name of the Course	Credits	CCE*	UE**	Total
Foundations of Education	FE02	Child Development & Education Psychology	4	30	70	100
English	ENG205	History of English Literature	4	30	70	100
	ENG206	Literary Forms	4	30	70	100
	ENG207	New Literatures in English	4	30	70	100
History	HIS205	History of Europe-I (1453-1789 CE)	4	30	70	100
	HIS206	History of India – III (1526 – 1707 CE)	4	30	70	100
	HIS207	History of India – IV (1707-1857 CE)	4	30	70	100
Economics	ECO205	Micro Economics – II	4	30	70	100
	ECO206	Mathematical Methods for Economics	4	30	70	100
	ECO207	Economics of Development	4	30	70	100
Stage – specific content - cum - Pedagogy	PEDE216	Basics of Pedagogy at Secondary Stage (English)	4	30	70	100
	PEDH216	Basics of Pedagogy at Secondary Stage (History)	4	30	70	100
	PEDEC216	Basics of Pedagogy at Secondary Stage (Economics)	4	30	70	100
Total Credits (for each discipline)			20	150	350	500

IVth YEAR: SECONDARY STAGE**SEMESTER – IV**

Curricular Component	Course Code	Name of the Course	Credits	CCE*	UE**	Total
Foundations of Education	FE03	Philosophical & Sociological perspectives of Education - I	4	30	70	100
English	ENG208	Indian Writing in English	4	30	70	100
	ENG209	Regional Literature	4	30	70	100
	ENG210	English Language, Linguistics & Advanced English Grammar	4	30	70	100
History	HIS208	History of India-V (1858 – 1947 CE)	4	30	70	100
	HIS209	History of Europe – II (1789 - 1871 CE)	4	30	70	100
	HIS210	Indian Financial Institutions & Markets	4	30	70	100
Economics	ECO208	Macro Economics – II	4	30	70	100
	ECO209	Statistical Methods	4	30	70	100
	ECO210	Modern World History - II	4	30	70	100
Stage – specific content - cum - Pedagogy	PEDE217	Basics of Pedagogy at Secondary Stage (English)	4	30	70	100
	PEDH217	Basics of Pedagogy at Secondary Stage (History)	4	30	70	100
	PEDEC217	Basics of Pedagogy at Secondary Stage (Economics)	4	30	70	100
Total Credits (for each discipline)			20	150	350	500

IVth YEAR: SECONDARY STAGE**SEMESTER – V**

Curricular Component	Course Code	Name of the Course	Credits	CCE*	UE**	Total
English	ENG211	Shakespeare	4	30	70	100
	ENG212	American Literature	4	30	70	100
	ENG213	Contemporary Literary Theories	4	30	70	100
History	HIS211	India since Independence (1947 – 2000 CE)	4	30	70	100
	HIS212	History of World – I (1871 - 1945 CE)	4	30	70	100
	HIS213	History of South India – I (upto 1335 CE)	4	30	70	100
Economics	ECO211	Introduction of International Economics	4	30	70	100
	ECO212	Basic Econometrics	4	30	70	100
	ECO213	Introduction to Indian Economics	4	30	70	100
Stage – specific content - cum - Pedagogy	PEDE218	Content cum Pedagogy of Language-I / Language – II at Secondary stage – Course (II) (English)	4	30	70	100
	PEDH218	Content cum Pedagogy of Social Sciences at Secondary stage – Course (II) (History)	4	30	70	100
	PEDEC218	Content cum Pedagogy of Social Sciences at Secondary stage - Course (II) (Economics)	4	30	70	100
Ability Enhancement & Value Added Courses	AEV107	ICT in Education	2	50	-	50
School Experience	SE220	Pre-Internship Practice (Demonstration Lesson, Peer Teaching)	2	50	-	50
Total Credits (for each discipline)			20	220	280	500

IVth YEAR: SECONDARY STAGE**SEMESTER – VI**

Curricular Component	Course Code	Name of the Course	Credits	CCE*	UE**	Total
Foundations of Education	FE04	Assessment and Evaluation	2	50	-	50
	FE05	Inclusive Education	2	50	-	50
English	ENG214	Translation Studies	4	30	70	100
	ENG215	Women Writing	4	30	70	100
History	HIS214	History of South India – II (1336 – 1800 CE)	4	30	70	100
	HIS215	History of Japan (1868 – 1951 CE)	4	30	70	100
Economics	ECO214	Labour Economics	4	30	70	100
	ECO215	Industrial Economics	4	30	70	100
Stage – specific content - cum - Pedagogy	PEDE219	Content cum Pedagogy of Language-I / Language – II at Secondary stage – Course (III) (English)	4	30	70	100
	PEDH219	Content cum Pedagogy of Social Sciences at Secondary stage – Course (III) (History)	4	30	70	100
	PEDEC219	Content cum Pedagogy of Social Sciences at Secondary stage - Course (III) (Economics)	4	30	70	100
Ability Enhancement & Value Added Courses	AEV108	Mathematical and Quantative Reasoning	2	50	-	50
School Experience	SE221	School Observation (Field Practice)	2	50	-	50
Total Credits (for each discipline)			20	290	210	500

IVth YEAR: SECONDARY STAGE**SEMESTER – VII**

Curricular Component	Course Code	Name of the Course	Credits	CCE*	UE**	Total
Foundations of Education	FE06	Perspectives of School Leadership & Management	2	50	-	50
	FE07	Curriculum Planning and Development (Text book, Material Development, Etc) – Stage Specific	2	50	-	50
Ability Enhancement & Value Added Courses	AEV109	Art Education – II (Performing & Visual)	2	50	-	50
	AEV110	Sports, Nutrition & Fitness	2	50	-	50
School Experience	SE222	School - based Research Project	2	50	-	50
	SE223	Internship in Teaching	10	-	100	
Total Credits (for each discipline)			20	250	100	350

SEMESTER – VIII

Curricular Component	Course Code	Name of the Course	Credits	CCE*	UE**	Total
Foundations of Education	FE08	Philosophical & Sociological Perspective of Education - II	4	30	70	100
	FE09	Education Policy Analysis	2	50	-	50
	FE10	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 & Fitness Education / Tribal Education / Economics of Education	4	30	70	100
Ability Enhancement & Value Added Courses	AEV111	Yoga & Understanding Self	2	50	-	50
	AEV112	Citizenship Education, Sustainability & Environment Education	2	50	-	50
School Experience	SE224	Post Internship (review & Analysis)	2	50	-	50
	SE225	Creating Teaching learning material / Work Experience (Educational Toy making, Local/Traditional/Vocations.)	2	50	-	50
Community Engagement & Service	CES226	Community Engagement & Service (Participation in NSS – related activities New India Literacy programme Etc)	2	50	-	50
Total Credits (for each discipline)			20	360	140	500

4-YEAR INTEGRATED B.A. B.Ed. CURRICULUM ITEP

2023-24 Onwards



**School of Education
Pondicherry University**

PART III: B.A. B.Ed.**Branch: ENGLISH**

SEM	No.	SUB	NAME OF THE COURSE	CREDIT
I	Core 1	Main 1	Prose	4
	Core 2	Main 2	Poetry	4
			Total credits	8
II	Core 3	Main 3	Drama	4
	Core 4	Main 4	Fiction	4
		Minor 1	English for Competitive Examinations	4
			Total Credits	12
III	Core 5	Main 5	History of English Literature	4
	Core 6	Main 6	Literary Forms	4
	Core 7	Main 7	New Literatures in English	4
			Total Credits	12
IV	Core 8	Main 8	Indian Writing in English	4
	Core 9	Main 9	Regional Literature	4
		Minor 2	English Language, Linguistics and Advanced English Grammar	4
			Total Credits	12
V	Core 10	Main 10	Shakespeare	4
	Core 11	Main 11	American Literature	4
	Core 12	Main 12	Contemporary Literary Theories	4
			Total Credits	12
VI	Core 13	Main 13	Translation Studies	4
	Core 14	Main 14	Women Writing	4
	Main papers credit = 56; Minor= 8 Hence the total credits are 64			8

History Syllabus

SEM	NO	SUB	NAME OF THE COURSE	CREDITS
I	Core 1	Main 1	Introduction to Ancient Civilizations	4
	Core 2	Main 2	History of India I (Up to 650 CE)	4
			Total Credits	8
II	Core 3	Main 3	Middle Ages in Europe (476-1453CE)	4
	Core 4	Main 4	History of India II (650-1526 CE)	4
		Minor 1	Economics Of Social Sector	4
			Total Credits	12
III	Core 5	Main 5	History of Europe I (1453-1789 CE)	4
	Core 6	Main 6	History of India III (1526 -1707 CE)	4
	Core 7	Main 7	History of India IV (1707-1857 CE)	4
			Total Credits	12
IV	Core 8	Main 8	History of India V (1858-1947 CE)	4
	Core 9	Main 9	History of Europe II (1789 -1871 CE)	4
		Minor 2	Indian Financial Institutions & Markets	4
			Total Credits	12
V	Core 10	Main 10	India Since Independence(1947-2000 CE)	4
	Core 11	Main 11	History of the World I (1871-1945 CE)	4
	Core 12	Main 12	History of South India I (Up to 1335 CE)	4
			Total Credits	12
VI	Core 13	Main 13	History of South India II (1336-1800 CE)	4
	Core 14	Main 15	History of Japan (1868-1951 CE)	4
			Total Credits	8
Main Paper Credits= 56. Minor Paper credits=8 Total Credits 64				

B.A.,B.Ed. LIBERAL OPTIONS**PART III: B.A. B.Ed.****Branch: ECONOMICS**

SEM	No.	SUB	NAME OF THE COURSE	CREDIT
I	Core 1	Major 1	Microeconomics 1	4
	Core 2	Major 2	Environmental Economics	4
II	Core 3	Major 3	Macroeconomics I	4
	Core 4	Major 4	Public Finance	4
		Minor 1	Modern World History I	4
III	Core 5	Major 5	Microeconomics II	4
	Core 6	Major 6	Mathematical Methods for Economics	4
		Minor 2	Modern World History II	4
IV	Core 7	Major 7	Macroeconomics II	4
	Core 8	Major 8	Statistical Methods	4
	Core 9	Major 9	Economics of Development	4
V	Core 10	Major 10	Introduction to International Economics	4
	Core 11	Major 11	Basic Econometrics	4
	Core 12	Major 12	Introduction to Indian Economics	4
VI	Core 13	Major 13	Labour Economics	4
	Core 14	Major 14	Industrial Economics	4
Main Paper Credits= 56. Minor Paper credits=8 Total Credits 64				

SEMESTER-I

Semester – I

Course Code	Curricular Component	Name of the Course	Credits	Total	Page No.
FE01	Foundations of Education	Evolution of Indian Education	4	4	11-13
ENG200	English	Prose	4	8	14-15
ENG201		Poetry	4		16-17
HIS200	History	Introduction to Asian Civilization	4	8	18-20
HIS201		History of India -I (upto 650 CE)	4		21-23
ECO200	Economics	Micro Economics –I	4	8	24-26
ECO201		Environmental Economics	4		27-29
AEVT100 AEVH101	Ability Enhancement & Value Added Courses	Language – I Tamil Hindi	4	8	30-35
AEV102		Art Education – I (Performing & Visual)	2		36-38
AEV103		Understanding India	2		39-41
Total Credits				36	

FOUNDATIONS OF EDUCATION**2.0 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 Bhartiyakaran (Indigenous Interventions in Education)

(Bird's eye view of their contribution)

-Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers –

Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.

C. Education in Independent India

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

2.1.3 Suggestive Practicum

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

2.1.4 Suggestive Mode of Transaction

The course content transaction will include the following:

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

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

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

2.1.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.1.6 Suggestive Reading Materials

Teachers may suggest books/readings

DISCIPLINARY COURSES - ENGLISH**3.0 B.A. Literature****3.1 Prose****Credit: 4****Semester: S-1****3.1.1 About the Course**

The purpose of teaching prose is to give the pupil a mastery of the language skills. Here, there are five essays from British Prose Writings of various periods. Through reading the masterpieces, the learners will be able to develop a mastery of the most useful sentence pattern and so build up a vocabulary of useful words. Through understanding the text, the learner will develop comprehension skill. The prose lesson initiates language activities such as, listening, speaking, reading and writing in English. Learners are exposed to a variety of writing styles and themes across different historical periods with reference to British. Moreover, the evolution of English language prose reflecting the cultural, social, and historical contexts that influenced these works. It allows the learners to develop the art of appreciation, text interpretation, critical thinking abilities and language skills. And the learners understand the author's style and explore the themes presented.

3.1.2 Learning Outcomes

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

- Be familiar with different types of essays.
- Be exposed to fine pieces of prose writings in English.
- Be acquainted with the lexical and syntactic structure of English language that would subsequently augment their vocabulary.
- Differentiate the writing themes and styles at different period in british literature.
- Relate the cultural, social, and historical contexts that influenced the works in different periods.
- Appreciate the text read in a critical perspective.

UNIT-1	Francis Bacon, “Of Studies”
UNIT-2	Oliver Goldsmith, “Man in Black” Joseph Addison, “Sir Roger at Church”
UNIT-3	Charles Lamb, “Dream Children” William Hazlitt, “On Reading Old Books”
UNIT-4	Russell, “An Ideal Individual” G.K.Chesterton, “Advantages of Having One Leg”
UNIT-5	Orwell, “Sporting Spirit”

3.1.3 Suggestive Practicum

1. Read aloud in the classroom in turns.
2. Responding to the teacher’s question based on the text read.
3. Find out the synonym and antonym for the words written on the black board using dictionary.
4. Write the summary of essays.
5. Role plays to develop productive skills.

3.1.4 Suggestive Mode of Transaction

- As per adoption of flipped classroom teaching, the learners are asked to read the text a day before.
- Reading aloud followed by silent reading
- Teacher peer interaction
- Discussions on author’s style and theme
- Teacher -student interaction

3.1.5 Suggestive mode of assessment

The assessment will be based on the observation, classroom presentations, tests and assignments.

3.1.6 Suggestive Reading Materials

Original works of authors prescribed

3.2 Poetry

Credit: 4

Semester: S-1

3.2.1 About the Course

The learners are introduced to English poetry from the 16th to the early 18th century. Reading and understanding the poems of this time provides insights into the social, political, and cultural contexts of the era. Exposing the learners to the poetry from this period allows the learners to observe the evolution of the English language. The transition from Middle English to Modern English occurred during this time, and the works of poets such as Shakespeare and Milton played a crucial role in shaping the language. The learners are introduced to evolution of literary techniques especially Sonnets. Studying complex works from this period will help the learners to develop critical thinking and interpretive skills. Familiarity with these works can enhance the learner's understanding and appreciation of subsequent literature and art.

3.2.2 Learning outcomes

After completion of this Course, the students will be able to:

- Be familiar with different types of English poetry.
- Be exposed to fine pieces of English poetry from the 16th Century to the early 18th Century.
- Interpret and critically analyze the selected poems in terms of language, imagery, symbolism, and poetic devices employed by the poets.

UNIT-1	1. William Shakespeare, Sonnet 116 'Let me not to the marriage of true minds' 2. John Donne, 'The Sun Rising' 3. John Milton, 'How Soon Hath Time'
UNIT-2	4. John Dryden, 'A Song for St.Cecilia's Day' 5. William Blake, 'Chimney Sweeper'
UNIT-3	6. William Wordsworth, 'On Westminster Bridge' 7. S.T. Coleridge, 'Kubla Khan' 8. P.B.Shelley, 'Ode to the Sky Lark' 9. John Keats, 'Ode to a Nightingale'
UNIT-4	10. Robert Browning, 'My Last Duchess' 11. Lord Tennyson, 'Lotus Eaters'
UNIT-5	12. W.B.Yeats, 'The Second Coming' 13. Ted Hughes, 'Thought Fox' 14. W.H.Auden, 'Musee De Beaux Arts'

3.2.3 Suggestive Practicum

1. Expressive reading Aloud of the poems
2. Analyse the poems of the poets learnt
3. Understand the literary terms and devices
4. Learn new dimensions in connecting emotions and language
5. Appreciate the works of the poet of 16th to 18th century

3.2.4 Suggestive Mode of Transaction

- Introducing the periods of the poets in relation to history
- Introducing the literary techniques and its format
- Small group interaction on theme of the poem
- Identifying the poetic devices in the poem read

3.2.5 Suggestive Mode of Assessment

The assessment will be based on the Classroom presentation, seminar, tests and assignments,

3.2.6 Suggestive Reading Materials

Original works of the poets prescribed

DISCIPLINARY COURSE-HISTORY**3.1. Introduction to Ancient Civilizations****Credits: 4****Semester: S-1****3.1.1. About the Course**

This course seeks to give aspiring students a thorough understanding of a range of ancient civilizations with an emphasis on their socio-cultural, political, and economic aspects. Participant perspectives on the origins of human civilization and understanding of the various historical contexts that influenced societies will be refined through this investigation. With the help of this course, students will gain a fundamental understanding of the locations and historical timelines of the major ancient civilizations. They will have an appreciation for the various artistic, religious, and cultural facets of past civilizations. The course will prepare aspiring educators with powerful pedagogical techniques so that they can incorporate lessons about Ancient Civilizations into their instruction. It will also help them to analyze and assess historical sources and interpretations to develop critical thinking abilities.

3.1.2. Learning Outcomes

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

- Explain Mesopotamian Civilization Monuments- Sumerian influence on other civilizations
- Analyze the Egyptian Civilization
- Analyze Chinese civilization, Greek and Roman civilizations
- Learners are expected to deeply understand ancient complex societies, their culture and their contributions to the modern day.

Unit 1

Mesopotamian Civilization–Sumeria and Akkad –Sumerian city states –Polity, Socio- economic life– Script and Monuments- Sumerian influence on other civilizations

Unit II

Egyptian Civilization– Political Dispensation–Polity, Socio-economic life- Contribution to science- Religion- Script and Monuments

Unit III

The Babylonian Empire –Code of Hammurabi, Rule of Nebuchadnezzar- Babylonian gods- Assyrian conquerors, Asur Banipal

Unit IV

Chinese civilization; Society, economy and Religion- Greek and Roman civilizations- Roman Society and Culture- Rise of Christianity

Suggestive Practicum (Any Three)

1. Archaeological Excavation Simulation: Create a hands-on simulation where students engage in a mock archaeological excavation, uncovering artifacts and analyzing their historical significance.
2. Civilization Mapping Project: Task students with researching and mapping the geographical locations of various ancient civilizations, promoting spatial understanding and comparative analysis.
3. Timeline Construction: Have students collaboratively construct a timeline illustrating the key events, developments, and achievements of different ancient civilizations, fostering a chronological perspective.
4. Cultural Artifact Exhibition: Organize a classroom exhibition where students display replicas or images of cultural artifacts from different ancient civilizations, providing insights into their art, technology, and daily life.
5. Mythology and Cosmogony Workshop: Conduct a workshop where students explore the mythologies and cosmogonies of various ancient civilizations, discussing common themes and cultural differences.
6. Ancient Technology Showcase: Task student groups with researching and presenting on the technological advancements of different ancient civilizations, showcasing inventions, tools, and engineering marvels.
7. Ancient Writing Systems Exploration: Assign students to investigate and compare writing systems from various ancient civilizations, exploring the development of written language and communication.
8. Trade and Cultural Exchange Simulation: Simulate ancient trade routes and cultural exchanges between different civilizations, allowing students to understand the economic and cultural connections.
9. Culinary Exploration of Ancient Recipes: Have students explore and recreate recipes from ancient civilizations, offering insights into the culinary traditions and ingredients of the time.
10. Ancient Architecture Design Project: Task students with designing architectural structures inspired by the building styles of different ancient civilizations, exploring the influences and innovations in construction.
11. Religious Practices Comparison: Facilitate a discussion or presentation where students compare the religious practices and beliefs of different ancient civilizations, exploring the role of religion in shaping societies.
12. Ancient Civilizations Cultural Fair: Organize a cultural fair where student groups represent different ancient civilizations, showcasing aspects such as clothing, food, art, and customs, promoting a hands-on and immersive experience.

3.1.3. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.1.4. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.1.5. Suggestive Reading Material

- Bury J.P, *A History of Greece to the Death of Alexander the Great*. London: Macmillian. (1900)
- Esmond Wright , (ed.) *History of the World –Pre History to the Renaissance.*:Newyork:Toledo Books.(1985)
- Gokhale, B.K, *Introduction to Western Civilization*. Delhi:S.Chand Publications (1990) (reprint)
- Joshi P.S, Pradhan J.V, Kaisare A.G, *Introduction to Ancient Civilization (up to 1000 A.D)*.
- Michael Giant and Rachel Kit Zinger (ed.) , *Civilization of the Ancient Mediterranean:Greece and Rome, Vol - I - Civilization up to 1300 A.D*. Printice Hall, Engiewoor Cliffs.
- Roberts J,M, *The Hutchinson History of World*.
- Robin N.Winks, Crane Brinton, John B. Christopher and Robert Lee Wolff.*A History of Civilization.(Vol.I)*. London:Princeton.1995
- Swain J.E, *A History of the World Civilization*, Eurasia Pvt. Ltd 1947.
- *The Guinness Encyclopedia of World History. The Mind Alive Encyclopedia –Early Civilization*.

3.2. History of India I (UP TO 650 C.E)**Credits: 4****Semester: S-2****3.2.1. About the Course**

The aim of this course is to provide students with a chronological understanding of Indian history up to 650 CE. Educate students on the sources and techniques historians use to research ancient Indian history. Examine the variety of ancient Indian societies' cultures, religions, and languages. Promote critical examination of significant historical occurrences and advancements to cultivate a sophisticated comprehension of the past. Give aspiring educators the pedagogical tools they need to teach ancient Indian history in the classroom.

3.2.2. Learning Outcomes

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

- Explain Early Indian History- Literary, Archaeological
- Analyze The Vedic Period –Polity, Society, Economy and Religious beliefs
- Analyze the rise and contributions of major empires, such as the Mauriyan and Gupta empires.
- Explore the socio-political structures of early Indian societies, including the Vedic period and the emergence of republics.
- Delve into the religious and philosophical traditions that shaped ancient Indian culture.
- Introduce students to archaeological methodologies and key discoveries relevant to the study of ancient Indian history.

Unit I

Sources of Early Indian History- Literary, Archaeological: Epigraphy, Numismatic- Greaco- Roman textual Sources- Pre-Historic period- Harappan Culture- Town Planning, Society, Economy and Belief systems

Unit II

The Vedic Period –Polity, Society, Economy and Religious beliefs- Rise of Buddhism and Jainism- Mahajanapadas - Rise of Magadha- Campaigns of Alexander –Socio-economic impact.

Unit III

The Mauryan Empire- Chandragupta Maurya -Asoka and his policy of Dhamma–Mauryan Administration, Society and Economy - Post- Mauryan Period- The Indo-Greeks-The Satavahanas - Western Satraps– Sakas – Kushanas - Socio-economic changes in Post-Mauryan Period

Unit IV

Gupta Empire- Samudra Gupta, Chandra Gupta II- Society, Economy, Education, Religious revival, Architecture and Literature- Hunas, Mihirakula- Harsha Vardhana

3.2.3. Suggestive Practicum (Any Three)

1. Harappan Civilization Artifact Analysis: Organize a workshop where students analyze replicas or images

of artifacts from the Harappan Civilization, fostering skills in artifact interpretation and historical context.

2. Archaeological Excavation Simulation: Create a simulation activity where students engage in a virtual or tabletop archaeological excavation, exploring the techniques and challenges faced by archaeologists.
3. Historical Costume Design Project: Task students with researching and designing historical costumes representative of different ancient Indian cultures and societies, promoting an understanding of cultural diversity.
4. Timeline Construction: Have students collaboratively construct a timeline illustrating major events, developments, and cultural milestones in ancient Indian history up to 650 C.E.
5. Coinage and Numismatics Workshop: Conduct a workshop where students explore ancient coins and engage in activities related to numismatics, allowing them to understand the economic history reflected in coinage.
6. Indus Script Decipherment Exercise: Assign students to explore the challenges and methodologies of deciphering the Indus script, promoting critical thinking and engagement with linguistic and archaeological evidence.
7. Mauryan Empire Role-Playing Game: Organize a role-playing game simulating the political, social, and economic dynamics of the Mauryan Empire, allowing students to embody historical figures and navigate the challenges of governance.
8. Ancient Indian Art Gallery: Task student groups with curating an art gallery featuring visual representations of ancient Indian art, exploring the artistic achievements and cultural expressions of the time.
9. Buddhist Pilgrimage Experience: Simulate a virtual Buddhist pilgrimage experience, allowing students to explore the significance of ancient pilgrimage sites and the spread of Buddhism.
10. Ancient Indian Astronomy Observation: If possible, organize an astronomy observation session, allowing students to engage in stargazing and explore the astronomical knowledge of ancient India.
11. Vedic Period Poetry Recitation: Encourage students to recite and analyze Vedic period poetry, exploring the literary and cultural aspects of ancient Indian society.
12. Trade Routes Mapping Project: Task students with researching and mapping ancient trade routes connecting different regions of the Indian subcontinent, exploring economic and cultural exchanges.

3.2.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.2.5. Suggestive Mode of Assessment:

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.2.6. Suggestive Reading Material:

- Basham, A.L., (Ed). *A Cultural History of India*. Delhi, 1987.
- Basham, A.L., *The Wonder that was India*, Delhi, 1982.
- Jha, D.N. *Ancient India in Historical Outline*, New Delhi, 1977.
- Keay, John. *A History of India*, London, 2000
- Kosambi .D.D., *An Introduction to the Study of Indian History*, Bombay, 1975.
- Majumdar, R.C., *Ancient India*, Calcutta, 1982.
- Sharma, R.S., *India's Ancient Past*, New Delhi, 2009.
- Sharma, R.S., *Perspectives in Social and Economic History of Early India*.
- Thapar, Romilla, *A History of India I*, London, 1966.
- Thapar, Romilla, *Early India*, New Delhi, 2002
- Thapar, Romilla, *History and Beyond*, New Delhi, 2000
- Upinder Singh, *History of India upto 13th Century*. New Delhi: Pearson.

DISCIPLINARY COURSE- ECONOMICS**3.1. : MICROECONOMICS-I****Credit: 4****Semester: S-1****3.1.1. About the Course:**

This is an introductory course that teaches the fundamentals of microeconomics. It gives the foundation for economic analysis and problem-solving. This course provides an introduction to supply and demand and the basic forces that determine equilibrium in a market economy. It introduces a framework for learning about consumer behaviour and analyzing consumer decisions. The course also attends to firms and their decisions about optimal production.

3.1.2. Learning Outcomes:

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

- Understand introductory microeconomic theory and solve basic microeconomic problems.
- Analyse the economic behaviour of the consumer and the firm.
- Explain the relationship between various variables such as Input and output, cost and output, price of the product and quantity demand and so on.
- Understand consumer and firms' behaviour and to analyse different types of market structures.
- Analyse the behaviour of firms in a monopoly or oligopoly, and calculate the resulting changes in producer or consumer surplus

Unit 1: Consumer Behaviour Analysis

Utility analysis, cardinal vs ordinal approach – indifference curve, budget constraint and consumer equilibrium, interior and corner solutions, derivation of demand curve, Engel curve, consumption and income/price changes, price, income and substitution effect under Hicks and Slutsky decomposition, elasticity and its application, revealed preference approach

Unit 2: Theories of Production Function

Factors of Production and Production Possibility Curve, production function, Isoquant, isocost line and producer's equilibrium, ridge lines and expansion path, Cobb-Douglas, CES and VES production functions, law of variable proportion, returns to scale, factor substitution – elasticity of factor

substitution.

Unit 3: Cost Theories and Revenue Analysis

Traditional and modern theories of costs – derivation of cost curve from production function, short run vs long run costs, economies of scale, economies of scope, elasticity of cost, average and marginal revenue, AR, MR and elasticity, interactions of cost and revenues.

Unit 4: Fundamentals of Demand and Supply

Demand and Supply analysis, market equilibrium – consumer and producer surplus, Equilibrium output and price determination under various market structures – perfect competition, monopolistic competition, monopoly and bilateral monopoly, price discrimination and measure of monopoly power.

Unit 5: Market Structure and Strategic Behaviour

Oligopoly and duopoly - perfect collusion (cartel) model, competition-oriented models - Cournot and Bertrand model, Tacit Collusion (Leader-Follower) models – dominant firm model, fixed market share model, Stackelberg models, kinked demand curve, taxation and equilibrium of a firm.

3.1.3. Suggestive Practicum

- Conduct a market survey to analyze consumer preferences and behavior.
- Construct production possibility curves, isoquants, and isocost lines, identifying producer equilibrium and expansion paths.
- Apply traditional and modern cost theories to derive cost curves from production functions and analyze short-run versus long-run costs.
- Analyze demand and supply dynamics to determine market equilibrium, calculating consumer and producer surplus.
- Prepare a report on the impact of taxes on pricing decisions, market equilibrium, and overall market efficiency.

3.1.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method
- Discussion forums to engage students actively in the classroom
- Simulations for interactive learning
- Group discussions

3.1.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests, and assignments.

3.1.6. Suggestive Readings

1. Varian, H.R. (2019). Intermediate Microeconomics: A Modern Approach, W.W. Norton.
 2. Pindyck, R. S. & D. Rubinfeld (2018). Microeconomics, 9th edition, Pearson.
 3. Koutsoyiannis, A. (1979). Modern Microeconomics, Palgrave Macmillan.
 4. Layard, P.R.G. & Walters, A.A. (1978). Microeconomic Theory, McGraw Hill.
 5. Sen A. (2006). Microeconomics: Theory and Application, Oxford University Press.
 6. Baumol, W.J (1979). Economic Theory and Operations Analysis, Prentice Hall.
 7. Nicholson Walter (2007). Microeconomic Theory: Basic Principles and Extensions, South-Western.
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3.2. : ENVIRONMENTAL ECONOMICS**Credit 4****Semester: S-1****3.2.1. About the Course:**

This course covers how economic principles are applied to environmental issues and their management through various economic institutions, economic incentives, and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental goods and services. In addition, the course also covers issues pertaining to sustainable development and international environmental problems such as climate change, trade and environment. In each of the topics discussed in this course, specific examples from the Indian context will be analyzed in detail.

3.2.2. Learning outcomes:

After completion of this Course, student teachers will be able to

- Gain a detailed understanding of the domain of environmental economics along with the fundamental principles and methods.
- Use economic principles to analyze and investigate environmental problems and to assess environmental policies.
- Examine recent environmental issues from an economists' point of view.

Unit 1: Fundamentals of Environmental Economics

Nature and significance of environmental economics – definition and scope of environmental economics – basic theory – market system and the environment – welfare and environment – the economics of externalities.

Unit 2: Environment -Economy Linkages and Valuation

Environment – economy linkage – environment as a necessity and luxury – population and environment linkage – environmental use as an allocative problem – environment as a public good – valuation of environmental damages: land, water, air and forest, Common Property Resources.

Unit 3: Environmental Problems

Economic development and externalities, Increasing population density and exploitation overuse of natural resources, depletion of natural resources, air pollution – water pollution – Noise pollution –

energy use and environment problem – pollution and urbanization – global warming and green-house effect – health, urbanization, transport and technology – environmental degradation.

Unit 4: Pollution Prevention and Control

Impact assessment, Prevention, control and abatement of pollution – hedonic pricing, contingent valuation, polluters pay principle, - choice of policy instruments in developing countries –

Unit 5: Environmental Regulation and Sustainable Development

Environmental law – sustainable development – indicators of sustainable development – environmental planning – environmental accounting. Basic approach – design of environmental policy – Indian environment policies and performance – pollution control boards and their function.

3.2.3. Suggestive Practicum

- Analyze the economic impacts of various environmental issues and propose policy interventions to promote sustainable development.
- Prepare a report on reducing energy consumption and waste in daily lives, promoting awareness of individual contributions to environmental conservation.
- Design and implement a community-based initiative addressing an environmental challenge, such as organizing a beach cleanup or reforestation.
- Conduct impact assessments for various types of pollution, such as air, water, and noise pollution, using case studies and real-world examples.
- Analyze case studies to understand the application of environmental law in addressing sustainability challenges.

3.2.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method
- Discussion forums to engage students actively in the classroom
- Simulations for interactive learning
- Group discussions and Presentations

3.2.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments.

3.2.6. Readings

1. Charles D. Kolstad (2000) Environmental Economics, Oxford University Press, New York.
2. Hanley N., J.F. Shogern and b. White (1997) Environmental Economics in Theory and Practice, Macmillan.

3. M. Karpagam (1993), Environmental Economics, Sterling Publishers, New Delhi.
 4. S. Sankaran(1994) Environmental Economics, Margham , Madras
 5. Lodha, S.L (Ed.) (1991), Economics of Environment, Publishers, New Delhi.
 6. The Hindu survey of Environment: Annual Reports.
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ABILITY ENHANCEMENT & VALUE-ADDED COURSES

5.1 LANGUAGE I(TAMIL/FRENCH/MALAYAN/TELEGU/HINDI)

1st YEAR

Ist SEMESTER

நாள்: தமிழ் - I

Title of the Paper: TAMIL I

பாடத்திட்டம் (Syllabus)

கவிதை இலக்கியம்

- | | | |
|-------------------------|---|------------------------------|
| 1. தமிழ் | - | மகாகவி பாரதியார் |
| 2. கோவில் வழிபாடு | - | கவிமணி தேசிக விநாயகம் பிள்ளை |
| 3. நீங்களே சொல்லுங்கள் | - | பாவேந்தர் பாரதிதாசன் |
| 4. ஆக்கம் சேர்ப்போம் | - | கவிஞரேறு வாணிதாசன் |
| 5. கழைக் கூத்தாடி | - | கவிஞர் தமிழொளி |
| 6. தமிழக நிலை | - | கவிஞர் புதுவைச்சிவம் |
| 7. தமிழில் பெயரிடுங்கள் | - | உவமைக் கவிஞர் சுரதா |
| 8. பெரியார் | - | கவிஞர் வாலி |
| 9. ஒரு வண்டி சென்றியூ | - | ஈரோடு தமிழன்பன் |
| 10. ஒவ்வொரு புல்லையும் | - | இன்குலாப் |

for B.Sc.B.Ed/B.A.B.Ed., Programs

Pondicherry University

சிறுகதை இலக்கியம்

1. பாதுகை - பிரபஞ்சன்
2. பூ - பாவண்ணன்
3. அன்பளிப்பு - கு. அழகிரிசாமி
4. அற்றது பற்றெனில் - இந்திரா பார்த்தசாரதி
5. நிலை நிறுத்தல் - கி. ராஜநாராயணன்

நாடக இலக்கியம்

1. அனார்கலி - கவிஞர் கண்ணதாசன்
2. ஓநாயும் வீட்டு நாயும் - பாரதியார்

இலக்கிய வரலாறு

மரபுகவிதை, புதுக்கவிதை, ஹைக்கூ, சிறுகதை, நாடகம் ஆகியவற்றின் தோற்றம் வளர்ச்சி குறித்த வரலாறு

பாடத்திட்டத் தொகுப்பு நூல்:

பொதுத் தமிழ் - முதலாண்டு - தமிழ் (முதல் மற்றும் இரண்டாம் பருவப் பாடங்கள்)
புதுவைப் பல்கலைக்கழகம், புதுச்சேரி - 2015



LANGUAGE COURSE FOR B.Sc.B.Ed.& B.A.B.Ed.

FIRST YEAR -- I SEMESTER

Language French – I :

Prescribed Textbook : *FESTIVAL 1* - Méthode de Français

Authors : Sylvie POISSON-QUINTON

Michèle MAHEO-LE COADIC

Anne VERGNE-SIRIEYS

Edition : CLE International, Nouvelle Édition révisée : 2009.

Portions : Unités : 1, 2, 3.

Part I - MALAYALAM
for B.Sc.B.Ed.& B.A.B.Ed.

Semester-1

മലയാളകവിത

കാല്പനികത മുതൽ ആധുനികതവരെ മലയാളകവിതയിൽ ഉണ്ടായ ഭാവുകത്വപരിണാമം പരിചയപ്പെടുക. കവിതയുടെ രൂപപരവും ഭാവപരവുമായ വൈവിധ്യം തിരിച്ചറിയുവാനും ആസ്വദിക്കുവാനുമുള്ള ശേഷി കൈവരിക്കുകയാണ് പഠനത്തിന്റെ ഉദ്ദേശ്യം

പാഠഭാഗങ്ങൾ വിശദപഠനത്തിനുള്ളവയാണ്. ഒരു ഖണ്ഡകാവ്യവും തെരഞ്ഞെടുത്ത പത്തു കവിതകളുമാണ് വിശദപഠനത്തിനായി നിർദ്ദേശിക്കുന്നത്. പാഠ്യഭാഗം അഞ്ച് യൂണിറ്റുകളായി തിരിച്ചിരിക്കുന്നു. എല്ലാ യൂണിറ്റുകളിൽനിന്നും ചോദ്യങ്ങൾ ചോദിക്കണം.

യൂണിറ്റ് 1. ഖണ്ഡകാവ്യം. കമാരനാശാൻ - ചിന്താവിഷ്ണുയായ സീത

യൂണിറ്റ് 2. പി. കഞ്ഞിരാമൻനായർ - സൗന്ദര്യപൂജ

ഇടശ്ശേരി ഗോവിന്ദൻനായർ - വിവാഹസമ്മാനം

വൈലാപിള്ളി ശ്രീധരമേനോൻ - യുഗപരിവർത്തനം

യൂണിറ്റ് 3. എൻ.വി.കൃഷ്ണവാര്യർ - എലികൾ

അക്കിത്തം അച്യുതൻനമ്പൂതിരി - പണ്ടത്തെ മേശാന്തി

സുഗതകുമാരി - ബീഹാർ

യൂണിറ്റ് 4. കടമ്മനിട്ട രാമകൃഷ്ണൻ - ശാന്ത

വിജയലക്ഷ്മി - മൃഗശിക്ഷകൻ

യൂണിറ്റ് 5. പി. പി. രാമചന്ദ്രൻ - ലളിതം

കെ.ആർ. ടോണി - അന്ധകാഞ്ചനം

അധികവായനയ്ക്ക് നിർദ്ദേശിക്കുന്ന പുസ്തകങ്ങൾ:

മലയാളകവിതാസാഹിത്യചരിത്രം- ഡോ എം.ലീലാവതി.

മലയാളകവിതാപഠനങ്ങൾ- സച്ചിദാനന്ദൻ

I Semester**TELUGU - I****Old Poetry, Modern Poetry, Short Stories & Grammar****ప్రాచీన కవిత్వం (Old Poetry)****1. గంగా శంకనుల కథ - నన్నయ**

(అంధ్ర మహాభారతం - అదివర్ణం - చతుర్థాశ్వాసం 121వ పద్యం నుండి 125 వ పద్యం వరకు)

2. ద్రౌపది పరిదేవనం - తిక్కన

(అంధ్ర మహాభారతం - ఉద్యోగ వర్ణం - శృతీయాశ్వాసం 100వ పద్యం నుండి 125వ పద్యం వరకు)

ఆధునిక కవిత్వం (Modern Poetry)**3. కన్యక - గురజాడ అప్పారావు****4. దేశచరిత్రలు - శ్రీశ్రీ****కథానికలు****5. చింతల తోపు - పాపినేని శివశంకర్****6. సావుకూడు - బండి నారాయణస్వామి****వ్యాకరణం****7. సంధులు**సవర్ణదీర్ఘ, గుణ, వృద్ధి, యజాదేశ, త్రిక, గసడదవాదేశ, రుగాగమ టుగాగమ,
అమ్రేడిత, అత్వ, ఇత్వసంధులు**8. సమాసాలు**

తత్పురుష, కర్మధారయ, ద్వంద్వ, ద్విగు, బహువ్రీహి

9. అక్షర దోషాలు

దోషాలు సరిదిద్ది సాధు రూపాలు రాయాలి.

1st SemesterPaper-I सामान्य हिन्दी-I

पाठ्य विषय

• उपन्यास

‘निर्मला’ - प्रेमचन्द, राजकमल प्रकाशन, दरियागंज दिल्ली

• हिन्दी अपठित

पल्लवन

पत्राचार

अनुवाद : अनुवाद की परिभाषा, अनुवाद का महत्व, अनुवादक की योग्यताएँ, अनुवाद के प्रकार और प्रक्रिया

पारिभाषिक शब्दावली (कार्यालयी शब्दावली)

हिन्दी में पदनाम

कंप्यूटर में हिन्दी का अनुप्रयोग : प्रारम्भिक परिचय

अंकविभाजन : पूर्णांक 100

व्याख्याएँ (निर्मला उपन्यास)	4 में से 2	$2 \times 7 \frac{1}{2} = 15$ अंक
आलोचनात्मक प्रश्न (निर्मला उपन्यास)	2 में से 1	$1 \times 15 = 15$ अंक
लघुत्तरी प्रश्न (निर्मला उपन्यास)	4 में से 2	$2 \times 5 = 10$ अंक
पल्लवन	2 में से 1	$1 \times 10 = 10$ अंक
पत्रालेखन	2 में से 1	$1 \times 15 = 15$ अंक
लघुत्तरी प्रश्न (अनुवाद)	5 में से 3	$3 \times 5 = 15$ अंक
लघुत्तरी प्रश्न (कंप्यूटर)	4 में से 2	$2 \times 5 = 10$ अंक
पारिभाषिक शब्दावली	15 में से 10	$10 \times 1 = 10$ अंक

अध्ययन के लिए सहायक पुस्तकें

- सामान्य हिन्दी, डॉ. विजयपाल सिंह, हिन्दी प्रचार संस्थान, वाराणसी
- व्यावहारिक हिन्दी, डॉ. महेन्द्र मित्तल, शबरी संस्थान, दिल्ली
- हिन्दी संक्षेपण, पल्लवन और पाठ बोधन, डॉ. हरदेव बाहरी, अभिव्यक्ति प्रकाशन, इलाहाबाद
- प्रयोजन मूलक हिन्दी, विनोद गोदरे, वाणी प्रकाशन, दिल्ली
- प्रेमचन्द और उनका युग, रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली
- प्रेमचन्द के उपन्यासों का शिल्प विधान, कमलकिशोर गोयनका, सरस्वती प्रेस, दिल्ली
- संक्षेपण कैसे करें, डॉ. शैलेन्द्रनाथ श्रीवास्तव, भारतीभवन, पटना

Ability Enhancement & Value -added Courses**5.2. Art Education (Performing and Visual) and Creative Expressions Exemplar 1 - Puppetry****Credit :2****Semester: S-1****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 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.

5.3.2. 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.

5.3.2. 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.

5.3.3 Suggestive Mode of Assessment

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

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

5.3.4.Suggestive Reading Materials

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

5.3 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; 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 needs of the learners and learning content.

SEMESTER-II

Semester – II

Course Code	Curricular Component	Name of the Course	Credits	Total	Page No.
ENG202	English	Drama	4	12	44-45
ENG203		Fiction	4		46-47
ENG204		English for competitive Examinations	4		48-49
HIS202	History	Middle Ages in Europe (476-1453CE)	4	12	50-52
HIS203		History of India – II (650-1526CE)	4		53-55
HIS204		Economics of Social Sector	4		56-57
ECO202	Economics	Macro Economics – I	4	12	
ECO203		Public Finance	4		58-59
ECO204		Modern World History - I	4		60-61
AEVE104	Ability Enhancement & Value Added Courses	Language-II English	4	10	62-63
AEV105		Understanding India (Indian Ethos & Knowledge System)	2		64-66
AEV106		Teacher & Society	2		67-70
Total Credit				46	

DISCIPLINARY COURSES - ENGLISH**3.2.****DRAMA****Credit: 4****Semester: S-2****3.8.1 About the course**

Drama exposes student teachers to different accents, dialects, and styles of speech from British culture. There will be development of language skills through dialogue, movement, and body language. It stimulates the interest of the student teachers to know about the history, literature, art, and science. It will also develop their social and emotional skills, such as empathy, cooperation, leadership, negotiation, and self-confidence. Consequently, they understand themselves and others better, as they interact with different characters and situations. Above all, British drama allows them to understand the British culture and society.

3.8.2 Learning Outcomes

After completion of this Course, the students will be able to:

- Comprehend the significance of the Elizabethan, the Jacobian and the Restoration drama and Dramatists.
- Evaluate the significance of the socio- political and historical events and facts which shaped the perspectives of the dramatists.
- Analyze the various types of drama and the elements of drama, and critically analyse the characters.
- Develop their social and emotional skills, such as empathy, cooperation, leadership, negotiation, and self-confidence.

UNIT-1	Introducing Drama-Origin and development of British Drama
UNIT-2	Marlowe, <i>Doctor Faustus</i>
UNIT-3	Oscar Wilde, <i>The Importance of Being Earnest</i> .
UNIT-4	T.S.Eliot, <i>Murder in the Cathedral</i>
UNIT-5	Osborn, <i>Look Back in Anger</i>

3.8.3. Suggestive Practicum

1. Reading some other drama from different periods and making critical presentations.
2. Debating on attitudes and behaviours of the characters in the drama read.
3. Write a script on the theme given and enact a drama with peer group.
4. Creating a puppet show on a social issue.

3.8.4. Suggestive Mode of Transaction

- Planned lectures infused with multimedia / video clippings.
- Following Flipped classroom methodology let the student teachers read the drama at home and the teacher initiates Panel discussion on character analysis.
- Lectures on the dramatists' period.
- Providing reading materials and allow the student teachers to discuss in group discussion.

3.8.5. Suggestive Mode of Assessment

Performance based on rubrics
Tests and assessments

3.8.6. Suggestive Further Reading

Recommending Titles of drama of different periods.
Recommending Reviews of drama for further reading.

3.4: FICTION**Credit: 4****Semester: S-2****3.4.1 About the Course**

Learning fiction serves student-teachers a framework for understanding the wider world. It helps them to recognize cause and effect and change overtime such as events, political movements, historical trajectories, and environmental processes. It widens up the imagination of the student-teachers and develops empathy. Reading fiction enhances their vocabulary, creative thinking, and analytical ability. Fiction stands as a base to look at the world in different perspectives.

3.4.2 Learning Outcomes

After completion of this Course, the student-teachers will be able to:

- Be familiar with the mind- forming and character- building English novels of the early 19th Century.
- Have a rich sense of the value of life through familiarizing with fictional characters, stories etc.
- Widens up the imagination of the student-teachers and develops empathy.
- Enhance their vocabulary and critical thinking and analytical ability.

UNIT-1	Introducing Fiction
UNIT-2	Jane Austen, Mansfield Park
UNIT-3	Charlotte Bronte, Jane Eyre
UNIT-4	Charles Dickens, Christmas Carol
UNIT-5	Virginia Woolf, Mrs. Dalloway

3.4.3 Suggestive Practicum

1. Identifying the intended meaning behind dialogues.
2. Participation in theme based Debates.
3. Creating a different ending for any of the fiction learnt/read.
4. Comparing and contrasting any two fictions.
5. Identifying the similarity in all the given fictions.

3.4.4 Suggestive Mode of Transaction

- As per adoption of flipped classroom teaching, the learners are asked to read the text a day before.

- Reading aloud followed by silent reading.
- Panel discussion on character depiction in the novel read.
- Discussions on author's style and theme.

3.4.5 Suggestive Mode of Assessment

The assessment will be based on classroom presentation, the tests and assignments.

3.4.6 Suggestive Reading Materials

Original fiction pieces from authentic publications.

3.1 (Minor 1) - ENGLISH FOR COMPETITIVE EXAMINATIONS

Credit: 4

Semester: S-2

3.2.1 About the Course

Learning English for competitive examinations help student-teachers to be prepared for various competitive and entrance examination to achieve. It trains student-teachers in the Modalities of tests of the English language. It helps in developing and integrating the use of language skills. Regular practice improves general English skills of student-teachers. Here in this paper the student teachers get the skill of spotting errors, complete the incomplete sentences, getting proficiency in reading comprehension, usage of idioms and phrases and ability in writing essays.

3.2.2 Learning Outcomes

After completion of this Course, the students will be able to:

- prepare for various competitive and entrance examinations.
- have awareness on the Modalities of tests of the English language.
- develop and integrate the use of language skills.
- improve general English skills of student-teachers.

UNIT-1	Basics of English Spotting Errors
UNIT-2	Sentence Completion
UNIT-3	Reading comprehension Précis Writing
UNIT-4	Foreign Expressions Idioms and Phrases
UNIT-5	Letter Writing Writing Reports General Essays

3.2.3 Suggestive Practicum

1. Write a report on any incident you have come across.
2. Write an essay on any topic of your interest.
3. Write a letter to the editor of a newspaper about water logging in your area and to take necessary action.
4. Prepare a list of idioms and phrases commonly used.

3.2.4 Suggestive Mode of Transaction

- Hands on experience – spotting the error in sentences, completing the sentences.
- Peer tutoring on different modalities.
- Teaching by illustrations.

3.2.5 Suggestive Mode of Assessment

The test will be based on performance using rubrics
Periodical tests and assignments

3.2.6 Suggestive Reading Materials

- F.T.Wood: *A Remedial English Grammar for Foreign Students*. (Macmillan)
- R.P.Bhatnagar and Rajul Bhargava: *English for Competitive Examinations* (Macmillan)
- David Green: *Contemporary English Grammar: Structure and Composition* (Trinity Publication)

DISCIPLINARY COURSES – HISTORY**3.3. Middle Ages in Europe (476- 1453 C.E)****Credits: 4****Semester: S-2****3.3.1. About the Course**

The understanding of the connections between different areas and civilizations in medieval Europe will be aided by this practice. Students will be encouraged to interpret historical events, critically analyze primary sources, and assess the influence of different factors on the evolution of medieval European societies. Give aspiring teachers the pedagogical tools they need to teach European history in the Middle Ages in classrooms. In order to understand the dynamics of this historical era, investigate the cultural, economic, and religious facets of medieval Europe. Gain a thorough understanding of the major occasions, societal structures, and artistic advancements that occurred in Europe during the Middle Ages.

3.3.2. Learning Outcomes

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

- Explain Causes for the decline of the Roman Empire
- Discuss about Feudalism –Nature, Origin and functions of European Feudalism
- Differentiate between Islam and Europe- Crusades- Effects

Unit I

Causes for the decline of the Roman Empire- Characteristic features of Medieval period – Merovingian Dynasty - Clovis- Carolingian dynasty - Charlemagne

Unit II

Feudalism –Nature, Origin and functions of European Feudalism –Manorial system –Craft Guilds and Merchant Guilds - Papacy - Monasticism- Education and Rise of Medieval Universities

Unit III

Medieval Contacts: Rise of Islam—Ummayyids and Abbasids- State, Society and Economy under Caliphs— Education

Unit IV

Islam and Europe- Crusades- Effects- Fall of Constantinople- Technological and Military Revolution

3.3.3. Suggestive Practicum (Any Three)

1. Medieval Manuscript Illumination Workshop: Organize a workshop where students engage in the art of manuscript illumination, replicating techniques used in medieval European manuscripts.
2. Feudalism Simulation Game: Create a simulation game where students take on roles in a feudal system,

experiencing the social, economic, and political dynamics of medieval European society.

3. Medieval Castle Architecture Project: Task students with researching and presenting on medieval castle architecture, culminating in a project that explores the defensive and symbolic aspects of castles.

4. Culinary Exploration of Medieval Recipes: Have students explore and recreate medieval recipes, offering insights into the culinary traditions and ingredients of the Middle Ages.

5. Medieval Music Performance: Engage students in learning and performing medieval music, exploring the musical instruments and compositions of the period.

6. Trial of Joan of Arc Role-Playing: Organize a role-playing activity simulating the trial of Joan of Arc, allowing students to understand the legal and religious dynamics of the time.

7. Heraldry and Family Crest Design: Task students with designing heraldic symbols and family crests, exploring the significance and symbolism behind medieval heraldry.

8. Guild System and Trade Simulation: Simulate a medieval guild system and trade network, allowing students to understand the economic structure and cooperation among craftsmen during the Middle Ages.

9. Medieval Mystery Play Production: Collaborate on a production of a medieval mystery play, exploring the religious and theatrical aspects of medieval European culture.

10. Chivalry Code Debate: Facilitate a debate on the principles of chivalry, exploring the expectations and ideals associated with medieval knighthood.

11. Cathedral Architecture Tour: If feasible, organize a virtual or physical tour of medieval cathedrals, allowing students to explore the architectural and artistic achievements of Gothic architecture.

12. Medieval Manuscript Preservation Project: Assign students to research and present on the preservation and digitization of medieval manuscripts, exploring the efforts to safeguard cultural heritage.

3.3.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.3.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.3.6. Suggestive Reading Material

- Bishop, Morris, *The Penguin Book of Middle Ages*, Penguin Books, 1971
- Chaudhuri, K.C., *The Middle Ages*, Central Book Agency, Calcutta, 1960
- *Crusades through Arabites* (google)
- Fisher, H.A.L., *A History of Europe from the Earliest Times to 1713*, Eyre and Spottishwoode, London, 1952
- Henry Pirenne, *Mohammed and Charlemagne*

- Lansing, Carol, Edward English, *A Companion to the Medieval World*, Wiley Blackwell, Sussex, 2009
 - Maurice Lombard, *The Golden Age of Islam*
 - Pirenne, Henri, *Economic and Social History of Medieval Europe*, Harvest, New York, 1936
 - Strayer, Joseph, *The Middle Ages*, Appleton, New York, 1942
-

3.4. History of India II (650 –1526 C.E)**Credits: 4****Semester: S-2****3.4.1. About the Course**

Students who complete this course will be able to: interpret historical events; critically analyze primary sources; comprehend the sociopolitical dynamics of the time; Gain a chronological understanding of India's history between 650 and 1526 C.E., highlighting significant occurrences, political shifts, and sociocultural advancements; Examine the religious, cultural, and economic facets of medieval India to gain an understanding of the subcontinent's complexity at this point in history. The course will give aspiring teachers the pedagogical tools they need to teach Indian history in the Middle Ages in the classroom. Encourage students to recognize the connections between different areas and cultures in medieval India.

3.4.2. Learning Outcomes

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

- Discuss about Arab invasion
- Explain about administration of Delhi Sultanate
- Differentiate between various Sultans and Vijayanagara Kingdom

Unit I

India on the Eve of Arab Invasion- Arab Conquest of Sind –The invasions of Mohammad of Ghazani & Mohammad of Ghur - Causes for the defeat of the Indian rulers

Unit II

The Mamluk Sultans - Iltutmish, Sultana Razia, Balban- Khaljis- Alluddin Khilji, Malik Kafur- Tughlaks- Mohammed bin Tughlak, Firoz Shah Tughlaq - Timur Invasion- Sayyids- Khizar Khan Sayyid - Lodis- Sikander Lodi, Ibrahim Lodi- First Battle of Panipat

Unit III

Establishment of Vijayanagara Kingdom, Bahamani Kingdom- Nayankara System- Vijayanagara- Bahamani Relations

Unit IV

Administration of Delhi Sultanate- Concept of Sovereignty- Central administration- Iqta system- Economic and Social life under the Delhi Sultanate- Art and Architecture

3.4.3. Suggestive Practicum (Any Three)

1. Historical Artifact Analysis: Organize a workshop where students analyze replicas or images of

historical artifacts from the specified period, fostering skills in artifact interpretation and historical context.

2. Drama Production on Chola Dynasty: Collaborate on a drama production depicting scenes from the Chola Dynasty, providing insights into the cultural, political, and social dynamics of the time.

3. Numismatic Workshop: Have students explore ancient coins from the period and conduct a numismatic workshop, allowing them to understand the economic and political history reflected in coinage.

4. Epigraphy and Inscription Study: Assign students to study inscriptions and epigraphs from ancient monuments, deciphering and interpreting the historical information they provide.

5. Medieval India Map Project: Task students with creating detailed maps illustrating political boundaries, trade routes, and key cities of medieval India during the specified period.

6. Bhakti and Sufi Poetry Reading: Engage students in reading and analyzing Bhakti and Sufi poetry from the medieval period, exploring the spiritual and cultural expressions of the time.

7. Trade Route Simulation: Simulate historical trade routes and exchanges between different regions of medieval India, allowing students to understand the economic and cultural connections.

8. Feudalism vs. Sultanate Debate: Facilitate a debate on the social and political structures of feudalism and the Delhi Sultanate, exploring the differences and interactions between these systems.

9. Historical Costume Design Project: Task students with researching and designing historical costumes representative of different social classes, communities, or regions in medieval India.

10. Architecture and Civilization Tour: If possible, organize a virtual or physical tour of architectural landmarks from medieval India, allowing students to explore the built heritage and cultural diversity.

11. Cultural Exchange Symposium: Organize a symposium where students present on the cultural exchanges between different regions of medieval India, exploring the dynamics of cultural assimilation and diversity.

12. Historical Fiction Writing: Encourage students to write historical fiction narratives set in medieval India, incorporating historical events, characters, and cultural nuances of the time.

3.4.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.4.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.4.6. Suggestive Reading Material

- Ashraf, K.M., *Life and conditions of the People of Hindustan, 1200- 1500*, Delhi, 1959
 - Banerjee, A. C., *New History of Medieval India*, New Delhi, 1993
 - Banerjee, A. C., *The State and Society in North India 1206- 1526*, New Delhi, 1993
 - Chandra, Satish, *History of Medieval India*, Hyderabad, 2007
 - Chandra, Satish, *Medieval India I*, New Delhi, 1998
 - Chitnis.K.N., *Socio- Economic Aspects of Medieval India*, Poona, 1979.
 - Jackson, Peter, *The Delhi Sultanate: A Political and Military History*, Cambridge, 1999
 - Lal.K.S. *Twilights of the Sultanate*, Bombay, 1963
 - Moreland. W.H., *Agrarian System of Moslem India*, Cambridge, 1929
 - Raychaudari,Tapan and Irfan Habib, Ed., *The Cambridge Economic History of India. I*, Hyderabad,1982.
 - Sewell, Robert, *A Forgotten Empire*, Delhi, 1990
 - Srivatsava,A.L., *The Sultanate of Delhi*, Agra, 1984
-

3.1. (Minor-1) Economics of Social Sector**Credit: 4****Semester: S-2****3.1.1. About the Course**

The course aims at providing a theoretical exposition and meaningful insights into Social Sector Issues. The Course acquaints with pertinent issues concerning education and Health in India. This course is meant to provide insights into Policy Perspectives of Social Sector in India.

3.1.2. Learning Outcomes

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

- The course aims to acquaint and familiarize students with the Economics of social sector.
- The units incorporated in this course provide an analysis of issues at the theoretical level and also with regard to specificity of issues prevailing in the Indian context.
- The prime objective of the course is to expose the students to the issues and concerns of various social sectors in India.

UNIT-1	Concept of Social Sector – Significance of Social Sector – Economic Development & Social Sector Development – Equity and Social Sector – Environment of Economics – Economy – Environment Interaction- The Material Balance Principle - Entropy Law – Market Failure , Property Rights , Open Access Resources- Collective Action.
UNIT-2	Human Capital – Human Capital Vs. Physical Capital, Components of Human Capital: Determination of Demand for Education: Costs and Benefits of Education: Educational Planning and Economic Growth: Educational Financing: Education and Labor Market,:Economics of Education Planning In Developing Countries with special emphasis on India
UNIT-3	Determination of Health - Economics of Health Care: Appraisal of Health Care Financing: The concept of Human Life Value: Benefit Cost and Cost Effectiveness Approaches: Inequalities in Health and Class and Gender Perspectives: Institutional Issues in Health Care Delivery.
UNIT-4	Programmes and Policies of Educational Development – health development- Strategies, Programmes and Policies- Evolution of Environmental Policy in India – Air and Water Acts-Fiscal Incentives - Enforcement and Implementation Issues- Policies and Programmes relating to Water Supply and Sanitation.

3.1.3. Suggestive Practicum (Any Three)

- Discuss the concept of Economics of social sector.
- Compare and contrast Human Capital – Human Capital Vs. Physical Capital.
- Summarize the key principles Programmes and Policies of Educational Development.
- Evaluate the impact the concept of Human Life Value.

3.1.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping.

3.1.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms).
-

DISCIPLINARY COURSES – ECONOMICS**3.4: PUBLIC FINANCE****Credit: 4****Semester: S-2****3.4.1. About the course:**

This is a course on government policies from the viewpoint of equity, efficiency and the role of the state. The course focuses on the various aspects of Indian Public Finance and discusses the structure and trends in revenues, expenditures and deficits.

3.4.2. Learning outcomes:

After completion of this Course, student teachers will be able to

- Ability to identify critical key issues in public economics through the principles of public finance.
- Identify the tax principles that are relevant to economic development.
- Analyze the budget process.
- Familiar with policy challenges and analytical and empirical tools.

Unit 1: Role of Government

Nature and scope of public finance-Rationale for government intervention-Musgrave's three functions of Government; -allocation, distribution and stabilization, – types of government intervention-production versus provision-regulation of markets, Market failure and public provision of Public goods, Merit goods and club goods.

Unit 2: Public Revenue and Taxation

Sources of public revenue, Direct and indirect taxes, Canons of taxation, Theories of taxation-ability and benefit principles of taxation (Lindhal) – principle of maximum social advantage – taxable capacity – impact, incidence, and shifting – Taxes and deadweight loss- types of taxes-characteristics of good tax system.

Unit 2: Public Expenditure Theories and Public Goods

Causes of rising public expenditure, Theories of public expenditure-Wagner's Law-Peacock-wiseman's hypothesis-Samuelson theory of public goods.

Unit 3: Fiscal Decentralization and Deficit Financing

Rationale for decentralization – economic, administrative and political – assignment of taxes and expenditure between various tiers of a federal government – rationale and role of local governments, Need, objectives and design of federal fiscal transfers.

Unit 5: Deficit Financing

Deficit financing: Concept of deficits, Need and impact of deficit Financing, - monetarist versus Keynesian views on deficit financing – pattern of deficit financing-public – debt management and implication for growth, inflation and interest rate.

3.4.3. Suggestive Practicum

- Analyze specific government policies or programs aimed at addressing societal needs, such as healthcare reform, income redistribution, or environmental regulations.
- Discuss trade-offs between equity, efficiency, and simplicity in taxation.
- Discuss the characteristics of public goods and their role in public expenditure.
- Evaluate the objectives and consequences of deficit financing and consider alternative approaches to fiscal management.

3.4.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method.
- Discussion forums to engage students actively in the classroom.
- Simulations for interactive learning.
- Group discussions and Presentations.

3.4.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments

3.4.6. Suggestive Readings

1. Goode, Richard (1986) Government Finance in Developing Countries, Brookings Institution Press
2. Jha.R. (1998). Modern Public Economics, Rutledge, London
3. Musgrave.R.A.and P.B Musgrave (1976), Public Finance in Theory and Practice McGraw Hill, Kogakusha, Tokyo
4. Atkinson, A.B and J.E Stiglitz (1980), Lecture on Public Economics, MH Newyork
5. Herber, B.P (1967), Modern Public Finance, Richyard D.Irwin, Homewood. Bagchi, Amaresh (edited), Readings in Public Finance, Oxford University Press

3.1. History (Minor 1) -Introduction to World Civilizations

Credits-4

Semester: S-2

About the Course:

This course presents a complete understanding of the struggle and progress of the human race towards civilization in the early times. The aim is to give both an appreciation of the distinctive achievements and limitations of the principal human societies and cultures in the past. Political events, inevitably, are important and at the same time formed bases for the cultural, social and economic developments in the early civilizations.

Learning Outcome

Upon completing this course, students would have developed a strong foundation in the understanding of early world civilizations through the study and analysis of primary documents and secondary sources. They will be equipped with the knowledge and skills to identify, assess, and visualize the characteristic features of early world civilizations. They also will learn how the ancient world civilizations along with the then societies, systems, institutions, religious traditions, ideologies, belief systems, cultures and technologies operated overtime demonstrating various changes.

Unit 1

Origin of Early Civilizations – Egyptian – Mesopotamian – Persian – Greek – Roman – Political Developments under Dynastic Rule – Growth of Kingship or Republic – Law.

Unit 2

Establishment and Spread of Early Empires under Different Civilizations – Egyptian – Mesopotamian – Persian – Greek – Roman.

Unit 3

Society and Economy – Growth of Social Groups – Warrior Elites – Priestly Classes – Noble Aristocracies and Lower Social Groups –Economy – Agriculture, Craft, Metallurgy – Trade – Development of Professional Groups.

Unit 4

Developments in Culture – Religion – Art – Literature – Architecture – Emergence of Writing Systems.

Unit 5

Achievements of Early Civilizations – Science and Philosophy.

Suggested Readings

Allan, O. Knownslar and Terry L. Smart, *People and Our World: A Study of World History*, Holt, Rinehart and Winston Publishers, New York, 1981.

Bruce G. Trigger, *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press, New York, 2003.

Douglas J. Brewer, *Egypt and the Egyptians*, Cambridge University Press, New York, 2007.

Felipe Fernandez-Armesto, *Civilizations*, Macmillan, London, 2000.

Joseph R. Strayer & Hans W. Gatzke, *The Mainstream of Civilization*, Harcourt Brace Jo Vanovich, Inc, New York, 1979.

Lynn Thorndike, *Encyclopaedia of World Civilizations*, 2 Vols., Shubhi Publications, Delhi, 2000. Robert E. Lerner and Standish Meacham, *Western Civilizations*, WW Norton & Company, New York & London, 1986.

Simon Hornblower & Antony Spawforth, *The Oxford Companion to Classical Civilization*, OUP, 1998.

ABILITY ENHANCEMENT & VALUE-ADDED COURSES**LANGUAGE II****5.1 Language 2 (Other than L1)****Credit :4****Semester: S-2****5.2.1 About the Course**

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

5.2.2 Learning Outcomes

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

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

UNIT - I**Language, Society, and learning**

- A. Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language, and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.
- B. Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.

UNIT - II

Speech and Writing

- A. Writing Systems: Speech and writing; arbitrariness in language; types of writing systems.
- B. Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics

UNIT - III**Understanding Grammar**

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

UNIT - IV**Basic Communication Skills in L2**

- A. Pronunciation and listening comprehension skills.
- B. Reading and reading comprehension skills.
- C. Effective writing skills; effective presentation and speaking skills; summarizing and paraphrasing skills.

UNIT - V**Critical Reading and Thinking Skills**

- C. 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.

5.4 Understanding India (Indian Ethos and Knowledge Systems)

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

- E. Using ethics in a technologically volatile world: leading an ethical and modern life.
- F. Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

UNIT - III

Culture- Lifestyle

- A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
- B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
- C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).
- D. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

UNIT - IV

Science & Technology

- A. Arithmetic and logic.
- B. Natural sciences: math, physics, metallurgy, and chemistry.
- C. Astronomy: India's contributions to the world.
- D. Indian notions of time and space.
- E. Technology in the economy: agriculture, transportation, etc.

UNIT - V

Linguistic Traditions

- A. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.).
- B. Language as Culture: Evolution of Languages over the years & language as building blocks to different cultures and society
- C. Language: Identity, culture, and History.

5.4.3 Suggestive Practicum

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

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

5.4.4 Suggestive Mode of Transaction

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

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

5.4.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

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

5.4.6 Suggestive Reading Materials

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

5.5. Teacher and Society

Credit:2

Semester: S-2

5.5.1. About the Course

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

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

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

and values on the other; thus, impacting the larger societal thoughts and actions. The course also explores the relationship of the teacher with education development, community and society through different course units that talk of the teacher as a person and as a professional, the socio-cultural and technological contexts of the teacher and how they impact the teaching- learning process, the multiple roles, identities and expectations of a teacher. It invites the student teachers to be reflexive of one's thoughts, beliefs and actions and continuously take a gaze insideout 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.

5.5.2. Suggestive Practicum

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

5.5.3 Suggestive Mode of Transaction

Teacher and Society is a reformatory course that invites teachers to re-think teachers and teaching. It awakens and inspires teachers to realize broader educational aims through an action and reflection cycle. The approach therefore would include a blend of lectures, in-class seminars, thinking exercises, critical reflections, group-work, case-based approaches, and enquiry-based learning.

Learners would also be exposed to case studies featuring teachers from a representative cross-section of Schools in India and critically analyse their exercise of agentic force in school improvement and the improvement of teaching practice.

- Situating themselves in the geo-political context, the learners will get to critically engage in some of the policy dialogues.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

5.5.5 Suggestive Mode of Assessment

Being a very thought-provoking course, the assessment would largely include critical thinking kind of assignments. The following are some exemplars.

1. Write your current teaching philosophy based on your beliefs and values.
2. Choose any one area of immediate societal concern like environmental degradation, increasing crime against women, cybercrimes, bullying or any other and draw an action plan that you as a teacher would undertake to mobilize self, school and society towards betterment.
3. Critical Reflections on popular debates around power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, and such others

These are just prototypes and institutes may choose either of these or think of other innovative assignments that would inculcate in the future teachers a sense of belonging for society.

5.5.6 Suggestive Reading Materials

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

SEMESTER-III

Semester – III

Course Code	Curricular Component	Name of the Course	Credits	Total	Page No.
FE02	Foundations of Education	Child Development & Education Psychology	4	4	73-75
ENG205	English	History of English Literature	4	12	76
ENG206		Literary Forms	4		77-78
ENG207		New Literatures in English	4		79-80
HIS205	History	History of Europe-I (1453-1789 CE)	4	12	81-83
HIS206		History of India – III (1526 – 1707 CE)	4		84-86
HIS207		History of India – IV (1707-1857 CE)	4		87-90
ECO205	Economics	Micro Economics – II	4	12	91-92
ECO206		Mathematical Methods for Economics	4		93-95
ECO207		Economics of Development	4		126-128
PEDE216	Stage – specific content - cum - Pedagogy	Basics of Pedagogy at Secondary Stage (English)	4	12	99-101
PEDH216		Basics of Pedagogy at Secondary Stage (History)	4		
PEDEC216		Basics of Pedagogy at Secondary Stage (Economics)	4		
Total Credit				52	

FOUNDATION OF EDUCATION**2.1 Child Development & Educational Psychology****Credit: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, Intellect, Memory (Panch-koshIya Vikas)
- 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

DISCIPLINARY COURSE- ENGLISH**3.5 : HISTORY OF ENGLISH LITERATURE****Credit: 4****Semester: 3****3.5.1 About the Course**

The history of English literature helps student teachers to understand the historical development of English literature which has the influence of political, social, and intellectual forces at different periods. It gives a soundest basis for an understanding of present-day English literature and for an enlightened attitude towards questions affecting the literature today. It also offers a rich blend of cultural education, historical understanding, development of critical thinking skills, and language proficiency.

3.5.2 Learning Outcomes

After completion of this Course, the students will be able to:

- get a foundation of the course of study.
- develop an in- depth knowledge of the various writers, tradition, and trends of English literature from the Age of Johnson to the Present Age.
- appreciate of literature by providing a brief survey of British literature through ages and to introduce students to the best works of each age

UNIT-1	Elizabethan Age
UNIT-2	Augustan Age
UNIT-3	Romantic Age
UNIT-4	Victorian Age
UNIT-5	Modern Age

3.5.3 Suggestive Practicum

1. Highlight the specific characteristics of each age.
2. Critically evaluate the literature of each age.
3. Debate.

3.5.4 Suggestive Mode of Transaction

- Lectures.
- Discussions based on the reading materials provided.
- Seminar presentation.

3.5.5 Suggestive Mode of Assessment

Tests and assignments.

3.5.6 Suggestive Reading Materials

History of English Literature by E. Albert

History of English Literature by Hudson.

3.6 Literary Forms

Credit: 4

Semester: S-3

3.6.1 About the Course

Learning literary forms enhances critical thinking of the student-teachers. The student teachers will be sensitized to the nuances of various literary genres and conventions. Doing this paper will help them to comprehend the origin, development, and influence of new literary forms. It helps in understanding the richness of literature and broaden their horizon of knowledge of various poetic and literary styles. It helps in identifying literary techniques and also examine and appreciate texts applying linguistic and stylistic tool. It kindles students' creative thinking skills and facilitate their writing skills.

3.6.2 Learning Outcomes

After completion of this Course, the students will be able to:

- sensitize to the nuances of various literary genres and conventions.
- comprehend the origin, development, and influence of new literary forms.
- understand the richness of literature.
- broaden their horizon of knowledge of various poetic and literary styles.
- identify literary techniques and examine and appreciate texts applying linguistic and stylistic tool.
- kindle students' creative thinking skills and facilitate their writing skills.

UNIT-1	Literary Terms
UNIT-2	Poetry
UNIT-3	Prose
UNIT-4	Drama
UNIT-5	Fiction

3.6.3 Suggestive practicum

1. Exercise given to imitate the genres learnt.
2. Critical analysis over peer presentation.

3.6.4 Suggestive mode of transaction

- Lecture to be given for each genre understanding.
- Providing illustrations.
- Use of videos and you-tubes.

3.6.5 Suggestive mode of assessment

Performance assessment using rubrics.

Test and assignments.

3.6.6 Suggestive further readings

1. English Literary Forms: A Background to the Study of English Literature by Prasad.
2. The Oxford Dictionary of Literary terms.

3.7: NEW LITERATURES IN ENGLISH**Post-Colonial Literature****Credit: 2****Semester: S- 3****3.7.1 About the Course**

This course introduces the student-teachers to the literature of the marginalized and the subaltern. Studying New Literatures in English, particularly Post-Colonial Literature, can be beneficial for student-teachers studying New Literatures in English, especially Post-Colonial Literature. It provides student-teachers a deeper understanding of different cultures, enhance their critical thinking skills, and broaden their global perspective.

3.7.2 Learning Outcomes

By the end of this course, the students will be able to:

- understand Post-Colonial Literature.
- compare and contrast the themes and representations of marginalized communities across different literary genres.
- a deeper understanding of different cultures, enhance their critical thinking skills, and broaden their global perspective

UNIT-1	PROSE	1. Chapter 1 in <i>New Literatures in English: Cultural Nationalism in a Changing World</i> by Bruce King. 2. Introduction in <i>Empire Writes Back</i> by Bill Ashcroft, Garreth Griffith and Helen Tiffins, Routledge, London, 2003.
UNIT-2	POETRY	1. Atwood–‘Photograph of me’. 2. Emily Liang–‘United We Stand’. 3. A.D. Hope– ‘Australia’ 4. Allen Curnow–‘House and Land’
UNIT-3	DRAMA	Douglas Stewart– <i>Ned Kelly</i>
UNIT-4	FICTION	Chimamanda Adichi– <i>Purple Hibiscus</i>
UNIT-5	SHORT STORY	Chinua Achebe–‘Marriage is a Private Affair’

3.7.3. Suggestive Practicum

1. Analysing the impact of colonialism on literature and culture, considering historical perspectives.
2. Gaining insight into the cultural nuances and complexities embedded in post-colonial texts.
3. Exploring themes of identity, hybridity and the complexities of belonging in a post-colonial context.
4. Engaging with the issues of social justice, human rights and resistance as portrayed in post-colonial texts.

3.7.4. Suggestive Mode of Transaction

- Help students prepare a timeline of the literature produced.
- Map the theories that evolved along the timeline.
- Prepare an exhaustive list of post-colonial texts.
- Brief the peers on one PC text per week by every student other than the prescribed text.

3.7.5. Suggestive Mode of Assessment

Tests, Quiz, and Assignment.

3.7.6. Suggestive Further Reading

1. Colson Whitehead, "The Nickel Boys", Doubleday Publisher
2. Brit Bennett, "The Vanishing Half, Riverhead Books
3. Anthony Marra, "The Tsar of Love and Techno", Hogarth Publisher
4. Rebecca Skloot, "The Immortal Life of Henrietta Lacks", Crown Publisher.
5. Cixin Liu, "The Three-Body Problem" Chongqing Press
6. N.K. Jemisin, "The Fifth Season", Orbit Publisher
7. Alison Bechdel, "Fun Home", Mariner Books

DISCIPLINARY COURSE- HISTORY**3.5.: History of Europe I (1453- 1789 C.E)****Credit: 4****Semester: S-3****3.5.1. About the Course**

Understanding the key historical moments that preceded Europe's early modern era is made easier by this course. The course will encourage students to recognize the connections between different early modern European regions and civilizations; provide aspiring teachers with useful teaching techniques so they can instruct students in early modern European history in the classroom; give students the tools they need to interpret historical events, critically evaluate primary sources, and comprehend the socio-political dynamics of early modern Europe; understand the complexity of the continent during this historical era; investigate the cultural, economic, and religious facets of early modern Europe and gain a thorough understanding of the political, sociocultural, and major events that occurred in Europe between 1453 and 1789 C.E.

3.5.2. Learning Outcomes

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

- Advantages of Industrial Revolution and Factory System
- Discuss about Renaissance
- Discuss about Louis XVI and Europe on the Eve of French Revolution

Unit I

Fall of Constantinople; Renaissance

Unit II

Reformation–Counter Reformation- Ignatius Loyola

Unit III

Geographical Discoveries, Europe and the Wider World-Rise of Nation States, Enlightened Despotism, Revolutions: Glorious Revolution 1688, Industrial Revolution and Factory System

Unit IV

Louis XVI and Europe on the Eve of French Revolution

3.5.2. Suggestive Practicum (Any Three)

1. Historical Map Project: Assign students to create detailed historical maps depicting political boundaries,

key cities, and major events in Europe during the specified period, fostering spatial understanding.

2. Renaissance Art Gallery: Task student groups with curating an art gallery showcasing Renaissance art and its evolution, highlighting key artists, styles, and themes of the period.

3. Scientific Revolution Experiment: Organize a scientific experiment or demonstration related to discoveries made during the Scientific Revolution, allowing students to engage with the principles and methods of early scientific inquiry.

4. Reformation Debate: Facilitate a debate on the theological, political, and social issues surrounding the Reformation, allowing students to explore different perspectives on the religious transformations of the time.

5. Exploration and Trade Simulation: Create a simulation activity where students take on the roles of explorers, merchants, and rulers engaged in the Age of Exploration and trade, exploring the economic and cultural exchanges.

6. Shakespearean Drama Production: Have students collaborate to script and perform scenes from Shakespearean plays, exploring the literary and dramatic achievements of the Renaissance.

7. Enlightenment Salon Discussion: Organize an Enlightenment-style salon where students engage in discussions on philosophical, political, and scientific ideas of the Enlightenment period, fostering intellectual exchange.

8. Print Culture Project: Assign students to research and present on the impact of the printing press on European culture, communication, and the dissemination of ideas during the Renaissance and Reformation.

9. Architectural Heritage Tour: If possible, organize a virtual or physical tour of architectural landmarks from the Renaissance and Baroque periods, allowing students to explore the built heritage of Europe.

10. Musical Composition Project: Task students with composing music inspired by the musical styles and themes of the Renaissance and Baroque periods, exploring the intersection of music and historical context.

11. Monarchy vs. Republic Debate: Facilitate a debate on the advantages and disadvantages of monarchy versus republicanism during the early modern period, exploring political ideologies and systems.

12. Philosophical Dialogue Writing: Encourage students to write philosophical dialogues exploring key ideas and debates of Enlightenment philosophers, fostering creativity while delving into intellectual discourse.

3.5.3. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.5.4. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.5.5. Suggestive Reading Material

- Brendan Simms, *Europe: The Struggle for Supremacy from 1453 to the Present*
 - David Maland. *Europe in the 17th Century*.
 - Durant, Will, *The Story of Civilization, Vol.5, The Renaissance*. New York: Simon and Schuster, 1953.
 - Durant, Will, *The Story of Civilization, Vol.6, The Reformation*. New York: Simon and Schuster, 1957.
 - Gokhale, B.V., *Introduction to Western Civilization*.
 - Hasen Charles Downer, *History of World Civilization*.
 - Hayaes C.H., *Modern Europe to 1870*.
 - Kagan, Donald, Steven E. Ozment, Frank M. Turner. *Western Heritage since 1300*, New York: Prentice Hall, 2007.
 - Ketelbey, C. D. M., *A Short History of Modern Europe*, Delhi: Surjeet, 2000.
 - Mukherjee, M.M., *A Study of European History 1453- 1815*
 - Rao, B.V., *World History*.
 - Southgate, *A Text book of Modern European History*
 - <http://ageofex.marinersmuseum.orghttp://www.learner.org/interactives/renaissance/index.html>
 - <http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/columbian.html>
-

3. 6.: History of India III (1526- 1707 C.E)**Credit: 4****Semester: S-3****3.6.1. About the Course**

This unit will assist students in exploring the early modern Indian subcontinent's cultural, economic, and religious aspects in order to better understand the intricacies of this historical period; give students the tools they need to evaluate historical sources critically; comprehend the sociopolitical dynamics of the time, and interpret events; gain a thorough understanding of the major occurrences, sociocultural shifts, and political shifts that occurred in India between 1526 and 1707 C.E; encourage students to comprehend how different early modern Indian regions and civilizations are interconnected. The course will give aspiring teachers the pedagogical tools they need to teach early modern Indian history in the classroom.

3.6.2. Learning Outcomes

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

- Explain consequences of Babur's Conquests and Founding of the Mughal Empire- Humayun- Sher Shah's rise to power and Administration.
- Discuss about Akbar- Conquests, Administration.
- Discuss about Shajahan- conquests - War of succession.
- Differentiate between Guru Gobind Singh and Sivaji.

Unit I

Babur's Conquests and Founding of the Mughal Empire- Humayun- Sher Shah's rise to power and Administration.

Unit II

Akbar- Conquests, Administration, Mansabdari System, Land Revenue system- Religious policy- Rajput policy- Jahangir's career- Nurjahan.-

Unit III

Shajahan- conquests - War of succession- Aurangazeb- Religious Policy- Deccan Policy- Reasons for the Decline of the Mughal Empire-Socio- Economic conditions- Bhakti Movement- Architecture and Literature

Unit IV

Sikhism- Rise of Sikh Militancy - Guru Gobind Singh- Rise of Maratha Power- Sivaji Conquests and Administration

3.6.3. Suggestive Practicum (Any Three):

1. Mughal Miniature Painting Workshop: Organize a workshop where students create Mughal miniature paintings, exploring the artistic techniques and themes prevalent during the Mughal period.

2. Empire Building Simulation: Create a simulation activity where students take on the roles of rulers, administrators, and diplomats, navigating the challenges of empire building during the Mughal era.
3. Historical Costume Exhibition: Task students with researching and presenting an exhibition showcasing historical costumes worn by different social classes, communities, and regions in India during the Mughal period.
4. Mughal Architecture Tour: If feasible, organize a virtual or physical tour of Mughal architectural landmarks, allowing students to explore and analyze the architectural legacy of the Mughal Empire.
5. Mughal Cuisine Cooking Project: Have students research and recreate historical recipes from the Mughal period, exploring the culinary traditions and influences that shaped Mughal cuisine.
6. Drama Production on Akbar's Court: Collaborate on a drama production depicting scenes from the court of Akbar, providing insights into the cultural, political, and social dynamics of the Mughal court.
7. Jahangir's Travelogue Project: Assign students to create a fictional travelogue in the style of Jahangir, describing imaginary journeys and encounters, while incorporating historical knowledge of the period.
8. Trade and Cultural Exchange Simulation: Simulate trade and cultural exchanges between the Mughal Empire and other regions, allowing students to understand the economic and cultural dynamics of the time.
9. Mughal Manuscript Reproduction: Task students with reproducing pages from Mughal manuscripts, exploring the art of manuscript illumination and gaining insights into historical texts.
10. Religious Syncretism Symposium: Organize a symposium where students present on the religious syncretism and cultural integration during the Mughal period, exploring the coexistence of diverse religious traditions.
11. Artistic Expression Through Dance: Engage students in creating dance performances inspired by Mughal courtly traditions, exploring the connection between art, culture, and history.
12. Historical Debate on Aurangzeb's Policies: Facilitate a debate on the policies of Aurangzeb, exploring different historical perspectives on his reign and its impact on the Mughal Empire.

3.6.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.6.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.6.6. Suggestive Reading Material

- Alam, Muzaffar and Sanjay Subramanyam, *The Mughal State*, New Delhi, 2000
 - Athar Ali, M., *Mughal India*, New Delhi, 2006
 - Banerjee, A. C., *New History of Medieval India*, New Delhi, 1993
 - Chandra, Satish, *History of Medieval India*, Hyderabad, 2007
 - Chandra, Satish, *Medieval India II*, New Delhi, 1998
 - Habib, Irfan, Ed. *Akbar and His India*, New Delhi, 1997
 - Habib, Irfan, *The Agrarian System of Mughal India 1556-1707*, New Delhi, 1999
 - Kulkarni, A.R., *Maharashtra in the age of Shivaji*, Poona, 1969.
 - Moosvi, S., *Mughal Empire*, New Delhi, 2008
 - Moreland, W.H., *Agrarian System of Moslem India*, Cambridge, 1929
 - Mukhia, Harbans, *The Mughals*, London, 2004
 - Richards, J.F., *The Mughal Empire*, Cambridge, 1993
 - Rizvi, S.A.A., *The Wonder That was India*, Part II, New Delhi, 1993
 - Roychaudari, Tapan and Irfan Habib, Ed., *The Cambridge Economic History of India. I*, 1982
 - Srivatsava, A.L., *The Mughul Empire*, Agra, 1983
-

3.7: History of India IV (1707-1857 C.E)**Credit: 4****Semester: S-3****3.7.1. About the Course**

Understanding the connections between different areas and civilizations in early modern India will be facilitated by this course. It will provide aspiring instructors with useful teaching techniques so that they can instruct students in India's history from 1707 to 1857 in the classroom. The course will help the students to understand the intricacies of the subcontinent during this historical period, investigate the cultural, economic, and religious facets of India in the 18th and 19th centuries; assist the students in analyzing historical sources critically, interpreting events, and comprehending the socio-political dynamics of early modern India; gain a thorough understanding of India's political, sociocultural, and historical developments between 1707 and 1857 C.E.

3.7.2. Learning Outcomes

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

- Discuss Disintegration of Mughal Empire
- Explain about Eighteenth Century India
- Explain about The Great Revolt of 1857
- Understand the Colonial Constructions of India

Unit I

Disintegration of Mughal Empire –Later Moghuls- Sayyid Brothers- Invasions of Nadir Shah and Ahamad Shah Abdali- Third Battle of Panipat

Unit II

Eighteenth Century India - The rise of regional powers- Bengal, Oudh, Hyderabad, Mysore and Carnatic.- European Trading Companies- Portuguese, Dutch, English, Danes and French -English expansion in India- Carnatic Wars- Conquest of Bengal- Subsidiary Alliance- Maratha wars- Mysore wars- Sikh wars- Doctrine of Lapse

Unit III

Colonial Construction of India- Administrative structure- Land Revenue settlements, Zamindari, Ryotwari and Mahalwari systems- Introduction of Western Education and its impact- Religious Reform- Brahmo Samaj- Social Legislation- Abolition of Sati, Widow Remarriage Act

Unit IV

The Great Revolt of 1857- Causes, Nature, Course and Consequences.

3.7.3. Suggestive Practicum (Any Three)

1. Mughal Art and Architecture Showcase: Task students with researching and presenting on Mughal art and architecture during the specified period, culminating in an exhibition that showcases the cultural richness of the era.
2. Historical Costume Design Project: Have students research and design historical costumes representative of different social classes, communities, or regions in India during the 18th and 19th centuries, promoting an understanding of cultural diversity.
3. Economic Impact Analysis: Assign students to conduct an economic impact analysis of British colonial policies on Indian industries, trade, and agriculture during the 18th and 19th centuries.
4. Sepoy Mutiny Role-Playing Simulation: Organize a role-playing simulation of the events surrounding the Sepoy Mutiny (1857), allowing students to embody different historical perspectives and understand the complexities of the rebellion.
5. Colonial India Map Project: Have students create detailed maps illustrating the changing political boundaries, trade routes, and key cities of colonial India during the 18th and 19th centuries.
6. Literary Analysis of Colonial Literature: Assign students to analyze literary works from the colonial period, exploring how literature reflected and responded to the social, cultural, and political changes in India.
7. Company Painting Art Workshop: Conduct a workshop where students explore and create Company paintings, a genre of Indian miniature paintings influenced by European art, showcasing the cultural fusion of the time.
8. Impact of Social Reform Movements: Assign students to research and present on social reform movements in India during the 18th and 19th centuries, examining their goals, leaders, and impact on society.
9. British Raj Photography Exhibition: Task student groups with curating a photography exhibition featuring historical images from the British Raj, exploring the visual documentation of colonial life and its impact on indigenous cultures.
10. Colonial Education Policies Debate: Facilitate a debate on the impact of colonial education policies on Indian society, discussing issues such as language, curriculum, and the role of education in shaping colonial narratives.
11. Historical Recipe Project: Have students research and recreate historical recipes from the period, exploring the culinary traditions and influences that shaped Indian cuisine during colonial times.
12. Cultural Exchange Symposium: Organize a symposium where students present on the cultural exchanges between India and the British Empire during the 18th and 19th centuries, exploring the dynamics of cultural assimilation and resistance.

3.7.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.7.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.7.5. Suggestive Reading Material

- Alam, Muzaffar, 1993. *The Crisis of Empire in Mughal North India, Awadh and the Punjab, 1707-1748*, Delhi: Oxford University Press.
- Alavi, Seema, 1995. *The Sepoys and the Company*, Delhi: Oxford University Press.
- Alavi, Seema, 18th Century India
- Barnett, Richard B., 1980. *North India Between Empires: Awadh, the Mughals, and the British, 1720-1801*. Berkeley: University of California Press.
- Bayly, C.A., 1988. "Indian Society and the Making of the British Empire" in *The New Cambridge History of India*, Cambridge: Cambridge University Press.
- Bayly, C.A., 1983. *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, Cambridge: Cambridge University Press.
- Bayly, C.A., 1997. *Information and Empire: Political Intelligence and Social Communication in North India, 1780-1880*. Cambridge: Cambridge
- Bhattacharya, Sabyasachi, *Rethinking of 1857*.
- Chaudhuri, K.N., 1978. *The Trading World of Asia and the English East India Company, 1660-1760*, Cambridge: Cambridge University Press.
- Chaudhuri, Sashi Bhusan, 1955. *Civil Disturbances during British Rule in India, 1765-1857*, Calcutta: World Press.
- Cohn, Bernard, 1996. *Colonialism and its Forms of Knowledge: The British in India*, Princeton: Princeton University Press.
- Derrett, J.D.M., 1968. *Religion, Law and the State in India: Residents and the Residency System, 1764-1857*, Delhi: Oxford University Press.
- Fisher, Michael, ed., 1993. *The Politics of British Annexation in India, 1757-1857*, Delhi: Oxford University Press.
- Gordon, Stewart, 1994. *Marathas, Marauders and State Formation in Eighteenth Century India*, Delhi: Oxford University Press.
- Guha, Ranajit, 1983. *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi: Oxford University Press.
- Metcalf, Thomas R., 1997. "Ideologies of the Raj" in *The New Cambridge History of India*, Cambridge: Cambridge University Press.
- Sen, S.N., 1957. *Eighteen Fifty-Seven*, Delhi: Publications Division.
- Stokes, Eric, 1978. *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge: Cambridge University Press.

- Stokes, Eric, 1986, *The Peasant Armed: Indian Revolt of 1857*, Oxford: Clarendon Press.

DISCIPLINARY COURSE- ECONOMICS**3.5 : MICROECONOMICS-II****Credit 4****Semester: S-3****3.5.1. About the Course:**

This course helps the students to develop skills enabling them to understand economic concepts and use those concepts to analyse specific questions. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.

3.5.2. Learning Outcomes:

By the end of this course, students should be able to

- Demonstrate a deep understanding of factor markets, including the application of marginal productivity theory to factor pricing and its implications for income distribution.
- Develop a comprehensive understanding of key economic principles, including factor markets, welfare economics, and general equilibrium.
- Integrate and synthesise economic concepts.

Unit 1: Factors Pricing and Theory of Distribution

Market for the factors of production-marginal productivity theory of pricing of factor - factor pricing and income distribution, adding-up problem, Product exhaustion theorem, Euler's, Clark-Wicksteed-Walras 'Product Exhaustion Theorem, -Linkages among the factors of production –

Unit 2: Theories of Wages, Rent, Interest and Profit

Theories of wages – determination-wages and collective bargaining – wage differentials – Rent - Ricardian and modern theories of rent-scarcity-differential rent and quasi rent- theories of interest-classical and Keynesian; theories-profit-innovation, risk and uncertainty theories

Unit 3: Welfare Economics

Pigouvian welfare economics, Welfare Criteria – Pareto optimal conditions, Social welfare maximization, Inability to obtain optimum welfare – Imperfections, market failure, uncertainty and incomplete markets, Theory of Second Best, Arrow's impossibility theorem

Unit 4: General Equilibrium

Partial and general equilibrium - Walrasian general equilibrium – existence, stability and uniqueness of

equilibrium, Simple General Equilibrium model , , extension of simple general equilibrium model, Applications of General equilibrium

3.5.3. Suggestive Practicum

- Analyze real-world factor markets, such as labor, land, and capital, using data and case studies.
- Evaluate the theories of rent and interest, including Ricardian and modern theories.
- Prepare a report on various theories of profit, including innovation and risk theories.
- Discussion on the adding-up problem in factor pricing and income distribution.
- Case study illustrating market failure due to factors such as externalities or incomplete markets.

3.5.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method.
- Discussion forums to engage students actively in the classroom.
- Simulations for interactive learning
- Group discussions and Presentations.

3.5.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments.

3.5.6. Suggestive Readings

1. Varian, H.R. (2019). Intermediate Microeconomics: A Modern Approach, W.W. Norton.
2. Pindyck, R. S. & D. Rubinfeld (2018). Microeconomics, 9th edition, Pearson.
3. Koutsoyiannis, A. (1979). Modern Microeconomics, Palgrave Macmillan.
4. Layard, P.R.G. & Walters, A.A. (1978). Microeconomic Theory, McGraw Hill.
5. Sen A. (2006). Microeconomics: Theory and Application, Oxford University Press.
6. Baumol, W.J (1979). Economic Theory and Operations Analysis, Prentice Hall.
7. Nicholson Walter (2007). Microeconomic Theory: Basic Principles and Extensions, South-Western.
8. Mukherji, A.: Walrasian and Non-Walrasian Equilibria: An Introduction to General Equilibrium Analysis, Claredon Press, Oxford, 199

3.6 : MATHEMATICAL METHODS FOR ECONOMICS**Credit: 4****Semester: S-3****3.6.1. About the Course:**

This course provides a comprehensive exploration of fundamental mathematical concepts and techniques essential for economic analysis. Covering basic algebra, calculus, and matrix algebra, students gain proficiency in solving economic problems and modeling real-world scenarios. The course emphasizes applications in economics, equipping students with the analytical tools required for economic research and decision-making.

3.6.2. Learning Outcomes:

By the end of this course, students should be able to

- demonstrate mastery in handling polynomials, equations, and inequalities and apply algebraic techniques to economic problem-solving.
- Develop analytical thinking skills by applying mathematical concepts to economic scenarios.
- Achieve proficiency in differential and integral calculus will enable students to analyze economic trends, optimize functions, and understand the intricacies of marginal analysis.
- Develop collaborative problem-solving, fostering teamwork and the ability to apply mathematical methods collectively to address complex economic challenges.

Unit 1: Basic Algebra and Functions

Polynomials, concept of identity, equation and inequality, equations – linear, quadratic and cubic, simultaneous equations, arithmetic and geometric progression, Functions and their plots – constant, linear, quadratic, cubic, higher order polynomials, power, exponential, logarithmic, hyperbolic, concept of multivariate functions and 3-dimensional plots.

Unit 2: Economic Applications of Basic Algebra

Economic applications – indifference curve, budget line, isoquant, isocost line, quadratic marginal curves, cubic cost function, functions indicating growth rates.

Unit 3: Foundations of Calculus

Concept of limits, continuity and differentiability, L'Hôpital's rule, difference quotient as a measure of slope, derivative as a measure of slope, rules of evaluating derivative, partial derivative – derivative of multivariate functions, marginal analysis - concept of marginal utility, marginal product and marginal cost, higher order derivatives and curvature of curved line.

Unit 4: Integral Calculus and Economic Applications

Integration – Indefinite and Definite integrals, Improper integrals, Economic applications of Integrals – Consumer Surplus and Producer Surplus

Unit 5: Matrix Algebra

Concept of vector – its properties, matrices and vectors – types of matrices, simple operations on matrices, determinants and their basic properties, transposes, matrix inversion and rank of a matrix, geometric interpretation of vectors and matrix operation, solution of simultaneous equations through Cramer's rule, Application of matrix algebra in Economics: Input-output analysis.

3.6.3. Suggestive Practicum

- Plot various polynomial functions, including linear, quadratic, and cubic, using graphing calculators or software.
- Explore quadratic marginal curves in economic contexts.
- Analyze consumer surplus and producer surplus using integral calculus techniques.
- review fundamental concepts of calculus, including limits, continuity, and differentiability.
- explore economic applications of integral calculus, focusing on concepts such as consumer surplus and producer surplus

3.6.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method
- Discussion forums to engage students actively in the classroom
- Simulations for interactive learning
- Group discussions and Presentations

3.6.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments

3.6.6. Suggestive Readings

1. Renshaw, G. (2021). *Maths for Economics*, 5th edition, Oxford University Press.
2. Dowling, E. T. (2012). *Schaum's Outline of Introduction to Mathematical Economics*, 3rd edition, McGraw-Hill.
3. Bradley, T. (2013). *Essential Mathematics for Economics and Business*, 4th edition, Wiley.
4. Sydsæter, K. & Hammond, P. (2012). *Essential Mathematics for Economic Analysis*, 4th edition, Pearson.

5. Hoy, M., Livernois, J., McKenna, C., Rees, R & Stengos, T. (2011). *Mathematics for Economics*, 3rd edition, MIT Press.
 6. Henderson, J. M. & Quandt, R. E. (1980). *Microeconomic Theory: A Mathematical Approach*, 3rd edition, McGraw-Hill..
-

3.2. (Minor 2): Modern World History II**Credit: 4****SEMESTER: S-3****3.2.1. About the Course:**

This course aims to introduce the students with the aims to familiarize them with modern world history from 1938 to the era of Globalization. It will also closely analyze the impact of the Second World War and the emergence of the New economic system, i.e. capitalism, Socialism and communism. It also examines the economic development and decolonization process globally in Asia, Africa, Latin America, and other third-world countries. Finally, it will underline the impact of the Cold War and the bipolar world and the subsequent emergence of Globalisation and great convergence, i.e., the emergence of economic miracles in the Far East and Asia.

3.2.2. Learning Outcome:

Students will be able to understand and comprehend the following points on successfully completing the course.

- The philosophy of Nazism and Fascism.
- Impact of Karl Marx and the class struggle.
- The meaning and implications of the Cold War.
- Meaning of decolonization.
- How Globalisation paved the way for the great convergence

Unit 1: Rise of Ultranationalist Movement & WW II

Adolf Hitler and the Nazis, Britain's Appeasement policy towards Hitler's policy, Rise of Mussolini & the Fascist World War II: causes, important events and analysis and its impact. The Spanish Civil War, 1936-39 and Fascism in Spain 1939-75.

Unit 2: Emergence of New Socio-Economic System

Capitalism, Communism and Socialism. Ideas of Karl Marx and his class struggle theory, the Bolsheviks and Mensheviks in Russia, Stalin and his collectivization, the Brezhnev era 1964-82, and the collapse of communism in Eastern Europe and the USSR. Communism in China, the Cultural Revolution, Deng Xiaoping, and its economic reforms.

Unit 3: Cold War & NAM

Genesis and nature of cold war, Cuban missile crisis, DeStalinization and Khrushchev Foreign policy. Nationalism and decolonization in Asia and Africa, Arab–Israeli conflict. Origin and impact of NAM.

Unit 4: The Problem of Economic Development in the Third World

Africa (Political instability and SAP of IMF& WB) Latin America, South and south-east Asia - UN and International agencies such as UNICEF, ILO, UNHCR, UNESCO,FAO.

Unit 5: Globalization & Convergence

Emergence of European Economic Community (1957) Eurozone, OAU&AU, the emergence of Japan and South Korea as an economic power, rise of China and India as an emerging economy. Expansion of NATO in the post-September, 11, 2001 and other strategic regional and transnational organisation such as ASEAN, BRICS, G7, G20, QUAD, SAARC.

3.2.4. Suggestive Practicum

- Create a timeline highlighting the causes and important events of World War II.
- Discuss the impact of World War II on global politics, economics, and society.
- Prepare a report on political instability in Africa and its impact on economic development.
- A case study on economic development in Latin America, focusing on factors such as dependency theory, neoliberal reforms, and the role of international organizations.
- Analyze the role and effectiveness of strategic regional organizations such as ASEAN, BRICS, and G7.

3.2.5. Suggestive Mode of Transaction

- Lecture cum Discussion Method.
- Discussion forums to engage students actively in the classroom.
- Simulations for interactive learning.
- Group discussions and Presentations.

3.2.6. Suggested Readings

1. Duiker, William J, Twentieth-Century World History, Thomson Wadsworth, 2005
2. Roberts, J.M., 1989. Europe: 1880-1945, Longman (second edition).
3. Sidney, Pollard. Peaceful Conquest – The Industrialization of Europe, 1760-1970.
4. Mussolini, Benito (2002) [1934]. Gregor, Anthony James (ed.). Origins and Doctrine of Fascism. New Brunswick (US); London (UK): Transaction Publishers
5. Steigmann-Gall, Richard (2003). The Holy Reich: Nazi Conceptions of Christianity, 1919–1945. Cambridge: Cambridge University Press.

6. Service, Robert (2005). *A History of Modern Russia from Nicholas II to Vladimir Putin*. Harvard University Press.
 7. Mccauley, Martin (2014). *The Rise and Fall of the Soviet Union*. Taylor & Francis. Blumberg, Arnold (1995). *Great Leaders, Great Tyrants?: Contemporary Views of World Rulers Who Made History*. Westport, Connecticut: Greenwood Press.
 8. Bourne, Peter G. (1986). *Fidel: A Biography of Fidel Castro*. New York City: Dodd, Mead.
 9. Arnold, Guy. *The A to Z of the Non-aligned Movement and Third World* (Scarecrow Press, 2010)
 10. Fursenko, Aleksandr (2006), *Khrushchev's Cold War*, W.W. Norton & Co.
 11. Khrushchev, Sergei (2000), *Nikita Khrushchev and the Creation of a Superpower*, The Pennsylvania State University Press.
 12. Thomas, Martin, Bob Moore, and Lawrence J. Butler. *Crises of Empire: Decolonization and Europe's imperial states* (Bloomsbury Publishing, 2015)
 13. White, Nicholas. *Decolonization: the British experience since 1945* (2nd ed. Routledge, 2014) Lawrence, Adria K. *Imperial Rule and the Politics of Nationalism: Anti-Colonial Protest in the French Empire* (Cambridge UP, 2013)
 14. Gunder Frank, Andre, and Robert A. Denemark. *ReOrienting the 19th Century: Global Economy in the Continuing Asian Age* (Paradigm Publishers, 2013); Hopkins, A.G., ed. *Globalization in World History* (Norton, 2003)
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STAGE-SPECIFIC CONTENT-CUM-PEDAGOGY**4.4.1 Basics of Pedagogy at Secondary Stage****Credit:4****Semester: S-3****4.4.1.1 About the Course**

This course deals with diverse range of topics of basics of pedagogy at secondary stage that will equip student teachers with valuable knowledge, capacities and competencies. This course comprises four units and a practicum. This course prepares student teachers to understand secondary-stage learners and design teaching accordingly. This course also aims to equip teachers with the necessary tools, knowledge, and competencies to continuously evolve as professionals and create a positive and transformative impact on their students and society as a whole. In this course a strong foundation will be established by exploring the fundamental principles and concepts that support basics of pedagogy in the light aims and objectives of the curriculum. This course emphasizes understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, that fosters a need for learning, can be created for facilitating learner's holistic development. This course is designed to equip student teachers with a wide array of teaching learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

4.4.1.2 Learning Outcomes

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

- build comprehensive understanding of secondary stage learners,
- assess the physical, mental, social, and emotional growth of secondary stage learners,
- develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner,
- discuss the necessary knowledge and skills to implement effective teaching and learning strategies,
- create enriching and inclusive learning environments to foster values-based education,
- develop a deeper understanding of various pedagogical approaches and their impact on learners,
- determine the knowledge to make informed decisions about instructional practices,
- explain the crucial role of pedagogy in facilitating effective learning experiences for students,
- outline knowledge and skills necessary for continuous professional development.

UNIT - I**Understanding Secondary Stage Learners**

- A. Understanding the learners and learner background
 - i. The physical, mental, social, and emotional growth of learners
 - ii. Thought processes and cognitive skills of learners.
 - iii. Psychological and social orientations of learners
 - iv. Social and academic lives of learners
 - v. Conflicts and challenges of secondary learners.
 - vi. Characteristics of secondary stage learners
- B. Observing the unique capabilities of a child

UNIT - II**Strategies of Teaching and Learning**

- A. Understanding teaching and learning strategies:
 - i. Concept, characteristics and functions of teaching
 - ii. Making abstract concepts enjoyable by relating them to real-life situations,
 - iii. Promoting multidisciplinary learning through integration of different disciplines
 - iv. Promoting learner participation and engagement in learning
 - v. Building values through art integrated activities, community engagement etc.
 - vi. Promoting multidisciplinary learning through integration of different disciplines
 - vii. Promoting health and social sensitivities
 - viii. Developing respect toward cultural heritage
 - ix. Making classrooms inclusive and joyful learning spaces
- B. Relationship between Aims and Values of Education, Curriculum and Pedagogy

UNIT - III**Pedagogical Approaches**

- A. Pedagogical approaches: constructivist approach; collaborative approach; reflective approach; integrative approach, inquiry- based approach; other contemporary approaches, art-integrated learning, sports- integrated learning.
- B. Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy in inclusive setup.
- C. Role of pedagogy in effective learning: how does pedagogy impact the learner?

UNIT - IV**Continuous Professional Development of Teacher**

- A. Meaning and need, professional and ethical competencies and need for updating content and pedagogical competencies to develop their professional competencies.
- B. Professional development activities: seminars, conferences, orientation programmes, workshops, online and offline courses, competitions, publications, development of teaching portfolio, capacity building programmes, and teacher exchange programmes.
- C. Development of professional competencies to deal with gender issues, equity and inclusion, ethical issues, environmental issues, human health and well-being, population, human rights, and various issues (emotional, mental, physical issues related to pandemic (for example covid-19).

4.4.1.3 Suggestive Practicum (Any Three)

- 1. Analyze NEP 2020 with reference to pedagogical aspects of the concerned subject.

2. Analyze and reflect on the qualities of an ‘Innovative Teacher’ in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
3. Explore different platforms such as National Teacher’s Portal, NISHTHA, DIKSHA, and SWAYAM for an online course and prepare a report.
4. Participate in a workshop or seminar to explore the concept of Continuous Professional Development (CPD), its significance in lifelong learning and prepare a write up on the findings.
5. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation.
6. Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio.
7. Any other project assigned by HEI.

- **Suggestive Mode of Transaction**

Lecture cum discussion, project-based method, problem solving method, experiential learning, art integrated learning, sports integrated learning, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

- **Suggestive Mode of Assessment**

Portfolio creation, written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations (As per UGC norms).

- **Suggestive Reading Materials**

- National Council of Educational Research and Training. (April 2022). Mandated documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India (English and Hindi)
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- National Policy on Education 1968, 1986 and 2020.

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

SEMESTER-IV

SEMESTER- IV

Course Code	Curricular Component	Name of the Course	Credits	CCE*	Page No.
FE03	Foundations of Education	Philosophical & Sociological perspectives of Education - I	4	4	104-106
ENG208	English	Indian Writing in English	4	12	107-108
ENG209		Regional Literature	4		109-110
ENG210		English Language, Linguistics & Advanced English Grammer	4		111-112
HIS208	History	History of India-V (1858 – 1947 CE)	4	12	113-116
HIS209		History of Europe – II (1789 - 1871 CE)	4		117-119
HIS210		Indian Financial Institutions & Markets	4		120-121
ECO208	Economics	Macro Economics – II	4	12	122-123
ECO209		Statistical Methods	4		124-125
ECO210		Modern World History - II	4		95-96
PEDE217	Stage – specific content - cum - Pedagogy	Basics of Pedagogy at Secondary Stage (English)	4	12	129-130
PEDH217		Basics of Pedagogy at Secondary Stage (History)	4		131-133
PEDEC217		Basics of Pedagogy at Secondary Stage (Economics)	4		131-133
Total Credit				52	

FOUNDATION OF EDUCATION**2.2 Philosophical & Sociological Perspectives of Education – I****Credits:4****Semester: S-4****2.3.1 About the Course**

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

2.3.2 Learning Outcomes

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

UNIT - I**Education and Philosophy**

- Conceptual clarity, nature and relationships.
- Aims of studying philosophical perspective of education.
- Branches of Philosophy and their educational implications: Metaphysics (उपनिषद् म म त्स T), Epistemology (ज्ञान तम म त्स T), Axiology (श्रेयस म त्स T)
- 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 Apra Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya.
- Understanding Western Perspective of Education
 - Meaning, Nature and aims of education with reference to Cognitive, Behaviorist and Developmental theories of Education.

UNIT - II**Philosophical Schools and Education**

A. Conceptual Clarity of the following schools of thoughts with their implications for educational practices:

- Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta
- Western: Idealism, Naturalism, Pragmatism, Progressivism.

UNIT - III**Educational Thinkers**

A. Deliberations on aims, process and educational institutions developed on thoughts of following thinkers and practitioners:

- Bharatiya: Swami Vivekananda, Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahamana Madan Mohan Malaviya, Mahatma Gandhi, Gijubhai Badheka.
- Western: J. Rousse, Maria Montessori, Friedrich Froebel, John Dewey.

UNIT - IV**Value Education**

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

2.3.3 Suggestive Practicum

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

2.3.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Organized lectures using variety of media.
- Small group discussion, panel interactions, small theme based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, shortterm 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.

DISCIPLINARY COURSE- ENGLISH**3.8. INDIAN WRITING IN ENGLISH****Credit: 4****Semester: S-4****3.8.1 About the Course**

Learning Indian Writing in English builds awareness among the student teachers to interpret Indian culture through English Language. It gives exposure to the Indian writers like Tagore, Kamala Das, R.K.Narayan, Sudha Moorthy and others. The course introduces them to the themes and motifs in various genres of Indian writing in English. Moreover, it imparts the basic structure in grammar, and its usage.

3.8.2 Learning Outcomes

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

- Comprehend the background of Indian Writing in English through exposure to some of the fine pieces of prose, poetry, drama, and short stories written by the well-known writers, spiritual leaders etc.
- Be aware of the historical, cultural, and literary heritage of India as reflected in Indian Literature written in English.
- Understand the aesthetics that are found in the texts of the Indian Writers who wrote in English and cultivate creative skills in them.

UNIT-1:	Poetry	1. Sri Aurobindo, 'The Tiger and the Deer' 2. Sarojini Naidu, 'Palanquin Bearers' 3. Nissim Ezekiel, 'Enterprise' 4. Kamala Das, 'The Old Play House' 5. Shiv.K.Kumar, 'Indian Women'
UNIT-2&3:	Prose	1. Swami Vivekananda, 'Work and its Secret' 2. Dr. Abdul Kalam, 'My Visions for India'
UNIT-4:	Drama	Manjula Padmanabhan, 'Harvest'
UNIT-5:	Short Stories	1. R.K. Narayan- 'An Astrologer's Day' 2. Sudha Murthy, 'Humility in Sahyadri Hills'

3.8.3 Suggestive Practicum

1. Identifying the poetic devices by each poet in the poem read.
2. Identifying the similarities of thoughts conveyed by the authors of the prose pieces.
3. Role plays to understand the essence of the drama and its characters.
4. Group discussion on the short stories read.
5. Allow them to make Cross-word puzzles using the words in the prose pieces.

3.8.4 Suggestive Mode of Transaction:

1. Introducing the periods of the poets and authors in relation to history.
2. Introducing the literary techniques and its format used by the poets and the authors.
3. Small group interaction on theme of the poem.
4. Silent reading of short stories to increase the reading speed.

3.8.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

3.8.6. Suggestive Reading Materials

1. "The Vintage Book of Indian Writing 1947-1977", London: Vintage.
2. "The Penguin Book of Modern Indian Short Stories" Penguin Books.
3. "A History of Indian English Literature" by M. K. Naik, Sahitya Akademi.
4. "The Novels of R. K. Narayan: A Critical Evaluation" Atlantic Publishers and Distributors (P) Ltd.

3.9: REGIONAL LITERATURE**Credit:4****Semester: S-4****3.9.1 About the course**

This course has the best works of poets and authors at global level. The translation by A.K. Ramanujan, a renowned scholar of Indian literature and linguistics, captures the essence and beauty of the original poems in Tamil, as well as their philosophical and spiritual implications. The poems express a range of emotions and experiences related to Visnu, such as wonder, love, devotion, longing, despair, and surrender. They also reflect the social and cultural context of the alvars' time, such as their role in spreading Hinduism in South India and their interaction with other religious traditions. By learning these poems in English translation, students can appreciate the richness and diversity of Indian religious literature and culture, as well as develop their critical thinking and analytical skills. The translation of Pablo Neruda's "Ode to Hope" is a beautiful and inspiring poem that expresses the poet's vision of hope as a force that connects all living beings and transcends the difficulties of life. Thirukkural helps students to understand life in all aspects. There are short stories and novels help them to have social, cultural diversity as well as the hidden similarity exist in the human lives in this world.

3.9.2. Learning Outcomes

After completion of this Course, the student teacher will be able to:

- get familiarized with the best works of writers at global level.
- understand the aesthetics of translation.
- get an exposure to National and International Literature through Translation.
- appreciate the richness and diversity of Indian religious literature and culture, as well as develop their critical thinking and analytical skills.
- appreciate the poetic language, imagery, and rhythm of Neruda's ode, as well as understand its meaning and message
- develop good mind free from evil thoughts, and live a virtuous and righteous life by reading Thirukkural.
- develop compassion, and respect to all living beings
- understand the nuances, subtleties, and beauty of the author's styles and expressions

UNIT-1	1. A.K.Ramanujan—"Hymns for the Drowning" 2. Pablo Neruda – "Ode to Hope" 3. V.V.S.Iyer—"Thirukkural" 4. Octavia Paz—"No More Clichés"
UNIT-2	Pushkin—"The Tale of Tsar Saltan"
UNIT-3	Jayamohan—"The Elephant Doctor"
	Thagazhi Sivasankaran Pillai— <i>Chemeeen</i>

UNIT-4	
UNIT-5	<ol style="list-style-type: none"> 1. Antoinede Saint- Exupéry- The Little Prince 2. Herman Hesse– Siddhartha

3.9.3. Suggestive Practicum

1. Identify the spiritual and the philosophical implications of the hymns in translation.
2. Analyze the social and cultural context of the Alvars time and their role in spreading Hinduism in South India and their interaction with other religious traditions.
3. Analyze the poem's structure, tone, theme, and symbolism reflected in Ode to Hope.
4. Identify the impact on the self after reading the translated works.
5. Recognise the couplets in Thirukural and state the complex meanings in a concise way.
6. Critically evaluate the challenges of women face and their personalities and talents in tackling them.
7. Compare and contrast Pushkin's version with other versions or adaptations of similar tales from different countries.
8. Appreciate the diversity and richness of human experience across time and space depicted in 'The Elephant Doctor.'
9. Appreciate the skill and creativity of Thagazhi Sivasankaran Pillai in his novel Chemeen.
10. Appreciate the poetic language used in the novels given.

3.9.4. Suggestive Mode of Transaction

- Lectures.
- Group discussion to identify the poem's structure, tone, theme, and symbolism.
- Compare the culture of Mexico with India.
- Debate on the themes identified in the poems.
- Teacher-student interaction on relating the themes with present living.
- Expanding the literary horizons of the students by introducing other works of the given authors.

3.9.5. Suggestive Mode of Assessment

Written Tests, Classroom presentations, Assignments, Seminars.

3.9.6. Suggestive Further Reading

- Original texts in English translation.
- Routledge Encyclopedia of Translation Studies.

3.2. (Minor 2) -ENGLISH LANGUAGE, LINGUISTICS, AND ADVANCED ENGLISH GRAMMAR

Credit: 4

Semester: S-4

3.2.1 About the Course

The study of English language and linguistics offers student-teachers a versatile set of skills and knowledge that can be applied in various professional, academic, and personal contexts. Student-teachers get a comprehensive understanding of the foundational components of language. It introduces student-teachers to the sound system and the structure of the English Language. Whether one is interested in literature, education, technology, or cultural understanding, a background in English language and linguistics can be both rewarding and intellectually stimulating.

Advanced English grammar aids to student-teachers in getting a deeper and more intricate understanding of the rules and structures that govern the English language. It goes beyond basic grammar concepts and explores more complex topics, allowing student-teachers to express themselves with precision and clarity in both spoken and written communication. Advanced learners often focus on refining their language skills to achieve a higher level of sophistication in their written and spoken expression

3.2.2 Learning Outcomes:

By the end of this course, students' teachers will be able to:

- get a comprehensive understanding of the foundational components of language.
- demonstrate the ability to identify linguistic patterns and structures in real-world language use.
- enhances cultural understanding.
- Improves pronunciation and proficiency in the language.
- Achieve mastery of Complex Grammatical Structures and Precision in Language Use.
- Apply advanced grammar rules and structures to create sophisticated, well-structured sentences and paragraphs in various contexts, such as academic writing, professional communication, and creative expression.
- Engage in self-assessment and practice exercises to reinforce understanding and application of advanced grammar concepts.
- Understand the expectations in TOEFL and IELTS for their future career

UNIT-1	Introduction
UNIT-2	Phonetics and Phonology
UNIT-3	Morphology
UNIT-4	Syntax
UNIT-5	Advanced English Grammar

3.2.3. Suggestive Practicum

1. Read aloud sentences and analyse syntax.

2. Assigning small sentences to be written in phonetic notation.
3. Identify and translate the given phonetic sentences into English.
4. Peer evaluation of transcripts.
5. Encouraging students to jot down class notes using phonetic symbols/ notation.
6. Analysing the various sentence structures used in everyday conversation.
7. Understanding the syntax of the sentence in one's native language as against the given sentence.
8. Generate small pieces of passage using the touchstone method.
9. Engage in self-assessment and practice exercises to reinforce understanding and application of advanced grammar concepts

3.2.4. Suggestive Mode of Transaction

- Providing in-depth details of the sound system.
- Pasting a phonetic chart in the classroom as ready reckoner.
- Use of dictionary to learn, read and write using phonetic notations.
- Furnishing a chart of articulation for better understanding.
- Playing the movie "My Fair Lady" to help students develop an interest in and for linguistics.
- Creating interest among students using examples from native language.
- Mapping sentences from at least two languages to bring out the structural difference.
- Reading out passages from original and translated works for effective understanding of grammatical structures.

3.2.5. Suggestive Mode of Assessment

1. Oral examination of reading a passage given in phonetic notation.
2. Preparing charts on various phonological and morphological aspects.
3. Tests on various topics prescribed.
4. Board test at regular intervals.
5. Small write-ups on day -to-day activities.
6. Assignments in Content writing
7. Peer evaluation of write-ups.

3.2.6 Suggestive Further Reading:

- Fasold, R., & Connor-Linton, J. (2006). *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press .
- Lyons, J. (1981). *Language and Linguistics*. Cambridge: Cambridge University Press
- A textbook of English Phonetics and Structure for Indian Students by V.Shyamala (SharathGangaPublishers,Trivandrum)
- S.K.Verma & N.Krishnaswamy (2004).Modern Linguistics An Introduction. Oxford University Press (2004).
- A textbook of English Phonetics for Indian Students by T.Balasubramanian.
- Eastwood, J. (1994). *Oxford Guide to English Grammar*. Oxford: Oxford University Press.
- Ehrlich, Eugene, and Daniel Murphy. *Schaum's Outline of English Grammar*. McGraw-Hill, 1975
- Text: Advanced English Grammar by Raymond Murphy (OUP).

DISCIPLINARY COURSE-HISTORY**3.8: History of India V (1858 - 1947 C.E)****Credit: 4****Semester: 4****3.8.1. About the Course**

This particular unit looking into the ways in which culture has changed, with a focus on the effects of western literature and education, Study of movements and social reforms that occurred during colonialism. The course will encourage students to comprehend how different components of India's civilizations were connected to one another both during and after colonization; to understand the nuances of this pivotal time; examine the political, cultural, and economic facets of India in the late 19th and early to mid-20th centuries; provide the opportunity to evaluate historical sources critically, interpret historical events, and comprehend the socio political dynamics of the time leading up to India's independence. The course will help the Gain a thorough understanding of India's political, sociocultural, and historical developments between 1858 and 1947 C.E. The course will give aspiring instructors the pedagogical tools they need to effectively teach India's history in schools between 1858 and 1947.

3.8.2. Learning Outcomes

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

- Discuss about Queen's Proclamation- Economic Impact
- Explain about Morley Reforms of 1909
- Discuss about Home Rule Movement
- Explain Quit India Movement

Unit I

Queen's Proclamation- Economic Impact –Anti-Colonial Resistance –Tribal and Peasant Revolts- British policies after 1858 –Cultural Awakening

Unit II

Rise of National Consciousness- Foundation of the Indian National Congress: Objectives- Moderates and their Achievements- Rise of Extremism- Partition of Bengal- Swadeshi Movement- Minto –Morley Reforms of 1909

Unit III

Home Rule Movement- Montague- Chelmsford Reforms of 1919 - Gandhi's entry into the Indian Politics- Khilafat Question- Jallian Wallabagh Incident

Unit IV

Non-Cooperation Movement- Simon Commission Agitation - Nehru Report- Civil Disobedience Movement- Round Table Conferences- 1935 Act - Rise of Communalism- Demand for Pakistan- Cripps Mission- Quit India Movement- Subhash Chandra Bose and the INA - Cabinet Mission Plan- Partition and Freedom

3.8.3. Suggestive Practicum (Any Three)

1. Partition Simulation: Create a simulation activity where students experience the complexities of the partition of India in 1947, allowing them to understand the social, political, and human aspects of this historic event.
2. Primary Source Analysis Workshop: Conduct a workshop where students analyze primary sources from the period, such as speeches, letters, and documents, to gain insights into the perspectives and experiences of individuals during key events.
3. Historical Film Screening and Analysis: Screen historical films depicting significant events in India from 1858 to 1947 and facilitate discussions on the representation of historical events in cinema.
4. Independence Movement Exhibition: Task student groups with designing an exhibition showcasing key figures, events, and movements of the Indian independence struggle, using visuals, artifacts, and historical narratives.
5. Freedom Fighters Monologue Project: Have students research and present monologues as significant freedom fighters, providing a deep dive into the motivations, challenges, and contributions of these individuals.
6. Gandhi's Salt March Reenactment: Organize a reenactment or simulation of Gandhi's Salt March, allowing students to understand the symbolic significance and impact of this nonviolent protest.
7. Visual Documentation of Colonial Architecture: Assign students to document and present the architectural legacy of the colonial period in India, highlighting the impact of British rule on urban planning and infrastructure.
8. Partition Refugee Narratives: Have students research and present narratives of refugees who experienced the partition, exploring the human stories and challenges faced during this tumultuous period.
9. Oral History Project: Encourage students to conduct interviews with individuals who lived through the independence movement, creating an oral history project that captures personal stories and perspectives.
10. Comparative Analysis of Constitutions: Assign students to compare and analyze the constitutions of India and other nations, exploring the influences, values, and principles embedded in the drafting of the Indian Constitution.
11. Indian National Congress vs. Muslim League Debate: Facilitate a debate on the ideological differences and debates between the Indian National Congress and the Muslim League during the independence movement.
12. Partition Art and Literature Showcase: Organize a showcase featuring art and literature created during and after the partition, providing insights into the cultural responses to this significant historical event.

3.8.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.8.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.8.6. Suggestive Reading Material

- Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Delhi, 2004
 - Chandra, Bipan, Amal Tripathi & Barun De, *Freedom Struggle*, NBT, Delhi, 1972
 - Chandra, Bipan et.al, *India's Struggle for Independence*, New Delhi, 1989
 - Chatterjee, Partha, *The Nation and its Fragments*. Delhi, Princeton: 1994.
 - Desai, A.R., ed., *Peasant Struggles in India*, Bombay, 1979.
 - Dutt, Romesh, C., *Economic History of India, Vol.2: In the Victorian Age*, Delhi, 1969.
 - Hasan, Mushirul, ed., *India's Partition: Process, Strategy and Mobilization*, Delhi, 1993.
 - Low, D.A., ed., *Congress and the Raj, 1917-47*, New Delhi, 1977.
 - Majumdar, R.C., *History of Freedom Movement in India, Vols I-III*, Firma KLM, Calcutta, 1988
 - Peter Heehs, *Freedom Movement*. Pondicherry.
 - Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Macmillan, 1983.
 - Sarkar, Sumit, *The Swadeshi Movement in Bengal, 1903-1908*, New Delhi, 1973.
 - Tarachand, *History of Freedom Movement in India, Vol I-IV*, New Delhi, 1972
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3.8: History of India V (1858 - 1947 C.E)**Credit: 4****Semester: 4****3.8.1. About the Course**

This particular unit looking into the ways in which culture has changed, with a focus on the effects of western literature and education, Study of movements and social reforms that occurred during colonialism. The course will encourage students to comprehend how different components of India's civilizations were connected to one another both during and after colonization; to understand the nuances of this pivotal time; examine the political, cultural, and economic facets of India in the late 19th and early to mid-20th centuries; provide the opportunity to evaluate historical sources critically, interpret historical events, and comprehend the socio political dynamics of the time leading up to India's independence. The course will help the Gain a thorough understanding of India's political, sociocultural, and historical developments between 1858 and 1947 C.E. The course will give aspiring instructors the pedagogical tools they need to effectively teach India's history in schools between 1858 and 1947.

3.8.2. Learning Outcomes

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

- Discuss about Queen's Proclamation- Economic Impact
- Explain about Morley Reforms of 1909
- Discuss about Home Rule Movement
- Explain Quit India Movement

Unit I

Queen's Proclamation- Economic Impact –Anti-Colonial Resistance –Tribal and Peasant Revolts- British policies after 1858 –Cultural Awakening

Unit II

Rise of National Consciousness- Foundation of the Indian National Congress: Objectives- Moderates and their Achievements- Rise of Extremism- Partition of Bengal- Swadeshi Movement- Minto –Morley Reforms of 1909

Unit III

Home Rule Movement- Montague- Chelmsford Reforms of 1919 - Gandhi's entry into the Indian Politics- Khilafat Question- Jallian Wallabagh Incident

Unit IV

Non-Cooperation Movement- Simon Commission Agitation - Nehru Report- Civil Disobedience Movement- Round Table Conferences- 1935 Act - Rise of Communalism- Demand for Pakistan- Cripps Mission- Quit India Movement- Subhash Chandra Bose and the INA - Cabinet Mission Plan- Partition and Freedom

3.8.3. Suggestive Practicum (Any Three)

1. Partition Simulation: Create a simulation activity where students experience the complexities of the

partition of India in 1947, allowing them to understand the social, political, and human aspects of this historic event.

2. **Primary Source Analysis Workshop:** Conduct a workshop where students analyze primary sources from the period, such as speeches, letters, and documents, to gain insights into the perspectives and experiences of individuals during key events.

3. **Historical Film Screening and Analysis:** Screen historical films depicting significant events in India from 1858 to 1947 and facilitate discussions on the representation of historical events in cinema.

4. **Independence Movement Exhibition:** Task student groups with designing an exhibition showcasing key figures, events, and movements of the Indian independence struggle, using visuals, artifacts, and historical narratives.

5. **Freedom Fighters Monologue Project:** Have students research and present monologues as significant freedom fighters, providing a deep dive into the motivations, challenges, and contributions of these individuals.

6. **Gandhi's Salt March Reenactment:** Organize a reenactment or simulation of Gandhi's Salt March, allowing students to understand the symbolic significance and impact of this nonviolent protest.

7. **Visual Documentation of Colonial Architecture:** Assign students to document and present the architectural legacy of the colonial period in India, highlighting the impact of British rule on urban planning and infrastructure.

8. **Partition Refugee Narratives:** Have students research and present narratives of refugees who experienced the partition, exploring the human stories and challenges faced during this tumultuous period.

9. **Oral History Project:** Encourage students to conduct interviews with individuals who lived through the independence movement, creating an oral history project that captures personal stories and perspectives.

10. **Comparative Analysis of Constitutions:** Assign students to compare and analyze the constitutions of India and other nations, exploring the influences, values, and principles embedded in the drafting of the Indian Constitution.

11. **Indian National Congress vs. Muslim League Debate:** Facilitate a debate on the ideological differences and debates between the Indian National Congress and the Muslim League during the independence movement.

12. **Partition Art and Literature Showcase:** Organize a showcase featuring art and literature created during and after the partition, providing insights into the cultural responses to this significant historical event.

3.8.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.8.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.8.6. Suggestive Reading Material

- Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Delhi, 2004
 - Chandra, Bipan, Amal Tripathi & Barun De, *Freedom Struggle*, NBT, Delhi, 1972
 - Chandra, Bipan et.al, *India's Struggle for Independence*, New Delhi, 1989
 - Chatterjee, Partha, *The Nation and its Fragments*. Delhi, Princeton: 1994.
 - Desai, A.R., ed., *Peasant Struggles in India*, Bombay, 1979.
 - Dutt, Romesh, C., *Economic History of India, Vol.2: In the Victorian Age*, Delhi, 1969.
 - Hasan, Mushirul, ed., *India's Partition: Process, Strategy and Mobilization*, Delhi, 1993.
 - Low, D.A., ed., *Congress and the Raj, 1917-47*, New Delhi, 1977.
 - Majumdar, R.C., *History of Freedom Movement in India, Vols I-III*, Firma KLM, Calcutta, 1988
 - Peter Heehs, *Freedom Movement*. Pondicherry.
 - Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Macmillan, 1983.
 - Sarkar, Sumit, *The Swadeshi Movement in Bengal, 1903-1908*, New Delhi, 1973.
 - Tarachand, *History of Freedom Movement in India, Vol I-IV*, New Delhi, 1972
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3.2. (Minor.2): Indian Financial Institutions & Markets**Credits: 3****Semester: S-4****About the Course**

The course intends to make students aware about the changing scenario of banking in India. It also aims at explaining the role, structure, performance and the current problems faced by the banking sector in India. It also tries to throw light on the future prospects and role of banking sector. Students are expected to study the current affairs and events happening in the money market and capital market at the national and international level.

3.2.1. Learning Out comes

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

- Provide an insight to students into the functions and role of varied and multiple constituents of the Indian financial system.
- Lay out a strong and firm theoretical foundation of studies in the field of banking, capital market and financial services.
- Enable students to understand the latest developments in the rapidly changing scenario of the Indian financial System.
- Help the students to understand the role of financial system regulators and its major players.
- Comprehend and grasp the different mechanisms and channels for raising finance which enables a modern economy to operate.

UNIT-1	: Financial and Banking System in India Overview of the Indian financial system – structure, role, and growth; Financial intermediaries and markets; Regulation of financial institutions and markets in India; RBI –role, and functions; Banking regulation and supervision; Conduct of monetary policy; Commercial banks in India – structure, role, and growth; Generation of savings and investments; Banks and monetary policy transmission; Regulation and supervision of commercial banks in India.
UNIT-2	Money and Capital Markets Indian money market – instrument, institutions, functions; Changes in the regulatory framework; Growth of money market; Stocks and bonds; Primary and secondary markets; Process of initial public offer; Offer of Government bonds;
UNIT-3	Money & Stock Markets Stock market functioning; Stock indices; Evaluation of stocks and bonds; Understanding stock market information.

UNIT-4	Foreign Exchange Market and Financial Derivatives Exchange rate – types, determinants; Nature of forex market; Nature of forex inflow and outflow; Examples of External Commercial Borrowings (ECBs) and NRE (Non-Resident External) account; RBI and exchange rate management; Need for derivatives; Types of derivatives; Example of how stock index derivatives could be used to hedge risks in stock market investment; Evaluation of financial derivatives.
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3.2.2. Suggestive Practicum (Any Three)

- Discuss the concept of Banking regulation and supervision
- Compare and contrast Primary and secondary markets
- Discuss the Stock market functioning

3.3.3. Mode of Transactions

Lecturers with discussion, Lecturer method, Historical method and Concept mapping.

3.3.4. Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.2.2. Suggestive Reading Material

Bhole LM and Mahakud J (2017). Financial Institutions and Markets: Structure, Growth and Innovations, McGraw Hill Education Private Limited, Chennai.

Khan MY (2018). Indian Financial System. McGraw Hill Education Private Limited, Chennai.

Pathak BV (2018). Indian Financial System: Markets, Institutions and Services. Pearson India Education Services Private Limited.

Reserve Bank of India. Report on Currency and Finance, Various issues. <https://www.rbi.org.in>

Sarkhel J and Salim S (2017). Indian Financial System and Financial Market Operations. McGraw Hill Education Private Limited,

DISCIPLINARY COURSE- ECONOMICS**3.7 : MACROECONOMICS-II****Credit: 4****Semester: S-4****3.7.1. About the Course:**

Macroeconomics aims at providing an overall picture of how the economy functions. The discussion includes open economy macroeconomics as well and more emphasis is on the policy front.

3.7.2. Learning outcomes:

After completion of this Course, student teachers will be able to

- Explain the functioning of labour market.
- Construct the aggregate demand and aggregate supply model of the macro economy and explain macroeconomic problems and fiscal policy and monetary policy solutions.
- Describe the causes and consequences of inflation and unemployment.
- Gain a thorough understanding of various theories explaining business cycles, encompassing the Multiplier-Accelerator Interaction Model, Monetarist interpretations, Real Business Cycle Theory, and Neo-Keynesian models.

Unit 1: Labour Market

Profit Maximization and Labour Demand, Utility Maximization and Labour Supply, Aggregate Supply with/without Money Illusion, Neoclassical Labour Market Equilibrium.

Unit 2: Unemployment and inflation

Phillip's Curve relationship, theoretical underpinnings of Phillip's Curve, Natural Rate Hypothesis, theory of Adaptive Expectation and expectation augmented Phillip's Curve, Introduction to rational expectations.

Unit 3: Keynesian and Monetarist Perspective

Multiplier-Accelerator Interaction Model, Monetarists Interpretation of Business Cycles, Real Business Cycle Theory – role of real and nominal factors.

Unit 4: Keynesian and Neo-Keynesian Approaches

Principles of Effective Demand - The Keynesian Underemployment Equilibrium, Neo-Keynesian Quantity constrained models – Classical vs Keynesian Unemployment, Micro theoretic foundations for wage and price rigidity – Efficient Wage Theory, Small Menu Cost, Staggered Wage setting, Insider-

Outsider Model.

Unit 5: Open Economy Models

Mundell-Fleming Model – fiscal and monetary policy operation under fixed and floating exchange rate regime – trade policy in open-economy IS-LM Models.

3.7.3. Suggestive Practicum

- Identify the factors influencing labour demand and supply.
- Analyze aggregate supply in the labour market with and without the concept of money illusion.
- Analyze the relationship between unemployment and inflation using the Phillips Curve framework.
- Make a report on monetarist interpretations of business cycles and their policy implications.

3.7.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method
- Discussion forums to engage students actively in the classroom
- Simulations for interactive learning

Group discussions and Presentations

3.7.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments.

3.7.6. Readings

1. Mankiw, N. G. (2022). Macroeconomics, 11th edition, Macmillan Learning.
 2. Froyen, R. T. (2013). Macroeconomics: Theory and policies, 10th edition, Pearson.
 3. D'Souza, E. (2012). Macroeconomics, 2nd edition, Pearson.
 4. Levačić, R. & Rebmman, A. (1982). Macroeconomics: An Introduction to Keynesian – Neoclassical Controversies, Macmillan.
 5. David Romer (2018). Advanced Macroeconomics, 5th edition, McGraw-Hill.
 6. David, G Pierce and Peter J Tysome (1985). Monetary Economics: theories, evidence and policy, Butter worths.
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3.8 : STATISTICAL METHODS**Credit: 4****Semester: S-4****3.8.1. About the Course:**

It is a foundational course that equips students with essential statistical tools necessary for analyzing and interpreting data in various economic contexts. The course is structured into three modules, each focusing on key statistical concepts: Measures of Central Tendency and Dispersion, Skewness, Kurtosis, and Correlation, and Probability Theory and Distribution.

3.8.2. Learning Outcomes:

After completion of this Course, student teachers will be able to

- Develop a solid understanding of fundamental statistical measures, including central tendency, dispersion, skewness, kurtosis, and correlation. This proficiency enables them to accurately describe and analyze datasets.

Unit 1: Measures of Central Tendency and Dispersion

Central Tendency – Arithmetic mean, weighted mean, median, mode, geometric mean, harmonic mean; Partitions – quartiles, deciles, percentiles; Dispersion – range, quartile deviation, mean deviation, standard deviation and variance, coefficient of variation, Standardised variable, Chebyshev's Theorem.

Unit 2: Skewness and Kurtosis

Skewness – symmetric and asymmetric distribution, negatively skewed and positively skewed; Measures of skewness – absolute measure – Karl Pearson's coefficient of skewness – Bowley's coefficient of skewness, Kurtosis – definition, types and measures.

Unit 3: Measures of Correlation

Correlation vs Covariance, measures of correlation – Karl Pearson's coefficient of correlation, Spearman's rank correlation, partial correlation and multiple correlation- regression.

Unit 4: Fundamentals of Probability

Sample spaces and events, counting techniques – permutation and combination, axioms of probability, basic relationships of probability using Venn diagram – complement, addition law, independence, conditional probability and Bayes' theorem.

Unit 5: Probability Distribution and Random Variable

Probability distribution – probability distribution function and cumulative Distribution function of discrete and continuous random variable, expected value and variance.

3.8.3. Suggestive Mode of Transaction

- Lecture cum Discussion Method.
- Lecture cum Demonstration Method.
- Simulations for interactive learning.
- Group discussions and Presentations.

3.8.4. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments.

3.8.5. Suggestive Readings

1. Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., Cochran J. J. (2018). *Statistics for Business & Economics*, 13th edition, Cengage.
 2. Doane, D. & Seward, L. (2022). *Applied Statistics in Business and Economics*, 7th edition, McGraw Hill.
 3. Gupta, S. C. & Kapoor, V. K. (2020). *Fundamentals of Mathematical Statistics*, 12th edition, Sultan Chand & Sons.
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3.9: ECONOMICS OF DEVELOPMENT**Credit: 4****Semester: S-4**

3.9.1. About the Course: This course aims to introduce students to the theories, challenges, and policies of development economics. Specifically, this course, examines economic problems and developmental issues facing contemporary developing nations, such as issues of poverty, inequality, economic growth, population growth etc. The course also aims to analyze empirical evidence on the patterns of economic development.

3.9.2. Learning outcomes:

After completion of this Course, student teachers will be able to

- Basic facts of economic growth and development.
- Understanding of different growth and development theories.
- Measures of poverty and inequality and identify their determinants.
- Analyze India's social structures and development dynamics, evaluating the relevance of mainstream and alternative theories to foster inclusive and sustainable development.

Unit 1: Introduction

Growth and development- conceptual issues. Welfare state and the emergence of development indicators, and its universality, issues in measurement- national income and per capita income –measurement of purchasing power parity. GNP- index of development and welfare- construction of poverty weighted index of social welfare. Alternative measures of development – human development index- gender based development index, gender empowerment measure- international poverty index, global hunger index- social sector and development- Education and health.

Unit 2: Theories of Underdevelopment, Development, and Dependency

Marxian Economics, Keynesian Economics. Rosenstein Rodan's Big- Push theory, Theory of Backwash and Spread effect. Stage theories of development Marx and Rostow – Differentiating Ex-Anti and Ex-post theories - Experiences of Asian and African countries and mainstream theories, assumptions, limitations and universal applicability.

Unit 3: Contemporary Approaches to Economic Development and Critiques

Emergence of Evidence based theories – Models of Dualism - Social, technical and financial dualism. Lewis model of economic development, Ranis and Fei model, Jorgenson's model, Criticism. Balanced and unbalanced growth, Linkage effect Hirschman and Nurkse.

Unit 4: Indian Social Structure and Development

Indian Social Structure and Development – Caste – Properties, Common Property Resources; agriculture and labour, access to land, access to education, employment, urbanisation -transport network – industrialisation, judicial and political power and development.

Unit 5: Mainstream Propositions and Indian Development Experiences

Foundations and patterns of socio-economic cultural and political exclusions and development outcomes. Relevance of Mainstream theories and the need for alternative theories of development – modernity, post-modernity, structuralism, post-structuralism, Postcolonialism, Post-developmentalism, Rights based approach to development and alternatives, and the need to revert to sustainable development.

3.9.3. Suggestive Practicum

- Discuss real-world applications of central tendency and dispersion measures in fields such as finance, economics, and social sciences.
- Discuss the significance of development indicators in measuring welfare and the emergence of the welfare state.
- Construct a poverty-weighted index of social welfare using relevant data and discuss its implications for development assessment.

3.9.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method.
- Discussion forums to engage students actively in the classroom.
- Simulations for interactive learning.
- Group discussions and Presentation.

3.9.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments.

3.9.6. Suggestive Readings

1. Simon Kuznets, (1966), *Economic Growth, Rate structure and Spread*, Yale University Press.
2. Adam Szirmai, (2005), *Dynamics of socioeconomic development-An introduction*, Cambridge University Press.
3. Amartya Kumar Sen, *Growth Economics*, Penguin Harmondsworth
4. Gerald Meir, (2003), *Leading Issues in Economic Development*, Oxford University Press.

5. A.P. Thirwall, (1994), *Growth and Development ELBS*.
 6. Richard Peet and Elaine Hartwick, (1999), *Theories of Development*, New York: Guilford Press,
 7. Polanyi, Karl. (1944). *The great transformation*. Sussex: Beacon Press.
 8. Harriss – White, Barabara (2003), *India Working: Essays on Society and Economy*, Cambridge University Press, Cambridge.
 9. Harriss – White, Barabara , Dalits and Adivasis in India's Business Economy.
 10. Rudra, Ashok, *Intelligentsia as a Ruling Class*, Critical Quest
 11. Aloysius, G, *Interpreting Kerala's Social Development*, Critical Quest
 12. Pulin Nayak, *Economic Development & Social Exclusion in India*, Critical Quest
 13. Arjan de Haan & Naila Kabeer, *Social Exclusion (Two Essays)*, Critical Quest
 14. Amartya Sen (2004), *Social Exclusion*, Critical Quest.
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STAGE-SPECIFIC CONTENT-CUM-PEDAGOGY**4.4.2 Content cum Pedagogy of Language 1/ Language 2 at Secondary Stage - Course (I)****Credit:2****Semester: S-4****4.4.2.1 About the Course**

Interventions from quality teachers are vital in view of the objectives of NEP 2020. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Research clearly shows that children pick up language very quickly. It is also a well-known fact that students learn and grasp abstract concepts more quickly through their mother tongue or local language. Therefore, for teaching- learning any language, maximum exposure of the language needs to be given. This course comprises of three units emphasizing the knowledge of developing the teaching skills of language for the student-teacher. The course also focuses on the understanding of nature, scope, importance, and functions of a language. It also deals with the historical/policy perspectives along with the approaches, methods of teaching the language for development of language skills among the children.

4.4.2.2 Learning Outcomes

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

- outline the aims and objectives of teaching Language at the secondary level,
- identify and relate values of the Language with other disciplines,
- summarize the historical perspective of the Language,
- discuss methods, approaches, and materials for teaching Language at the secondary stage in the Indian context,
- appraise the Language diversity of the surroundings.

UNIT - I**Nature, Scope, and Historical Perspective of Language**

- A. Nature, scope, and importance of the Language; Linguistic features of the Language.
- B. Functions of Language, Language learning, and Language acquisition.
- C. Historical perspective of the Language with a special focus on inclusivity in classrooms to learn the Language, evolution of Language with the power dynamics.
- D. Language as discourse: Language - Identity and Gender.
- E. Recommendations/suggestions of various committees, commissions, and policies on teaching-learning the Language in school education.
- F. Universality of Languages.

UNIT - II

- A. Aims and objectives of teaching the Language (L1 and L2).
- B. Linkages of the Language with other school subjects.
- C. Linkages between literature and society.
- D. Place of the Language in school curriculum at the national and international scenario.
- E. Values of Language: functionality, fluency, coherence.

UNIT - III**Pedagogical Aspects of Language**

- A. Approaches of teaching Language – inductive deductive, constructivist, experiential learning, art-integrated learning, blended learning, interdisciplinary and multidisciplinary approaches.
- B. Critical and analytical pedagogical concerns related to teaching Language with special focus on Higher-Order Thinking skills (HOTS).
- C. Methods of teaching Language: learner-centric and group-centric, lecture-cum-demonstration, grammar-cum-translation method, direct method, audio-lingual method, task-based learning, lexical approach, activity-based discussion, problem-solving, hands-on activity, concept-mapping, collaborative and cooperative learning.
- D. Capabilities of students in Language skills and reflection.

4.4.2.3 Suggestive Practicum (Any Three)

1. Prepare a report on any one Language of your neighborhood focusing on how it has evolved.
2. Enumerate values of the Language and prepare a write up.
3. Write an article on the recommendations of NEP 2020 in context to Language development.
4. Prepare relevant resource materials of the Language at the secondary level.
5. Prepare a report on various pedagogical activities to teach the Language.
6. Any other project assigned by the HEI.

4.4.2.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

4.4.2.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, and terminal semester examinations (As per UGC norms).

4.4.2.6 Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

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

4.4.6. Content cum Pedagogy of Social Sciences at Secondary Stage - Course (I)**Credit:2****Semester: S-4****4.4.6.1 About the Course:**

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, child-centered, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Social Sciences is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Social Sciences and the aims and objectives of teaching Social Sciences and its linkages with other disciplines. Historical/policy perspectives of Social Sciences are discussed in unit second. Critical, creative, and analytical pedagogical concerns in teaching Social Sciences with special reference to higher-order thinking are also placed in unit third.

4.4.6.2 Learning Outcomes

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

- explain the nature and scope of Social Sciences,
- examine the pedagogical aspects of the Social Sciences,
- elaborate the aims and objectives of the Social Sciences,
- analyze the historical perspective and inherent values in Social Sciences,
- identify the importance/significance of Social Sciences in daily life,
- develop learning objectives and outcomes,
- differentiate between Social Sciences and social studies,
- determine the suitability of the methods for teaching learning Social Sciences,
- apply approaches and strategies of teaching learning Social Sciences at the secondary s.

UNIT - I**Nature, Scope, and Historical Perspective of Social Sciences**

- A. Nature of Social Sciences.
- B. Historical development of Social Sciences, scope, and role of Social Sciences in daily life.
- C. Disciplines of Social Sciences and their interrelationship.
- D. Concept of Social Sciences and Social Studies.
- E. Recommendations and suggestions of various committees, commissions, and policies in reference to Social Sciences.

UNIT - II**Aims and Objectives of Teaching Social Sciences**

- A. Aims and objectives of teaching Social Sciences at secondary stage.
- B. Learning outcomes and competencies of teaching Social Science at secondary stage.
- C. Linkages of Social Sciences with other subjects and its place in school curriculum.
- D. Values of Social Sciences such as intellectual, utilitarian, moral and aesthetic and environmental.

UNIT - III**Pedagogical Aspects of Social Sciences**

- A. Implication of various approaches- inductive deductive, constructivist, experiential learning, art-integrated learning, sports integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Social Sciences textbooks.
- B. Moving towards more holistic, interdisciplinary, and multidisciplinary approaches of learning Social Sciences, learning exclusive of pre-conceptions and misconceptions, blended learning.
- C. Methods of teaching Social Sciences: learner-centric and group-centric, activity based, discussion, problem-solving, role play, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in Social Sciences textbooks.
- D. Critical, creative and analytical pedagogical concerns in teaching the Social Sciences with special reference to higher-order thinking.

4.4.6.2 Suggestive Practicum (Any Three)

- 1. Develop write-ups on the teaching of Social Sciences using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
- 2. Develop learning objectives and learning outcomes for the concepts of Social Sciences at the secondary stage.
- 3. Design an excursion activity to transact concepts of Social Sciences.
- 4. Prepare a detailed project on the curricular integration of skills, capacities, and values in Social Sciences.
- 5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Social Sciences
- 6. Analyze the different recommendations of policies/commissions in context to Social Sciences.
- 7. Any other project assigned by HEI.

4.4.6.3. Mode of Transactions

Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

4.4.6.4. Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.6.4. Suggestive Reading Material:

- 4.4.6.4.1. NCERT Textbooks of Social Sciences for Classes IX - XII
- 4.4.6.4.2. Epistemology of Social Sciences, the scientific status, values and Institutionalization, Vol.XXXVI, UNESCO publications, (1984)
- 4.4.6.4.3. National Policy on Education 1968, 1986 and 2020.

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

SEMESTER-V

Semester –V

Course Code	Curricular Component	Name of the Course	Credits	Total	Page No.
ENG211	English	Shakespeare	4	12	136-137
ENG212		American Literature	4		138-139
ENG213		Contemporary Literary Theories	4		140-141
HIS211	History	India since Independence (1947 – 2000 CE)	4	12	142-144
HIS212		History of World – I (1871 - 1945 CE)	4		145-147
HIS213		History of South India – I (upto 1335 CE)	4		148-1501
ECO211	Economics	Introduction of International Economics	4	12	151-152
ECO212		Basic Econometrics	4		153-154
ECO213		Introduction to Indian Economics	4		155-156
PEDE218	Stage – specific content - cum - Pedagogy	Content cum Pedagogy of Language-I / Language – II at Secondary stage – Course (II) (English)	4	12	157-1581
PEDH218		Content cum Pedagogy of Social Sciences at Secondary stage – Course (II) (History)	4		159-161
PEDEC218		Content cum Pedagogy of Social Sciences at Secondary stage - Course (II) (Economics)	4		159-161
AEV107	Ability Enhancement & Value Added Courses	ICT in Education	2	2	162-166
SE220	School Experience	Pre-Internship Practice (Demonstration Lesson, Peer Teaching)	2	2	167-170
Total Credit				52	

DISCIPLINARY COURSE- ENGLISH

3.10. SHAKESPEARE

Credit: 4**Semester: S-5****3.10.1. About the course**

Shakespeare contributed significantly to the development of the English language. His works are the foundation for modern literature. His themes and content are timeless connecting past and present. Studying Shakespeare can enrich students' understanding of literature, culture, language, and themselves. Here in this paper, the student teachers will come to know about the evolution of Drama in English. They will comprehend the poetic drama of Shakespeare.

3.10.2. Learning Outcomes

At the end of this course, the learners will be able to:

- understand the evolution of Drama in English.
- have an in- depth knowledge of the great poetic drama of Shakespeare.
- improve their understanding of the dramatic and poetic achievements of Shakespeare.
- explore the difference between the Elizabethan Theatre and the Modern Theatre.
- recognize the philosophy of life from each play.
- re- read the works of Shakespeare in new contexts.

UNIT-1	Introduction to Shakespeare
UNIT-2	<i>Macbeth</i>
UNIT-3	<i>Julius Caesar</i>
UNIT-4	<i>As You Like it</i>
UNIT-5	<i>Measure for Measure</i>

3.10.3. Suggestive Practicum

1. Reading Aloud
2. Enacting specific scenes from the drama
3. Relating the philosophy to the present
4. Identifying the famous quotes from each play

3.10.4 Suggestive Mode of Transaction

- Lectures
- Reading Aloud
- Teacher-student interaction

3.10.5 Suggestive Mode of Assessment

Tests and Assignments

3.10.6. Suggestive Further Reading

1. Edited by Stephen Greenblatt, Walter Cohen, Jean E. Howard, and Katharine Eisaman Maus
"The Norton Shakespeare" (2nd or 3rd edition) , W.W.Norton & Company
2. Peter Ackroyd *"Shakespeare: The Biography"* , VintagePublishers
3. Journals like "Shakespeare Quarterly" and "Shakespeare Studies"

Semester 5**3.11 : AMERICAN LITERATURE****Credit: 4****Semester: S-5****3.11.1. About the Course**

American literature provides insights into the historical, social, and cultural aspects of American society. It helps students understand the diverse perspectives and experiences that have shaped the nation. The student teachers are exposed to the 19th and 20th Century American literature. Reading Emerson's essay will help the student teachers to follow their own path and trust their own intuition. They become self-reliant. The student teacher will come to know the revolutionary themes and techniques by reading Eugene O'neil-HairyApe. The Hemingway's *The Old man and The Sea* is a master piece allows them to understand how to use simple language to speak wise philosophy. Reading AliceWalker-In Search of My Mother's Garden will help them see people and things, really to notice relationships and to learn to be patient enough to care about how they turned out. Through the poems they understand the poetic genre and the language.

3.11.2. Learning Outcomes

At the end of this course, the learners will be able to:

- get an exposure to the 19th Century and the 20th Century American Literature.
- get familiarized with representative selections from 19th and 20th Century Drama and Fiction.
- Get on overview of American writings.

UNIT-1	1. Emerson- 'Self Reliance'
UNIT-2	1. WaltWhitman- "O Captain My Captain" 2. Emily Dickinson- "Success is counted sweetest" 3. Robert Frost- "Birches" 4. Sylvia Plath- "Lady Lazarus" 5. Maya Angelou- "When the Caged Bird sings"
UNIT-3	Eugene O'neil- HairyApe
UNIT-4	Hemingway- <i>Old Man and the Sea</i>
UNIT-5	AliceWalker- <i>In Search of My Mother's Garden</i>

3.11.3 Suggestive Practicum

1. Read any other essay by Emerson and compare it with the one given.
2. Analyse the writing skill of Emerson.
3. Compare Emerson with Hemingway in terms of language usage

4. Give a critical analysis of Hairy Ape on theme and techniques
5. Highlight inspiring pages from Alice Walker and justify the reason.

3.11.4. Suggestive Mode of Transaction

- Lectures
- Reflection and Analysis
- Assimilation of themes and ideas in the short stories
- Interactive
- Group work
- Debate

3.11.5. Suggestive Mode of Assessment

Tests and Assignments

3.11.6. Suggestive Further Reading

1. Nina Baym, Robert S. Levine, Wayne Franklin, Philip F. Gaura, & 1 more "The Norton Anthology of American Literature", W.W. Norton & Company
2. Edited by Paul Lauter "A Companion to American Literature and Culture" Wiley-Blackwell
3. Edited by Sacvan Bercovitch "The Cambridge History of American Literature", Cambridge University Press.

3.12 : CONTEMPORARY LITERARY THEORIES

Credit: 4

Semester: S-5

3.12.1 About the course

The student teacher will have an understanding of colonialism, nationalism, and resistance in India and beyond in reading Marxism and Subaltern Studies. Subaltern Studies offers a critical perspective on capitalism that exposes its contradictions, injustices, and limitations. Marxism is a political and economic theory that analyzes the class struggle and the role of capitalism in society. Focusing on the omnipresent power struggles between cultures and the intersection of cultures which results in multiculturalism and poly-valency of culture, Postcolonialism analyses the metaphysical, ethical and political concerns about cultural identity, gender, nationality, race, ethnicity, subjectivity, language and power. Reading Postmodernism helps the student teacher to understand a variety of philosophical, artistic, and cultural movements that emerged in the late 20th century as a reaction to the modernist ideals of reason, progress, and universal truth. Reading Eco-criticism help the student teacher to examine the relationship between literature and the natural environment. It explores how literature reflects, represents, or challenges the ecological issues and values of its time and place. Eco-criticism also analyzes how literature can inspire or influence readers to take action for environmental protection and sustainability. Reading Gender Studies provides knowledge on the social, cultural, political, and historical aspects of gender and sexuality. Moreover they come to know how gender intersects with other factors such as race, class, ethnicity, religion, disability, and more. Gender Studies also aims to promote social justice and equality for all people, regardless of their gender identity or expression.

3.12.2. Learning Outcomes:

By the end of this course, the students will be able to:

- Understand Literary Theoretical Frameworks.
- Analyse the socio-historical, cultural, and political contexts that gave rise to each literary theory.
- comprehend the impact of literary theories on the interpretation of literature.
- understand a variety of philosophical, artistic, and cultural movements that emerged in the late 20th century as a reaction to the modernist ideals of reason, progress, and universal truth.
- examine the relationship between literature and the natural environment. It explores how literature reflects, represents, or challenges the ecological issues and values of its time and place. Eco-criticism also analyzes how literature can inspire or influence readers to take action for environmental protection and sustainability.
- know how gender intersects with other factors such as race, class, ethnicity, religion, disability, and more

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UNIT-1	Marxism Subaltern Studies
UNIT-2	Post Colonialism
UNIT-3	Post Modernism
UNIT-4	Eco-criticism
UNIT-5	Gender Studies

3.12.3. Suggestive Practicum

1. Critically analyse the literary theories.
2. Debate.

3.12.4. Suggestive Mode of Transaction

- Lectures.
- Group reading and discussion.
- Seminar presentation.

3.12.5. Suggestive Mode of Assessment

Tests and Assignment..

3.12.6. Suggestive Further Reading

- Peter Barry – ‘Beginning Theory’ (Latest Edition)
- Bruce King, *New National and Post-Colonial Literature*; Oxford University Press, 1996.
(Chapter – 1: New Centres of Consciousness:
- New, Post-colonial, and International English Literature - Bruce King)
- M.S.Nagarajan, *English Literary criticism and theory:An Introductory History*,2006.
- Terry Eagleton, “*Literary Theory: An Introduction*”, University of Chicago Press.
Edited by Frank Lentricchia and Thomas McLaughlin "*Critical Terms for Literary Study*",
University of Chicago Press

DISCIPLINARY COURSE- HISTORY**3.10 : India since Independence (1947-2000 CE)****Credits: 4****Semester : S-5****3.10.1. About the Course**

Through this unit students will understand the difficulties and possibilities in the initial years of self-government. It will also enable students to comprehend the socio-political dynamics of the post-independence era; interpret historical events, and critically analyze documents; to understand the complexities of the country during this historical era; investigate the social, economic, and cultural facets of India after it gained its freedom; gain a thorough understanding of the political, sociocultural, and historical developments that occurred in India between 1947 and 2000 C.E.; look at the historical developments' applicability today and how they affected the current state of politics. The course will equip the aspiring teachers to teach modern Indian history in schools by arming with powerful pedagogical techniques.

3.10.2. Learning Outcomes

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

- Discuss about Nehruvian Foreign Policy
- Explain the Five- Year Plans
- Explain the Emergency of 1975-1977
- Discuss about Bhoodan Movement- Industrial Development
- Understand New educational policy

Unit I

Partition and its impact - The integration of Princely States –Birth of Republic- Reorganization of States

Unit II

Nehruvian Foreign Policy - India -China War- Role of India in the Non-Alignment Movement- Indo- Pak War of 1965 and 1971- Creation of Bangladesh

Unit III

Five Year Plans - Agrarian Reforms- Zamindari Abolition- Land Ceiling- Bhoodan Movement- Industrial Development- Green Revolution - New Economic Policy and Globalization

Unit IV

Emergency of 1975-1977 - Janata Government and its achievements – Separatist Movements—Khalistan and Kashmir -Advancement in Science and Technology –Panchayat Raj –New Educational Policy – Mandal Commission –Kargil War.

3.10.3. Suggestive Practicum (Any Three)

1. Oral History Project: Have students interview individuals who have lived through significant events in post-independence India, creating an oral history project that captures personal narratives and perspectives.
2. Political Cartoon Analysis: Engage students in analyzing political cartoons from the post-independence period, encouraging them to interpret visual representations of political, social, and economic issues.
3. Model Parliament Simulation: Conduct a Model Parliament simulation where students take on the roles of political leaders, debating and proposing policies relevant to the challenges faced by India from 1947 to 2000 CE.
4. Media Analysis Project: Assign students to analyze how historical events and political developments in post-independence India are represented in various forms of media, such as newspapers, films, or television.
5. Local Governance Simulation: Simulate a local governance activity where students work in groups to address hypothetical local issues, applying knowledge of political and social changes in post-independence India.
6. Research on Social Movements: Assign each student or group a specific social movement from post-independence India to research, analyze, and present, exploring the impact on society and government responses.
7. Historical Site Exploration: If feasible, organize a virtual or physical field trip to historical sites in India that played a significant role in post-independence events, fostering a connection with tangible historical contexts.
8. Debates on Economic Policies: Facilitate debates on economic policies and reforms implemented in post-independence India, allowing students to critically assess the impact of economic decisions.
9. Role-Playing Key Figures: Assign students roles as key political or social figures from the post-independence period and conduct a role-playing activity or debate, allowing them to embody historical perspectives.
10. Cultural Transformation Project: Task students with exploring and presenting on the cultural transformations in India since independence, examining changes in literature, art, music, and popular culture.
11. Digital Storytelling Project: Have students create digital storytelling projects, using multimedia elements to narrate the political, social, and economic changes in India from 1947 to 2000 CE.
12. Comparative Analysis with Global Events: Encourage students to compare and analyze how global events during the same period impacted or influenced India's trajectory, fostering an understanding of global interconnectedness.

3.10.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.10.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.10.6. Suggestive Reading Material:

- Acharya, K.R. & et.al, *Perspectives on Indian Government and Politics*, New Delhi, 1993
 - Basu, D.D., *Commentary on the Constitution of India. Vol.1&2*, New Delhi,1990
 - Bose, D.M., S.N. Sen and B.V. Subbarayappa.eds., *A Concise History of Science in India*, New Delhi, 1989
 - Chandra, Bipan and et.al. *India after Independence*, New Delhi, 1997.
 - Chandra, Bipan and et.al. *India Since Independence*, Penguin, Harmondsworth, 2007
 - Saberwal, Satish, *Roots of Crisis: Interpreting Contemporary Indian Society*, New Delhi, 1996
 - Thakur, Ramesh, *The Government and Politics of India*. Houndenville, 1995
-

3.11 : History of the World (1871-1945 C.E)**Credits: 4****Semester: S-5****3.11.1. About the Course**

Aim of this unit is to provide a thorough understanding of the significant international events, sociocultural shifts, and political shifts that occurred between 1871 and 1945 C.E; give students the tools they need to evaluate historical sources critically, comprehend the socio-political dynamics of the late 19th and early 20th centuries, and interpret historical events; examine how different places and civilizations around the world are related to one another within the given time frame; investigate the political, social, and cultural facets of societies all over the world during this revolutionary era. The course will provide aspiring teachers the pedagogical tools they need to teach world history in classrooms during this time period.

3.11.2. Learning Outcomes

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

- Explain the First World War- Causes and Results
- Discuss about Militarism in Germany
- Examine the Nazism in Germany and Hitler
- Understand the role of the UNO

Unit I

Militarism in Germany - Diplomatic Isolation of France- Triple Alliance and Triple Entente- Scramble for Africa- Balkan Wars

Unit II

First World War- Causes and Results- Bolshevik Revolution in Russia 1917- Peace Settlements- League of Nations, Achievements and Failures

Unit III

Nazism in Germany and Hitler- Fascism in Italy and Mussolini- Militarism in Japan and Tanaka Memorial

Unit IV

Break Down of Collective Security- Causes and Results of Second World War- Attack on Pearl Harbour- Entry of USA in the Second World Affairs - Bombardment of Hiroshima and Nagasaki- Atlantic Charter- Birth of UNO- Important Organs- Allied Agencies- Achievements and Failures

3.11.3. Suggestive Practicum (Any Three)

1. Historical Simulation Game: Design a historical simulation game where students take on the roles of key nations or figures during significant events from 1871 to 1945, fostering strategic thinking and understanding of global dynamics.
2. International Treaty Negotiation: Organize a treaty negotiation simulation based on historical treaties and agreements from the period, allowing students to understand the complexities of international diplomacy.
3. Digital Archive Project: Assign students to create a digital archive featuring primary sources, photographs, and documents from the late 19th to mid-20th century, showcasing significant global events.

4. Historical Film Analysis: Have students critically analyze and discuss historical films depicting events from 1871 to 1945, encouraging them to assess the accuracy and representation of historical events.
5. Globalization Case Studies: Assign case studies on the impact of globalization during this period, focusing on economic, cultural, and technological exchanges between different regions of the world.
6. World War I Trench Experience Simulation: Create a simulation of the World War I trench experience, allowing students to understand the challenges faced by soldiers and civilians during this significant conflict.
7. Research on Colonial Resistance Movements: Assign each student or group a specific colonial resistance movement from the late 19th to mid-20th century to research, analyze, and present, exploring the dynamics of anti-colonial struggles.
8. Great Depression Economics Game: Design an interactive economics game simulating the challenges faced during the Great Depression, allowing students to understand economic dynamics and policy responses.
9. Global Migration Project: Task students with researching and presenting on global migration patterns during this period, exploring the causes and consequences of mass migrations.
10. Comparative Revolution Analysis: Have students compare and analyze different revolutions (e.g., Russian Revolution, Chinese Revolution, Mexican Revolution) and their impact on global politics and societies.
11. World War II Propaganda Analysis: Engage students in analyzing propaganda materials from World War II, exploring how different nations used propaganda for political, social, and military purposes.
12. Cold War Debate: Facilitate a debate on key issues and events of the Cold War era, allowing students to explore the ideological conflicts and geopolitical tensions between superpowers.

3.11.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.11.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.11.6. Suggestive Reading Material

- Arjun Dev, *History of Modern World*
- Fisher, H.A.L., *A History of Europe*
- Gooch, G.P., *History of Modern Europe*
- Grant and Temperley, *Europe in 19th and 20th Century*
- Hazen, Charles Downer, *Modern Europe*
- Heyes, C.J.H., *Europe since 1870*
- Ketelby, C.D.M., *A History of Modern Times*
- Paul, Hayes., *Themes in European history, 1890–1945*

- Taylor, A.J.P. *The Struggle for Mastery in Europe, 1848-1918*
-

3.12 : History of South India I (Up to 1335 C.E)**Credits: 4****SEMESTER: S-5****3.12.1. About the Course**

After completing this course student will gain a thorough understanding of South India's political, sociocultural, and historical developments up to the year 1335 C.E. The course will give students the tools they need to evaluate historical sources critically; comprehend the socio-political dynamics of early South Indian history, and interpret historical events; discover South India's cultural, economic, and religious facets to gain an understanding of the region's complexity during this historical period; analyze the diversity of South Indian kingdoms and cultures, emphasizing the distinctive qualities of the various areas. The course will equip the aspiring teachers the pedagogical tools they need to teach South Indian history in the classroom.

3.12.2. Learning Outcomes

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

- Describe the sources for the History of South India
- Understand the role of Pallavas of Kanchi–Chalukyas of Badami
- Know the contribution of Pandyas of Madurai-Second Pandyan Empire.

Unit I

Sources for the History of South India –South India under the Mauryas – Satavahanas- Ikshavakus - Sangam Age – Five Eco Zones (Tinai), Sangam Polity, Society and Economy, Kalabhra Interrugnum

Unit II

Pallavas of Kanchi–Chalukyas of Badami- Contribution to Art, Architecture and Literature – Bakti Movement

Unit III

The Imperial Cholas–Political Geography-Administration- Art and Architecture–Maritime Contacts – Trade Guilds

Unit IV

Pandyas of Madurai-Second Pandyan Empire - Contribution to Architecture

3.12.3. Suggestive Practicum (Any Three)

1. **Historical Map Creation:** Have students create detailed historical maps depicting the geographical and political landscapes of South India up to 1335 C.E, including the major dynasties, trade routes, and cultural centers.
2. **Artifact Analysis Workshop:** Conduct a workshop where students analyze replicas or images of historical artifacts from the early South Indian period, providing insights into material culture and societal practices.
3. **Timeline Project:** Assign students to create a visual timeline highlighting key events, rulers, and cultural developments in South India leading up to 1335 C.E, facilitating a chronological understanding of the region's history.
4. **Role-Playing Historical Figures:** Organize a role-playing activity where students take on the roles of significant historical figures from early South Indian history, engaging in simulated discussions or debates.
5. **Cultural Exchange Simulation:** Simulate a cultural exchange activity where students explore and present the cultural interactions between South India and other regions, fostering an understanding of historical connectivity.
6. **Virtual Tour of Ancient Sites:** Have students develop virtual tours of ancient South Indian sites using digital tools, providing an immersive experience for their peers to explore historical landmarks.
7. **Primary Source Analysis:** Assign students primary sources from the early South Indian period, such as inscriptions or texts, and guide them in analyzing and presenting their findings to the class.
8. **Archaeological Dig Simulation:** Create a simulated archaeological dig where students work in groups to uncover and interpret artifacts, emphasizing the importance of archaeology in understanding historical contexts.
9. **Local History Project:** Encourage students to explore and document the local history of their communities, investigating any connections or influences from the early South Indian period.
10. **Historical Drama Production:** Have students collaborate to script and perform short historical dramas depicting significant events or stories from early South Indian history, promoting creativity and historical storytelling.
11. **Community Outreach Program:** Engage students in a community outreach program where they share their knowledge of early South Indian history through workshops, presentations, or interactive sessions with local schools or community groups.
12. **Digital Storytelling Project:** Task students with creating digital storytelling projects, using multimedia elements to narrate historical events or the cultural richness of South India up to 1335 C.E.

3.12.4. Mode of Transactions:

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.12.5. Suggestive Mode of Assessment:

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.12.5. Suggestive Reading Material:

- Champakalakshmi, R, *Trade, Ideology and Urbanization : South India 300 BC to AD 1300* D e l h i , 1996
 - Chopra P.N., T.K. Ravindra & N. Subramanian , *History of South India Vo: I*, S. Chand & Co, New Delhi, 1979
 - Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014
 - Karashima, Noboru, *South Indian History and Society*, OUP, New Delhi, 1985.
 - Kenneth R. Hall, *Network of Trade Polity and Societal Integration in Chola-Era South India, c. 875-1279*, PrimusBooks, 2013.
 - Nilakanta Sastri , K.A., *A History of South India*, OUP, Madras, 1966
 - Stein, Burton, *Peasant State and Society in Medieval South India*, New Delhi: OUP, 1980.
 - Subbarayalu, *South India under Cholas*, Delhi: OUP 1998.
 - Vedachalam, *South India under Cholas*
-

DISCIPLINARY COURSE- ECONOMICS**3.10 : INTRODUCTION TO INTERNATIONAL ECONOMICS****Credit 4****Semester: S-5****3.10.1. About the Course:**

This course discusses economic theories that may be applied to International Trade and Financial system. The course also addresses that current trends, composition and determinants of trade, policies and international macroeconomic issues.

3.10.2. Learning outcomes:

After completion of this Course, student teachers will be able to

- Understand economic measures relevant to international economics.
- Conceptual understanding of core concepts and applications of both international trade and international finance.
- Analyze the links between trade, international finance, economic growth and globalization.

Unit 1: Foundations of International Trade

Trade-concept and definition of trade- genesis of international trade- domestic trade and foreign trade- trade in services- basis of international trade- subject matter of international economics- trade in developed and developing countries.

Unit 2: Trade Strategies and Globalization

Role of trade in development- economic growth and trade- major gains from trade, trade strategy: outward oriented and inward oriented- free trade vs protection- globalization and international trade.

Unit 3: Classical Theories of International Trade

Theory of international trade- Mercantilism- Adam Smith the theory of Absolute Advantage- the Ricardian model of comparative advantage; the Heckscher-Ohlin mode of international trade; empirical evidence of H-O model- Leontief paradox.

Unit 4: Modern Trade Theories and Economic Integration

Factor price equalization theory- theory of immiserizing growth; imitation gap and product cycle model- economic integration: customs union- pre-customs union and post customs union equilibrium-general equilibrium: the Lipsey model-the Venek model.

Unit 5: Trade barriers & policies

Natural and artificial trade barriers- instruments of trade policy; trade barriers- tariff and non-tariff trade barriers; effects of tariff and non-tariff barriers; unfair trading practices: dumping and subsidies- Cartels, commodity agreements and state trading- trade policy in developing countries- with special reference to India- trend of international trade in India, direction and composition of India's international trade- recent trade policies of India.

3.10.3. Suggestive Practicum

- Discuss the concept of international trade and its significance in the global economy.
- Compare and contrast domestic trade and foreign trade, highlighting their differences and similarities.

- Summarize the key principles of mercantilism and its impact on international trade.
- Evaluate the impact of economic integration, particularly customs unions, on trade patterns and economic equilibrium.
- Evaluate different trade policies employed by developing countries, with a focus on India's recent trade policies and trends.

3.10.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method
- Discussion forums to engage students actively in the classroom
- Simulations for interactive learning
- Group discussions and Presentations

3.10.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments

3.10.6. Readings

1. Krugman. P.R, and Obstfeld (2006): International Economics, Addison Wesley, USA.
 2. Carbaugh.R.J (2014), International Economics, 12th Edition, South-Western, USA.
 3. Barbara Ingham (2015), International Economics, Prentice Hall, England.
 4. Steven Husted & Michael Melvin (2013), International Economics, Pearson, New York.
 5. Dominick Salvatore, (2016), International Economics, Wiley, New York.
 6. Gandolfo (2004), Elements of International Economics, Springer, New York.
 7. GoI, Annual Reports, Ministry of Commerce and Industries, Various issues
 8. Katsioloudes. M.I and Hadjidakis. S (2007) International Business: A Global Perspective, Elsevier, UK.
 9. Cherunilam.F (2016) International Economics, The McGraw-Hill, New Delhi.
 10. Dunn and Mutti (2004), International Economics, Routledge, New York.
-

3.11 : BASIC ECONOMETRICS**Credit: 4****Semester: S-5****3.11.1. About the Course:**

This course provides a comprehensive introduction to econometrics, focusing on the foundational principles of regression analysis. Students will delve into the specifications of regression models, OLS estimation, and advanced concepts such as hypothesis testing and statistical inference. The course also covers challenges in OLS methods and explores the use of dummy variables in regression analysis.

3.11.2. Learning Outcomes:

After completion of this Course, student teachers will be able to

- Demonstrate proficiency in specifying regression models, understanding functional forms, and applying Ordinary Least Squares (OLS) estimation for both simple and multiple linear regression.
- Understand the role and nature of dummy variables, including handling variables with two or more categories and addressing issues like the dummy variable trap and problems associated with the Linear Probability Model (LPM).

Unit 1: Foundations of Regression Analysis

Specifications of the Model, Functional forms, Assumptions, Ordinary Least Squares (OLS) Estimation, Gauss Markov Theorem and properties of OLS.

Unit 2: Statistical Inference and Multiple Linear Regression

Testing of Hypotheses about regression parameters and Statistical Inference, Coefficient of Determination, Prediction with the Simple Regression model, Estimation of parameters; goodness of fit - adjusted R^2 ; partial regression coefficients; testing hypotheses – individual and joint significance.

Unit 3: Problems in OLS Methods

Omission of a relevant variable; inclusion of irrelevant variable; tests of specification errors, Analysis of Residuals: Heteroscedasticity and Autocorrelation, Problem of Multicollinearity-their Consequences, Detection and Remedies.

Unit 4: Dummy variables in Regression

Introducing dummy (independent) variables- nature of dummy variables, variables with two categories and more than two categories, dummy variable trap, Problems of LPM.

Unit 5: Statistical Packages

Introducing statistical packages for analysis of Econometrics.

3.11.3. Suggestive Practicum

- Discuss the specifications of a regression model and explain the importance of functional forms.
- Identify and discuss common problems in OLS methods.
- Analyze residuals to assess model adequacy and diagnose potential issues in regression analysis.
- Discuss the limitations of the Linear Probability Model (LPM) and potential problems associated with using dummy variables.

- Demonstrate basic functions and commands in a selected statistical package for regression analysis.

3.11.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method
- Demonstration method
- Simulations for interactive learning
- Group discussions and Presentations

3.11.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments.

3.11.6. Suggestive Readings

1. Gujarati and Porter, *Basic Econometrics*, Fifth Edition, McGraw Hill/Irwin, 2009.
 2. Greene, William H. *Econometric Analysis*. 6th Edition, Prentice Hall. 2008.
 3. Johnston J. and Dinardo, J. *Econometric Methods*. 4th Ed. McGraw-Hill 1997. Greene
 4. Ramanathan, Ramu, *Introductory Econometrics with Applications*, 5th edition, 2002, Thomson Asia Pte Ltd., Singapore.
 5. Stock, James H., and Mark W. Watson (2006): Introduction to Econometrics, Second Edition, (Addison-Wesley Series in Economics).
 6. Wooldridge, J., *Introductory Econometrics: A Modern Approach*, 2015, Nelson Education.
 7. Earl K. Bowen & Martin K. Starr, Basic Statistics for Business and Economics, McGraw Hill International Student Edition
 8. G.S. Maddala – Introduction to Econometrics. Wiley Publishers (Indian edition)
 9. Christopher Dougherty, Introduction to Econometrics, Oxford University Press, 3rd edition, Indian edition, 2007.
-

3.12 : INTRODUCTION TO INDIAN ECONOMY**Credit: 4****Semester: S-5****3.12.1. About the Course:**

This course provides an in-depth exploration of the Indian economy, spanning both historical and contemporary contexts. Students will delve into the socio-economic structures during the colonial and post-colonial periods, examining key aspects of planning, agriculture, and industry. The course further explores the dynamics of the tertiary sector, including economic and social infrastructure components like transportation, energy, education, and health.

3.12.2. Learning Outcomes:

After completion of this Course, student teachers will be able to

- Develop a comprehensive understanding of the Indian economy during both the colonial and post-colonial periods, analyzing the socio-economic structures, people, resources, and institutions.
- Evaluate the historical evolution of planning in India, including the objectives, strategies, and critical assessment of different Five Year Plans.
- Comprehend the evolution of Indian agriculture, including land use, irrigation, and reforms, alongside analyzing industrial patterns, policies, and the roles of sectors like IT and MSMEs.
- Evaluate social infrastructure components such as education and health, focusing on achievements, failures, and challenges, including gender and social group disparities.

Unit 1: Indian Economy during the colonial period and Post-colonial Period

Colonial Period: People, resources and institutions in the pre-independent India – Structure of Indian villages, land and agriculture, industries and handicrafts; Infrastructure: urban centres, roadways, railways and ports-Economic Consequences of the Colonial Rule and the Theory of Drains.

Unit 2: Indian Economy during the Post-colonial Period

Post-Colonial Period: Characteristics of the Indian Economy- National Income: Natural Resources: land, forest, water, mineral resources, and fisheries; Demographic conditions, Human Development in India.

Unit 3: Planning and Agriculture

Planning: Historical Evolution of Planning in India-Objectives-Strategies-Evaluation of Different Five Year Plans- Inclusive growth in Five year Plan-Function of NITI Aayog. Agriculture: Land Use Pattern-Irrigation-Institutional reform: Land Reforms-Technological Reform: Green Revolution-Changing pattern of Production and Productivity in Indian agriculture-Agricultural Finance and Credit -Agricultural Marketing.

Unit 4: Industrial Dynamics and Policies

Industry: Industrial Pattern during the Plan Period-Industrial Policy: 1948, 1956, 1977, 1980 and 1991-Large Scale Industries Information Technology Industry-Role of Micro, Small and Medium Enterprises (MSME) -Industrial Finance.

Unit 5: The Tertiary Sector in India

Economic or Physical Infrastructure: Growth of Roads, Railways, Air and Water Transport-Energy: Renewable and non-renewable energy-Issues and Challenges in Public Private

Partnership (PPP) and Science and Technology. Social Infrastructure: Education: School education system- Higher Education System- Different Education Policy (School education and higher education) and Its impact on Indian society: Achievements and Failures- Educational Status of Gender and Different Social Groups in India: Issues and challenges in NEP. Health: Accessibility and Availability of health in India- - Structure Health Infrastructure in rural and urban areas –Different Health Committee Reports- Health Finance in India-Role of WHO in India's Health

3.12.3. Suggestive Practicum

- Discuss the economic consequences of colonial rule and the theory of drains on the Indian economy.
- Compare the characteristics of the Indian economy during the post-colonial period, focusing on national income, natural resources, demographic conditions, and human development.
- Evaluate the role of NITI Aayog in promoting inclusive growth and development planning in India.
- Discuss the challenges and opportunities associated with renewable and non-renewable energy sources in India.
- Evaluate the issues and challenges in Public-Private Partnerships (PPPs) in India and their implications for infrastructure development.

3.12.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method.
- Discussion forums to engage students actively in the classroom.
- Simulations for interactive .
- Group discussions and Presentations.

3.12.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments.

3.12.6. Suggestive Readings

1. Breman, Jan (1996), *Footloose Labour: working in India's Informal Economy*, Cambridge University Press.
2. Bardhan, P.K. (1999), *The Political Economy of Development in India*, OUP, New Delhi.
3. Bawa, R.S. and P.S. Raikhy, (1997), *Structural Changes in Indian Economy*, Gurunanak Dev University press, Amritsar.
4. Chakravarty, S. (1987), *Development planning: The Indian Experience*, OUP, New Delhi.
5. Datt, R. (2001), *Second Generation Economic Reforms in India*, Deep & Deep Publications.
6. Harriss-White, Barbara (2003), *India Working: Essays on Society and Economy*, Cambridge University Press, The Edinburgh Building, Cambridge CB2 2RU, UK
7. Harriss-White, Barbara, (2015) *Middle India and Urban-Rural Development: Four Decades of Change*, Springer New Delhi, ISBN: 978-81-322-2987-2
8. Tirtankar Roy (2011), *The Economic History of India*, Oxford University Press, New Delhi.
9. Raychaudhuri, Tapan and Habib, Irfan (2004), edited *The Cambridge Economic History of India* Vol. 1, reprint, Orient Longman Private Ltd, New Delhi.
10. Dharma Kumar (1983) edited *The Cambridge Economic History of India*, Volume 2,
11. Cambridge University Press, Cambridge.

STAGE-SPECIFIC CONTENT-CUM-PEDAGOGY**4.4.2 Content cum Pedagogy of Language 1/ Language 2 at Secondary Stage - Course (II)****Credit:2****Semester:S-5****4.4.2.1 About the Course**

Building on the previous level's knowledge of the philosophy of the Language, the course will introduce students to the core knowledge of pedagogy and planning in Language education at the secondary level. It is designed to make student-teacher aware of the teaching-learning aids and other resources available as well as created for making Language learning meaningful and joyful. It will also help them to know the effectiveness of such resources and the impact on the children's Language skills. It also focuses on textbook analysis and planning for teaching Language and Literature and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

4.4.2.2 Learning Outcomes

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

- explain teaching-learning materials related to Language education with reference to NEP 2020,
- apply different types of teaching-learning aids during classroom teaching,
- make use of multimedia in Language teaching. Acquire knowledge about Language through online resources,
- develop lesson plan for effective teaching of Language,
- summarize the meaning and need of how to learn concepts of Language,
- identify the role of a teacher in facilitating learning of the Language.

UNIT - I**Teaching Learning Resources**

- A. Teaching learning aids/materials: concept, role, and importance in classroom teaching learning of Language.
- B. Types of teaching learning aids/ materials: print media such as textbook, scrambled books, teachers' manual/ handbook and other print materials., non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- C. Identification and use of teaching aids/teaching learning materials from the environment.
- D. Language laboratory – types, design, management, and practices; Virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT - II**Content Analysis and Planning for Teaching Language**

- A. Concept, types and importance of unit and lesson planning.
- B. Pedagogical analysis of content taking examples from topics of Language textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art integrated) of Languages.

UNIT - III**ICT Integration and Application**

- A. Scope and importance of using ICT in learning process of Languages.
- B. Use of ICT in the classroom: artificial intelligence, machine learning, smart boards, for enhancing learning.
- C. Tools, software and platform for teaching learning of Language at secondary stage.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

4.4.2.3 Suggestive Practicum (Any Three)

1. Prepare a teaching learning resource for developing Language skills.
2. Develop an e-content on any one topic from Language textbooks at secondary stage.
3. Develop a list of Literature which can play instrumental role in curriculum enrichment.
4. Prepare a write-up on pedagogical aspects of Language teaching in reference to NEP 2020.
5. Prepare outcome-based lesson plans on Prose, Poetry, and Grammar of Language.
6. Any other project assigned by the HEI.

4.4.2.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

4.4.2.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

4.4.2.6 Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

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

4.4.6 Content cum Pedagogy of Social Sciences at Secondary Stage - Course (II)**Credit:2****Semester: S-5****4.4.6.1 About the Course:**

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of Social Sciences at secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of Social Sciences. It focuses on learning resources in Social Sciences to enable student teachers to make use of available learning resources and also process to generate new resources for teaching learning the concepts of Social Sciences. It also focuses on textbook analysis and planning for teaching Social Sciences and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, find out about various activities. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and enjoyable. This pedagogical course of Social Sciences enhances the pedagogical knowledge and skills of prospective teachers through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspective of Social Sciences. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes on how to integrate and use ICT in Social Sciences' classroom.

4.4.6.2 Learning Outcomes

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

- utilize online and other resources in the teaching-learning process of Social Sciences,
- prepare lesson plans based on learning outcomes,
- identify learning resources from the local environment and apply the concepts of Social Sciences in daily life,
- utilize teaching learning resources effectively in teaching Social Sciences content at the secondary stage,
- prepare ICT integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT - I**Teaching Learning Resources**

- A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Social Sciences.
- B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom

teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)

- C. Identification and use of learning resources in Social Sciences from the local environment
- D. Social Sciences projects, clubs, fairs, exhibitions and visits places of historical and geographical importance, Social Sciences laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources.

UNIT - II

Content Analysis and Planning for Teaching Social Sciences

- A. Concept, types and importance of unit and lesson planning.
- B. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Social Sciences.
- D. Need for enrichment of content knowledge in Social Sciences.

UNIT - III

ICT Integration and Application

- A. Scope and importance of using ICT in learning process of Social Sciences.
- B. Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.
- C. Tools, software, and platform for teaching learning of Social Science at secondary stage.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

4.4.6.3 Suggestive Practicum (Any Three)

1. Prepare one working model/toy/game on the concepts of Social Sciences.
2. Create an e-content on any two concepts of Social Sciences at secondary stage.
3. Prepare a lesson plan keeping in view blended learning approach for the concepts of Social Sciences followed by presentation in the class.
4. Select a topic for teaching learning of Social Science and develop a write up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
5. Identify and use learning resources from the surroundings in Social Sciences and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Social Sciences textbooks at secondary stage.
7. Any other project assigned by HEI.

4.4.6.4 Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

4.4.6.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.6.6 Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications.

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

5.7. ICT IN EDUCATION**Information & Communication Technology (ICT) in Education**

Credit 2
Semester-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 OpenOnline 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.

SCHOOL EXPERIENCE

6.0 SCHOOL EXPERIENCE

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

Objectives**The School Experience will help the student teachers:**

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

Table 1: Outline of Activities under School Experience

Course	Credits	Semester	Description
Pre-Internship	2	5	Orientation and preparation in the institute
School Observation	2	6	Two weeks visit to different types of schools
Internship	10	7	12 weeks of working in school(s) as an integral part of the system
School-based research projects	2	7	Identification of the issue, research design, intervention during the school internship and preparation of the research report
Creating TLM	2	8	Visit different types of local vocational artists/professions, design learning resources using local traditions and connect artists to school.
Post Internship	2	8	In the institute: Sharing of experiences with other student teachers and submission of the report
Total	20 Credits		

6.1 Pre-Internship Practice

Credit:2

Semester: S-5

6.1 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.

6.2 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.

6.2.2 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.

6.2.3 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.

6.2.4. 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

6.2.4 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

6.2.5 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),
develop readiness to take.

SEMESTER-VI

Semester-VI

Course Code	Curricular Component	Name of the Course	Credits	Total	Page No.
FE04	Foundations of Education	Assessment and Evaluation	2	4	174-176
FE05		Inclusive Education	2		177-179
ENG214	English	Translation Studies	4	8	180-181
ENG215		Women Writing	4		182-183
HIS214	History	History of South India – II (1336 – 1800 CE)	4	8	184-186
HIS215		History of Japan (1868 – 1951 CE)	4		187-188
ECO214	Economics	Labour Economics	4	8	189-191
ECO215		Industrial Economics	4		192-194
PEDE219	Stage – specific content - cum - Pedagogy	Content cum Pedagogy of Language-I / Language – II at Secondary stage – Course (III) (English)	4	12	195-197
PEDH219		Content cum Pedagogy of Social Sciences at Secondary stage – Course (III) (History)	4		198-199
PEDEC219		Content cum Pedagogy of Social Sciences at Secondary stage - Course (III) (Economics)	4		200-201
AEV108	Ability Enhancement & Value Added Courses	Mathematical and Quantative Reasoning	2	4	202-203
SE221	School Experience	School Observation (Field Practice)	2		204-207
Total Credit				44	

Foundation of Education**Assessment and Evaluation****Credit: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.

2.4 Inclusive Education

Credits:2

Semester: S-6

2.5.1 About the Course

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

2.5.2 Learning Outcomes

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

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

UNIT - I

Inclusion and Education

- A. Conceptual Clarity, relation, and significance with special reference to:
 - UNCRPD, 2006,
 - RPWD Act, 2016,With special reference to Indian Context.
- B. Clarity of various terms and phrases associated with Inclusive Education: Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification and differentiation, universal design of learning.
- C. Shifting from Disability to the Inclusive view.
- D. Shifting Paradigms from Bio centric to Human Rights.

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

UNIT - II

Children with Disabilities and Marginalized Groups

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

UNIT - III

Pedagogical Issues

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

2.5.3 Suggestive Practicum

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

2.5.4 Suggestive Mode of Transaction

The course content transaction will include the following:

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

engagement with educationally marginalized communities and groups, through focusgroup 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.

DISCIPLINARY COURSE- ENGLISH**3.13****TRANSLATION STUDIES****Credit: 4****Semester: S-6****3.13.1. About the Course**

Learning Translation Studies help student-teachers to comprehend the Historical Context and Evolution of Translation. It helps them to understand the Translation Theories. It develops sensitivity towards cultural nuances and ethical considerations in translation, recognizing the role of cultural context thereby reducing the problems in translation. Gives them knowledge on recent translation theories.

3.13.2 Learning Outcomes:

By the end of this course, the student-teachers will be able to:

- comprehend historical Context and Evolution of Translation
- have an understanding on Translation Theories.
- develop sensitivity towards cultural nuances and ethical considerations in translation, recognizing the role of cultural context in shaping translation choices.

UNIT-1	Introduction to Translation Theories
UNIT-2	History of Translation
UNIT-3	Key concepts in Translation Studies
UNIT-4	Problems of Translation
UNIT-5	Recent Translation Theories

3.13.3. Suggestive Practicum

1. Critically analyse the translated texts.
2. Compare and contrast any of the original texts and their translations.

3.13.4. Suggestive Mode of Transaction

- Case studies and examples can be used to illustrate the application of translation theory.
- Hands-on experience by incorporating practical translation exercises in the classroom
- Small group discussions can be arranged about translated texts.
- Interactive lectures that encourage student participation

- Discuss ethical considerations in translation, including issues of confidentiality, accuracy, and cultural sensitivity.

3.13.5. Suggestive Mode of Assessment

Assess students through portfolio submissions that showcase their translation work, reflections on challenges faced, and improvements made over the course.

3.13.6. Suggestive Further Reading

- Routledge Encyclopedia of Translation Studies
- *A Handbook of Translation Studies*, B.K.Das, Atlantic, 2008

3.14: WOMEN WRITING**Credit: 4****Semester: S-6****3.15.1 About the Course**

Studying "women writing" enables the student teachers to gain knowledge and understand the literary contributions of women authors in male dominated societies. Study about women writers who serve as role models, inspiring readers with their stories of resilience, creativity, and intellect. It exposes student-teachers to the themes explored in their works, and the various perspectives they bring to the field of literature. It encompasses a diverse range of genres, styles, and topics explored by women writers throughout history and across cultures. In essence, studying women's writing not only enriches our understanding of literature and history but also promotes equality and empowerment

3.15.2 Learning Outcomes

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

- experience and analyze the literary work of women writers produced in the English-speaking countries around the world.
- explore the conditions under which women wrote and published while discussing their struggles in overcoming barriers of gender, caste, class and culture.
- identify the features of literary language used by women writers, including genre and form.
- synthesize the underlying unity in the culture, intercultural and socio- political concerns relating to women's writing.

UNIT-1	POETRY	1. Elizabeth Bishop-‘I am in Need of Music’ 2. Halina Poswiatowska- ‘It’s we who gave birth...’ 3. Adrienne Rich-‘Diving into the Wreck’ 4. Gaurie Desponde-‘Female of the Species’
UNIT-2	PROSE	1. Leila Seth- <i>Talking of Justice</i> (Chapter on women’s rights) 2. Chandra Talpade-“Under Western Eye”
UNIT-3	SHORT STORY	Mahaswetha Devi- <i>Rudali</i>
UNIT-4	FICTION	Monica Ali- <i>The Brick Lane</i>
UNIT-5		<i>Lights and Shadows</i> (Collection of Short stories)

3.15.3. Suggestive Practicum

1. Assignments that prompt students to analyze and respond to works by women authors learnt.
2. Create a literary magazine or blog that specifically features works by women writers.
3. Plan and execute a literary event or festival that celebrates women writers.
4. Create a podcast series that explores topics related to women's writing.

3.15.4. Suggestive Mode of Transaction

- Facilitate class discussions that encourage critical thinking.
- Discuss the representation of women in literature, societal expectations, and how women writers challenge or conform to traditional norms.
- Invite guest lecturers or women authors to speak to the class which provides first-hand insights into the writing process and the challenges faced by women writers.
- Integrate multimedia resources, including interviews, documentaries, and online platforms that showcase women writers and their contributions.

3.15.5. Suggestive Mode of Assessment

Tests and assignments that gauge students' understanding of the material, critical thinking skills, and their ability to articulate insights about women's writing.

3.15.6. Suggestive Further Reading

- The Oxford Companion to Women's Writing in the United States.
- The Cambridge guide to women's writing.

DISCIPLINARY COURSE : HISTORY**3. 13: History of South India II (1336-1800 C.E)****4.****Credit: 4****Semester: S-6****3.13.1. About the Course**

This course will acknowledge the evolution of major historical events, recognize the sociocultural advancements, political shifts, and enduring legacy of South Indian civilizations between 1336 and 1800 C.E. It will give students the tools they need to evaluate historical sources critically, comprehend the socio political dynamics of South India's medieval and early modern eras, and interpret historical events; discover South India's cultural, economic, and religious facets to gain an understanding of the region's complexity during this historical period; analyze the historical contributions of the major South Indian dynasties to the development of the region. It will give aspiring teachers the pedagogical tools they need to teach South Indian history in schools within the allotted time frame.

3.13.2. Learning Outcomes

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

- Discuss about South Indian Campaigns of Khaljis and Tughluqs
- Understand the Bahamani Kingdom–Polity and Administration
- Explain Foundation of Vijayanagara Kingdom
- Elaborate the Establishment of British Supremacy

Unit I

Political Conditions of South India–Hoyasalas –Yadavas - Kakatiyas –Kalachuri usurpation- South Indian Campaigns of Khaljis and Tughluqs

Unit II

Foundation of Vijayanagara Kingdom: Sangama, Saluva and Tuluva, dynasties –Krishna Devaraya- Conquests - the Battle of Talikota – Aravidu Dynasty - Administration–Nayankara System- Ayagar System

Unit III

Bahamani Kingdom–Polity and Administration -Marathas Incursions in South India and establishment of Maratha Rule in Tanjore

Unit IV

Nayak Rule in Tamil Nadu - Poligar system- Establishment of British Supremacy –Revolt of Katta Bomman and Marudu Brothers

3.13.3. Suggestive Practicum (Any Three)

1. Historical Site Exploration: Organize a field trip to historical sites in South India from the specified period, allowing students to explore and connect with the physical remnants of the past.
2. Artifact Analysis Workshop: Conduct a hands-on workshop where students analyze replicas or images of historical artifacts from the period, fostering skills in artifact interpretation and historical analysis.
3. Documentary Film Project: Have students collaborate to create a documentary film highlighting the cultural and historical significance of a specific location, dynasty, or event in South India during the designated period.
4. Guest Lectures: Invite historians, archaeologists, or experts in South Indian history to deliver guest lectures, providing students with additional insights and perspectives.
5. Role-Playing Historical Figures: Assign students roles as historical figures from the period and conduct a role-playing activity or debate, allowing them to embody the perspectives of key individuals.
6. Interactive Timeline Creation: Have students collaboratively create an interactive timeline illustrating key events, rulers, and cultural developments in South India from 1336 to 1800 C.E.
7. Research Symposium: Organize a research symposium where students present their in-depth research projects to the class, encouraging academic discourse and knowledge sharing.
8. Museum Exhibition Design: Task student groups with designing a virtual or physical museum exhibition showcasing the history, art, and culture of South India during the specified period.
9. Historical Fiction Writing: Encourage students to write historical fiction narratives set in South India during the course period, blending creative storytelling with historical accuracy.
10. Debates on Historical Issues: Facilitate debates on specific historical issues or controversies from the period, encouraging students to explore different perspectives and present well-reasoned arguments.
11. Local Community Engagement Project: Encourage students to explore and document the historical aspects of their local community that may have connections to South Indian history during the specified period.
12. Virtual Reality (VR) Tour Creation: Have students use virtual reality technology to create immersive tours of historical sites in South India, providing an innovative way to experience and present historical landscapes.

3.13.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.13.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.13.6. Suggestive Reading Material

- Chopra P.N., T.K. Ravindra & N. Subramanian, *History of South India Vol: I*, S. Chand & Co, New Delhi, 1979
 - Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014
 - Karashima, Noboru, *South Indian History and Society*, OUP, New Delhi, 1985.
 - Nilakanta Sastri, K.A., *A History of South India*, OUP, Madras, 1966
 - Rajayyan, K., *South Indian Rebellion - The First War of Independence (1800–1801)*,
 - Rao and Raghavan, *Mysore*, 1971
 - Stein, Burton, *Peasant State and Society in Medieval South India*, New Delhi: OUP, 1980.
-

3.14: History of Japan (1868-1951 C.E)**Credit: 4****Semester: S-6****3.14.1. About the Course**

This unit will help to discover the political, economic, and cultural facets of Japan to get a sense of the complexity of the country in the Taisho, Meiji, and early Showa periods. The course will provide students the tools they need to evaluate historical sources critically, comprehend the socio political dynamics of this pivotal era in Japanese history, and interpret events; to gain a thorough understanding of the political, sociocultural, and historical developments that occurred in Japan between the Meiji Restoration and the early post-World War II Era (1868–1951C.E.); to examine Japan's industrialization, modernization, and interaction with the West during the Meiji period. Recognize Japan's expansionist goals, its participation in both World Wars, the aftermath of the atomic bombings, and the post-war reconstruction phase. This course equips future educators with effective pedagogical strategies to teach the history of Japan during the specified period in schools.

3.14.2. Learning Outcomes

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

- Understand the Social and Economic Development- Modernization of Japan
- Importance of the Washington Conference
- Explain the Anglo-Japanese Alliance of 1902

Unit I

Decline of Shogunate- The Meiji Restoration of 1868 –The Constitutional Movement –Social and Economic Development- Modernization of Japan

Unit II

The territorial expansion –Sino –Japanese war -The Anglo-Japanese Alliance of 1902 - Russo- Japanese war and its consequences –Japan and Formosa, Korea and Manchuria

Unit III

Japan and the First World War –21 Demands- Washington Conference- Tanaka Memorial -Rise of militarism in Japan –The Axis alliance –Second World War- Japan's entry- course of the war and Consequences

Unit IV

Allied occupation –Demilitarization - The San Francisco Treaty- Industrial Development in Japan

3.14.3. Suggestive Practicum (Any Three)

- 1) Museum Exhibition Project: Student groups curate virtual or physical museum exhibitions representing specific periods within the unit, showcasing artifacts and visuals.

- 2) Role Playing Historical Figures: Each student embodies a historical figure, engaging in a role-playing activity and participating in a simulated dialogue or debate.
- 3) Guest Speaker Session: A guest speaker, such as a historian, conducts a virtual session with the class, allowing students to engage in discussions and ask questions.
- 4) Teaching Demo: Students prepare and deliver a teaching demo on a specific topic, simulating a classroom teaching experience.
- 5) Comparative Analysis: Students compare and contrast historical developments in Japan during the Meiji, Taisho, and Showa eras with other regions or countries.
- 6) Field Trip or Virtual Tour: Students visit a local museum or take virtual tours of historical sites in Japan, exploring cultural and historical aspects discussed in the unit.
- 7) Historical Database: Students participate in a class debate on a significant topic from the Meiji to the Showa era, exploring different perspectives.

3.14.4. Mode of Transactions

- Lecturers with discussion, Lecturer method, Historical method and Concept mapping

3.14.5. Suggestive Mode of Assessment

- Written tests, classroom presentations, seminars, assignment, sessional and terminal semester examinations (as per UGC norms)

3.14.6. Suggestive Reading Material

- Alien George, *A Short Economic History of Japan*
- Andressen, Curtis A., *A short history of Japan: from samurai to Sony*
- Beasley W.G., *A Modern History of Japan*
- Clyde and Bears, *The Far East*.
- David, M.D., *History of Modern Japan*
- John W. Hall and Others, *Cambridge History of Japan, Vols 5 & 6*
- Kenneth G. Henshall, *A History of Japan: From Stone Age to Superpower*
- Majumdar R.C. & S.C. Roychoudry, *History of Far East*
- Mason and Caiger, *A History of Japan*
- Rajaram, V., *History of China, Japan and South East Asian Countries*
- Roy, S.L., *The Far East in Modern Times*.
- Shiv Kumar & Jain, *History of Modern Japan*.
- Tewari, Archana, *The History of China and Japan (1840-1949)*

DISCIPLINARY COURSE: ECONOMICS**3.13. LABOUR ECONOMICS****Credit: 4****Semester: S-6****3.13.1. About the Course:**

This course delves into labor economics, exploring historical origins, theoretical frameworks, and practical aspects. Topics include human capital theory, wage determination, and labor dynamics, encompassing collective bargaining, trade unions, and addressing modern issues like globalization, migration, and technology's influence on employment. Gain insights into the intricate interplay of economic forces within the labor realm.

3.13.2. Learning Outcomes:

After completion of this Course, student teachers will be able to

- Analyze the concept of human capital and its impact on the labor market, exploring the relationships between education, training, and earnings.
- Evaluate theories and measurement methods related to wage discrimination, considering taste, employer, employee, customer, and statistical discrimination
- Understand the implications of international trade and technology on employment, applying theories like the Stolper-Samuelson theorem and exploring the relationship between globalization and labour dynamics.

Unit 1: Approaches to Labour Economics

Approaches: Origin of labour: World of Work-slavery, slave trade, indenture labour, abolition of slavery, and caste system in India - attached/bonded labour, wage labour - value of work-Why labour economics as a discipline? - Classical, Neo-classical-Marxism-Institutionalism.

Unit 2: Human Capital and Discrimination, and Wage Determination

Human Capital: Education and labour market-Theory of human capital: relation between earning schooling, education, training and human capital. Discriminations: Theories of discrimination; taste, employer, employee, customer and statistical discrimination, Measurement of Wage Discriminations: estimation method; decomposing method, direct assessment method.

Unit 3: Wage Determination

Wage Determination: Homogeneous perfect completion model- Heterogeneous wage differential-Hedonic wage function-Dual, segmented and fragmented labour markets, notions of ritual purity and

pollution and value of labour / labour output / productivity.

Unit 4: Collective Bargaining, Trade Union and Globalization of Labour

Collective Bargaining: Theories-Precursors, Axiomatic approach Strategic approach, labour conflicts approach (strikes arbitration), Trade union objectives, determination of union membership, caste and inter-generational occupational stagnation, and problems related to unionisation of labourers and wage determination.

Unit 5: Globalization of Labour

Globalization; hereditary occupations and possibility of labour mobility, theories of migration, characteristics and determinants of migration, international trade and labour market theories; Stolper-Samuelson theorem-firm selection and trade model, technology and employment, globalisation and its impact on labour

3.13.3. Suggestive Practicum

- Evaluate the different approaches to labor economics, including Classical, Neo-classical, Marxism, and Institutionalism.
- Discuss different methods for measuring wage discrimination
- Analyze the factors influencing wage determination, such as labor market conditions, skills, and productivity levels.
- Discuss the challenges and problems related to unionization of laborers and wage determination.
- Analyze the impact of globalization on labor markets, including hereditary occupations, labor mobility, migration theories, and the Stolper-Samuelson theorem.

3.13.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method.
- Discussion forums to engage students actively in the classroom.
- Simulations for interactive learning.
- Group discussions and Presentations

3.13.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments.

3.13.6. Suggestive Readings

1. Butler, A.D. (1972): Labor Economics and Institutions, American Publishing Company, ND.
2. Breman, Jan (1996), Footloose Labour: working in India's Informal Economy, Cambridge University Press.

3. Harriss-White, Barbara (2003), *India Working: Essays on Society and Economy*, Cambridge University Press The Edinburgh Building, Cambridge CB2 2RU, UK
 4. Harriss-White, Barbara, (2015) *Middle India and Urban-Rural Development: Four Decades of Change*, Springer New Delhi, ISBN: 978-81-322-2987-2
 5. George, J.B. (1996): *Labour Economics*, McGraw Hill,, NY.
 6. Marshall, F.R., V.M. Briggs, and A.G. King (1984): *Labour Economics*, Richard D. Irwin Inc. Homewood, Illinois.
 7. McConnell, C.R., S.L. Brue and D.A. Macpherson (2009): *Contemporary Labour Economics*, McGraw Hill, NY.
 8. Burton, F.J, L.K. Benham, W.W. Vaughn III and R.J. Hanagan (Eds.) (1971): *Reading in Labour Market Analysis*, Holt. Rinehart and Winston, Inc, USA.
 9. Rees, A. (1973): *Economics of Work and Pay*, Harper and Row, NY.
 10. Sen, A.K. (1975): *Employment, Technology and Development*, OUP, ND.
 11. Solow, R.M. (1990): *Labour Market as an Institution*, Harper and Row, NY
-

3.14: INDUSTRIAL ECONOMICS**Credit:4****Semester: S-6****3.14.1. About the course:**

This course covers industrial economics, entrepreneurial aspects, and the role of finance in Indian development. It explores determinants of industrial location, recent trends, challenges in small-scale industries, and the impact of liberalization. The course concludes with a focus on sick industries and India's industrial policy.

3.14.2. Learning Outcomes:

After completion of this Course, student teachers will be able to

- Understand the foundational concepts of industrial economics and the rationale for industrialization.
- Evaluate the significance of industries in economic development, considering linkages with the agriculture sector.
- Analyze the dynamics of industrial entrepreneurship, including the role of women entrepreneurs and rural entrepreneurship in India.
- Assess the importance of finance in industrial development, distinguishing between owned and external funds, and understand the functions of key financial institutions.

Unit 1: Industries and Development

Basic concepts of industrial economics- rational of industrialization- evolution of industries in India, need- importance and role of industries in economic development- industry and agriculture sector linkages- industrial development-experience of developed and developing countries.

Unit 2: Industrial Entrepreneurs and Development

Concepts and definition of industrial entrepreneurs- entrepreneurial motivation- types, characteristics and functions of industrial entrepreneurs- role of entrepreneurs in economic development- role of women entrepreneurs in the industrial development- rural entrepreneurship development in India- institutional finance to entrepreneurship development- problems and remedies of industrial entrepreneurs.

Unit 3: Institutional Finance for Industrial Development in India

Importance of finance to industrial development, owned, and external funds for industrial development- role, and types of institutional finance- functions of IFCI, IDBI, SIDBI, ICICI, SFCs, SIDC, commercial banks, etc in industrial development- trend and problems of industrial finance in India.

Unit 4: Determinants and Theories of Industrial Location

The general determinants of industrial location- technical factors, economic and infrastructural factors, other factors- theories of industrial location- the central place theory- Renner's theory- Rawstron's principles- Weber's theory- the market area theory of Tord Palander- Central place theory of Losch-

Unit 5: Industrial Trends in India and Policy Impacts

Trend of industrial location in India- Recent trends in industrial growth in India- growth performance of major industries- Development and problems of small-scale industries in India- Role of public and private sectors in India- Effects of liberalization on industrial development in India- role of MNCs in industrial development- Sick industries and remedies- Industrial policy of India.

3.14.3. Suggestive Practicum

- Discuss the challenges faced by industrial entrepreneurs and propose potential remedies.
- Evaluate the contributions of women entrepreneurs and rural entrepreneurship to industrial development in India.
- Analyze recent trends in industrial growth in India and their implications for economic development.
- Analyze the trends and challenges in industrial finance in India.
- Propose solutions to overcome the problems faced in industrial financing in India.

3.14.4. Suggestive Mode of Transaction

- Lecture cum Discussion Method
- Discussion forums to engage students actively in the classroom
- Simulations for interactive learning
- Group discussions and Presentations

3.14.5. Suggestive mode of assessment

The assessment will be based on the classroom presentations, tests and assignments.

3.14.6. Suggestive Readings

1. Parker. C. Simon (2009), The Economics of Entrepreneurship, Cambridge University Press, New York.
2. Anil Kumar (2003), Entrepreneurship Development, New Age International, New Delhi.
3. Debasish Biswas & Chanchal Dey (2021), Entrepreneurship Development in India, Routledge, New York.
4. Ahluwalia, I.J. (1985), Industrial Growth in India, Oxford University Press, New Delhi.

5. Brahmananda, P.R. and V.R. Panchamukhi (Eds) (1987), The Development Process of the Indian Economy, Himalaya Publications
 6. Barthwal, R.R. (1992), Industrial Economics: An Introductory Text Book, Wiley Eastern Ltd. New Delhi. 4.
 7. Cherunilam, F. (1994), Industrial Economics: Indian Perspective, (3rd Edition), Himalaya Publishing House, Mumbai
 8. Kuchhal, S.C. (1980), Industrial Economy of India (5th Edition), Chaitanya Publishing House, Allahabad.
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STAGE-SPECIFIC CONTENT-CUM-PEDAGOGY**4.4.2 Content cum Pedagogy of Language 1/ Language 2 at Secondary Stage – Course (III)****Credit:2****Semester: S-6****4.4.2.1 About the Course**

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. The students will be exposed to research and innovative practices in teacher education. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Language and Literature. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. Today's scenario emphasizes competency- based assessment practices and tests higher order thinking skills and conceptual clarity. Major reforms in assessment are need of the hour to stay vibrant and effective in the process of teaching learning of Language and Literature. Finally, the instructor will enable the students to understand the concepts of assessment and evaluation as well as differentiate between assessment and evaluation for Language learning.

4.4.2.2 Learning Outcomes

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

- list the different concepts related to assessment and evaluation in Language Teaching,
- enumerate the characteristics of innovative practices in the teaching-learning process of the Language,
- discuss tools and techniques of assessment and evaluation in Language Teaching,
- examine issues in Language assessment and their impact on classroom teaching,
- apply ICT in the teaching-learning process of Language,
- develop e-content of Language using Language lab and virtual lab.

UNIT - I**21st Century Skills for Learning**

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Language.
- B. Psychological, sociological, and philosophical perspective of teaching and learning Language.
- C. Qualities of a Language teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Language.

UNIT - II**Assessment and Evaluation**

- A. Assessment and evaluation: need for and importance of Languages.
- B. Development of learning indicators, performance-based assessment, learners' records of observations.
- C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
- D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- E. Tools and techniques of assessment and evaluation; 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 of Languages.

UNIT - III**Research and Innovative Practices in Teaching Languages**

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Language.
- C. Action research: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Language.
- E. Effective communication with special reference to multilingualism using Language lab and virtual lab.

4.4.2.3 Suggestive Practicum (Any Three)

1. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of Language through activities such as debate, extempore, group discussion, Speech, etc.
2. Assess the peers in the Language and prepare an analytical report.
3. Write a reflective note on two editorial pieces on the same topic from different newspapers from multilingualism perspective.
4. Complete an online certificate course on Language from SWAYAM portal.
5. Develop a write-up on the power of Language in regard to NEP 2020 recommendations.
6. Any other project assigned by HEI.

4.4.2.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

4.4.2.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal/semester examinations will be used to assess the course outcomes (As per UGC norms).

4.4.2.6 Suggestive Reading Material

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English)

Hindi).

- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

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

4.4.6. Content cum Pedagogy of Social Sciences at Secondary Stage - Course (III)**Credit: 2****Semester: S-6****4.4.6.1 About the Course:**

This course focuses on the need and scope to know how to learn the concepts of Social Science. They will also understand the role of a teacher as facilitator. They will reconcile themselves as per National Professional Standards for Teachers (NPST) and National Mentoring Mission(NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st century skills to deal with various issues. They will also understand action research and will be able to conduct it for the improvement of Social Science practices. They will develop leadership attributes to lead for a good cause keeping in view Indian values and ethos. This course focuses on how to learn Social Science along with psychological, sociological, and philosophical perspective. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Social Science teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. National Education Policy (NEP) 2020 emphasizes on the formative assessment, which is more competency based, promotes learning and holistic development of the students, and tests higher order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. This pedagogical course of Social Sciences aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Social Sciences.

4.4.6.2 Learning Outcomes

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

- discuss the meaning and need of how to learn the concepts of Social Science,
- identify the role of teacher in facilitating learning for Social Science,
- enumerate the characteristics of innovative practices in teaching-learning process of Social Science,
- plan action research to improve practices of Social Science,
- compare and apply the different types/modes of assessment,
- develop the learning indicators and construct test items to measure learning achievement,
- construct and administer achievement test,
- apply tools and techniques of assessment in teaching learning process.

UNIT - I**21st Century Skills for Learning**

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Social Sciences.

- B. Psychological, sociological, and philosophical perspective of teaching and learning Social Sciences.
- C. Qualities of a Social Sciences teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Social Science.

UNIT - II

Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Social Sciences.
- B. Development of learning indicators, performance-based assessment, learners' records of observations.
- C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
- D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- E. Tools and techniques of assessment and evaluation; 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 of Social Sciences.

UNIT - III

Research and Innovative Practices in Teaching Social Sciences

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Social Sciences.
- C. Action research: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Social Sciences.

4.4.6.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio of a student of Secondary Stage.
3. Explore development of multidisciplinary projects and present using PowerPoint in Social Sciences.
4. Apply innovative practices in classroom teaching learning of Social Sciences.
5. Plan action research for Continuous Professional Development (CPD) of Social Sciences teacher.
6. Pilot new ways of assessment using educational technologies focusing on 21st century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned by HEI.

4.4.6.4 Suggestive Mode of Transaction

Lectures cum discussion, observation, project approach, field based, inquiry approach,

experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

4.4.6.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.6.6 Suggested Reading Material

- National Policy on Education, 1968, 1986 and 2020
- NCERT (2023) National Curriculum Framework of School Education (Draft)
- NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. NCTE, New Delhi.
- UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.

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

ABILITY ENHANCEMENT & VALUE-ADDED COURSES**5.8. Mathematical and Quantitative Reasoning****Credit:2****Semester: S-6****5.8.1. 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.

5.8.2. 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.

5.8.3. Suggestive Practicum

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

5.8.4. 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.

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 atleast 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 UDISEdata,
- 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
 - o Academic plan
 - o Classroom activities
 - o Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
 - o Maintenance of students' records
 - o 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.

SEMESTER VII

Semester- VII

Course Code	Curricular Component	Name of the Course	Credits	CCE*	Page no.
FE06	Foundations of Education	Perspectives of School Leadership & Management	2	4	210-211
FE07		Curriculum Planning and Development (Text book, Material Development, Etc) – Stage Specific	2		212-213
AEV109	Ability Enhancement & Value Added Courses	Art Education – II (Performing & Visual)	2	4	214-221
AEV110		Sports, Nutrition & Fitness	2		222-223
SE222	School Experience	School - based Research Project	2	12	224-225
SE223		Internship in Teaching	10		226-233
Total Credit				20	

FOUNDATION OF EDUCATION**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

2.5 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.

ABILITY ENHANCEMENT & VALUE-ADDED COURSES**Arts (Performing and Visual) and Creative Expressions
Exemplar 2 - Theatre****Credit: 2****Semester: S-7****5.3.1 About the Course**

The engagement with various forms of art as self-expression and the need to develop a sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form that children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, an aesthetic judgment. This enables students as they grow into adults to have focused attention on making meaning of what surrounds them and in appreciating cultural productions. Children are naturally tuned to appreciate art, as it activates their senses. Further, their psycho-motor skills get developed through art. It gives them space to think independently, create and reflect, while working with others. It is a unique space where all the three are involved- hand, head and heart.

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

Theatre

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

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

In this course, we will briefly talk about the aesthetics of theatre and how theatre exists in different

forms. The students will learn some basic theatre tools that will help them create and perform a narrative they collaboratively arrive at.

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

5.3.1 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.

5.3.2 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.

5.3.3 Suggestive Mode of Assessment

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

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

5.3.4 Suggestive Reading Materials

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

1.3.Arts (Performing and Visual) and Creative Expression

Exemplar 3-Collage-making

Credit: 2

Semester: 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.

5.4.3. 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=WgRZIWI-Oh0>*
3. *G. Subramanian: Collage art - <https://www.youtube.com/watch?v=ioRRi9R46a0>*
4. *Amber Fletschock, Collage artist - <https://www.youtube.com/watch?v=aa7p1vYqUc4>*
5. *Arturo Herrera, artist - https://www.youtube.com/watch?v=Oagx3_NZ5HU*

UNIT - III

Ideating for an Expressive Self-Portrait (2 Sessions)

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

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

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

UNIT - IV

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

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

UNIT - V

Designing and setting up an Exhibition (2 Sessions and Exhibition Day) Students will collectively start designing and planning for the exhibition to put up their artworks for a general audience to view and engage with. Students will be planning the various aspects of a visual art exhibition: ways to display artworks, designing the layout of the exhibition space and how the audience will move within the space, design invitations, ways that the audience can engage with the artworks, various ways the artists can talk about their art-making, and more. Students will divide the tasks among themselves, take on the various roles required, and set up the exhibition space.

Resources: Planning templates

5.3.2 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.

5.3.3 Suggestive Assessment

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

5.3.4 Suggestive Reading Materials

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

SEMESTER-VII AEVAC10-ABILITY ENHANCEMENT &VALUE ADDED COURSES**5.5 Sports, Nutrition and Fitness****Credit: 2****Semester: S-7****5.8.1 About the Course**

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

5.8.2 Learning Outcomes

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

- explain the importance of sports, and the need and impact of sport for maintaining,
- discuss physical fitness, and the methods of teaching and organization of different types of sports,
- explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness,
- Recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

UNIT - I**Sports**

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

UNIT - II**Physical Fitness**

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

UNIT - III**Nutrition**

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

5.8.3 Suggestive Practicum

Reflective Reading of different Sports Personalities. Collections of different types of games (Indoor, Outdoor, Individual, Team); Organizing different games (Play) for different age-groups, Organizing Group Games for cooperation, Organizing fitness programmes, Exercises at various levels. Collection of different nutritious items food. (Charts, Things, Objects, Models). Programmes organized to promote the use of nutritious food.

5.8.4 Suggestive Mode of Transaction

The mode of transaction should be designed to ensure that should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

5.8.5 Suggestive Mode of Assessment

Assessment of theoretical aspects and Practicum.

5.8.6 Suggestive Reading Materials

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

SCHOOL EXPERIENCE**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),

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

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

6.4.3 Learning Objectives:

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

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

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

6.4.4 Suggestive Mode of Transaction

- ☐ Observation
- ☐ Interaction
- ☐ Discussion
- ☐ Teaching in the classroom
- ☐ Analysis and reporting
- ☐ Collection of relevant documents and data

6.4.5 Content

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

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

6.4.6.1 Foundational stage

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

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

6.4.6.2 Preparatory Stage

1. Meet the subject-based mentors, collect timetables of classes III to V and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
 - Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, analytical thinking.
 - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct sports, arts and crafts activities.
7. Participate in student support services- guidance and counselling, clubs and 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.

6.4.6 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"> • Observation of a Minimum of 6 lessons of School Teachers (3+3) • Observation of a Minimum of 10 lessons of Peers (5+5) 	Teacher-Educator	Non-evaluative
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology)	Teacher-Educator, School Mentor	6.0
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lessonend 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

6.4.7 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.

SEMESTER- VIII

Semester-VIII

Curricular Component	Course Code	Name of the Course	Credits	Total	Page no.
Foundations of Education	FE08	Philosophical & Sociological Perspective of Education - II	4	10	236-237
	FE09	Education Policy Analysis	2		238-239
	FE10	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 & Fitness Education / Tribal Education / Economics of Education	4		240-259
Ability Enhancement & Value-Added Courses	AEV111	Yoga & Understanding Self	2	4	259-261
	AEV112	Citizenship Education, Sustainability & Environment Education	2		262-263
School Experience	SE224	Post Internship (review & Analysis	2	4	264-265
	SE225	Creating Teaching learning material / Work Experience (Educational Toy making, Local/Traditional/Vocations.)	2		266-267
Community Engagement & Service	CES226	Community Engagement & Service (Participation in NSS – related activities New India Literacy programme Etc)	2	2	268-272
Total Credit				20	

FOUNDATION OF EDUCATION**2.6 Philosophical and Sociological Perspectives of Education – II****Credits:4****Semester: S-8****2.8.1 About the Course**

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

2.8.2 Learning Outcomes

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

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

UNIT - I**Education and Society**

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

UNIT - II**Education and Social Change**

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

UNIT - III**Education, Culture and Socialization**

- A. Relationship between Education and Culture.
- B. Education as a process of Socialization.
- C. Impact of following on Culture and Educational Process: Social Welfare, Social Reform Movements, Legal interventions on Child Marriage and child labor Act, Educational Policies and Acts, Adult Literacy, New Technology of communication, Equality.
- D. Constitutional Provisions and Education with special reference to Social Equality and Equity.

UNIT - IV

Education and Values

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

2.8.3 Suggestive Practicum

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

2.8.4 Suggestive Mode of Transaction

The course content transaction will include the following:

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

2.8.5 Suggestive Mode of Assessment

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

2.8.6 Suggestive Reading Materials

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

2.8. 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.

FOUNDATION OF EDUCATION (ELECTIVE COURSE)**2.7 Education for Mental Health****Credit: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

Credit:4

Semester: S-8

2.10.1 About the Course

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

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:

- clarify the meaning and significance of sustainable development,
- explore the relationship among education, development and environment,
- appreciate the relation between education and sustainable development,
- describe the characteristics of ESD,
- explain the role of education in sustainable development,
- critically analyze the meaning and importance of education in the context of sustainable development.,
- explain the role of education to achieve sustainable development,
- analyze the pedagogical issues related to ESD.

UNIT - I

Education and Sustainable Development

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

UNIT - II

Sustainable Development Goals (SDGs)

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

UNIT - III

SD Goal-4: Quality Education for All

- A. Meaning, Nature, and Significance.
 - NEP, 2020 on SDG-4: Sustainable lifestyle, Gender equality, Promotion of peace & non-violence, Global citizenship, Good mental health & wellbeing, Justice in society.

B. Pedagogical issues for SDG-4.

UNIT - IV**Sustainable Development: Politics and Policies**

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

2.10.3 Suggestive Practicum

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

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

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

2.10.5 Suggestive Mode of Assessment

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

2.10.6 Suggestive Reading Materials

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

2.10 Emerging Technologies in Education**Credits:4****Semester: S-8****2.10.1 About the Course**

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

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:

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

UNIT - I**Education and Technology**

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

UNIT - II**Information and Communication Technology**

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

UNIT - III**Technology in Education and Pedagogy**

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

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

UNIT - IV

Online and Offline Software Applications

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

UNIT - V

Instructional Design and E-content

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

2.10.3 Suggestive Practicum

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

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

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

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

2.10.5 Suggestive Mode of Assessment

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

2.10.6 Suggestive Reading Materials

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

2.10 Gender Education

Credit: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**Credit: 4****Semester: S-8****2.10.1 About the Course**

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

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.

2.10.3. 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.

1.10.6.Suggestive Reading Materials

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

2.10 Peace Education**Credit: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 Aurobindo 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

Credit:4

Semester: S-8

2.10.1 About the Course

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

2.10.2 Learning Outcomes

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

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

UNIT - I

Adolescence and Adolescence Education

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

UNIT - II

Life Skills and Adolescence Education

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

UNIT - III**Adolescence Education Programme in India (AEP)**

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

UNIT - IV**Pedagogical Issues**

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

2.10.3 Suggestive Practicum

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

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

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

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

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

2.10 Art in Education

Credits: 4

Semester: S-8

2.10.1 About the Course

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

2.10.2 Learning Outcomes

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

- develop art appreciation with special reference to relevance and place of Art in human life,
- acquaint with conceptual understanding of the key ideas of Art Education,
- discuss critically the value development in Art Education.,
- understand the implications of Art in Education,
- sensitize towards the problems and issues in Art Education,
- sensitize towards pedagogical issues of Art Education,

UNIT - I

Art and Education

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

UNIT - II

Theoretical Consideration of Art Education

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

UNIT - III

Fundamentals of Art Education

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

UNIT - IV**Pedagogical Issues of Art Education**

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

2.10.3 Suggestive Practicum

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

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

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

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

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

ABILITY ENHANCEMENT & VALUE -ADDED COURSES**5.6****Yoga and Understanding Self****Credit: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. Principles 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.

5.7 Citizenship Education, Sustainability, and Environmental Education

Credit: 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.

5.11 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.

5.11.1 Suggestive Mode of Assessment

Assessment of practicum and assessment of reflective level readings.

5.11.2 Suggestive Reading Materials

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

SCHOOL EXPERIENCE

6.3 Post Internship**Credit:2****Semester: S-8****6.5.1 About the Course**

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

6.5.2 Learning Objectives

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

- develop comprehensive understanding of the school ecosystem,
- describe their learning from internship with the peers and teacher educators,
- reflect on school internship sharing learning experiences on each activity undertaken.

6.5.3 Suggestive Mode of Transaction

- Discussion
- Presentation, Gallery walks and Exhibition.
- Report Writing

6.5.4. Activities:**6.5.4.1 Experience Sharing and Reflective Learning**

- ☐ Presentation of reflective journal summary
 - o **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.

Suggestive Mode of Assessment

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

6.5.6 Learning Outcomes

The student teachers will be able to:

- demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
- reflect on school internship experiences in a report.
- share their learning from school internship with peers and teacher educator.

6.6. Creating Teaching Learning Material (TLM)/Work Experience

Credit:2

Semester:S-8

6.6.1 About the Course

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

6.6.2 Learning Objectives

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

- ☐ Assess the need for Teaching Learning Materials and prepare innovative TLM,
- ☐ Develop an understanding of the importance of work experience and competencies of a local crafts person, artisans and entrepreneurs,

6.6.3 Suggestive Mode of transaction

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

6.6.4 Content

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

6.6.5. Activities to be conducted.

The following are a few suggestive activities:

- ☐ Orientation workshop on work experience and development of learning resources

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

1.6.6 Suggestive Mode of Assessment

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

6.6.7 Outcomes

The student teachers will:

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

COMMUNITY ENGAGEMENT AND SERVICES**CURRICULAR COMPONENT: COMMUNITY ENGAGEMENT AND SERVICE**

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

Credit: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 crafts person.

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 on the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.

- Reflection of experience (individual/group) of organizing community service

7.4 Assessment components and weightage

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

7.5 Suggestive Links

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