

# Integrated Teacher Education Programme ITEP

## Curriculum Structure and Course Syllabi Semester 1 & 2

Middle

2023



Faculty of Education  
University of Delhi, Delhi 110007

Head/Dean

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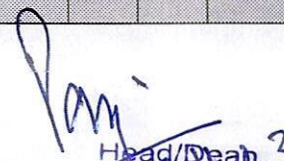
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## CURRICULAR STRUCTURE OF INTEGRATED TEACHER EDUCATION PROGRAMME Middle (OPTION 1)

Table 1. ITEP Structure												
S. No	Curricular Component	Courses	Credits per semester								Total Credits per course	Total Credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
1.	1. Student Induction programme	Two-week student induction Programme		--	--	--	--	--	--	--	--	
2.1	2. Foundation of the Education	Evolution of Indian Education	4	--	--	--	--	--	--	--	4	34
2.2		Sociological Perspectives of Education	--	4	--	--	--	--	--	--	4	
2.3		Child Development & Education Psychology	--	--	4	--	--	--	--	--	4	
2.4		Philosophical Perspectives of Education	--	--	--	4	--	--	--	--	4	
2.5		Inclusive Education	--	--	--	--	2	--	--	--	2	
2.6		Curriculum Planning & Development (textbooks, Material, development, etc.) – (stage-specific)	--	--	--	--	2	--	--	--	2	
2.7		Assessment and Evaluation	--	--	--	--	--	2	--	--	2	
2.8		Perspectives on School Leadership & Management	--	--	--	--	--	--	2	--	2	
2.9		Research in Education- I	--	--	--	--	--	2	--	--	2	
2.10		Research in Education- II	--	--	--	--	--	--	2	--	2	
2.11		Education Policy Analysis	--	--	--	--	--	--	--	2	2	
2.12		One Elective from offered courses as per the choice of student teacher (e.g., Adolescence education, Education for Mental Health, Education for sustainable development, Emerging Technologies in Education, Gender Education, Guidance and Counselling, Human Rights Education, Peace Education, Sports and fitness education, Tribal Education, Economics of Education or any other relevant course decided by university / Institution)	--	--	--	--	--	--	--	4	4	
3.1	3. Disciplinary/Inter-disciplinary courses	One/two discipline(s) from any of the school curricular areas i) Languages ii) Physical Sciences (Physics., Chemistry, etc.) iii) Biological Sciences (Zoology, Botany, etc.) iv) Mathematics v) Social Sciences & Humanities (Economics, History, Geography, Psychology, Political Science, etc.) vi) Business Studies vii) Arts (Visual and Performing) viii) Physical Education and Yoga ix) Vocational Education x) Computer Science xi) Agriculture xii) Home Science xiii) Any other school subjects	8	12	12	12	12	8	--	--	64	64  Discipline A-48 & Discipline B-16  (Discipline A & B may be from the same curricular Area.)

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4.	4. Stage-Specific Content-cum-Pedagogy Courses	stage specific Content-cum- pedagogy courses	--	--	4	4	4	4			16	16
5.1	5. Ability Enhancement & Value-Added Courses	Language -I (as per the 8 <sup>th</sup> schedule of the constitution of India)	4		--	--	--	--	--	--	4	28
5.2		Language -II (other than language -I)	--	4	--	--	--	--	--	--	4	
5.3.		Art Education (Performing and Visual)	2					2			4	
5.4.I		Understanding India Part I (Indian Ethos and Knowledge System)	2								4	
5.4.II		Understanding India Part II (Indian Ethos and Knowledge System)		2								
5.5		Teacher and Society	2								2	
5.6		ICT in Education				2					2	
5.7		Mathematics and Quantitative Reasoning						2			2	
5.8		Sports, Nutrition and Fitness			2						2	
5.9		Yoga and Understanding Self								2	2	
5.10		Citizenship Education, Sustainability and Environment Education								2	2	
6.1	6. School Experience	Pre-Internship Practice (Demonstration lessons, Peer teaching)					2				2	20
6.2		School Observation						2			2	
6.3		School-Based Research Project							2		2	
6.4		Internship in Teaching							10		10	
6.5		Post- Internship (Review and Analysis)								2	2	
6.6		Creating Teaching Learning Material/ Work Experience (Educational Toy Making, local/Traditional Vocations etc.)							2		2	
7.1	7. Community Engagement and Service	Community Engagement and Service (participation in NSS-related activities, New India Literacy Programme etc.)								2	2	2
8.1	8. Research Project/ Dissertation	Research Project/ Dissertation -I							6		6	12
8.2		Research Project/ Dissertation -II								6	6	
		Total	22	22	22	22	22	22	22	22	176	

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*[Signature]*  
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## CURRICULAR STRUCTURE OF INTEGRATED TEACHER EDUCATION PROGRAMME Middle OPTION 2


Table 1. ITEP Structure												
S. No	Curricular Component	Courses	Credits per semester								Total Credits per course	Total Credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
1.	1. Student Induction programme	Two-week student induction Programme		--	--	--	--	--	--	--	--	
2.1	2. Foundation of the Education	Evolution of Indian Education	4	--	--	--	--	--	--	--	4	34
2.2		Sociological Perspectives of Education		4							4	
2.3		Child Development & Education Psychology			4						4	
2.4		Philosophical Perspectives of Education				4					4	
2.5		Inclusive Education					2				2	
2.6		Curriculum Planning & Development (textbooks, Material, development, etc.) – (stage specific)					2				2	
2.7		Assessment and Evaluation						2			2	
2.8		Perspectives on School Leadership & Management							2		2	
2.9		Research in Education- I						2			2	
2.10		Research in Education- II							2		2	
2.11		Education Policy Analysis								2	2	
2.12		One Elective from offered courses as per the choice of student teacher (e.g., Adolescence education, Education for Mental Health, Education for sustainable development, Emerging Technologies in Education, Gender Education, Guidance and Counselling, Human Rights Education, Peace Education, Sports and fitness education, Tribal Education, Economics of Education or any other relevant course decided by university / Institution)								4	4	
3.1	3. Disciplinary/Inter-disciplinary courses	One/two discipline(s) from any of the school curricular areas i) Languages ii) Physical Sciences (Physics, Chemistry, etc.) iii) Biological Sciences (Zoology, Botany, etc.) iv) Mathematics v) Social Sciences & Humanities (Economics, History, Geography, Psychology, Political Science, etc.) vi) Business Studies vii) Arts (Visual and Performing) viii) Physical Education and Yoga ix) Vocational Education x) Computer Science xi) Agriculture xii) Home Science xiii) Any other school subjects	8	12	12	12	12	8	4	8		76  Discipline A -48 & Discipline B- 28  (Discipline A & B may be from the same curricular Area.)

  
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4.	4. Stage-Specific Content-cum-Pedagogy Courses	stage specific Content-cum- pedagogy courses	--	--	4	4	4	4	--	--	16	16
5.1	5. Ability Enhancement & Value-Added Courses	Language -I (as per the 8 <sup>th</sup> schedule of the constitution of India)	4		--	--	--	--	--	--	4	28
5.2		Language -II (other than language -I)	--	4	--	--	--	--	--	--	4	
5.3.		Art Education (Performing and Visual)	2					2			4	
5.4.I		Understanding India Part I (Indian Ethos and Knowledge System)	2								4	
5.4.II		Understanding India Part II (Indian Ethos and Knowledge System)		2								
5.5		Teacher and Society	2								2	
5.6		ICT in Education				2					2	
5.7		Mathematics and Quantitative Reasoning						2			2	
5.8		Sports, Nutrition and Fitness			2						2	
5.9		Yoga and Understanding Self								2	2	
5.10		Citizenship Education, Sustainability and Environment Education							2		2	
6.1	6. School Experience	Pre-Internship Practice (Demonstration lessons, Peer teaching)					2				2	20
6.2		School Observation						2			2	
6.3		School-Based Research Project								2	2	
6.4		Internship in Teaching							10		10	
6.5		Post-Internship (Review and Analysis)								2	2	
6.6		Creating Teaching Learning Material/ Work Experience (Educational Toy Making, local/Traditional Vocations etc.)							2		2	
7.1	7. Community Engagement and Service	Community Engagement and Service (participation in NSS-related activities, New India Literacy Programme etc.)								2	2	2
8.1	8. Research Project/ Dissertation	Research Project/ Dissertation -I							--			--
8.2		Research Project/ Dissertation -II								--		
		Total	22	22	22	22	22	22	22	22	176	

  
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## F.2.1 Evolution of Indian Education

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite
		Lecture	Tutorial	Practical/Practice		
Evolution of Indian Education <b>F.2.1</b>	4	3	1	-	Class XII	Nil

#### 2.1.1 About the Course and Learning Objectives

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, the post-Vedic period, during Mauryan and Gupta empires, during the colonial era and post-independence period, and the future perspectives about the 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 the 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, it is expected that the student teachers will be able to:

1. discuss and understand the genesis, vision and evolution of education in India from ancient to contemporary times.
2. critically revisit colonial education and its impact on the contemporary Indian education system.
3. enable them to shape their educational perspective to act as an effective teacher.
4. locate themselves in the larger system of education in India while discussing the contribution of Indian thinkers
5. develop a road map for futuristic education system in India for addressing the need of local and global context.

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### **UNIT – I: Ancient Indian Education: Vedic Period (2 Weeks)**

- A. Vision, Objectives, and Salient Features of the Vedic Education System.
- B. Teaching and Learning Process during Vedic Period
- C. Forms and Development of Educational Institutions and Organizational Practices.
- D. Understanding Guru Shishya Parampara

### **UNIT-II: Ancient Indian Education: Buddhist and Jain Period (2 Weeks)**

- A. Buddhist and Jain Education System: Vision, Objective and Salient Features
- B. Teaching -Learning and Curricular Practices during the Buddhist, Jain and Sangam Periods
- C. Finance and Management of Educational Institutions.
- D. Contribution of Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi.

### **UNIT – III: Post-Gupta Period to Colonial Period (2 Weeks)**

- A. Brief Historical Development and Salient Features of Education in this Era
- B. Educational Systems: Nadia, Home-Education, Pathshalas, Tols, Maktab, Chatuspadis and Gurukuls etc.
- C. Pedagogical Inquiry, Community and Its Interface.
- D. Finance and Management: Critical Analysis of the Role of Dynasties with reference to Educational Institutions.

### **UNIT IV: Modern Indian Education (9 Weeks)**

- A. Colonial Education in India:

Critical Examination of Wood's Dispatch and Macaulay Minutes; Colonization of Education in India.


- B. Swadeshi and Nationalist attempts at Educational Reforms and Contribution of Indian Thinkers (with reference to Objectives of Education, Curriculum and Pedagogy):

Savitribai and Jyotiba Phule, Swami Vivekananda, Pt. Madanmohan Malaviya, Sir Syed Ahmad Khan, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Jiddu Krishnamurti and Dr. Bhim Rao Ambedkar

- C. Education in Independent India

- Constitutional Values and Educational Provisions.
- Educational Committees, Commissions and Policies with specific reference to the Kothari Commission, National Policy on Education 1968; National Policy on Education 1986 and its Plan of Action 1992.
- Educational Planning and Organisation  
Critical review and impact of DPEP, SSA UEE, RMSA, RTE Act 2009.
- NEP 2020: Futuristic Vision for Education in India

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### 2.1.3 Practicum

Following are the suggestive practicals and activities. The teachers may design more tasks based on classroom interactions and discussions.

- Prepare a report highlighting the significance of educational reforms in School education in the light of NEP 2020.
- Critically analyze the role of education in understanding the concept of citizenship for democracy.
- Compare the vision, objectives, and salient features of education during different periods.
- Design a plan of action to develop awareness/attitude/practices related to Fundamental Rights/Fundamental duties/Democratic Citizenship.
- Sharing of student experiences (in groups) related to establishing Indian constitutional values through School Education and the need for dynamic and vibrant School Ethos.
- Survey of strengths and limitations of educational institutions of one's own locality.
- Visit to places of educational significance.
- Design activities for developing awareness, attitudes, skills, and participatory values to negotiate diversity in the classroom.

### 2.1.4 Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /PowerPoint 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 discussions, surveys, short-term project work, etc.
- Hands-on experience of engaging with diverse communities, children, and schools.

### 2.1.5 Mode of Assessment

The examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### 2.1.6 Suggestive Reading Materials

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

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## F.2.2 Sociological Perspectives of Education

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite
		Lecture	Tutorial	Practical/Practice		
Sociological Perspectives of Education F.2.2	4	3	1	-	Class XII	Nil

#### 2.2.1 About the Course and Learning Objectives

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 behaviour 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.

#### 2.2.2 Learning Outcomes

After completion of this course, it is expected that the student teachers will be able to:

- recognize the social context of education while outlining the meaning, nature, and scope of educational sociology
- explain the process of socialization and its relation with education.
- analyze the role of education in the process of social change
- analyze the impact of culture on education through a study of dimensions of culture and their importance to educational practices,
- analyze the provisions of the constitution in promoting equity via education.
- identify the relationship between education, modernization and social change

#### UNIT – I: Education and Society (3 Weeks)

- A. Sociological Reflections on the Relationship of Society and Education (role, status, institution, systems and practices)
- B. Conceptual Understanding of Ideology, Social System, Social Values, Norms, Conflict and Modernization
- C. Educational Sociology and Education as a Social System/Institution
- D. Process of Socialization with reference to the role of Various Institutions
- E. Social Positionality of Individual and the Role of Education

#### UNIT – II: Education and Social Change (4 Weeks)

- A. Meaning and Dimensions of Social Change.

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- B. Factors affecting Education and Social Change: Technology, Market, Social and Educational Movements, Curricular Innovations, Value Conflict, and Legal Provisions.
- C. Inequalities (Gender, Race, Colour, Class, Geo-political, Geo-spatial, Caste, Disability etc.) and Asymmetries with interface of Family, School and Community
- D. Constitution of India, Education and Social Empowerment (Social Equality and Equity)
- E. Modernity, Education and Social Change

### **UNIT – III: Education, Culture and Socialization (4 Weeks)**

- A. Schooling in India: Intersection of Education, Culture and Community
- B. Education as a Process of Socialization.
- C. Role of the 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 Technologies of Communication and Equality.
- D. Researching Culture and Education: A Cross-Cultural Analysis

### **UNIT – IV: Education and Values (4 Weeks)**

- A. Concept and Types of Values
- B. Understanding the Relationship between Education and Values
- C. Constitutional Values and its Impact on Education.
- D. Human Rights Perspective/Approaches, Education and Values.
- E. Sociology's Response to Environmental Issues through Education
- F. Pedagogical Concerns in Promoting Values through Education

#### **2.2.3 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 practices.
7. Analyzing social purpose of NEP, 2020.

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

The course content transaction will include the following:

- Planned lectures infused with multimedia /PowerPoint 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 Mode of Assessment

The examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## 2.2.6 Suggestive Reading Materials

- Beattie, J. (1999). *Other culture: Aims, methods and achievements in social anthropology*. Routledge.
- Bell, M. Mayerfeld (2004). *An invitation to environmental sociology*. Pine Forge Press.
- Berlak, A., & Berlak, H. (1981). *Dilemmas of schooling: Teaching and social change*. Routledge.
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- Oakes, J. (1985). *Keeping track: How schools structure inequality*. Yale University Press.
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- Rebecca, B. & Robert, D. (2008). How Schools Work. In Ballantine, J.H., & Spade, J.Z., Eds. (2013). *Schools and society: A sociological approach to education*. (3rd Ed.). 73-79. Sage Publication
- Shah, G. (2009). *Social movement in India*. Sage Publication.
- Tillman, G. D. (1998). *Parenting for the 21st century: A values-based approach*. [Paper presented]. UNESCO Conference, Melbourne, Australia - Education for the 21st Century.
- Weber, M. (1949). *The methodology of the social sciences (1st ed.)*. The free press of Glencoe
- Weber, M. (2011). The rationalization of education and training. In A. Richard., I. R. Beattie & K. Ford, (Eds). *The structure of schooling: Readings in the sociology of education* (3rd ed.). Sage Publication. ISBN 978-1-4522-0542-7.

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**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite
		Lecture	Tutorial	Practical/Practice		
Language - I (As per the 8 <sup>th</sup> Schedule of the Constitution of India) <b>AE &amp; VAC: 5.1</b>	4	-	-	4	Class XII	Nil

**5.1.1 About the Course and Learning Objectives**

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 fully appreciate the role of language in education, one must develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving 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 language skills for better cognitive development and the development of a holistic personality of the learners.

This course aims to enable student-teachers to enhance their ability to effectively listen, speak, read, write, and demonstrate language skills. Language skills are fundamental to constructing knowledge in all academic disciplines, participating effectively in work and creating sense in 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 student-teachers' critical thinking abilities and effective communication skills. The course involves hands-on activities and practical sessions that help student-teachers develop and use language skills in various situations.

**5.1.2 Learning Outcomes**

After completing the course, it is expected that the student-teachers will be able to:

- define language and its functions in various contexts;



- discuss the various constitutional perspectives on languages;
- recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts;
- demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking;
- build interpersonal relationships and enhance social skills

#### **UNIT – I: Language, Communication and Cognition (3 Weeks)**

- A. Language: Definition, Characteristics, Functions; Language as a means of Communication and Language as a Medium of Cognition
- B. Language, Culture and Society: Language Variation, Language versus Dialect, Constitutional Perspective of Languages; Language Policy and Language Planning, Language Standardization; Bi-/Multilingualism in India
- C. Nature and Process of Communication: Principles, Types of Communication (Formal and Informal, Written and Oral, Verbal and Non-Verbal), Barriers to Communication, Features of Effective Communication, The Context of Communication, The Role of Decoder, Face-to-Face Interaction, Turn-Taking, Conversation, New-Age Technologies

#### **UNIT – II: Understanding Language, Components and Functions (3 Weeks)**

- A. Classification of Speech Sounds and Letters, Parts of Speech, Production of Speech Sounds in Languages; Suprasegmentals: Stress, Pitch, Tone, Intonation, Juncture, Graph Phonemic Awareness
- B. Identification of Morphemes, Word Formation Processes, Lexical, Vocabulary Formation, Coining New Words, Speech Acts
- C. Syntax-Types of Sentences- Simple, Complex, And Compound
- D. Semantics and Pragmatics

#### **UNIT – III: Listening and Speaking Skills (3 Weeks)**

- A. Listening and Hearing; Subskills of Listening, Good Listening Behaviour; Listening Strategies.
- B. Listening Comprehensions: Listening Across the Curriculum, Recorded Speeches/Texts; Understanding of Various Accents, Note Taking
- C. Speaking to Learn And Learning To Speak; Impact of Culture on Speaking; Practicing Narrative Skills; Body Language, Voice, and Pronunciation; Creating Interest and Establishing a Relationship with the Audience.



- D. Task/Activities for Developing Speaking Skills- Situational Conversations and Role Plays; Speech, Elocution, Discussion, Debate, Storytelling, Illustrations

#### **UNIT – IV: Reading Skills (3 Weeks)**

- A. Reading Comprehension, Types of Reading, Meaning and Context, Reading as an Interactive Process; Strategies for Making Students Active Readers and Developing Critical Reading Skills;
- B. Understanding Denotative and Connotative Aspects of a Text, Vocabulary Development Through Reading, Reading Discipline-Based Texts, and Features that Make Texts Complex.
- C. Enhancing Critical Thinking Abilities; Critical Interpretation. Questioning and Challenging your Beliefs and Values; Developing Ideas and Evaluating an Argument.
- D. Observing, Describing and Framing the Problem; Comparing and Evaluating a Problem.

#### **UNIT – V: Writing Skills (3 Weeks)**

- A. Speech Versus Writing; Types of Writing; Writing for Specific Purposes (Essays, Letters, and Reports, Etc.).
- B. Language and Style of Writing: Dealing with New Words (Academic Vocabulary Building), Summarizing and Paraphrasing Techniques.
- C. Academic Writing Components; Development of Academic Language; Activities to Develop Academic Writing Skills.
- D. Developing Critical, Analytical, and Interpretive Thinking Skills.

#### **5.1.3 Practicum**

Following are the suggestive practicals and activities. The teachers may design more tasks based on classroom interactions and discussions.

1. How do you interpret every day and reflect upon 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 framing a problem and evaluating it.
4. Perform role play in different conversational contexts.
5. Listen to recorded audio on any topic of your interest and note the relevant points (note-taking).



#### 5.1.4 Mode of Transaction

The entire syllabus is based on practical exercises. Teaching this course will involve a combination of interactive sessions and practicals involving discussion, role plays, projects, simulations, workshops, and language-awareness activities. The course intends deeper approaches to learning, such as classroom discussions, critical thinking, problem-solving abilities, and verbal/non-verbal effective communication among the learners. It also focuses on daily life situations where one would perform tasks involving a natural integration of language skills. The course requires the active participation of students. The students are expected to read the assigned chapters/articles before the session.

#### 5.1.5 Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a range of activities, group work and projects.

The examination scheme and mode shall modify and/or evolve as per the guidelines of the examination Branch, University of Delhi, from time to time.

Assessment Component	Total Marks
Cumulative Assessment (CA)	40
End-Term Project/ Activity Bank	80
Viva-Voce	40
Total	160

#### 5.1.6 Suggestive Reading Materials

- पाण्डेय, ल. (संपादक) (2008). *पढ़ना सिखाने की शुरुआत*. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्.
- पाण्डेय, ल. (संपादक) (2008). *पढ़ने की समझ*. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्.
- पाण्डेय, ल. (संपादक) (2009). *पढ़ने की दहलीज़ पर*. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्.
- बोरा, रा. (1993). *ऐतिहासिक भाषा विज्ञान*. हिंदी माध्यम कार्यान्वयन, दिल्ली विश्वविद्यालय.
- मीमांसक, यु. (1963) *संस्कृत व्याकरण शास्त्र का इतिहास*, भारतीय प्राच्य विद्या प्रतिष्ठान.
- शिक्षा एवं समाज कल्याण मंत्रालय. (2018), भाषा शिक्षण हिंदी | भाग-1, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्. ISBN 978-93-5292-018-1
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- सिंह, सं. एवं कपूर, की. (2010), *समझ का माध्यम*, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्.



- Agnihotri, R. K. (1996). Kaun bhasha kaun boli. *Sandarbh* 13, 37-43.
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- Rai, G. (2023). Adopting multilingualism in the Indian classrooms. In U. Pathak, & C. Thapa (Eds.), *Pedagogical diversity in education sector* (pp. 16-29). University Book House Ltd. 978-93-95215-13-8.
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### 5.1.7 ADDITIONAL READINGS

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- Britton, J. (1972). *Language and learning*. Pelican Books.
- Kumar, K. (2004). *The Child's Language and the Teacher : A Handbook*. National Book Trust. Delhi.
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- National Curriculum Framework for Foundational Stage 2022, NCERT. New Delhi
- NCERT (2005). *National Curriculum Framework (NCF)*. New Delhi: NCERT.
- NCERT (2008). *Reading for meaning*. Reading Development Cell, NCERT. New Delhi
- Rosenblatt, L. M. (1980). What facts does this poem teach you? *Language Arts*, 57(4), 386-394.



- Sapir, E. (1949) Forms in language: grammatical process. In E. Sapir (Ed.) *Language: An introduction to the study of speech*. Harcourt Bruce.
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 University of Delhi, Delhi-110007



**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite
		Lecture	Tutorial	Practical/Practice		
Language - 2 (Other than L1) AE & VAC: 5.2	4	-	-	4	Class XII	Nil

**5.2.1 About the Course and Learning Objectives**

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

**5.2.2 Learning Outcomes**

After completing the course, it is expected that the student teachers will be able to:

- define the needs and importance of multilingualism, the relationship between multilingualism and scholastic achievement.
- demonstrate reading, writing, listening, speaking, and critical thinking abilities in L2.
- recognize the link between language and cognitive skills and apply their knowledge



and skills effectively for all purposes.

- build interpersonal relationships and enhance social skills.

#### **UNIT – I: Language, Society, and Learning (4 Weeks)**

- A. Bi-/Multilingualism: Conceptual Understanding and Scholastic Achievements; Language Variation and Social Variation; Languages Versus Dialects, Cultural Transmission of Language, Language and Gender; Language and Identity; Language and Power; Constitutional Provisions and National Education Policy 2020.
- B. Language Acquisition and Language Learning; Language Learning from Mother Tongues to Other Tongues; Advantages of Learning other Languages; Language and Education; Notion of First Language, Second Language and Others.

#### **UNIT – II: Understanding Grammar (4 Weeks)**

- A. Arbitrariness in Language; Classification Sessions of Speech Sounds: Vowels, Consonants, and Others; Suprasegmental: Stress, Pitch, Tone, Intonation, and Juncture; Acoustic Phonetics.
- A. Word and Meaning; Parts of Speech, Grammatical Categories; Word Formation: Affixation, Compounding, Reduplication, Vocabulary Building.
- B. Sentence and its Constituents: Simple, Complex, and Compound Sentences; Semantics and Pragmatics: Lexical Meaning- Synonymy, Antonymy, Meronymy, Grammatical Meaning, Speech Acts.

#### **UNIT – III: Basic Communication Skills in L2 (4 Weeks)**

- A. Pronunciation and Listening Comprehension Skills.
- B. Reading and Reading Comprehension Skills.
- C. Writing Systems: Speech and Writing; Types of Writing Systems.
- D. Effective Writing Skills; Effective Presentation and Speaking Skills; Summarizing and Paraphrasing Skills.

#### **UNIT – IV: Critical Reading and Thinking Skills (3 Weeks)**

- A. Components of Critical Thinking and Reading; High Order Cognitive Development; Critical Thinking and Problem-Solving; Rational Inquiry.



### 5.2.3 Practicum

Following are the suggestive practicals and activities. The teachers may design more tasks based on classroom interactions and discussions.

1. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
2. Compare and analyze the language structure of L1 and L2 in any context (sound, morpheme, semantics and syntax, etc.)
3. Analyze sentences and their constituents as simple, complex, and compound sentences from written work.

### 5.2.4 Mode of Transaction

The entire syllabus is based on practical exercises. Teaching this course will involve a combination of interactive sessions and practicals involving discussion, role plays, projects, simulations, workshops, and language-awareness activities.

The course intends deeper approaches to learning, such as classroom discussions, critical thinking, problem-solving abilities, and verbal/non-verbal effective communication among the learners. It also focuses on daily life situations where one would perform tasks involving a natural integration of language skills. The course requires the active participation of students. The students are expected to read the assigned chapters/articles before the session.

### 5.2.2 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.

The examination scheme and mode shall modify and/or evolve as per the guidelines of the Examination Branch, University of Delhi, from time to time.

Assessment Component	Total Marks
Cumulative Assessment (CA)	40
End-Term Project/ Activity Bank	80
Viva-Voce	40
Total	160



### 5.2.6 Suggestive Reading Materials

- पाण्डेय, ल. (संपादक) (2008). *पढ़ना सिखाने की शुरुआत*. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्.
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		Lecture	Tutorial	Practical/Practice		
Arts (Performing and Visual) and Creative Expressions  AE & VAC: 5.3	2	-	-	2	Class XII	Nil

**Option 1 - Collage-Making**

**5.3.1 About the Course and Learning Objectives**

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

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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, researching, 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**

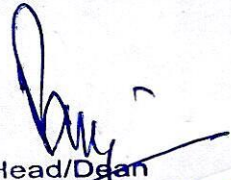
After completion of this course, it is expected that the students will be able to:

- 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 ( 1 Week)**

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. They will gain familiarity with the role of art in education and will recognize aesthetic experiences through compare and contrast.

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- A. Introduction to Art and Aesthetics.
- B. Visual Thinking Strategy (VTS) Activity.
- C. Learning Art Forms (Warli, Madhubani, Gond Art and Others) – Any One.
- D. Art as Self-Expression and its Application in Education.

#### **UNIT-II: Exploring paper collage and its techniques (2 Weeks)**

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 and will engage in discussions and dialogues. Students will analyze effective ways of using the medium of collage in educational and other settings.

- A. Introduction to Collage and its Medium (Newspaper, Fabric, Ribbon, Coins, Feathers and others).
- B. Manipulating Paper in Different Ways and Creating 2-D Composition of Paper Collage.
- C. Creating Visual Texture, Physical Texture and Patterns Using Techniques Like (Decoupage, Photomontage, And 3 -D).

#### **UNIT – III: Ideating and creating for an Expressive Self-Portrait (7 Weeks)**

Students will engage in art making activities. Students will draw from their previous experiences of using paper for 2D explorations and add more interest to their unique 3D explorations. Students will continuously reflect on their learning through artwork. Students will work independently and collaboratively throughout the course.

- A. Making Paper Stand and Create Paper Sculpture Using 3 -D Techniques (Like Paper – Cutting, Paper Folding, Clay, Paper- Mache).
- B. Engaging in Close Observation Sketching and Drawing Activity (Self- Portrait, Poster, Calligraphy).
- C. Expressive Self- Portrait Drawing and Collage

#### **UNIT – IV: Designing and setting up an Exhibition (5 Weeks)**

Designing, Planning and Setting Up an Art Exhibition.

##### **5.3.3 Pedagogy**

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. Students will divide the tasks among themselves and set up the exhibition space.

##### **5.3.4 Mode of Transaction**

The entire syllabus is based on practical exercises. The nature and scope of activities and tasks are explained in each unit.

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### 5.3.5 Mode of Assessment

The examination scheme and mode shall modify and/or evolve as per the guidelines of the Examination Branch, University of Delhi, from time to time.

S. No.	Assessment Task	Marks	Total Marks
CA	Appreciation and creation of any one artwork. Painting (A-3 or A-4 size) (on paper or cloth)	5	20
	Creation of any two-collage work using different medium and techniques (at least one paper collage)	15	
End-Term Project/Practical	<ul style="list-style-type: none"><li>• Creation of paper sculpture compositions using 3D technique.</li><li>• Creation of self-portrait/calligraphy/poster.</li><li>• Creation of an artwork on self-portrait collage.</li><li>• Designing and setting up of an exhibition</li></ul>	40	40
Viva-Voce		20	20
Total		80	

### 5.3.6 References

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### 5.3.7 Resources

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- Easel Stories. (2018, Sep 18). G. Subramanian: Collage artist [Video]. You Tube <https://www.youtube.com/watch?v=ioRRi9R46a0>
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[https://www.youtube.com/watch?v=4u\\_G0G6Jog4](https://www.youtube.com/watch?v=4u_G0G6Jog4)

- Marcpaperscissor. (2016, Feb 28). Marc Paper Scissor: Cut collage Artist [Video]. You Tube.  
<https://www.youtube.com/watch?v=WgRZlWl-Oh0>
- Prairie Public. (2016, March 31). Amber Fletschock: Collage artist [Video]. You Tube.  
<https://www.youtube.com/watch?v=aa7p1vYqUc4>
- Planning templates for exhibition.
- Handouts out on Collage techniques and artist examples Works of Deborah Roberts, William Kentridge, Wangechi Mutu, etc.

  
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Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite
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Arts (Performing and Visual) and Creative Expressions  AE & VAC: 5.3	2	-	-	2	Class XII	Nil

**Option 2 – Theatre in Education**

**5.3.1 About the Course and Learning Objectives**

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 the 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 appreciating cultural productions.

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

Therefore, students who aim to be educational practitioners will need to bring an element of art to the 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.

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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 emphasized 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, developing teaching-learning material, and producing content of other subject areas wherever possible.

### *Theatre and Drama in Education*

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, it is expected that the students will be able to:

- develop and foster the aesthetic sense and temperament in life;
- articulate the importance of aesthetics and art in education;
- demonstrate their familiarity with and appreciation of theatre and drama;

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- demonstrate basic theatre tools of improvisation, ideation, and the process of creating the thematic presentation;
- explain different theatrical pedagogies;
- create a short performance with educational possibilities;
- design a framework for the integration of theatre and drama in their respective subjects.

### **UNIT – I: Importance of Aesthetics and Art Education (1 Week)**

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. Exposing students to these approaches will lead to rich discussions on the role of theatre in pedagogy and practice.

Students will learn from the practices and approaches of theatre groups like Budhan Theatre which works with denotified tribes, and Manalmagudi which works closely with physical and nonverbal theatre and Jana Sanskriti Centre for Theatre established in 1985.

- The Value of Art Itself and its Use in Education.
- Identifying and Developing Aesthetic Sense Using Examples of Theatre/Drama.
- Introduction to Theatre in Education and Drama in Education.
- Use of Theatre/Drama in Social Movements.

### **UNIT – II: Introduction to Theatre, and Beginning with the Body (2 Weeks)**

There will be several games, exercises, and drama conventions that will familiarize them with certain basics of movement, voice, and acting and thereby create improvisations and images in a given context to increase teachers' own self-awareness, awareness of the classroom environment and sensitivity towards the learner which helps them to break the stereotypical image of conventional teacher and converting into a progressive facilitator.

- Principles and Awareness on How to Use Body and Voice in a Given Space and Time.
- Exploring Different Roles, Characters, and Relationships to Identify and Portray Human Values, Attitudes, Intentions and Actions in Different Situations and Contexts.

### **UNIT – III: Arriving at a Script (4 Weeks)**

Students will learn from everyday experiences of memory, sound and visuals, without a written text or spoken word. They will use the skills of improvisation they learned in Unit 2 to explore, ideate, create, and finally arrive at a script. Students will be encouraged to use their perspectives on themes around the education system or curricular areas, in converting the text into a script.

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Creating the connection between the text and the learner (emotional and experiential) they need to understand different theatrical pedagogies as mentioned above which they can use directly in their classroom environment at the same time they have to explore and create sessions around suggested pedagogical tools to enquire and understand their curricular themes.

- Introduction to Different Games, Exercises and Conventions of Theatre and Drama.
- Building Skills for Script Development and Adapting/Devising a Script around Curricular Themes.
- Understanding Different Theatrical Pedagogies Such as Process Drama, Curriculum Drama, Mantle of Expert, Teacher in Role Etc.

#### **UNIT – IV: Developing and Performing the Script (8 Weeks)**

This unit enables them to use drama methods such as mantle of expert, process drama, Teacher in role and curriculum drama etc. and it facilitates their understanding of creating lesson plans for their respective subjects. The students will develop and design a session of learning content as a module which will be based on the process of drama and theatre technique.

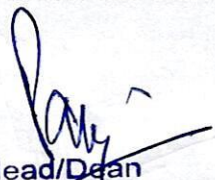
Those who would choose to create a Theatre script based on their subject or interdisciplinary areas will engage in the making of a play. Apart from using their bodies to play characters, the students will also have to think about design and other aesthetic elements like sets, props, costumes, lights, music and sounds they want to use in the performance. Students will present the final text on stage.

- Developing and Designing Lesson Plans Using Drama Pedagogies for Their Respective Subjects and Developing and Designing Theatre Scripts on Their Respective Subjects or Interdisciplinary Areas.
- Creating a Session of Learning Content as a Module which will be based on the Process of Drama and Theatre Technique.
- Presentation of Drama Lesson Plans (Drama Programme), Reflection and Addressing Challenges and Possibilities

#### **5.3.3 Pedagogy**

Each unit has an overview of the classroom processes involved therein. Overall it is recommended that the pedagogy will be basically hands-on training. More emphasis is given to experiential learning. The students will learn through experience and by doing, they learn about theatre/ drama and its connection to education. The process takes them through different forms of theatre /drama methodologies like the mantle of expert, process drama, Teacher in role and curriculum drama etc,

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Storytelling ( different Folklore), Folk theatre ( Kathakali, Chhau, Bhavai, Yakshagaana, Jatra and Nautanki etc)

### 5.3.4 Suggestive Mode of Assessment

Assessment Tasks		
	Task	Marks
Cumulative Assessment CA	Critical Review of theatre forms/ theatre literature	5
	Demonstration of theatrical pieces based on their movement and speech./ verbal and non-verbal performance	15
End-Term Project/Practical	<ul style="list-style-type: none"> <li>Group improvisation based on any theme/content</li> <li>Planning of their Script and Performance.</li> </ul>	40
Viva-Voce		20
Total		80

### 5.3.5 Suggestive Reading Materials

- Anderson, M. (2012). *A Master Class & Drama Education: Transforming Teaching and Learning*. Continuum International Publishing group. ISBN: 978-1-4411-6700-2
- Boal, A. (2002). *Games for Actors and Non-actors* (2nd ed.). Routledge. ISBN: 0-203-99481-7
- Farmer, D. (2007). *Drama in 101 Games & Activities* (2nd ed.). Lulu. ISBN: 978-1-84753-841-3
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- Morgan, N., & Saxton, J. (1987). *Teaching Drama: A Mind of Many Wonders*. Cheltenham. Stanley Thornes. ISBN:0748702431
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**AE & VAC: 5.4.I: Understanding India Part I  
(Indian Ethos and Knowledge Systems)**

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Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite
		Lecture	Tutorial	Practical/Practice		
Understanding India (Indian Ethos and Knowledge Systems) AE & VAC: 5.4.I	2	-	-	2	Class XII	Nil

**5.4.1 About the Course and Learning Objectives**

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 inward, 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 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**

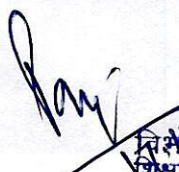
After the completion of the course, it is expected that the students will be able to:

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills to multidisciplinary themes, and appreciate the diverse belief systems and knowledge traditions in India.
- discuss the formation and evolution of knowledge of India through a multidisciplinary lens.

**UNIT - I**

**Introduction to the Knowledge of India (2 Weeks)**

- Definition & Scope; Relevance of this Knowledge.
- Need to revisit our Ancient Knowledge, Traditions, and Culture.

  
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## UNIT - II

### Culture - Art and Literature (4 Weeks)

- Fine Arts (Traditional Art Forms, Contemporary Arts, Arts and Spirituality, Arts and Identity, and Art and Globalization);
- Performing Arts (Indian Dance Systems, Traditional Indian Pieces of Music, Visual Arts, Folk Arts, etc.,).
- Literature (Sanskrit Literature, Religious Literature, Indian Poetry, Folk Literature, Indian Fiction, Sangam Literature, Kannada, Malayalam Literature, Bengali Literature, etc.

## UNIT - III

### Polity, Law and Economy (5 Weeks)

- Kingship & Types of Government (Oligarchies, Republics); Local Administration (Village Administration);
- Basis of Law: Dharma & its sources; Criminal Justice: Police, and Punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a Tradition-Driven Equitable and Just Polity and Law System.
- 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);
- Internal & External Trade and Commerce, including Trade Routes, Indo-Roman Contacts, and Maritime Trade of South India; Temple Economy.
- Land Ownership - Land Grants & Property Rights, Land Revenue Systems.
- Understanding Arthashastra: Ideas & Criticism; Locating Relevance of Ancient Indian Economic Thought in Modern-Day Indian Economy.
- Understanding Economy, Polity and Law in Contemporary India

## UNIT - IV


### Environment & Health (4 Weeks)

- Understanding Equilibrium between Society & Environment: Society's Perceptions of Natural Resources like Forests, Land, Water, and Animals.
- Sustainable Architecture & Urban Planning; Solving Today's Environmental Challenges (Best Practices from Indigenous Knowledge, Tribes and Community-Led Efforts, etc.).
- India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other Schools of Thought; Lessons from Sushruta Samhita and Charaka Samhita;
- 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 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

  
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tutorials; interactions with family members, elders, neighbours, and other members of society about the evolution of local systems and economy etc.

#### 5.4.4 Mode of Transaction

The entire syllabus is based on practical exercises. Classroom interactions 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. Also, it 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; discussion 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 Mode of Assessment

The approaches to learning assessment will include:

- 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.

The examination scheme and mode shall modify and/or evolve as per the guidelines of the Examination Branch, University of Delhi, from time to time.

Assessment Component	Total Marks
Cumulative Assessment (CA)	20
End-Term Project/ Activity Bank	40
Viva-Voce	20
Total	80

#### 5.4.6 Suggestive Readings Material

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

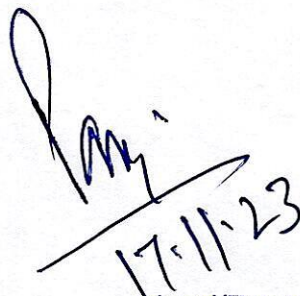
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**AE & VAC: 5.4.II: Understanding India Part II**  
**(Indian Ethos and Knowledge Systems)**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite
		Lecture	Tutorial	Practical/Practice		
Understanding India (Indian Ethos and Knowledge Systems) AE & VAC: 5.4.II	2	-	-	2	Class XII	Nil

**5.4.1 About the Course and Learning Objectives**

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 inward, 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 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, it is expected that the 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 to multidisciplinary themes, and appreciate the diverse belief systems and knowledge traditions in India.
- discuss the formation and evolution of knowledge of India through a multidisciplinary lens.

**UNIT - I**

**Philosophy, Ethics & Values: Schools of Philosophy (4 Week)**

- A. Vaisheshika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.

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- 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 - II

### Culture- Lifestyle (4 Weeks)

- A. Food (regional cuisines, Ayurvedic Diet, Food and Festival, Food, 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 - III

### Science & Technology (4 Weeks)

- A. Arithmetic and logic.
- B. Natural Sciences: Mathematics, 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 - IV

### Linguistic Traditions (3 Weeks)

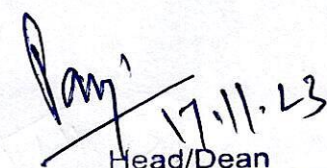
- A. History of Linguistics in India (Conceptualizing Ancient Indian Linguistics, Oral Traditions, etc.).
- B. Language as Culture: Evolution of Languages over the years & Language as Building Blocks to different Cultures and Society
- C. Language: Identity, Culture, and History.

### 5.4.3 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, neighbours, and other members of society about the evolution of local systems and economy etc.

### 5.4.4 Mode of Transaction

  
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The entire syllabus is based on practical exercises. Classroom interactions 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. Also, it 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; discussion 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 Mode of Assessment

The approaches to learning assessment will include:

- 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.
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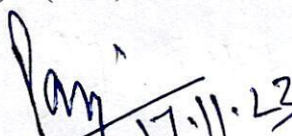
The examination scheme and mode shall modify and/or evolve as per the guidelines of the Examination Branch, University of Delhi, from time to time.

Assessment Component	Total Marks
Cumulative Assessment (CA)	20
End-Term Project/ Activity Bank	40
Viva-Voce	20
Total	80

#### 5.4.6 Suggestive Readings Material

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

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**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite
		Lecture	Tutorial	Practical/Practice		
Teacher and Society AE & VAC: 5.5	2	-	-	2	Class XII	Nil

**5.5.1 About the Course and Learning Objectives**

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 society based on 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, and 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 in 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 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. The course also explores the relationship of the teacher with education development, community, and society.

**5.5.2 Learning Outcomes**

After completion of the course, it is expected that the student teachers will be able to:

- examine the relationship between teacher beliefs, values, character, social and cultural context, and teaching critically,
- conceptualize teacher agency, its individual, contextual, and structural dimensions, and how it gets impacted and in turn shapes education.

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- explain the teacher's roles and characteristics; the personal and professional self; the reflective practitioner, and their significant role in shaping self, school, and society,
- demonstrate a critical understanding of the Pedagogy of Ethic of Care in Teacher Education.
- reflect on Individual and collective pedagogical practices so as to improve learning and teaching,

**UNIT – I: Understanding the Teacher: Exploring the Personal and Professional Being (5 Weeks)**

- A. Exploring the Social Context of Teacher: Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education.
- B. Teacher as a Professional: Qualifications, Attitude, Aptitude, Experience.
- C. The Reflective Practitioner: Nurturing the Professional Competencies through Collaborative and Collective Engagement with Self, Others, and the Social Context.

**UNIT – II: Nurturing the Teacher: A Dialogue Beyond the Curricular Goals, for Life and Posterity (5 Weeks)**

- A. Teaching: One profession many roles
- B. Holistic Teacher Development: Nurturing the Panchakoshas.
- C. Developing Pedagogy of Ethic of Care in Education
- D. Being a Critical Teacher: Role of Teacher in Shaping the Educational Policy, Practice, and Reforms

**UNIT – III: Understanding Teachers' Agency: Shaping Education Systems and Society (5 Weeks)**

- A. Teachers' Agency: Individual, Cultural and Structural Dimensions; Challenges and Issues: Performativity, Non-academic Engagements, Systemic Apathy, Policy and Practices.
- B. Teacher Discourses: Engaging in Critical Education, Dialogues on Power Relations associated with Gender, Ethnicity, Culture, Disability, Caste, Class, Poverty; the Reproduction of Disadvantage, and Realizing the True Human Potential.
- C. Being a Critical Teacher: Raising Debates around Rapid Technological Advancement and Impact on Individual, Family, and Social Life.
- D. Conceptualization of Teacher, Teaching, and Teacher Roles, 'Globalization' and the Reconstructed Nationalism Shaping the Socio-Political Milieu and Impact on the Social Psyche, Growing Materialistic Urge, Sensory Drives, and the Gradual Deterioration of the Individual and Societal Character.

**5.5.3 Practicum**

Following are the suggestive practicals and activities. The teachers may design more tasks based on classroom interactions and discussions.

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

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#### 5.5.4 Mode of Transaction

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

- Learners would also be exposed to case studies featuring teachers from a representative cross-section of Schools in India and critically analyze their exercise of agentic force in school improvement and the improvement of teaching practice.
- Situating themselves in the geo-political context, the learners will get to critically engage in some of the policy dialogues.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

#### 5.5.5 Mode of Assessment

The entire syllabus is based on practical exercises. Being a very thought-provoking course, the assessment would largely include critical thinking kind of assignments. The following are some exemplars.

- Write your current teaching philosophy based on your beliefs and values.
- 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.
- Critical Reflections on popular debates around power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, and others
- These are just prototypes and institutes may choose either of these or think of other innovative assignments that would inculcate in future teachers a sense of belonging to society.

The examination scheme and mode shall modify and/or evolve as per the guidelines of the Examination Branch, University of Delhi, from time to time.

Assessment Component	Total Marks
Cumulative Assessment (CA)	20
End-Term Project/ Activity Bank	40
Viva-Voce	20
Total	80

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### 5.5.6 Suggestive Reading Materials

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

- Ashton, K. (2021). Novice teacher agency in the multi-level language classroom. *Language, Culture and Curriculum*, 34(3), 242-256.
- Axline, M.A. (2018). *Dibs: In Search of Self*. Lexington, Massachusetts: Plunkett Lake Press
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- Boy, A. V., & Pine, G. J. (1971). *Expanding the self: Personal Growth for Teachers*. Dubuque, Iowa, W. C. Brown Co.
- Bridwell-Mitchell, E. N. (2015). Theorizing teacher agency and reform: How institutionalized instructional practices change and persist. *Sociology of Education*, 88(2), 140-159. <https://doi.org/10.1177/0038040715575559>
- De Ruyter, D. J., & Jos Koele J. (2010). Our teachers want to be the best: On the necessity of intra professional reflection about moral ideals of teaching. *Teachers and Teaching*, 16(2), 207–218, <https://doi.org/10.1080/13540600903478474>
- Dhanraj, S. (2023). In search of compassionate teachers. *Economic and Political Weekly*, Vol. 58, No. 40
- Kolarić, A., & Taczyńska, K. (2022). Pedagogy of care: Building a teaching and learning community. *Slavia Meridionalis*, 22, Article 2890.
- Kumar, S. (2021). *Reflective practices and professional development in teaching*. Shipra Publication.
- Kumar, S. (2023, January). Reconceptualizing teacher education from an emancipatory perspective. *Journal of Educational Planning and Administration*. 37(1), 31-45.
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- Motta, S. C., & Bennett, A. (2018). Pedagogies of care, care-full epistemological practice and ‘other’ caring subjectivities in enabling education. *Teaching in Higher Education*, 23(5), 631–646. <https://doi.org/10.1080/13562517.2018.1465911>
- National Council for Teacher Education (2022). *National professional standards for teachers*.
- Owens, L. M., & Ennis, C. D. (2005). The ethic of care in teaching: An overview of supportive literature. *National Association for Kinesiology and Physical Education in Higher Education*, 57, 392- 425.
- Priestley, M., Edwards, R., Miller, K., & Priestley, A. (2012). Teacher agency in curriculum making: Agents of change and spaces for manoeuvre. *Curriculum Inquiry*, 43, 191–214.

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- Rajan, K. M. (1997, January-March). Teachers' role in three organizational models. *New Frontiers in Education*, 27(1), 63-68.
- Rajput, J. S. (1997, January-March). Role of the teacher in 21st century. *New Frontiers in Education*, 27(1), 69-71.
- Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Sharma, G. (2019). Policy and Regulatory Changes in Teacher Education in India: Concerns, Debates and Contestations. *Economic and Political Weekly (Engage)*, Vol. 54, Issue No. 9, 02 Mar, 2019.
- Smyth, J. (1987). Teachers as intellectuals in a critical pedagogy of teaching. *Education and Society*, 5, 11- 28
- Sunny, Y. (2011). The Teacher, Society and the Modern School. *Economic and Political Weekly*, Vol. 46, No. 17
- Tetsuko Kuroyanagi; Dorothy Britton (1996). *Totto-Chan : The Little Girl At The Window*. Tokyo: Kodansha International
- Wright, Tony (1987). *Roles of teachers and learners*. Oxford University Press.



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