

## B.Sc.- B.Ed. Economics

### Semester I

#### Language 1 : Sanskrit (HS1L005)

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

##### **5.1.1 About the Course**

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

##### **5.1.2 Learning Outcomes**

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

- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- build inter-personal relationships and enhance social skills.

### **UNIT - I**

#### **Understanding Language, Communication and Cognition**

- A. Language, communication, and cognition; Definitions and functions of language. Types of communication, Language, culture and society, Bi-/Multilingualism in India, Language learning, translation, formal and informal communication, verbal and non-verbal communication, gestures language skills (listening, speaking, reading, & writing) and the new-age technologies. Language as a means of communication and language as a medium of cognition.
- B. Nature and process of communication: principles, Definition, and types; Language: Definition, characteristics, functions; Language and society: language variation, language and dialect, language policy and language planning, language standardization; Multilingualism in Indian context, Language as a means of communication and language as a medium of cognition.
- C. The process of communication, barriers to communication, written and oral

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

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

## **UNIT - II**

### **Understanding Grammar**

- A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes, sentences-simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
- B. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.
- C. Identification of morphemes, word formation processes; Sentence formation, vocabulary formation; Pragmatics and speech acts.
- D. Sound production in the language; Coining new words, Speech acts.

## **UNIT - III**

### **Reading Skills**

- A. Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- B. Features that make texts complex, reading as an interactive process; Strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- C. Reading discipline-based texts; vocabulary development

## **UNIT - IV**

### **Writing Skills**

- A. Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports).
- B. Language and style of Writing; Dealing with New Words (Academic Vocabulary Building)
- C. Summarizing and Paraphrasing techniques.

## **UNIT - V**

### **Speaking skills**

- A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations).
- B. Activities for developing speaking, role play; The impact of culture on speaking.
- C. Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.

## **UNIT - VI**

### **Listening Skills**

- A. Why listening is important; kinds of listening; Listening strategies.

- B. Need for modelling good listening behaviour; Listening across the curriculum, note taking.
- C. Listening Comprehensions and Recorded speeches/texts; Understanding of various accents.

## **UNIT - VII**

### **Academic writing**

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

## **UNIT - VIII**

### **Critical thinking**

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

### **5.1.3 Suggestive Practicum**

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

### **5.1.4 Suggestive Mode of Transaction**

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

### **5.1.5 Suggestive Mode of Assessment**

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

### **5.1.6 Suggestive Reading Materials**

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

## **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 need of the learners and learning content.

## **Evolution of Indian Education**

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

### **2.1.1 About the Course**

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

### **2.1.2 Learning Outcomes**

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

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

## **UNIT - I**

### **Ancient Indian Education: Vedic Period**

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

## **UNIT - II**

### **Ancient Indian Education: Buddhist and Jain Period**

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

## **UNIT - III**

### **Post-Gupta Period to Colonial Period**

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

## **UNIT - IV**

### **Modern Indian Education**

- A. Colonial Education in India
  - Woods Despatch, Macaulay Minutes and Westernization of Indian Education
- B. Shiksha ka Bhartiyaakaran (Indigenous Interventions in Education)

**(Bird's eye view of their contribution)**

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

**C. Education in Independent India**

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

**2.1.3 Suggestive Practicum**

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

**2.1.4 Suggestive Mode of Transaction**

The course content transaction will include the following:

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

**2.1.5 Suggestive Mode of Assessment**

The assessment will be based on the tests and assignments.

**2.1.6 Suggestive Reading Materials**

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



## **Art Education (Performing and Visual) and Creative Expressions**

### **Exemplar 1 - Puppetry**

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

#### **5.3.1 About the Course**

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

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

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

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

#### **Puppetry**

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

In puppetry there are two main aspects. One the designing and creating of puppets and the other playing or performing puppetry. These two skills are different. Designing will need a lot of thinking, visualization, and technical skills while performance will need high level communication skills. Hence, together they make a consolidated a high range of skills. In this course, students are exposed to different forms of puppets and puppetry. There will be a discussion around the forms and the aesthetic sense of puppetry. Later the students are

encouraged to prepare, design and create puppets. They then prepare script and play the puppets. This creation of the puppets together in small groups with a lot of discussions and give and take helps the students develop working together skills and conceptual understanding.

### **Learning Outcomes**

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

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of puppetry,
- design puppets,
- practice and create a short puppetry show.

## **UNIT - I**

### **Importance of Aesthetics and Art education (2 Sessions)**

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

## **UNIT - II**

### **Designing Puppets (6 Sessions)**

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

## **UNIT - III**

### **Performing the puppets (4 Sessions)**

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

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

### **5.3.3 Pedagogy**

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

### 5.3.4 Suggestive Mode of Assessment

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

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

### 5.3.5 Suggestive Reading Materials

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

## **5.3 Arts (Performing and Visual) and Creative Expressions**

### **Exemplar 2 - Theatre**

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

#### **5.3.1 About the Course**

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

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

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

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

#### **Theatre**

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

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

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

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

### **5.3.2 Learning Outcomes**

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

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

## **UNIT - I**

### **Importance of Aesthetics and Art education (2 Sessions)**

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

## **UNIT - II**

### **Introduction to Theatre, and Beginning with the body (3 Sessions)**

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

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

### **UNIT - III**

#### **Arriving at a script**

#### **(3 Sessions)**

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

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

### **UNIT - IV**

#### **Performing the script**

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

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

#### **5.3.3 Pedagogy**

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

### 5.3.4 Suggestive Mode of Assessment

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

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

### 5.3.5 Suggestive Reading Materials

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

### 5.3 Arts (Performing and Visual) and Creative Expressions

#### Exemplar 3 - Collage-Making

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

##### 5.3.1 About the Course

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

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

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

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

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

##### Collage as visual art medium

A major aspect of collage, 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 collage. But it is just as important for young people to hunt for and make decisions about materials they would like to incorporate into their work. All materials, and the alterations that artists make to them, are suggestive of ideas and concepts based on their surfaces, forms, textures, degree of transparency and opacity, color, and other visual characteristics. Materials also connect us, through association and reference, to social and cultural worlds and places. What ideas might a scrap of newspaper, as a collage material, express? How might these meanings differ from those of, say, feathers? Or twigs? Or a thin piece of plastic cut out from a plastic bag?

Working with and creating artwork in Collage involves various aspects: selecting materials, manipulating materials, investigating materiality, closely observing materials, discovering



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

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

### **5.3.2 Learning Outcomes**

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

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

## **UNIT - I**

### **Understand the importance of Aesthetics and Art in Education (2 Sessions)**

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

## **UNIT - II**

### **Exploring paper collage and its techniques (4 Sessions)**

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

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

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

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

#### *Resource Videos*

1. *Works of Deborah Roberts, William Kentridge, Wangechi Mutu, etc*
2. *Marc, Cut paper collage artist* - <https://www.youtube.com/watch?v=WgRZlWl-Oh0>
3. *G. Subramanian: Collage art* - <https://www.youtube.com/watch?v=ioRRi9R46a0>
4. *Amber Fletschock, Collage artist* - <https://www.youtube.com/watch?v=aa7p1vYqUc4>
5. *Arturo Herrera, artist* - [https://www.youtube.com/watch?v=Oagx3\\_NZ5HU](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](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

#### **5.3.3 Pedagogy**

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

#### **5.3.4 Suggestive Assessment**

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

#### **5.3.5 Suggestive Reading Materials**

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

## **Microeconomics I (ES1L001)**

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

### **Learning Outcome:**

This course introduces the students to the basic concept of microeconomics.

#### **Unit 1**

Micro-Economics Concepts: Introduction to economics; Role of Economic models; The Circular Flow Diagram; Production Possibility Frontier; Opportunity Cost; Central Problems of an Economy; Microeconomics and Macroeconomics.

#### **Unit 2**

Supply, Demand and Elasticity: Markets and Competition; Demand; Law of Demand, Exceptions to the Law; Market Demand; Changes in Demand; Supply; Law of Supply,

Exceptions to the Law; Market Supply; Changes in Supply; Elasticity of Demand; Price Elasticity and Its Determinants; Methods of Measurement; Degrees of Price Elasticity; Total Revenue and Price elasticity; Income Elasticity Demand; Cross Elasticity Demand; Elasticity of Supply; Determinants; Measurement and Degrees.

### **Unit 3**

Theory of Consumer Behaviour: Utility; Characteristics and Types; Cardinal and ordinal Utility analysis; Law of Diminishing Marginal utility; Budget Constraint; Indifference curves - Properties, Consumer's equilibrium; Price Effect; Income Effect and Substitution Effect.

### **Unit 4**

Theory of Production and Cost: Production Function; Law of Variable Proportions; Law of returns, Economies of Scale; Iso-quants and Iso-cost lines. Cost Function - Important Cost Concepts; Short Run and Long Run Cost Analysis (traditional theory) - Modern theory of cost; Long Run and short Run Revenue analysis.

### **Unit 5**

Market Structure and Competitive Strategy: Market structure; Perfect Competition; Price and Output Determination; Monopoly; Price and output determination, Price Discrimination; Monopolistic Competition; Price and Output Determination; Product Differentiation; Oligopoly; Duopoly; Price Determination (Collusive Pricing, Price Leadership).

### **Suggested Textbooks**

Gregory Mankiw, 2016. Principles of Microeconomics, (8th ed.). MA: Cengage Learning.

Austan Goolsbee, Steven Levitt, and Chad Syverson, 2019. Microeconomics. 3<sup>rd</sup> edition. Worth Publishers.

K. E. Case, RC Fair, & SM Oster, 2013. Principles of Microeconomics (11th ed.). London: Pearson Education Inc.

Joseph E. Stiglitz, & Carl E. Walsh, 2006. Principles of Microeconomics (4th ed.). New York: W.W. Norton & Company Inc., International Student Edition.

## **Macroeconomics I (ES1L002)**

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

### **Learning Outcome:**

This course introduces the students to the basic concept of macroeconomics. At the end of this course, the students will be able to understand various concepts and measurements of national income, Classical and Keynesian debate over equilibrium income and business cycle. They will also be able to understand how the goods, money and labour market operate at the aggregate level.

## **Unit 1: National Income and its measurement**

Introduction to National Income, Concepts of GDP, GNP, GDP Gap, GDP Deflator and national income, Rules and Methods of Measurement of GDP (Income, expenditure and Output method), Circular Flow of Income and expenditure in two, three, and four-sector economy. Measuring Inflation rate and Unemployment rate; The relation between GDP Gap, Inflation rate and unemployment gap.

## **Unit 2: Classical Macroeconomics**

The aggregate supply function, Production function and aggregate supply curve; Say's law of markets, Output and Employment in classical theory, the quantity theory of money and aggregate demand function, classical model with and without saving and investment. Keynes' objection to the classical theory.

## **Unit 3: Keynesian Macroeconomics**

Keynesian equilibrium, the consumption function, effective demand, the multiplier, the simple Keynesian model of income and output determination, Keynes' fundamental psychological law of consumption and its implication. Government participation in the economy; Fiscal policy at work-The Fiscal Multiplier effect.

## **Unit 4: Theories of consumption and investment**

Consumption function, theories of consumption –Absolute, relative, permanent and life cycle income hypothesis. The decisions to invest- Autonomous and Induced investment, MEC and MEI schedule. Profit and accelerator theories of investment. The rate of interest and the rate of investment, the role of finance beyond the interest rate.

## **Unit 5: Neo-classical and Keynesian Synthesis**

Neo-classical and Keynesian views on interest; Simple IS-LM approach to the determination of equilibrium interest rate. Elasticity and shifts of IS and LM schedules. Extension of IS-LM model with government sector; Relative effectiveness of monetary and fiscal policies; Crowding out hypothesis. Extension of IS-LM models with labour market and flexible prices.

## **Unit 6: Open Economy Models**

The international flows of capital and goods, saving and investment in an open economy. Mundell-Fleming model: Asset markets, expectations and exchange rates. The small open economy under floating and fixed exchange rates. Open economy and policy measures - fiscal, monetary and trade policies.

## **Suggested Textbooks**

N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.

Rudiger Dornbusch, Stanley Fischer, and Richard Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.

Soumyen Sikdar, *Principles of Macroeconomics*, 3<sup>rd</sup> Edition, OUP India, 2020.

Errol D'Souza, *Macro Economics*, Pearson Education, 2009.

## **SEMESTER 2**

### **5.4 Understanding India (Indian Ethos and Knowledge Systems)**

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

#### **5.4.1 About the Course**

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

#### **5.4.2 Learning Outcomes**

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,

- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

## **UNIT - I**

### **Introduction of Knowledge of India**

- A. Recap of the previous semester's definition and introduction.
- B. Recap of previous knowledge.

## **UNIT - II**

### **Philosophy, Ethics & Values: Schools of Philosophy**

- A. Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.
- B. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).
- C. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.
- D. How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times.
- E. Using ethics in a technologically volatile world: leading an ethical and modern life.
- F. Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

## **UNIT - III**

### **Culture- Lifestyle**

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

## **UNIT - IV**

### **Science & Technology**

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

## **UNIT - V**

### **Linguistic Traditions**

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

### **5.4.3 Suggestive Practicum**

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

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify

and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

#### **5.4.4 Suggestive Mode of Transaction**

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

#### **5.4.5 Suggestive Mode of Assessment**

The approaches to learning assessment will include, for example:

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

#### **5.4.6 Suggestive Reading Materials**

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



## 5.5 Teacher and Society

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

### 5.5.1 About the Course

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

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

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

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

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

### **5.5.2 Learning Outcomes**

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

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

## **UNIT - I**

### **Understanding the Teacher: Exploring the Personal and Professional Teacher**

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

## **UNIT - II**

### **Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity**

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

## **UNIT - III**

### **Understanding and Fostering Teacher Agency: Role in shaping Education Systems of Tomorrow**

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

## **UNIT - IV**

### **Teacher as an Architect of the New India: Shaping the Society of Tomorrow**

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

### **5.5.3 Suggestive Practicum**

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

### **5.5.3 Suggestive Mode of Transaction**

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

- Learners would also be exposed to case studies featuring teachers from a representative cross-section of Schools in India and critically 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.

## Microeconomics II (ES1L003)

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

**Learning outcome:** This course introduces the students to the advanced concepts of microeconomics.

### Unit 1

Consumer Theory: Preferences: Consumer Preferences, assumptions about preferences; Indifference Curves: Well-behaved preferences; The Marginal Rate of Substitution, other interpretations of the MRS, behaviour of the MRS; Utility: Cardinal Utility, constructing an utility function, indifference curves from utility; Marginal utility (MU): Marginal utility and MRS, The n-good case; Indirect utility function, expenditure minimization; Budget constraint: Properties of the budget set; Slutsky equation: Substitution effect, income Effect; Change in demand, rates of change, law of demand; Compensated demand curves; Choice under risk: Contingent consumption, functions and probabilities, expected utility function; The Von Neumann-Morgenstern theorem, risk aversion, risk spreading.

### Unit 2

Production and Costs: Production Functions: Inputs and Outputs, Describing Technological Constraints, Properties of Technology, The Marginal Product, Variations in One Input, Isoquant Maps and the Rate of Technical Substitution, Returns to Scale, The Elasticity of Substitution, Some Common Production Functions, Technical Progress; Cost: Cost-Minimizing Input Choices, Cost Functions, Changes in Input Prices, Change in the Price of One Input, Short-Run, Long-Run Distinction.

### Unit 3

Market Structure: Perfect competition: Profit Maximization, Marginal Revenue, Short-Run Supply by a Price Taking Firm, Profit Maximization and Input Demand, Revenue Maximization, Managers and the Principal-Agent Problem. Imperfect Competition: (a) *Monopoly*: Barriers to Entry, Profit Maximization and Output Choice, Monopoly and Resource Allocation, Monopoly and Product Quality, Peak-load pricing; Two-part tariff; Price Discrimination, Regulation of Monopolies; (b) *Monopolistic Competition*: Model of Product Differentiation; (c) *Oligopoly*: Pricing under Homogeneous Oligopoly.

### Unit 4

General Equilibrium and Efficiency: General Equilibrium: General Equilibrium Models, Perfectly Competitive Price System, The Necessity of General Equilibrium; Efficiency: Pareto Efficiency, Efficiency in Production, Efficiency in Product Mix, Competitive Prices and Efficiency; Departures from the Competitive Assumptions, Market Adjustment and

Information, Disequilibrium Pricing and Expectations. Externalities – Positive and Negative externalities, Externalities of imperfect competition.

### **Suggested Textbooks**

BD Bernheim, and Michael Whinston, 2007. Microeconomics. New Delhi: Tata McGraw - Hill India.

Hal Varian, 2010. Intermediate Microeconomics: A Modern Approach, (9th ed.) New Delhi: W.W. Norton and Company/Affiliated East-West Press India.

C. Snyder, and W. Nicholson, 2017. Microeconomic Theory: Basic Principles and Extensions. (12th ed.). New Delhi. Cengage Learning India.

### **Macroeconomics II (ES1L004)**

**Credits: 4**

**Semester: S-2**

**Learning outcome:** This course introduces the students to the advanced concepts of macroeconomics.

#### **Unit 1**

Classical-Keynesian dichotomy, Monetarist vs Keynesians, Monetarist and Keynesian Synthesis.

#### **Unit 2**

New Classical economics, Lucas Critique, Rational Expectations revolution.

#### **Unit 3**

New Keynesian Economics, Real Business Cycle Hypothesis.

#### **Unit 4**

Open Economy Macroeconomics; IS-LM-BP model for an open economy.

#### **Unit 5**

Solow Growth Model and its variants, Endogenous growth theory

#### **Unit 6**

Contemporary macroeconomic policy environment.

### **Suggested Textbooks**

N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.

Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.

Soumyen Sikdar, Principles of Macroeconomics, 3<sup>rd</sup> Edition, OUP India, 2020.

Olivier Blanchard, 2018. Macroeconomics, Pearson Education, India.

Brian Snowdon and Howard R Vane, Modern Macroeconomics, Edward Elgar, 2022.

## **Mathematics for Economics (ES1L005)**

**Credits:** 4

**Semester:** S-2

**Learning outcome:** This course will introduce the students to the basic mathematical tools to be used in economics.

### **Unit 1**

Elements of Linear Algebra: A Matrix; Matrix Operations: Addition, Subtraction, Scalar Multiplication and Multiplication; Laws of Matrix Algebra: Commutative, Associative and Distributive; Matrix expression of a System of Linear Equations. Vectors; Vector Spaces; Linear Dependency; Determinants; Rank of a Matrix; Minors, Cofactors, Adjoint and Inverse Matrices; Laplace Expansion; Solving Linear Equations with the Inverse; Cramer's Rule for Matrix Solutions; Input- Output Analysis using Matrices.

### **Unit 2**

Differential Calculus: Single independent variable functions: Limits; Continuity; Curvilinear Functions; the Derivative; Rules of Differentiation; Higher-order Derivatives; Optimisation; Uses of the Derivatives in Economics: Increasing and Decreasing Functions, Concavity and Convexity, Inflection points, Optimisation of Economic Functions, Relationship among Total, Marginal and Average Concepts. Multivariable functions: Multivariable Functions and Partial Derivatives; Rules of Partial Differentiation; Second and Higher-order differentials; Optimisation; Constrained optimisation with Lagrange Multipliers; Implicit functions; Application of Partial Derivatives in Economics: Utility Maximisation, Marginal Productivity, Elasticity, Producers Equilibrium, Optimisation of Cobb Douglas and CES Production Function.

Exponential and Logarithmic functions: Exponential and Logarithmic Functions; Solving Natural Exponential and Logarithmic Functions; Logarithmic transformation of Nonlinear Functions; Rules of Differentiation; Higher-order Derivatives, Partial Derivatives; Optimisation of Exponential and Logarithmic Functions.

### **Unit 3**

Integral Calculus: Integration; Indefinite and Definite Integral; Riemann integral; Numerical methods of evaluating the integral; Fundamental Theorem of the Calculus; Rules of Integration; Integration by substitution; Integration by Parts; Area between Curves; Improper Integrals; L'Hôpital's Rule; Multiple Integrals; Application of Integral Calculus in Economics: Revenue and Cost Curves, Consumers' and Producers' Surplus, Market Equilibrium.

### **Unit 4**

Differential Equations: Introduction to Differential Equations: Definitions and Concepts; First-Order Differential Equations; Integrating factors and Rules; Variables separable case; Differential Equation with Homogenous Coefficients; Exact Differential Equations; Second-order Differential Equations; Application in Economics: Dynamic Stability in Microeconomic models, Growth path, Domar's capital expansion model.

### **Unit 5**

Difference Equations: Introduction to Difference Equations: Definitions and Concepts; Finite differences; Homogeneous linear difference equation with constant coefficients; Solutions for Non-homogeneous linear equations; Linear First-Order Difference Equations; Linear Second-Order Difference Equations with constant coefficients; Stability Conditions; Application in Economics: Interaction between Multiplier and Acceleration Principle, The Cobweb Model, Harrod-Domar Growth Model.

### **Suggested Textbooks**

A.C. Chiang, & K. Wainwright, 2017. Fundamental Methods of Mathematical Economics. (4th ed.). McGraw Hill Education (India) Private Limited.

Knut Sydsaeter, Peter Hammond, Arne Strom, and Andres Carvajal, 2018. Essential Mathematics for Economic Analysis, 5<sup>th</sup> edition. New Delhi: Pearson Education Inc.

## **SEMESTER 3**

### **2.2 Child Development & Educational Psychology**

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

#### **2.2.1 About the Course**

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

The course seeks to provide an understanding of the developmental characteristics of a child:

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



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

**Educational Psychology component of the course:**

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

**2.2.2 Learning Outcomes**

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

- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of Indian concept of self,
- apply various problem solving and learning strategies in real classroom settings,
- identify the various approaches of the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

**UNIT - I**

**Child Development**

- A. Meaning and significance of understanding the process of Child Development
  - Biological, cognitive, socio-emotional, and moral.
- B. Developmental characteristics of a child during:
  - Infancy stage
  - Early Childhood stage
  - Middle to Late Childhood stage
  - Adolescence stage
- C. The Indian concept of self: Mind (मनस्), Intellect (बुद्धि), Memory (चित्त). Panch-koshIya Vikas (पञ्चकोशीय विकास).
- D. Educational Implications.

**UNIT - II**

**Developmental Process**

- A. Development across domains:
    - Physical Development
    - Cognitive Development
    - Language Development
    - Socio-Emotional Development
    - Aesthetic Development
    - Moral Development
- During each of the above-mentioned developmental stages of a child.
- B. Factors affecting development.
  - C. Individual differences:
    - Children with special needs including developmental disorders.
    - Tools and Techniques for Identifying Learner with different abilities.

- D. Teachers' role and strategies to address the needs of learners with different learning abilities.

### **UNIT - III**

#### **Process of Learning**

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

### **UNIT - IV**

#### **Motivation and Classroom Management**

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

#### **2.2.3 Suggestive Practicum**

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

#### **2.2.4 Suggestive Mode of Transaction**

The course content transaction will include the following:

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

#### **2.2.5 Suggestive Mode of Assessment**

The assessment will be based on the tests and assignments.

#### **2.2.6 Suggestive Reading Materials**

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

### **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.

#### **4.4.1.4 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.

#### **4.4.1.5 Suggestive Mode of Assessment**

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

#### **4.4.1.6 Suggestive Reading Materials**

- National Council of Educational Research and Training. (April 2022). Mandate 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.

### **Statistics for Economics (ES2L001)**

**Credits: 4**

**Semester: S-3**

**Learning outcome:** This course will introduce the students to the basic statistics required for empirical testing of economics concepts and laws.

#### **Unit 1**

Introduction and Overview: Meaning; Scope of statistics; Importance and limitation of statistics Collection of Data: Planning and organizing a statistical enquiry; Methods of collecting primary data; Sources of secondary data; Sampling: Census method vs. sample method; Classification of data: Meaning, methods of classification; Tabulation of data: meaning, role, parts of a table; General rules of tabulation; Presentation of data; Diagrams and graphs: General rules for construction a diagram; Types of diagrams; Types of graphs. Measures of Central Tendency: Mean, Median and Mode; Geometric and Harmonic means; Measures of Dispersion: Range, interquartile range and quartile deviation, mean deviation, standard deviation and Lorenz curve, Moments, Skewness and Kurtosis; Partition Values: Quartiles; deciles; percentiles.

#### **Unit 2**

Correlation and Linear Regression Model: Correlation Analysis: Meaning, types of correlation; Methods of studying correlation: Scatter diagram method, Karl Pearson's coefficient of correlation, Spearman's rank method, concurrent deviation method; Testing the significance of the correlation coefficient; Method of least squares: Introduction, estimation, the standard error of estimate, the coefficient of determination, properties of the OLS estimator.

### Unit 3

Time Series Statistics: Measurement of Secular trend: Free hand curve method or eye inspection method - Semi average method; Method of moving average; Method of least squares. Measurement of seasonal variations: Method of simple averages; Ratio to trend method; Ratio to moving average method; Link relative method.

### Unit 4

Index Numbers: Meaning and importance; problems in the construction of index numbers; Types of index numbers: price index; quantity index; value index; construction of price index numbers: unweighted and weighted indices (Laspeyres's index, Paasche's index, Fisher's ideal index); construction of quantity and value indices; tests of index numbers: Time reversal test; Factor reversal test; Splicing: Deflating process; Consumer Price Index (CPI): meaning and uses; problems in the construction of cost of living index; Methods of constructing cost of living index: Aggregate expenditure and family budget methods; Limitations of index numbers.

### Unit 5

Inferential Statistics: Estimation; Hypothesis testing; steps in testing of hypothesis; Type I and Type II error; Two-tailed and One-tailed tests; parametric and non-parametric tools. Parametric Tests 't' Test: One sample 't' test; Independent sample 't' test; Paired sample 't' test; Non-Parametric Tests; Chi-square test; Phi coefficient; Mann-Whitney test; Wilcoxon signed rank test; Kruskal-Wallis test; Friedman's ANOVA.

### Suggested Textbooks

S.C. Gupta and V.K. Kapoor, 2017. Fundamentals of Mathematical Statistics, Sultan Chand & Sons.

DR Anderson, DJ Sweeney, TA Williams, JD Camm, & JJ Cochran, 2019. Essentials of Statistics for Business and Economics. 13<sup>th</sup> edition. Cengage Learning.

## Public Economics (ES2L002)

**Credits:** 4

**Semester:** S-3

**Learning outcome:** This course will introduce the students to the basic statistics required for empirical testing of economics concepts and laws.

### Learning outcome:

This course introduces the students to the economics of the public sector and the role of the government in an economy. It takes into account both the microeconomic and macroeconomic aspects of policy making. The aim is to provide an understanding of the reasons for government intervention in the economy, the benefits and costs of possible government policies, and the responses of economic agents to the government's actions. The course covers public expenditure, tax policy and inequality, public debt, subsidy, social insurance programs, public goods, environmental protection, and the interaction between different levels of government. Special emphasis is on current policy issues such as tax reform, budget deficits, and public policy reforms.

### Unit 1

Economic Rationale of the Modern State and Macro Economic Perspective of Public Finance. Issues related to market failure and the government intervention. The role of State in Allocation, Distribution, Regulation and Stabilization. The changing role of the State: Issues in a globalizing world with special emphasis on global public goods. Macroeconomics of Public Finance: The interaction between fiscal and monetary policy and fiscal stabilization. Nature and Scope of Public Finance; Resource Scarcity and Inter-sector Allocation. Externalities in Partial Equilibrium framework. Concept of Efficiency; Fundamental theorems of Welfare Economics, Utilities Possibilities Curve, Production Efficiency, Pareto Efficiency, Pareto Set and Contract Curve. Market Failure; Property Rights, Contract Enforcements, Sources of Market Failure, Incomplete Markets.

## **Unit 2**

Economic Analysis of Public Goods: Public goods: pure and impure public goods. Optimal provision of public goods – voting and public choice – preference revelation mechanisms – Lindahl and successors, free riding, mobility. The theory of clubs and local public goods. Public goods and the private cost of public goods- Pseudo- market mechanism for Preference Revelation. Externality correction. Redistribution and Merit Goods.

## **Unit 3**

Economic decision making in government: Normative social choice theory – Arrow's impossibility theorem – majority voting and the voting paradox. The median voter model – representative democracy. Theories of voting, Positive social choice theory: The Leviathan hypothesis – rent – seeking – lobbying and interest groups. Public Choice; Collective Decision making, Problem of Preference Revelation, Individual Preferences for Public Goods, Problem of Aggregating Preferences, Two-party System, Lindahl Equilibrium, Wicksell-Lindahl Tax System, Demand-Revealing Tax Scheme.

## **Unit 4**

Theory of taxation: The conflict between efficiency and equity - horizontal and vertical equity, welfare analysis with uncertainty. Shifting and Incidence of Tax: The Partial and General Equilibrium Analysis- the Harberger model. Canons of taxation. Theory of Optimal Taxation. Taxation and economic efficiency. Issues related to tax policy in developing countries. Burden of Tax, Taxation and Firms, Effect on Market Equilibrium, Ad Valorem versus Specific Taxes, Elasticity, Labour Market, Effect of Taxation under imperfect competition, Equivalent Taxes, Progressive taxation, Theory of second best, Pareto efficient tax structure, Lump-sum taxes, Designing an income tax system, General Equilibrium Effects, differential Taxation.

## **Unit 5**

Tax Policy Issues in India: Indian Tax System: An assessment. Practical Issues of Tax reforms in India. Value Added Tax: Design, Issues, and Options. Goods and Services Tax: Design, Issues and Options. Issues in the taxation of services in India.

## **Unit 6**

Public expenditure theory: Pure theory of public expenditure- Empirical evidence on public expenditure theories. Public Sector Pricing- Pricing of Public Utilities. Public expenditure management and control. Concept, measurement and magnitude of subsidies. Social infrastructure and financing of human development. Growth, nature and composition of public



expenditure in India. Sustainability issues of Centre and State expenditure in India. Issues related to subsidies in India. Social Security and State level pension reforms in India.

### **Unit 7**

Fiscal Federalism. Theory of fiscal federalism: the decentralization theorem. Economic efficiency issues in multilevel government. Assignment issues in multilevel government. Theory of intergovernmental transfers.

### **Unit 8**

Fiscal Federalism in India: Centre-State Financial relations in India - Constitutional provisions and various committee recommendations on sharing of revenue. Fiscal Decentralization in India in the context of 73rd and 74th Constitutional Amendments. Implication of recommendations of Finance Commission. Centrally Sponsored Schemes and its implications for federalism. Sub national fiscal reforms in India.

### **Unit 9**

Public Debt, Budgeting and Fiscal Policy: Measurement and macro-economic impact of deficits- alternative paradigms. The concept of budget. Fiscal deficit and interest rates: Analytical and empirical issues. Public debt burden and intergenerational equity. Issues related to public debt sustainability. Trends and developments in Indian Fiscal Policy. Recent experience with stabilization functions of India government. Fiscal Responsibility and Budget Management Act: An Evaluation. Trends in and Financing pattern of deficits in India and its macro-economic implications.

### **Suggested Textbooks**

Jonathan Gruber, 2019. Public Finance and Public Policy, 6<sup>th</sup> edition, Worth Publishers.

Harvey Rosen and Ted Gayer, 2019. Public Finance, 9<sup>th</sup> Edition. McGraw Hill.

JVM Sarma, 2018. Public Finance, first edition. OUP India.

Atkinson, A. and Stiglitz, J. (1980), Lectures in Public Economics, McGraw Hill, London.

Raghubendra Jha, 1999. Modern Public Economics, Routledge, London and New York.

A. Auerbach, and M. Feldstein, 1987. Handbook of Public Economics, Vol. 1 & 2. North Holland, Amsterdam.

Jean-Jacques Laffont, 1994. Fundamentals of Public Economics, MIT Press.

Gareth D. Myles, 1995. Public Economics, Cambridge University Press, Cambridge.

### **Development Economics (ES2L003)**

**Credits: 4**

**Semester: S-3**

#### **Learning outcome:**

This course will introduce the students to the basic concepts of Development Economics and their usages in real world.

### **Unit 1**

**Economic Growth and Development:** Meaning of development and Economic growth, Characteristics of less developed countries. Factors in Economic development, Measuring development and development gap — per capita income, inequality of income and wealth, Gini coefficient, Human Development Index, Physical Quality of Life Index, and other indices of development.

## **Unit 2**

**Theories of Economic Development.** Theories of Economic Development: Classical (Smith, Ricardo, Malthus), Marxian – Theory of Social change, immutable laws, Crisis in capitalism, Schumpeter and capitalist development, Rostow's stages of growth.

## **Unit 3**

**Approaches to Economic Development.** Partial theories of growth and development: Vicious circle of Poverty, Circular causation, Theory of unlimited supply and labour, big push, balanced growth, unbalanced growth, circular causation theory, Critical Minimum Effort Thesis, Low level of equilibrium trap, Dualism: Technical, behavioural and social.

## **Unit 4**

**Growth Models and Empirics.** The Harrod-Domar model, the Solow model and its variants, endogenous growth models, and evidence on the determinants of growth.

## **Unit 5**

**Political institutions and economic development.** Theories of modern political economics concerning the effect of political and institutional factors (such as democracy, political competition, elections, judiciary, media) on economic growth and development. Theories of Acemoglu, Alesina, Persson, Besley, Galor etc.

## **Unit 6**

**Poverty and Inequality: Definitions, Measures and Mechanisms.** Inequality axioms; comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; axioms of poverty measurement, poverty indices, characteristics of the poor; mechanisms that generate poverty traps, and path dependence of growth processes, multidimensional poverty index.

## **Unit 7**

### **Economic Development and Institutions**

The choice of technology; Appropriate technology and employment in LDCs; Efficiency of small-scale vs. large-scale production; Markets and market failure; State and state failure; Issues of good governance. Need for investment criteria in LDCs-Types; Cost Benefit Analysis, Alternative investment criteria.

## **Unit 8**

**International aspects of Economic Development.** International trade as an engine of growth; Static and dynamic gains from trade; Prebisch, Singer and Myrdal theses vs. free trade; Export-led growth; Tariffs and effective protection; WTO and developing countries. External resources; FDI; Aid vs. trade; Need for planning, Types – Democratic, Decentralized and Indicative planning. Micro-level planning.

### **Suggested Textbooks**

Debraj Ray, 1999. Development Economics. Oxford.

Kaushik Basu, 1998. Analytical Development Economics. Oxford India Paperback.

Abhijit Banerjee and Esther Duflo, 2011. Poor Economics: Rethinking Poverty & the Ways to End it. Random House India.

Michael Todaro and Stephen Smith, 2017. Economic Development, 12th edition. Pearson.

Daron Acemoglu, 1999. Introduction to Modern Economic Growth.

Daron Acemoglu, 2021. Lectures in Political Economics, MIT.

## SEMESTER 4

### 2.2 Philosophical & Sociological Perspectives of Education – I

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

#### 2.3.1 About the Course

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

#### 2.3.2 Learning Outcomes

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

### UNIT - I

#### Education and Philosophy

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



## UNIT - II

### Philosophical Schools and Education

- A. Conceptual Clarity of the following schools of thoughts with their implications for educational practices:
- **Bharatiya:** Samakhya, Yoga, Nyaya, Vaisheshika, Mimamsa, Vedanta
  - **Western:** Idealism, Naturalism, Pragmatism, Progressivism.

## UNIT - III

### Educational Thinkers

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

## UNIT - IV

### Value Education

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

### 2.3.3 Suggestive Practicum

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

### 2.3.4 Suggestive Mode of Transaction

The course content transaction will include the following:

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

interactions and critical reflections related to process and significance of entry/admission rituals, convocation system etc.

### **2.3.5 Suggestive Mode of Assessment**

The assessment will be based on the tests and assignments.

### **2.3.6 Suggestive Reading Materials**

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

## **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 stage.

## **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.

#### **4.4.6.2.3 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.

#### **4.4.6.4 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.

#### **4.4.6.5 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:**

- NCERT Textbooks of Social Sciences for Classes IX - XII

- Epistemology of Social Sciences, the scientific status, values and Institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
- National Policy on Education 1968, 1986 and 2020.

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

## **International Economics (ES2L004)**

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

### **Learning outcome:**

This course aims to develop a systematic exposition of models that explain the basis, causes, pattern and consequences of international trade and the determinants and effects of trade policy. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

### **Unit 1**

Introduction: What is international economics about? An overview of world trade, how it has evolved and its growing complexity; Distinction between international trade and international finance. Basis of Trade: Arbitrage and inter-industry trade; Absolute and comparative advantages; Different sources of comparative advantage; Regulation of externalities; Perverse comparative advantage; Basis of intra-industry trade. Gains from Trade (GFT): Trade as a positive-sum game - Gains from Trade theorem, illustration and its meaning; Equilibrium in an open economy and gains from trade (in terms of production possibility curve and community indifference curve): GFT theorem and Pareto optimality; Decomposition of GFT; substitution possibilities in production and consumption and magnitudes of GFT; Necessary and sufficient conditions of GFT: Tangency and convexity conditions (market structure & technology).

### **Unit 2**

International Equilibrium: Offer curves: derivation; properties, related elasticities; Offer curve under increasing opportunity costs: Derivation and Elasticity; International Equilibrium and determination of terms of trade (ToT); Offer curve under constant opportunity cost and distribution of GFT between large and small countries; International Equilibrium and determination of terms of trade; Welfare property in terms of trade-indifference curves; distribution of GFT between large and small countries; Walrasian static stability and Marshall-Lerner condition.

### **Unit 3**

The doctrine of Comparative Cost Advantage and GFT; One-factor economy: Assumptions, Production Possibility Frontier, Relative demand and supply, Autarkic terms of trade; Trade in the Ricardian model: Technology as the basis of trade; complete specialization; Large and small countries revisited; Role of demand; double-factoral ToT (b) Factor endowment & trade: Heckscher-Ohlin Samuelson model in 2x2x2 framework.

#### **Unit 4**

Factor Abundance, Trade and Income Distribution - Two-factor economy, Heckscher-Ohlin theorem: Factor abundance as the basis for international trade; Relation between factor endowment and output (Rybczynski Effect or the supply shift); Rybczynski theorem, Effect of trade on income distribution: Stolper-Samuelson theorem (price magnification effect); Relation between Commodity Price and Factor-Price (One-to-one correspondence); Factor Price Equalization theorem and its sources of disruption: factor intensity reversal. Condition for incomplete specialization. Empirical validity of Heckscher-Ohlin Samuelson model, Leontief paradox and explanations.

#### **Unit 5**

Trade Policy: (a) Price interventions (tariff and export subsidies), Partial equilibrium analysis of tariff; dead-weight losses of the tariff; General equilibrium analysis of tariff: TOT effect and VOT effect; tariff in a small and large country, welfare effect and optimum tariff; tariff retaliation; tariff and protection (infant industry argument for protection; effective rate of protection, Metzler Paradox); TOT deterioration and welfare loss under export subsidy; Lerner's Symmetry. (b) Quantitative Restrictions (Import quota and VER): Scarcity rent and dead-weight losses, TOT effect and welfare under import quota; price equivalence between tariff and import-quota. VER: its effect in the exporting country; equivalence of economic effects under import quota and VER for the importing country. tariff-quota equivalence (under perfect competition and monopoly); environmental regulations as nontariff barriers.

#### **Unit 6**

Nature and concept of Balance of Payment (BOP). Equilibrium and disequilibrium in BOP – role of international reserves – preliminary concepts about payments adjustments – domestic monetary and fiscal policies and BOP. The demand for and supply of foreign exchange – fixed and flexible exchange rates – spot and forward markets for foreign exchange – speculation and arbitrage – role of expectations. Foreign trade multiplier, national income and BOP – multiplier in the presence of foreign repercussions – international transmission of business cycles.

#### **Unit 7**

International economic policy and BOP adjustment mechanism. Automatic adjustment under gold standard – expenditure reducing and expenditure switching policies – Depreciation and elasticity approach – absorption approach – Multiple exchange rates – Exchange and trade controls. Monetary model of BOP under fixed and floating exchange rate – Portfolio balance model – controversy regarding order in opening up of current and capital accounts – Effectiveness of domestic monetary and fiscal policies. Essentials of International Monetary Order under Bretton Woods – problem of international liquidity and role of SDR – regional monetary co-operation – ECU – Flexible exchange rates as an International Monetary Order – Changing role of IMF – IMF conditionalities – World Bank and Structural Adjustment Loan facility.

#### **Suggested Textbooks**

Krugman, P. R. & Obstfeld, Maurice, (2008), International economics: Theory & policy, Addison-Wesley, May.

Dennis Appleyard and Alfred Field, 2016. International Economics, 9<sup>th</sup> edition, McGraw Hill Education.

J. Bhagwati, A. Panagariya and T.N. Srinivasan, 1998. Lectures on International Trade, MIT Press.

D. Salvatore, 2011. International Economics: Trade and Finance. John Wiley International Student Edition, 10th edition.

Bhagwati, J. N. (1987), International trade: Selected readings, 2nd Edition, MIT Press.

### **Indian Economy (ES2L005)**

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

#### **Learning outcome:**

The course aims to offer a broad structure of major issues, policy dilemmas, and critical aspects of the Indian Economy. The course aims to trace the dichotomous development of India since colonial rule to the economic reforms. The course also critically analyses contemporary issues in the Indian Economy. After completing the course, the students are expected to gain rich analytical insights into the Indian Economy, cultivate critical and independent thinking to analyze development issues confronting the global south and develop a strong sense of potential research areas.

#### **Unit 1**

Analytical Framework: Approaches to the analysis of Indian economy: dualism (Classical), counterrevolution; economic nationalism and the theoretical case for state-sponsored industrialization; Neoclassical and Marxist views of Indian development. Indian Economy under Colonial rule: Evolution of economic and political structure under the British; Economy and State in the Imperial Context; The effect of colonial rule on the Indian Economy. Planning for Economic Development (1947-1991): Discourse on development strategy – Gandhi, Nehru-Mahalanobis model; Vakil-Brahmanand model; Basic features and implementation of plans; Evolution of Indian agriculture and agricultural market, Land relations and ownership.

#### **Unit 2**

Economic Reforms in India: Neoliberal framework; Political economy of reforms, the role of State, imperialism and globalization; Macroeconomics of economic reforms – Growth and structural change - manufacturing-service sector debate, business cycles. Poverty, unemployment and inequality: Estimates of inequality, poverty measures, universal basic income; social sector expenditure.

#### **Unit 3**

Money, Banking and Finance: Financial sector reforms; monetary policy and role of central bank; Banking sector reforms, capital market, and NBFCs; Digital capitalism - the emergence of fintech in India

#### **Unit 4**

Black economy: Measurement and policy intervention; Demonetization - methods, implementation, and impact; Informal economy and formalization measures.

#### **Unit 5**

Economics of discrimination: Discrimination and entry barriers in higher education and labor markets; Missing women; Pink economy; Evaluation of affirmative policies. Contemporary topics in the Indian Economy.

### **Suggested Textbooks**

Ashima Goyal (ed.) 2014. Oxford Handbook of the Indian Economy in the 21st Century. OUP India.

Pranab Bardhan, 1998. The Political Economy of Development in India: Expanded Edition. New Delhi: Oxford University Press.

Economic Survey, Government of India. Annual Surveys.

## **Econometric Analysis (ES2L006)**

**Credits: 4**

**Semester: S-4**

### **Learning outcome:**

The course Econometric Analysis will cover the basic tools and techniques used to estimate and test economic relationships. The topics covered in this course will help the students estimate appropriate models in accounting, finance, marketing, and many other branches of social sciences. The emphasis of this course will be on understanding the advanced tools and techniques of Econometrics and their application in the estimation of appropriate models.

### **Unit 1**

Simple Linear Regression Model: The two-variable linear model, The ordinary least squares method, Test of significance of parameter estimates, Test of goodness of fit and correlation, assumptions and properties of Ordinary Least-Squares Estimators, standard errors.

### **Unit 2**

Multiple Regression Analysis: The Three Variable Linear Model, Tests of Significance of Parameter Estimates, The Coefficient of Multiple Determinations, Test of The Overall Significance of the Regression, Partial Correlation Coefficient, Matrix Notation. Meaning of Partial Regression Coefficients - OLS and ML Estimations of the Partial Regression Coefficient –  $R^2$  and Adjusted  $R^2$ .

### **Unit 3**

The Nature of Dummy Variables – ANOVA Models and ANCOVA Models – Use of Dummy Variables in Seasonal Analysis. Autocorrelation – Consequences of Autocorrelation – Tests and Solutions for the Case of Autocorrelation – Methods for Estimating the Auto Correlation Parameters. Multicollinearity – Tests for Detecting Multicollinearity – Remedial Measures, Practical Consequences of Multicollinearity, Heteroscedasticity- Detection of Heteroscedasticity- Remedial Measures- Method of Weighted Least Squares.

### **Unit 4**

Further Techniques and Applications in Regression Analysis: Functional Form, Dummy Variables, Distributed Lag Models, Forecasting, Binary Choice Models, Interpretation of Binary Choice Models.

### **Unit 5**

The Nature of Qualitative Response Models: The Linear Probability Model- The Logit Model- Probit Model – Tobit Model – The Poisson Regression Model, Panel Data Regression Model.

### **Unit 6**

Simultaneous Equation Models: The Nature of Simultaneous Equation Models – Simultaneous Equation Bias – Identification Problem – Rules of Identification – Test of Simultaneity – Test for Exogeneity – Recursive Models – Method of Indirect Least Square (ILS) – Two Stage Least Squares (2SLS) methods.

### **Suggested Textbooks**

William H. Greene, 2018. *Econometric Analysis*. 8<sup>th</sup> Edition. Pearson Education.

James Stock, and Mark Watson, 2017. *Introduction to Econometrics*. 3<sup>rd</sup> Edition. Pearson Education.

Jeffrey Wooldridge, 2022. *Introductory Econometrics: A Modern Approach*. 7<sup>th</sup> edition. Cengage Learning.

G. S. Maddala, 1986. *Limited Dependent and Qualitative Variables in Econometrics*. 3<sup>rd</sup> Edition. Cambridge University Press.

Dimitrios, Asteriou, and Stephen G. Hall, 2016. *Applied Econometrics: A Modern Approach Using Eviews and Microfit*, Palgrave Macmillan, New York.

## **SEMESTER 5**

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

Credit 2

Semester S-5

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 open-source 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 the relationship between the social, economic, and ethical issues associated with the use of ICT,
- list out the challenges of educational technology in India,
- use various technological tools for improving teaching-learning-assessment processes.

## UNIT - I

### Introduction to (ICT) in Education

- A. Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,
- B. Educational Technology and ICT in Education (Difference, Scope of ICT- Teaching, learning, Research & Publication, Educational Administration and Assessment),
- C. Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments & Peer reviews,

- D. Meaning and Uses of Systems Approach in instructional design,
- E. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- F. Flanders' Interaction Analysis Category System (FIACS),
- G. Challenges relating to Educational Technology.

## **UNIT - II**

### **Emerging Technologies in Education**

- A. E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).
- B. Open Education Resources (Creative Commons, Concept, and application).
- C. Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education (Meaning, history, importance, tools and uses).
- D. Cloud Computing & Internet of Things - Meaning, importance and uses.
- E. Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber

## **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 helps 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 needs of the learners and the learning content.

## **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 HEL.

#### **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.

## **Pre-Internship Practice**

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

### **6.1.1 About the Course**

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

### **6.1.2 Learning Objectives:**

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

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

### **6.1.3 Suggestive Mode of Transaction**

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

### **6.1.4 Content**

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

### **6.1.5 Activities to be conducted:**

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

#### **6.1.5.1 Foundational Stage**

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

- Observation of the lessons demonstrated by teacher educators/experts in the institute.

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

#### **6.1.5.2 Preparatory Stage**

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

#### **6.1.5.3 Middle Stage**

- Orientation of student teachers to different pedagogic practices like experiential learning, inter-relationship amongst different subjects, integration of Indian Knowledge Systems (IKS) and values in school subjects, and classroom management skills
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities for each class/subject based on learning outcomes.
- Study Middle Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices

#### 6.1.5.4 Secondary Stage

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

#### 6.1.6 Assessment

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



### **6.1.7 Outcomes**

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

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

## **Financial Economics (ES3L001)**

**Credits: 4**  
**Semester: S-5**

### **Learning outcome:**

The course on Financial Economics is designed with 3 objectives in mind. Firstly, to familiarize students with the financial system and its components viz. financial instruments, financial institutions, financial markets and financial regulations. Secondly, to familiarize them with contemporary theories about the workings of different financial markets including money market, capital markets (bonds, stocks and hybrids) and derivative markets. Thirdly, familiarize them with the policy and regulatory framework within which financial institutions are required to function.

### **Unit 1**

The demand for securities: The time dimension – Present value and duration – The calculation of yields on zero-coupon bonds – The term structure of interest rates – The risk dimension – Measurement of risk. Bivariate distributions – Conditional probabilities and expected values – Estimating the mean and variance of returns – Expected utility.

### **Unit 2**

The supply for securities: Regulations governing supply of securities – General characteristics of securities – Government bonds – Index linked bonds – Corporate Securities – equities, bonds, convertible securities – Stock market operations – Money market funds – Claims on financial institutions.

### **Unit 3**

Securities markets and their efficiency: Stock exchanges – The over the counter stock market – Operational efficiency and the Efficient Market Hypothesis (EMH) – The weak, semi-strong and the strong form of EMH.

### **Unit 4**

The determination of equity prices: Shares as claims on future dividends and on corporate net worth – The Capital Asset Pricing Model (CAPM) – The simplest form – Estimating betas – Implications for portfolio management – Validity of CAPM – Arbitrage Pricing theory. An alternative approach – Stock indices – BSE Sensitive Index, National Stock Index, Dow Jones Industrial Index (DJI), New York Stock exchange composite index (NYSE).

### **Unit 5**

Security analysis and market efficiency: A modern view of security analysis – Macroeconomic developments and securities markets – Performance of securities markets – Industry growth, structure and firm specific factors – Uses and pitfalls of Price / Earnings ratios.

### **Unit 6**

Derivatives: Uses of Derivatives – Futures contracts and futures markets – Forward contracts – The origins of Futures trading – Basic elements and organization of futures contracts.

## **Unit 7**

Futures prices: Relation among spot and futures prices – financial futures – commodity futures – Closing out with futures – Hedgers, speculators, market equilibrium – The role of expectations – Futures and portfolio management.

## **Unit 8**

Options and option pricing: Institutional aspects – Exchange traded stock options – The payoffs from buying and selling options – Boundary conditions on option prices – The put-call parity theorem – The Black-Scholes formula – Other option models.

## **Unit 9**

Swaps, Currency and Interest Rate Swaps: Vanilla Interest Rate Swaps – Swaptions – Other types of swaps – Currency, Equity and Commodity Swaps.

## **Unit 10**

Regulation of financial markets: The ethics of finance and the economic function of financial markets – The purpose of regulation – levels of regulation – Securities Contract Regulation Act – Securities and Exchange Board of India (SEBI).

## **Suggested Textbooks**

Bodie, Zvi, Alex Kane, and Alan Marcus, 2019. Investments, 11<sup>th</sup> edition. McGraw Hill Education India.

Chandra, Prasanna, 2008. Investment Analysis and Portfolio Management, Tata McGraw Hill.

Shapiro, Alan C. 1999. Multinational Financial Management. 4th edition. Prentice-Hall of India.

John Y. Campbell, Andrew W. Lo and A. Craig Mackinlay, (1997) The Econometrics of Financial Markets, Princeton University Press.

Luenberger, D. (2013). *Investment Science*. Oxford University Press.

## **Law and Economics (ES3L002)**

**Credits: 4**

**Semester: S-5**

### **About the course:**

While law is a non-market institution, it impacts market and non-market outcomes. By shaping incentive structure for the private individuals and the government entities, legal rules play important role in functioning of an economy. Indeed, legal rules can have astounding effects on allocation and use of resources. Besides, legal rules greatly affect the distribution of different forms of wealth. This course will illustrate how legal rules are amenable to economic analysis, and how different legal rules can lead to different outcomes in terms of allocative efficiency and distribution.

## **Learning outcome:**

This course will familiarise students with the economic approach towards thinking about the law and public policy. Students will come to recognise the law as an important organising force that influences the actions of private citizens as well as government agencies. Students will also learn how the law can support and, at times conflict with, the functioning of the market and the government, the other two important organising forces of an economy. The course will enhance critical thinking and an inter-disciplinary approach towards the law, economics, and policymaking. Thereby, the course will help to develop an inter-disciplinary approach and enhance the employability of students.

## **Unit 1**

**Introduction to Law and Economics:** Economic Analysis of Law: An Introduction. Why do economists need to be concerned about law? - Relationship between law and economics. Economic Concepts and their relevance to Law. Legal Concepts - The Common Law and the Civil Law Traditions, Introduction to Judicial System in India, Economic Approach to Legal Rules, Methodological Aspects of Legal Rules, Efficiency, Justice and the inherent rationality of Private Law, Development of efficient Rules: Selected Cases.

## **Unit 2**

**Economic Analysis of Contract Law:** Introduction - Economic Theory of Contract - Perfect Contracts, Imperfect Contracts. Economics of Remedies for Breach of Contract - Expected Damages, Opportunity Cost, Reliance Damages, Restitution, Specific Performance. Differences between Contracts and Torts - The Foreseeability Rule in Contract Law, Pure Economic loss in Torts.

## **Unit 3**

**Economic Analysis of Tort Law:** Introduction, Economic Theory of Torts Law - Accident Costs and their minimization, Liability Rules, Negligence, Contributory Negligence, Comparative Negligence, Strict Liability, Economics of Tort Liability – Liability vs Regulation, Causation in Torts, Joint and Multiple Liability, Product Liability: Producers' Responsibility, and Consumer Protection through Consumer Courts, Environmental Liability, Immaterial Damages: Pain and Suffering.

## **Unit 4**

**Economic Analysis of Property Law:** Introduction, An Economic Theory of Property, Economics of Property Law - Market strategies, Non-market strategies, Allocation of Property Rights - First come first served, Good faith purchase, Title to Land, Establishment of entitlements - Property Rule, Liability Rule, Inalienability Rule.

## **Unit 5**

The Coase Theorem: Externalities, Transaction Costs, Efficiency Hypothesis & Invariance Hypothesis.

## **Unit 6**

**Economic Analysis of Criminal Law:** Introduction, Principal Types of Crime, Optimal Criminal Sanctions: Economics of Crime and Punishment, Criminal Intent, The Defence of Necessity, The Economics of Organised Crime.

#### **Unit 7**

**Economic Analysis of Competition Law:** Introduction, Economic Theory of Competition Law - Workable Competition: Structure- Conduct- Performance, Competition as Dynamic Process, Reappraisal of Price Theory - Vertical Restraints: Vertical Price Fixing, Predatory Pricing: Lowering Prices, Control of Concentration: Collusion, Transaction Cost Approach, Theory of Contestable Markets, Applications to USA and EC Competition Policy.

#### **Unit 8**

**Competition Policy in India.** Monopolies and Restrictive Trade Practices Act, and Competition Policy Report, Divestment of Public Sector Units and Deregulation, Regulated Competitions and Regulatory Authorities (Power, Telecom, Insurance, Banking).

#### **Suggested Textbooks**

Robert Cooter and Thomas Ulen, 2016. Law and Economics, 6<sup>th</sup> edition. Berkeley Law School.  
Thomas J. Miceli, 2017. The Economic Approach to Law. 3<sup>rd</sup> Edition. Stanford University Press.

Richard Posner, 2007. Economic Analysis of Law. 7<sup>th</sup> Edition.

Steven Shavell, 2004. Foundation of Economic Analysis of Law.

Werner Z. Hirsh, 2014. Law and Economics: An Introductory Analysis. 2<sup>nd</sup> Edition. Elsevier Science.

### **Environmental and Natural Resource Economics (ES3L003)**

**Credits: 4**

**Semester: S-5**

#### **Learning outcome:**

The course is designed to introduce graduate students to the theory and problems of environmental and natural resource economics and the analytical procedures used to assess natural resource issues. Specifically: (1). to review the economic principles and concepts that form the basis of environmental and natural resource economics; (2). to become familiar with the analytic tools used in analysing environmental and natural resource management problems; this will include both non-market and market models of resource valuation; (3). to assess and evaluate the workability of various solutions and policies.

#### **Unit 1**

Introduction to Natural Resource and Environmental Economics: The emergence of resource and environmental economics-Classical Economics, Neoclassical Economics, Welfare Economics, Ecological Economics, Fundamental Issues in the Economic Approach to Resource and Environmental Issues, Property Rights, Externalities, Environmental Problems and Economic Efficiency.

**Unit 2**

The Sustainability Problem: Economy-Environment interdependence, The Drivers of Environmental Impact, Limits to Growth, Sustainable Development.

**Unit 3**

Welfare Economics and the Environment: Efficiency and Optimality, Allocation in a Market Economy, Market Failure, Public Policy and the Environment.

**Unit 4**

Pollution Control: Targets and Instruments: Air pollution, Water pollution, Modelling pollution within an economic efficiency framework, efficient levels of pollution, pollution policy, criteria for choice of pollution control instruments, cost efficiency and cost effective pollution abatement instruments, economic incentive instruments.

**Unit 5**

Benefit-Cost Analysis: Normative Criteria for Decision Making, Social Cost Benefit Analysis, Finding Optimal Outcome, Relating Optimality to Efficiency, Willingness to pay, hypothetical compensation acceptance, discounting approach, sustainability approach, Cost Benefit Analysis and the Environment (Estimates Benefits of Carbon Dioxide Reduction and case studies).

**Unit 6**

Valuing the Environment: Types of values, classifying valuation methods, Stated Preference Methods, Revealed Preference Methods, Benefit Transfer and Meta-analysis.

**Unit 7**

Case studies of the environmental issues: The efficient and optimal use of natural resources, Simple optimal resource depletion model, extraction cost and renewable resources, non-renewable resource extraction in various markets.

**Unit 8**

Renewable Resources: The dynamics of renewable resource harvesting-fishery models, problem of fisheries and underlying causes, instruments, policies and programmes for fisheries management, forestry resources, socially and privately optimal multiple –use plantation forestry, natural forest and deforestation, Alternatives to mitigate depletion of forests.

**Unit 9**

Recyclable Resources – Minerals, Paper and E-Waste: Factors Mitigating Resource Scarcity, Market Imperfection, Corrective Policies, markets for recycled materials, Pollution damage. Field Visit to Landfill sites.

**Unit 10**

International Environmental Problems: International Environmental Agreements, Global Climate Change, Economic policy and action in Stratospheric Ozone Depletion, Acid Rain,

Biological Diversity Conservation, Solid Waste Management, Deforestation and Desertification.

## **Unit 11**

Trade and the Environment: Traditional Trade Theory and Extension of Environment, Economic Approaches of Trade and Environment, Banning Trade on Endangered Species, GATT and WTO, Environmental Regulations and Patterns of Trade, trading environmental permits/carbon credits, ecological and carbon debt, international forums and role of developed and developing nations, Application of trade and environment-case of India and other countries in Asia.

## **Suggested Textbooks**

Thomas Tietenberg, and Lynne Lewis, 2018. Environmental and Natural Resource Economics, 11<sup>th</sup> edition. Routledge.

Perman, Roger, Yue Ma, James McGilvray and Michael Common. 2011. *Natural Resources and Environmental Economics*, 3rd Edition. Pearson/ Addison Wesley.

Kolstad, Charles, (2010). Intermediate Environmental Economics, 2nd edition. Oxford University Press.

## **SEMESTER 6**

### **Assessment and Evaluation**

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

### **2.4.1 About the Course**

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

### **2.4.2 Learning Outcomes**

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

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

## **UNIT - I**

### **Assessment and Education**

#### **A. Assessment and Evaluation**

- Meaning and significance of assessment and evaluation in educational field.
- Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
- Learning outcomes across the stages and assessment.
- Taxonomy of Objectives (Revised in 2001) and Implications.

#### **B. Forms of Assessment**

- Formative, Summative, diagnostic, prognostic.
- Internal and External assessment.
- Assessment For learning, of learning and as learning.
- Authentic Assessment; Online Assessment.

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

## **UNIT - II**

### **Process of Assessment and Evaluation**

#### **A. Formative and Summative Assessment: Concept and Characteristics.**

#### **B. Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self-assessment etc.**



- C. Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.
- D. Tools and Techniques
  - Observation, rating scale, check list, anecdotes, interviews.
  - Assessment of attitudes and interests.
  - Socio-metric techniques.
  - Criteria for assessment of social and personal behaviour.
  - Self-assessment and Peer Assessment.

### **UNIT - III**

#### **Analysis and Interpretation**

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

#### **2.4.3 Suggestive Practicum**

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

#### **2.4.4 Suggestive Mode of Transaction**

The course content transaction will include the following:

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

#### **2.4.5 Suggestive Mode of Assessment**

The assessment will be based on the tests and assignments.

#### **2.4.6 Suggestive Reading Materials**

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

## **Inclusive Education**

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

### **2.5.1 About the Course**

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

### **2.5.2 Learning Outcomes**

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

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

## **UNIT - I**

### **Inclusion and Education**

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

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

## **UNIT - II**

### **Children with Disabilities and Marginalized Groups**

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

## **UNIT - III**

### **Pedagogical Issues**

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

### **2.5.3 Suggestive Practicum**

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

#### **2.5.4 Suggestive Mode of Transaction**

The course content transaction will include the following:

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

#### **2.5.5 Suggestive Mode of Assessment**

The assessment will be based on the tests and assignments.

#### **2.5.6 Suggestive Reading Materials**

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

## **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 21<sup>st</sup> 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**

### **21<sup>st</sup> Century Skills for Learning**

- A. Need for and importance of how to learn 21<sup>st</sup> 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 21<sup>st</sup> 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.



## **School Observation**

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

### **6.2.1 About the Course**

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

### **6.2.2 Learning Objectives**

After completion of school observation program, student teachers will be able to:

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

### **6.2.3 Suggestive Mode of Transaction**

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

#### **Preparation for school observation**

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

#### **School Observation (minimum three types of schools)**

- Student teachers will go for school observation in small groups to observe and collect data by using the developed formats/tools.

- Analysis of the collected data
- Preparing a comprehensive profile of the schools observed

#### **Post-school observation session**

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

### **6.2.4 Content**

The school observation as a field-based activity will cover observation of school and classroom processes. The student teachers under the mentorship of teacher educators will visit schools, interact with teachers and students and other stakeholders, and relate the observation with the courses studied during the previous semesters, i.e. Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses.

- Meaning and Nature of school observation process
- Difference between monitoring and observation
- Theory and practices of school observation components such as:
  1. Schooling system
  2. Rapport with all the stakeholders
  3. Office management procedures of different types of schools
  4. School environment in all perspectives
  5. Process of conducting curricular activities in the schooling process
  6. Existing infrastructure available in the school
  7. Utility of ICT and TLM facilities
  8. Interpersonal relationships among the stakeholders
  9. Various assessment processes adopted in different types of schools.
  10. Engagement of parents and other community members in school activities.

### **6.2.5 Activities to be conducted.**

#### **6.2.5.1 Foundational Stage**

- Visit to preschool, Balvatika, and classes I and II (foundational stage/ standalone Anganwadi, standalone preschool, co-located Anganwadi and preschools/Balvatika sections in school set up)
- Collect information on the demography of students in preschool, classes I and II, linkage of foundational with the preparatory stage through interaction with teachers, students, and staff.
- To study the use of print materials like collages, flashcards and activities related to foundational literacy and numeracy through classroom observation.
- Observe the activities related to FLN, use of mother tongue as medium of instruction and handling classrooms with children from different home languages.
- Observation of pedagogic practices at preschool, classes I and II
- Observe the use of local/traditional toys, stories, rhymes, songs, games, riddles in the class.
- Observation of availability and usage of reading corners, fun zones,
- Observation of play areas across the foundational stage (both indoor and outdoor)
- Study the practices followed by the school for the growth and health of children-provision of supplementary nutrition, immunization, health check-ups, and referral services.

- Presentation of the classroom observations (play activities and FLN practices) and discussions in groups
- Observation of assessment tools and practices at foundational stage

#### **6.2.5.2 Preparatory Stage**

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

#### **6.2.5.3 Middle Stage**

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

#### **6.2.5.4 Secondary Stage**

- Visit three types of secondary schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes IX to XII and understand the linkage of the secondary stage with the middle stage and higher education through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and internship opportunities to learn vocational subjects.

- Study the available opportunities for learning interdisciplinary subjects.
- Observe the availability and usage of library resources, laboratories (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, NCC, NSS, health and wellness programme.
- Observe the organization of various activities like classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions.
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

### 6.2.6 Assessment

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

### 6.2.7 Outcomes

Student teachers will be able to:

- describe various schooling systems,
- describe the processes, practices, and overall environment of the school,
- establish rapport with the stakeholders of the school system state the process of conducting different activities in the school,
- describe the available school infrastructure (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting),
- describe the availability and usage of ICT and TLMs,
- summarize the available documents in both physical and digital modes, including UDISE data,
- reflect upon relationships among the stakeholders,
- analyze various assessment processes adopted in different types of schools,
- prepare and present a comprehensive profile of the schools observed (including classroom processes).

### 6.2.8 Suggested Components for school observation report

- School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Inclusiveness at all levels
- Teacher-Student Ratio
- Teaching-Learning process
  - Academic plan
  - Classroom activities

- Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
  - Maintenance of students' records
  - Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and Social functions
- School Management
- School Discipline
- Interpersonal Relationships
- Understanding different types (socio-economic status, ability) of students and their needs
- Development of ICT and TLMs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
- Challenges faced and overcoming them.

## **Labour Economics (ES3L004)**

**Credits: 4**  
**Semester: S-6**

### **Learning outcome:**

Students will develop an appreciation of the application of economic analysis to understanding the functioning of labour markets. They will deepen their understanding of the theoretical concepts they gained in principles of economics through an in-depth study of the behaviour of households and businesses in the labour market. Students will become familiar with publicly available sources of labour market data and their use in understanding labour market conditions. Knowledge of the distinctive institutional structure of labour markets in India will be obtained. Students will be able to identify and understand the major theoretical and policy issues in labour economics.

### **Unit 1**

Labour Supply: Static Labour-Leisure Choice – Effects of Social Programs and Income Taxes – The Life-Cycle Model – Investments in Human Capital – Collective Models of Household Labour Supply – Occupational Choice

### **Unit 2**

Labour Demand: Static Cost, Profit and Labour Demand Functions – Elasticity of Derived demand: the Hicks-Marshall Rules – Adjustment Costs and Dynamic Labour Demand.

### **Unit 3**

Equilibrium: Compensating Differences – Adam Smith – Evidence on Premium for Risky or Nasty Jobs – Efficiency Wages – Segmented Labour markets – Migration.

### **Unit 4**

Wage Structure: Industry Wage Differentials – Productivity and Real wages – Returns to Education – Signalling – Pensions and Retirement – Training – Minimum Wage Laws.

### **Unit 5**

The Distribution of Income: Earnings by Size – The Roy Model – Functional Distribution – Intergenerational Income Mobility.

### **Unit 6**

Cyclical Fluctuations: Equilibrium Models of Employment Fluctuations – Real Wages over the Business Cycle.

### **Unit 7**

Discrimination: Economic Effects of Prejudice: Theoretical Analysis – Wage Differentials by Caste and Sex.

### **Unit 8**

Unemployment: Definition and Measurement – Variations over time and Space – Job Search – Effects of Unemployment Insurance.

#### **Unit 9**

Macroeconomics of Labour Market: Classical Analysis – Neoclassical Analysis – Keynesian Analysis – Dual and Segmented Labour Market Theory – Marxian Alternative – Human Capital theory – Flexibility and Institutions in Labour Market.

#### **Unit 10**

Labour Unions: Objectives and Political Structure – Bargaining Theories – Relative Wage Effects – Strikes – Union Growth and Decline – Unions in the Public Sector – Union-Oligopoly Models.

#### **Unit 11**

Labour Contracts: Employment Determination – Allocation of Risk – Compensation – Bonding; Tournaments; Incentive Pay – Multi- tasking – Team Production – Relational Contracts – Career Concerns – Wages and Promotions.

#### **Unit 12**

Regulations and International Labour Standards: Regulation of Labour – Experience of India vis-à-vis Other Countries – Entry and Product Market Regulation – International Labour Standards – Comparative Analysis – International Trade and Labour Markets.

#### **Suggested Textbooks**

George Borjas, 2015. Labor Economics, 7th edition. McGraw Hill.

Ronald Ehrenberg and Robert Smith, 2021. Modern Labor Economics: Theory and Policy, 14th edition, Routledge.

Campbell McConnell, Stanley Brue, and David MacPherson, 2020. Contemporary Labor Economics, 12th edition. McGraw Hill.

### **Game Theory (ES3L005)**

**Credits: 4**  
**Semester: S-6**

#### **Learning outcome:**

Game theory introduces the students to optimal decision making in interactive settings. This course will deal with the solution concepts for normal form and extensive form games, along with a variety of applications. Ideas related to asymmetric information among the interacting agents will also be analysed in this course. The course ends with the application of game theory to analyse moral hazard, adverse selection and signalling problems.

The students will learn how to model multi-person decision making in an interactive setting. They will understand how to formulate different real life situations as games and learn to

predict the optimal strategies of players and how the players can exploit strategic situations for their own benefit.

## **Unit 1**

**Introduction, simultaneous move games.** (a) Strategic thinking, elements of a game, types of games, game theory in practice. (b) Simultaneous move games (discrete strategy, static). Discrete strategies, prisoner's dilemma, iterated elimination of dominated strategies, best responses, Nash equilibrium, three-person games.

## **Unit 2**

**Coordination games (discrete strategy, static).** Sharing the pie, minimax, median voter theorem, voting paradoxes, pure coordination, co-operation games.

## **Unit 3**

**Games using randomized strategies (discrete strategy, static).** Expected values, mixed strategies, strategic randomisation, mixed and pure strategy equilibria, war of attrition.

## **Unit 4**

**Sequential move games (discrete strategy, dynamic).** Sequencing, game tree, subgame perfect Nash equilibrium, backward induction, first-mover advantage, second mover advantage, entry games: judo strategy, limit pricing.

## **Unit 5**

**Oligopoly models (continuous strategy, dynamic).** Cournot model of quantity competition, Bertrand model of price competition, Stackelberg model (sequential-move game), Hotelling location model.

## **Unit 6**

**Repeated games (sometimes with cooperation).** Discounting the future, repeated games, infinitely repeated games, strategic moves, applications in foreign policy, strategic trade policy, tacit coordination.

## **Unit 7**

**Games of incomplete information.** Uncertainty and risk, incomplete information, pricing strategies (bargaining versus fixed prices), contingent payment.

## **Unit 8**

**Auctions.** Auction versus beauty contests, the auction process, auctions with perfect information.

## **Unit 9**

**Bayesian games:** Bayesian games, Bayesian Nash equilibrium, perfect Bayesian equilibrium, screening, illustrations of Bayesian games.

## **Unit 10**



**Coalition games, bargaining and contracts.** Collective action, coordinating beliefs, coalition, tragedy of the commons, externalities.

## **Unit 11**

**Bargaining and contracts.** creating value, bargaining solutions, ultimatum game, multilateral bargaining, contracts and law.

### **Suggested Textbooks**

Harrington, Jr., Joseph E., 2009. Games, Strategies and Decision Making. First edition. New York: Worth Publishers.

Watson, Joel, 2013. Strategy: An Introduction to Game Theory. Third edition. New York: W.W. Norton & Company.

Dixit, Avinash, Susan Skeath, and David Reiley, 2009. Games of Strategy. Third edition. New York: W.W. Norton & Company.

Osborne, Martin, (2004). *An Introduction to Game Theory*. Oxford University Press.

## **SEMESTER 7**

### **Curriculum Planning and Development**

**Credits:** 2  
**Semester:** S-7

#### **2.7.1 About the Course**

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

#### **2.7.2 Learning Outcomes**

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

- discuss aims of education,

- identify and formulate of desirable values and dispositions,
- explain capacities and knowledge,
- outline curricular areas,
- demonstrate teaching-learning assessment processes and
- practice the relevance in terms of achieving the aims of school education.

### **UNIT - I** **Education and Curriculum**

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

### **UNIT - II** **Developing the Curriculum**

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

### **UNIT - III** **Approaches, Planning, and Implementation**

- A. Approaches to Curriculum Development: Learner and activity centered, Constructivist, Knowledge Construction
- B. Curriculum planning as a cyclic process.
- C. Curriculum Implementation: Operationalizing curriculum into learning situations, Converting curriculum into syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation.
- D. Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks and teachers handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighborhood etc.

#### **2.7.3 Suggestive Practicum**

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

- NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework.
- NCERT (2000) National Curriculum Framework for school Education.
- NCERT (2005) National Curriculum Framework. NCERT publications.

#### **2.7.4 Suggestive Mode of Transaction**

The course content transaction will include the following:

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

#### **2.7.5 Suggestive Mode of Assessment**

The assessment will be based on the tests and assignments.

#### **2.7.6 Suggestive Reading Materials**

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

## **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.

## **Art Education (Performing and Visual) and Creative Expressions**

### **Exemplar 1 - Puppetry**

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

#### **5.3.1 About the Course**

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

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

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

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

#### **Puppetry**

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

In puppetry there are two main aspects. One the designing and creating of puppets and the other playing or performing puppetry. These two skills are different. Designing will need a lot of thinking, visualization, and technical skills while performance will need high level communication skills. Hence, together they make a consolidated a high range of skills. In this course, students are exposed to different forms of puppets and puppetry. There will be a discussion around the forms and the aesthetic sense of puppetry. Later the students are

encouraged to prepare, design and create puppets. They then prepare script and play the puppets. This creation of the puppets together in small groups with a lot of discussions and give and take helps the students develop working together skills and conceptual understanding.

### **Learning Outcomes**

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

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of puppetry,
- design puppets,
- practice and create a short puppetry show.

## **UNIT - I**

### **Importance of Aesthetics and Art education (2 Sessions)**

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

## **UNIT - II**

### **Designing Puppets (6 Sessions)**

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

## **UNIT - III**

### **Performing the puppets (4 Sessions)**

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

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

### **5.3.3 Pedagogy**

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

### 5.3.4 Suggestive Mode of Assessment

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

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

### 5.3.5 Suggestive Reading Materials

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



## 5.3 Arts (Performing and Visual) and Creative Expressions

### Exemplar 2 - Theatre

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

#### 5.3.1 About the Course

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

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

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

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

#### Theatre

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

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

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

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

### **5.3.2 Learning Outcomes**

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

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

## **UNIT - I**

### **Importance of Aesthetics and Art education (2 Sessions)**

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

## **UNIT - II**

### **Introduction to Theatre, and Beginning with the body (3 Sessions)**

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

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

### **UNIT - III**

#### **Arriving at a script**

#### **(3 Sessions)**

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

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

### **UNIT - IV**

#### **Performing the script**

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

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

#### **5.3.3 Pedagogy**

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

### 5.3.4 Suggestive Mode of Assessment

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

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

### 5.3.5 Suggestive Reading Materials

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

### 5.3 Arts (Performing and Visual) and Creative Expressions

#### Exemplar 3 - Collage-Making

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

##### 5.3.1 About the Course

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

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

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

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

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

##### Collage as visual art medium

A major aspect of collage, 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 collage. But it is just as important for young people to hunt for and make decisions about materials they would like to incorporate into their work. All materials, and the alterations that artists make to them, are suggestive of ideas and concepts based on their surfaces, forms, textures, degree of transparency and opacity, color, and other visual characteristics. Materials also connect us, through association and reference, to social and cultural worlds and places. What ideas might a scrap of newspaper, as a collage material, express? How might these meanings differ from those of, say, feathers? Or twigs? Or a thin piece of plastic cut out from a plastic bag?

Working with and creating artwork in Collage involves various aspects: selecting materials, manipulating materials, investigating materiality, closely observing materials, discovering

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

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

### **5.3.2 Learning Outcomes**

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

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

## **UNIT - I**

### **Understand the importance of Aesthetics and Art in Education (2 Sessions)**

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

## **UNIT - II**

### **Exploring paper collage and its techniques (4 Sessions)**

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

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

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

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

#### *Resource Videos*

6. *Works of Deborah Roberts, William Kentridge, Wangechi Mutu, etc*
7. *Marc, Cut paper collage artist* - <https://www.youtube.com/watch?v=WgRZlWl-Oh0>
8. *G. Subramanian: Collage art* - <https://www.youtube.com/watch?v=ioRRi9R46a0>
9. *Amber Fletschock, Collage artist* - <https://www.youtube.com/watch?v=aa7p1vYqUc4>
10. *Arturo Herrera, artist* - [https://www.youtube.com/watch?v=Oagx3\\_NZ5HU](https://www.youtube.com/watch?v=Oagx3_NZ5HU)

### **UNIT - III**

#### **Ideating for an Expressive Self-Portrait (2 Sessions)**

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

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

#### **5.3.3 Pedagogy**

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

#### **5.3.4 Suggestive Assessment**

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

#### **5.3.5 Suggestive Reading Materials**

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





## **Sports, Nutrition and Fitness**

**Credits**        2  
**Semester**     S-7

### **5.8.1 About the Course**

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

### **5.8.2 Learning Outcomes**

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

- explain the importance of sports, and the need and impact of sport for maintaining,
- discuss physical fitness, and the methods of teaching and organization of different types of sports,
- explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness,
- Recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

### **UNIT - I**

#### **Sports**

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

### **UNIT - II**

#### **Physical Fitness**

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

### **UNIT - III**

#### **Nutrition**

- A. Meaning of nutrition, types of nutrition, importance of nutrition, need of nutrition, methods for teaching nutrition,
- B. Nutrition for different age 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-Based Research Projects**

**Credit:** 2  
**Semester:** S-7

### **6.3.1 About the Course**

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

### **6.3.2 Learning Objectives**

The student teachers will:

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

### **6.3.3 Suggestive Mode of Transaction**

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

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

#### 6.3.4 Content:

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

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

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

#### 6.3.5 Suggestive Mode of Assessment

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

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

#### 6.3.6 Learning Outcomes

The student teachers will:

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

## **Internship in Teaching**

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

### **6.4.1 About the Course**

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

### **6.4.2 Suggestive Structure**

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

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

### **6.4.3 Learning Objectives:**

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

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

### **6.4.4 Suggestive Mode of Transaction**

- Observation

- Interaction
- Discussion
- Teaching in the classroom
- Analysis and reporting
- Collection of relevant documents and data

#### **6.4.5 Content**

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

#### **6.4.6 Activities:**

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

##### **6.4.6.1 Foundational stage**

1. Meet the subject-based mentors, collect timetables of preschool, Balvatika, and classes I and II and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
  - Lesson plans should derive their inspiration from NCF-FS documents.
  - Lesson plans should include a theme/ web chart/concept map for integrating early learning activities related to FLN.
  - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct sports activities and arts and crafts activities.
7. Participate in student support services- guidance and counselling, bunny, health and wellness programmes.
8. Create age and developmentally appropriate TLM that caters to different domains of development, for example, picture reading posters, letter-sound dominoes, number-object dominoes, stories, rhymes, toys, and number puzzles.
9. Identify the toys and TLM available for 3 to 8-year-olds. and map them with different concepts and skills.
10. Develop differential assessment plans based on interest and expected goals/competencies.
11. Identify children with special needs and address their learning needs.

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

#### **6.4.6.2 Preparatory Stage**

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



#### **6.4.6.3 Middle Stage**

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

#### **6.4.6.4 Secondary Stage**

1. Meet the subject-based mentors, collect timetables of classes IX to XII and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.

- Lesson plans should include the components to develop critical and reflective thinking, problem-solving, differential learning, synthesis, and application of knowledge in real-life situations.
  - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian knowledge systems and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
  5. Observe peer lessons and discuss with the group.
  6. Conduct laboratory activities (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
  7. Participate in student support services- guidance and counselling, NCC, NSS, health and wellness programme.
  8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
  9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
  10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.
  11. Experience classes as a substitute teacher.
  12. Participate in library functioning and literary activities.
  13. Participate in teacher development and training activities.
  14. Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
  15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
  16. Attend School Management Committee (SMC) meeting if held during the internship.
  17. Study the process of parent and community engagement for the school development programme.
  18. Conduct action research /case study.
  19. Prepare a sample student portfolio,
  20. Write a reflective diary daily and prepare a report of each activity.

#### 6.4.7 Suggestive Mode of Assessment:

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

Competence/Artifact	Method of assessment	Assessed By	Credits
Observation of classroom practices	<ul style="list-style-type: none"> <li>• Observation of a Minimum of 6 lessons of School Teachers (3+3)</li> <li>• Observation of a Minimum of 10 lessons of Peers (5+5)</li> </ul>	Teacher-Educator	Non-evaluative
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject (Eg:	Teacher-Educator, School Mentor	6.0

	Storytelling, Drama based, Arts and crafts, Use of Technology)		
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lesson end activities. Preparation of a Blue Print (For one/two Pedagogical course/s) and preparation of Assessment tools Conduct of Unit Test & analysis of results (for both Pedagogical course/s) Development of plan for learning enhancement of students related to subjects (for both Pedagogical course/s)	Teacher-Educator, School-Mentor	1.5
Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor	0.5
Preparation of Logbook /Teachers diary Min 5 lessons for each pedagogical method	Review	Teacher-Educator, School Mentor	0.5
Overall feedback on student-teacher performance by School Head	Observation and Interaction	School Head	0.5
Test lesson (one in each pedagogical method)	Presentation	Teacher-Educator	1.0

#### 6.4.8 Stakeholders Responsibilities

##### ***Role of Head of ITEP Institution***

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

##### ***Role of Teacher-Educators of the ITEP Institution***

- Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities preparation and report writing on Teaching Learning Materials.
- Conduct pre- and post-lesson discussions regularly.

- Assess the transaction of lessons for the complete duration of the lesson in the rating proforma developed by the teacher education institute and give feedback/remarks to the student teachers for lesson improvement.
- Submission of monitoring and supervision reports to the institute in time.
- Discuss with the student teachers frequently and organize a phase-end meeting of the student teachers and mentors to assess the progress and performance of the student teachers.

### ***Role of School Head***

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

### ***Role of Mentors***

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

### ***Role of Student-Teacher***

- Report to the school head of the participating school at least one day before the start of the internship placement.

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

## **SEMESTER 8**

### **Citizenship Education, Sustainability, and Environmental Education**

**Credits**        2  
**Semester**     S-8

#### **5.10.1 About the Course**

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

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

#### **5.10.2 Learning Outcomes**

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

- explain the concept of citizenship and citizenship education,
- describe the aims of and approaches to citizenship education,
- explain the concept and aims of Global Citizenship and Global Citizenship Education,
- describe the aims of and approaches to global citizenship education,
- explain the concept of 'Sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner,
- demonstrate an awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity,

management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.

## **UNIT - I**

### **Citizenship Education**

- A. Concept of citizenship and citizenship education.
- B. Aims of and approaches to citizenship education.
- C. Concept of Global Citizenship and Global Citizenship Education.
- D. Aims of and approaches to global citizenship education.
- E. Concept of *Vasudhaiva Kutumbakam*, its importance in development of a holistic perspective towards local and global communities.

## **UNIT - II**

### **Sustainability**

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

## **UNIT - III**

### **Environmental Education**

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

#### **5.10.3 Suggestive Practicum**

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

#### **5.10.4 Suggestive Mode of Transaction**

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

#### **5.10.5 Suggestive Mode of Assessment**

Assessment of practicum and assessment of reflective level readings.

#### **5.10.6 Suggestive Reading Materials**

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



## 6.0 SCHOOL EXPERIENCE

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

### Objectives

The School Experience will help the student teachers:

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

**Table 1: Outline of Activities under School Experience**

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

## **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.

## **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.

## Yoga and Understanding Self

**Credits**        2  
**Semester**     S-8

### 5.9.1 About the Course

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

### 5.9.2 Learning Outcomes

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

- explain the importance of Yoga and how it helps an individual in understanding Self,
- describe the importance of practicing Yoga Asana,
- practice basic Yoga Asanas/ Kriyas.

## UNIT - I

### Philosophy and Historical Perspective of Yoga

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

## UNIT - II

### Schools of Yoga

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

## UNIT - III

### Modern Principles of Yoga and Meditation

- A. Modern Principles: Human Body is a holistic entity, Individuals and their need are Dhāraṇa & Dhyāna, etc, meditation and reflective practices, and the importance of these aspects in becoming an effective teacher, unique Self-empowering, the quality and state of an individual mind is crucial to healing.
- B. Meditation: - its Importance, Types, and Process, Pranayama: its importance, types and process, Yoga as a Way of life for Peace, Harmony, Health love and happiness. Yoga in Indian philosophy for understanding Self.

### 5.9.3 Suggestive Practicum

1. Practice of Basic Yoga Asanas/ Kriyas.

**5.9.4 Suggestive Mode of Transaction**

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

**5.9.5 Suggestive Mode of Assessment**

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

**5.9.6 Suggested Reading Materials**

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



## **Post Internship**

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

### **6.5.1 About the Course**

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

### **6.5.2 Learning Objectives**

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

- develop comprehensive understanding of the school ecosystem,
- describe their learning from internship with the peers and teacher educators,
- reflect on school internship sharing learning experiences on each activity undertaken.

### **6.5.3 Suggestive Mode of Transaction**

- Discussion
- Presentation, Gallery walks and Exhibition.
- Report Writing

### **6.5.4 Activities:**

#### **6.5.4.1 Experience Sharing and Reflective Learning**

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

#### **6.5.4.2 Submission of Internship Report**

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

**i. Suggestive Mode of Assessment**

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

**6.5.6 Learning Outcomes**

The student teachers will be able to:

- demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
- reflect on school internship experiences in a report.
- share their learning from school internship with peers and teacher educators.

## **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 SERVICE

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

**Credits:** 2  
**Semester:** S-8

### 7.1 About the Course

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

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

### 7.2 Learning Outcomes

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

- recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,
- suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- organize activities such as *street plays*, *advocacy activities*, *door-to-door campaigns*, and *prabhat-pheris* etc. to mobilize community participation in development initiatives,
- demonstrate social leadership quality through community services,

- organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

### **7.3 Approach to curriculum transaction**

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

#### **Days 1-2: Preparation for community services (In the institution)**

- Orientation of student teachers on Community Engagement & Services through discussion and group activities.
- Workshop for developing tools for different activities during the programme.

#### **Days 3-9: Engagement with the community (Mandatory onsite stay with the community)**

Students will be divided into smaller groups; They would participate in the planned activities with defined roles for seven days on a rotation basis. These activities include:

- participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.)
- Visit and interact with local artisans and craftsperson.

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

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

**Day 10: Feedback session and Reflection (: In the Institution)**

- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report 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](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.