

1st Semester

EVOLUTION OF INDIAN EDUCATION

Course Code: IEDMJC101

Course Credit: 04

Theory: 70

Practicum: 30

COURSE OUTCOMES

After completion of this course, the prospective teachers will attain the ability to:

CO1: Explain the historical development of education from traditional to modern times in India
(L2: Understand)

CO2: Analyse the influence of social, political, cultural, and economic factors on the evolution of educational system (L4: Analyse)

CO3: Evaluate major education commissions, policies and reforms (L5: Evaluate)

CO4: Explain the contribution of Indian philosophers and their impact on current practices
(L2: Understand)

UNIT I: Ancient Indian Education: Vedic Period

- Vision, objectives and salient features of Vedic Education System
- Teaching and Learning Process
- Development of educational institutions: Finances and Management
- Famous Educational institutions and Guru-Shishya parampara

UNIT II: Ancient Indian Education: Buddhist and Jain Period

- Vision, objectives and salient features of Buddhist and Jain Education System, sangam
- Teaching and Learning Process
- Finance and Management of Educational Institutions
- Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia

UNIT III: Post-Gupta Period to Colonial Period

- Vision, objectives, brief historical development perspective as well as salient features of Education in India
- Teaching and Learning Process; home education, patshala, gurukuls
- Finance and Management of educational institutions: Critical analysis of the Role of dynasties with reference to educational Institution

UNIT IV: Modern Indian Education

- Colonial Education in India; Woods Despatch, Macaulay Minutes and Westernization of Indian Education
- Shiksha ka Bhartiyakaran (Indigenous Interventions in Education); 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.
- 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 with special reference to Kothari, NEP 1968, NPE 1986, Plan of Action 1992
- UEE, SSA, RTE Act 2009: Overview and impact.
- NEP 2020: vision and implementation for a vibrant India.

Practicum

- Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
- Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
- Compare vision, objectives, and salient features of education during different periods.
- 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 the form of a report.
- 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.
- Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
- Visit to places of educational significance and value centers and develop a project report.
- 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.

Suggestive Readings

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LANGUAGE 1 (HINDI)

Course Code: IEDAEC101

Course Credit: 04

Theory: 70

Practicum: 30

पाठ्यक्रम प्रतिफल

इस पाठ्यक्रम के पश्चात छात्र-शिक्षक सक्षम होंगे कि वे:

CO1: हिन्दी भाषा, समाज-संस्कृति और संप्रेषण के सम्बन्धों का उदाहरणों सहित विश्लेषण कर सकें।

(L4: विश्लेषण)

CO2: हिन्दी के ध्वनि-तत्त्वों, रूपिम संरचना (मूल रूप, उपरूप), शब्द-निर्माण तथा वाक्य-विन्यास के प्रमुख घटकों को पाठ-उदाहरणों में पहचान कर सकें। (L3: उपयोग)

CO3: श्रवण, वाचन, पठन और लेखन आधारित गतिविधियों के माध्यम से सुव्यवस्थित मौखिक तथा लिखित अभिव्यक्ति प्रस्तुत कर सकें। (L2: बोध)

CO4: पाठ, संवाद और लिखित सामग्री की तार्किकता, औचित्य और स्पष्टता के आधार पर आलोचनात्मक मूल्यांकन करके सुधार-सुझाव दे सकें। (L5: मूल्यांकन)

अन्विति – I: भाषा, संप्रेषण और संज्ञान

- भाषा: परिभाषा, विशेषताएँ, कार्य; भाषा संप्रेषण का साधन तथा संज्ञान का माध्यम
- भाषा, संस्कृति और समाज: भाषा भिन्नता; भाषा बनाम बोली; संवैधानिक परिप्रेक्ष्य में भाषाएँ; भाषा-नीति, भाषा-योजना, भाषा-मानकीकरण; भारत में द्विभाषिक/बहुभाषिकता
- संप्रेषण की प्रकृति व प्रक्रिया: सिद्धान्त; प्रकार—औपचारिक/अनौपचारिक, लिखित/मौखिक, वाचिक/अवाचिक; संप्रेषण की बाधाएँ; प्रभावी संप्रेषण की विशेषताएँ एवं कारक; नई तकनीकें

अन्विति – II: हिन्दी भाषा – घटक, संरचना और कार्य

- ध्वनि-विज्ञान (Phonetics/Phonology) एवं लिपि-बोध: हिन्दी ध्वनियाँ और वर्ण: स्वर-व्यंजन, उच्चारण-स्थान व उच्चारण-प्रयत्न के आधार पर ध्वनियों का वर्गीकरण; वर्णमाला/लिपि: देवनागरी के गुण, मात्रा-चिह्न, संयुक्ताक्षर, नुक्ता; ध्वनि-लिपि सम्बन्ध; अधिखण्डीय तत्त्व (Suprasegmentals): बलाघात/ज़ोर, स्वर-ऊँचाई, आरोह-अवरोह (वाक्य की धुन), ठहराव/खंड (कहाँ रुकना है), और लय (बोलने की गति)
- रूप-विज्ञान (Morphology) एवं शब्द-निर्माण: रूपिम (मॉर्फिम)की पहचान: मूल रूप, उपरूप, प्रत्यात्मक/परिवर्ती रूप; शब्द-निर्माण प्रक्रियाएँ: उपसर्ग-प्रत्यय से निर्माण, समास-आधारित निर्माण, द्विविभक्ति/युग्म शब्द, संधि (स्वर/व्यंजन) के आधार पर रूप-परिवर्तन का व्यावहारिक बोध; शब्दावली/कोश-क्षेत्र: तत्सम, तद्भव, देशज, विदेशी शब्द; पर्याय-विलोम; सन्दर्भानुसार शब्द-चयन; नये शब्द गढ़ना: समसामयिक जरूरतों के अनुसार शब्द-निर्मिति, प्रचलन और मानकीकरण की समझ; भाषिक क्रिया जैसे अनुरोध, आदेश, वचन, क्षमा, आशीर्वाद, शिकायत आदि—कक्षा/समाज में प्रयोजनात्मक प्रयोग

- वाक्य-विन्यास (Syntax) एवं वाक्य-भेद: पद-परिचय/शब्द-भेद (Parts of Speech): संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रियाविशेषण, सम्बन्धबोधक, समुच्चयबोधक, विस्मयादिबोधक; वाक्य-प्रकार: सरल वाक्य, संयुक्त वाक्य, मिश्र वाक्य, वाक्य-रचना में कर्ता-कर्म-क्रिया, पुरुष/वचन/लिंग का सामंजस्य; कक्षा-भाषा में शुद्ध व स्पष्ट वाक्य-रचना
- अर्थ-विज्ञान (Semantics) एवं प्रयोजन-विज्ञान (Pragmatics): अर्थ: शब्दार्थ, वाक्यार्थ, बहुअर्थकता, समानार्थकता, निहितार्थ; प्रसंग: संदर्भानुसार अर्थ-परिवर्तन, संकेतार्थ

अन्विति – III: श्रवण और वाचन कौशल

- श्रवण और सुनना; श्रवण के उप-कौशल; अच्छे श्रोता का व्यवहार; श्रवण-रणनीतियाँ
- श्रवण-बोध: पाठ्यक्रम-अनुरूप श्रवण, रिकॉर्डेड भाषण/पाठ; उच्चारण/लहजे की विविधता की समझ; नोट-निर्माण
- सीखने के लिए बोलना और बोलना सीखना; संस्कृति का प्रभाव; कथन-कौशल, देह-भाषा, स्वर-नियंत्रण, उच्चारण
- गतिविधियाँ: स्थितिजन्य वार्तालाप, रोल-प्ले; भाषण, वाद-विवाद, चर्चा, कहानी-कथन, उदाहरण/दृष्टान्त

अन्विति- IV: आलोचनात्मक चिंतन और अकादमिक लेखन

- आलोचनात्मक चिंतन की क्षमताओं का विकास; आलोचनात्मक व्याख्या, प्रश्न करना तथा अपनी मान्यताओं और मूल्यों को चुनौती देना; विचार विकसित करना और तर्क का मूल्यांकन करना
- किसी समस्या का अवलोकन करना, समस्या का वर्णन करना, समस्या-निर्धारण करना, तुलना करना तथा समस्या का मूल्यांकन करना
- अकादमिक लेखन के घटक; अकादमिक भाषा का विकास; अकादमिक लेखन-कौशल विकसित करने हेतु गतिविधियाँ
- आलोचनात्मक, विश्लेषणात्मक और व्याख्यात्मक चिंतन-कौशलों का विकास

प्रायोगिक कार्य

- आप दैनिक जीवन में जो पढ़ते हैं, उसका अर्थ-ग्रहण कैसे करते हैं और चिंतन/प्रतिबिंब कैसे बनाते हैं—एक रिपोर्ट तैयार करें।
- किसी रिकॉर्डेड वीडियो में दिये गये स्वर, उच्चारण और उच्चारण-शुद्धता का विश्लेषण तथा अभ्यास करें और रिपोर्ट लिखें।
- किसी समस्या का अवलोकन करें, उसका वर्णन करें, समस्या-निर्धारण करें तथा उसका मूल्यांकन प्रस्तुत करें।

संदर्भ पुस्तक

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ART EDUCATION (PERFORMING AND VISUAL) COLLAGE-MAKING

Course Code: IEDAEC102
Course Credit: 02

Theory: 35
Practicum: 15

COURSE OUTCOMES

After completion of this course, the prospective teachers will attain the ability to:

CO1: Articulate the importance and the role of aesthetics and art in education. (L2: Understand)

CO2: Apply collage techniques by producing 2D and 3D compositions using diverse Materials. (L3: Apply)

CO3: Create an expressive self-portrait collage, supported by preparatory sketches, ideation sheets, and a finished artwork. (L6: Create)

CO4: Plan and present an art exhibition, layouts, artwork displays, and reflective reports on the process. (L6: Create)

UNIT I: Understand the Importance of Aesthetics and Art in Education

Students will collectively view and engage in a series of artworks closely, share and analyze their observations, and draw their own understanding of the artwork.

- A. Introduction to Art and Aesthetics.
- B. Visual Thinking Strategy (VTS) Activity.
- C. Learning Art Forms (Tikuli, Madhubani, Patna Kalam, Tribal Art and others) - Any one.
- D. Art as Self-Expression and its Application in Education.

UNIT II: Exploring paper collage and its techniques

Students will view and discuss examples of collage artworks and analyze effective ways of using the medium of collage in educational and other settings.

- Introduction to Collage and its Medium (Newspaper, Fabric, Ribbon, Coins, Feathers and others).
- Manipulating Paper in Different Ways and Creating 2-D Composition of Paper Collage.
- 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

- Students will independently and collaboratively engage in art making activities and use paper for 2D explorations and add more interest to their unique 3D explorations.
- Making Paper Stand and Create Paper Sculpture Using 3-D Techniques (Like Paper - Cutting, Paper Folding, Clay, Paper- Mache).
- Engaging in Close Observation Sketching and Drawing Activity (Self- Portrait, Poster, Calligraphy). Expressive Self- Portrait Drawing and Collage

UNIT-IV: Designing and setting up an Exhibition

- Designing, Planning and Setting Up an Art Exhibition.

Practicum

- Observe selected artworks and participate in a guided Visual Thinking Strategy (VTS) discussion and submit a brief reflection on art in learning.
- Explore any one traditional art form and create a small artwork with a short note on its classroom use.
- Experiment with different collage materials and paper-manipulation techniques and prepare a technique practice sheet.
- Design and create one theme-based two-dimensional paper collage.
- Create a small composition demonstrating visual texture, physical texture and pattern using collage techniques.
- Maintain an observation sketchbook with a minimum of eight to ten sketches related to self and facial expressions.
- Create one expressive self-portrait using drawing and collage to communicate personal identity and emotions.
- Produce one paper-based three-dimensional artwork using cutting, folding, papier-mâché and/or clay.
- Design one poster or calligraphy work on an educational theme for visual communication.
- Collaboratively prepare an exhibition plan including theme, layout and display sequence.
- Write an individual reflective report on learning through art and its application in classroom practice.

Suggested Readings

- मानव संसाधन विकास मंत्रालय. (2019). कला समेकित अधिगम. एनसीईआरटी. ISBN 978-93-5292-212-3
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- Art 21. (2009, Sep 26). Arturo Herrera: artist [Video]. You Tube. <https://www.youtube.com/watch?v=Oagx3NZ5HU>
- Easel Stories. (2018, Sep 18). G. Subramanian: Collage artist [Video]. You Tube <https://www.youtube.com/watch?v=ioRRi9R4680>
- JR. (2020, Feb 28). JR's Face to face project [Video]. You Tube

<https://www.youtube.com/watch?v=4u G0G6Jog4>

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

UNDERSTANDING INDIA - 1 (INDIAN ETHOS AND KNOWLEDGE SYSTEMS)

Course Code: IEDVAC101

Course Credit: 02

Theory: 35

Practicum: 15

COURSE OUTCOMES

After completion of this course, the prospective teachers will attain the ability to:

CO1: Explain the origin, meaning, scope, and relevance of the Indian Knowledge System and assess its importance in contemporary society. (L5: Evaluate)

CO2: Describe art, literature, and heritage and differentiate between classical and folk traditions. (L2: Understand)

CO3: Examine the structure of ancient Indian polity, law, and economy and relate their principles to modern governance and economic practices. (L3: Apply)

CO4: Evaluate indigenous approaches to environmental sustainability, health, and wellness (L5: Evaluate)

UNIT I: Introduction to the Knowledge of India

- Indian Knowledge System: Origin, Meaning, Scope and its Relevance
- Need to revisit our ancient knowledge, traditions, and culture.
- Initiatives to preserve and promote traditional knowledge

UNIT II: Culture - Art and Literature

- Classical and folk dance, vocal music in ancient and mediaeval times
- Painting, sculpture and architecture in ancient and mediaeval times
- Indian literature: A diverse and rich heritage

UNIT III: Polity Law and Economy

- Ancient Indian Government: Kingship, oligarchies, republics, and local administration.
- Law and Justice: Dharma, sources of law, and criminal justice.
- Economy: Urbanization, trade, commerce, and temple economy.
- Arthashastra: Ancient Indian economic thought and its relevance.
- Understanding economy, Polity and Law in contemporary India

UNIT IV: Environment & Health

- Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources
- Sustainable architecture & urban planning: Best practices from indigenous knowledge, 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: concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.

Practicum

- Prepare a short concept note explaining the origin, meaning, scope and contemporary relevance of the Indian Knowledge System.
- Write a reflective note on the need to revisit ancient Indian knowledge, traditions and cultural practices in present times.
- Prepare a brief report on national or community-based initiatives taken to preserve and promote traditional knowledge.
- Document and present any one classical or folk art form (dance, music, painting, sculpture or architecture) highlighting its cultural significance.
- Prepare a short review of any one genre or text of Indian literature to reflect its diversity and heritage.
- Develop a comparative chart on ancient Indian systems of governance, law and economy and relate them to contemporary India.
- Prepare a case-based note on trade, urbanization, temple economy or Arthashastra and its relevance in today's economic thought.
- Write an analytical note on the relationship between polity, law and economy in present-day India.
- Prepare a field-based or secondary-data report on indigenous practices promoting environmental balance and sustainable living.
- Document best practices of sustainable architecture or community-led environmental initiatives rooted in traditional knowledge.
- Prepare a brief illustrated report on Indian health traditions such as Ayurveda, Siddha, Unani or Yoga and their relevance today.
- Write a reflective note on ancient Indian perspectives of mental health, mind-body relationship and well-being.

Suggestive Readings

- धर्मपाल २०१० भारत की परंपरा, पुनर्धान ट्रस्ट
- मुखर्जी, राधा कुमुद २०२० (प्राचीन भारत) १३ वां संस्करण, राजकमल प्रकाशन
- योग स्वस्थ जीने का तरीका, 2018 एनसीईआरटी
- विद्यालंकार, स० २०१४ भारतीय संस्कृति का विकास. श्री सरस्वती सदन, रोहिणी
- शर्मा. रा. २०१५ भारतीय इतिहास एक पुनर्विचार हिंदी माध्यम कार्यान्वयन, दिल्ली विश्वविद्यालय
- सरकार. सु. २०१७ आधुनिक भारत राजकमल प्रकाशन
- Altekar, A.S. (2009). Education in Ancient India. New Delhi: Gyan Publishing House. (Originally published in 1944 by Osmania University Nand Kishore & Bros.
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- Mahadevan, B., Bhat, R.V. & Nagendra, P.R.N. (2021). Introduction to Indian knowledge system: Concepts and applications. PHI Learning Pvt. Ltd.
- Nehru, J (1946). The Discovery of India. UK:Meridian Books. Reprinted (2008) by Penguin.
- Sinha, A. (1998). Design of settlements in the vastu shastras. Journal of Cultural Geography, 17(2), 27-41
- Swami Suparnananda (2016). The Cultural Heritage of India (Vol. 2). The Rama

Krishna Mission Institute of Culture.

- Tachikawa, M. (1971). A sixth-century manual of Indian logic. A translation of the Nyayapravesa. *Journal of Indian Philosophy*, 1(2), 111-145.
- Tripathi, S. (2011). Ancient maritime trade of the eastern Indian littoral. *Current Science*, 100(7), 1076-1086.

2nd Semester

LANGUAGE 2 (ENGLISH)

Course Code: IEDAEC203

Course Credit: 04

Theory: 70

Practicum: 30

COURSE OUTCOMES

After completion of this course, the prospective teachers will attain the ability to:

CO1: Describe the process of language acquisition from mother tongue to other languages (L2: Understand)

CO2: Design learner-centred language learning activities for multilingual classrooms. (L6: Create)

CO3: Apply basic grammatical knowledge and communication skills (listening, speaking, reading and writing) for effective academic and classroom communication. (L3: Apply)

CO4: Explain the components of critical thinking and critical reading and their role in higher-order cognitive development. (L2: Understand)

UNIT I: Language, Society, and Learning

- 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.
- 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

- Arbitrariness in Language: Classification Sessions of Speech Sounds: Vowels, Consonants, and Others; Suprasegmental: Stress, Pitch, Tone, Intonation, and Juncture; Acoustic Phonetics.
- Word and Meaning: Parts of Speech, Grammatical Categories; Word Formation: Affixation, Compounding, Reduplication, Vocabulary Building.
- 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

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

UNIT IV: Critical Reading and Thinking Skills

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

Practicum

- Conduct a short field-based survey on bi-/multilingual practices in their surroundings and prepare a brief analytical report linking language, identity and power.
- Prepare a comparative chart on language and dialect features found in their local context and present it in class.
- Write a reflective note on their mother tongue and additional language learning experiences in relation to schooling.
- Record and analyse speech samples to identify vowels, consonants and suprasegmental features such as stress and intonation.
- Prepare a word-formation and vocabulary-building worksheet using affixation, compounding and reduplication.
- Analyse given texts to identify sentence types, grammatical categories and speech acts and submit a short report.
- Perform guided listening and pronunciation activities and maintain a brief listening and pronunciation practice log.
- Complete a reading comprehension task and prepare a short written summary and paraphrase of the given text.
- Deliver a short oral presentation and submit one structured written composition demonstrating effective writing skills.

Suggested Readings

- Agnihotri, R. K., & Khanna, A. L. (Eds.). (1994). *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi: Sage Publications.
- Annamalai, E. (2001). *Managing Multilingualism in India: Political and Linguistic Manifestations*. New Delhi/Thousand Oaks/London: Sage.
- Balasubramanian, T. (2015). *A Textbook of English Phonetics for Indian Students*. Delhi: Macmillan.
- Cook, V. (2016). *Second Language Learning and Language Teaching* (5th ed.). London: Routledge.
- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language* (2nd ed.). Cambridge: Cambridge University Press.
- Fromkin, Victoria, Rodman, Robert, & Hyams, Nina. (2018). *An Introduction to Language* (11th ed.). Boston, MA: Cengage Learning.
- Government of India, Ministry of Education. (2020). *National Education Policy 2020*. New Delhi: Ministry of Education, Government of India.
- Gupta, R. S., & Kapoor, Kapil (Eds.). (1991). *English in India: Issues and Problems*. Delhi: Academic Foundation.
- Kachru, Braj B. (1983). *The Indianization of English: The English Language in India*. Delhi: Oxford University Press.
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- Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics* (7th ed.). Boston, MA: Cengage Learning.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Lightbown, P. M., & Spada, N. (2021). *How Languages are Learned* (5th ed.). Oxford: Oxford University Press.
- National Council of Educational Research and Training. (2023). *National Curriculum Framework for School Education 2023*. New Delhi: NCERT.
- Paul, R., & Elder, L. (2019). *The Miniature Guide to Critical Thinking: Concepts and Tools* (8th ed.). Lanham, MD: Rowman & Littlefield.
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- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London: Longman.
- Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge: Cambridge University Press.
- Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Sethi, J., & Dhamija, P. V. (2006). *A Course in Phonetics and Spoken English* (2nd ed.). New Delhi: Prentice-Hall of India.
- Swales, John M., & Feak, Christine B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). Ann Arbor, MI: University of Michigan Press.
- Wardhaugh, R., & Fuller, J. M. (2021). *An Introduction to Sociolinguistics* (8th ed.). Hoboken, NJ: Wiley-Blackwell.
- Yule, G. (2020). *The Study of Language* (7th ed.). Cambridge: Cambridge University Press.
- Yule, George. (2020). *The Study of Language* (7th ed.). Cambridge: Cambridge

TEACHER AND SOCIETY

Course Code: IEDAEC204

Course Credit: 02

Theory: 35

Practicum: 15

COURSE OUTCOMES

After completion of this course, the prospective teachers will attain the ability to:

CO1: Explain the professional roles of teachers in terms of qualifications, attitude, aptitude and experience. (L2: Understand)

CO2: Apply reflective practices, collaborative approaches and care-based pedagogy in classroom and school contexts. (L3: Application)

CO3: Explain the personal, social, cultural and professional dimensions of a teacher, including holistic development, ethic of care and teacher agency. (L2: Understand)

CO4: Critically evaluate educational policies, practices and reforms in relation to equity, inclusion, professional ethics and social responsibility. (L5: Evaluate)

UNIT I: Understanding the Teacher: Exploring the Personal and Professional Teacher

- Exploring the Social Context of Teacher: Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education.
- Teacher as a Professional: Qualifications, Attitude, Aptitude, Experience.
- 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

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

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

- Teachers' Agency. Individual, Cultural and Structural Dimensions; Challenges and Issues: Performativity, Non-academic Engagements, Systemic Apathy, Policy and Practices.
- 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.
- Role of Teacher in shaping the educational policy, practice, and reforms

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

- Being a Critical Teacher, Raising Debates around Rapid Technological Advancement and Impact on Individual, Family, and Social Life.
- 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.

Practicum

- Take up a case study of any one teacher education Institution.
- Write a biography of any one of your favourite teachers/ Educationists.
- Prepare a reflective profile of themselves as teachers highlighting their beliefs, values, aspirations, identities and commitment to learning.
- Conduct an interview with a practicing teacher and prepare a brief report on professional qualifications, attitude, aptitude and experiences.
- Maintain a short reflective journal on their collaborative and self-learning experiences as emerging reflective practitioners.
- Prepare a role-based presentation on the multiple roles of teachers beyond classroom teaching.
- Design a short personal development plan integrating the concept of panchakoshas for holistic teacher development.
- Analyse a classroom or school-based situation and propose strategies using the pedagogy of care.
- Prepare a short position paper on the role of teachers in educational policy, reforms and professional decision-making.
- Document a case study on teacher agency highlighting individual, cultural and structural challenges faced in schools.
- Conduct a group discussion and submit a reflective note on power relations related to gender, caste, class, disability and culture in education.
- Prepare a brief analytical report on the role of teachers in addressing educational disadvantage and nurturing human potential.
- Write a critical reflection on the impact of technology on learners, families and society from a teacher's perspective.
- Prepare a concept note on the changing role of teachers in the context of globalization, nationalism and contemporary socio-political challenges.

Suggested Readings

- National Council for Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
- Government of India, Ministry of Education. (2020). *National Education Policy 2020*. New Delhi: Ministry of Education.
- National Council of Educational Research and Training. (2023). *National Curriculum Framework for School Education 2023*. New Delhi: NCERT.
- Kumar, K. (2005). *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. New Delhi: Sage Publications India.
- Kumar, K. (2010). *Culture, Democracy and Education: Essays on Indian Education*. New Delhi: Sage Publications India.
- Sadgopal, A. (2013). *India's National Education Policy 2020: A Critical Review* (selected essays/articles). New Delhi: (Various Indian publishers/journals; course compilation).

- Krishnamurti, J. (1953/2015). *Education and the Significance of Life*. Chennai: Krishnamurti Foundation India.
- Tagore, R. (1996). *Siksha* (selected writings on education). Kolkata: Visva-Bharati (or any standard collected edition).
- Gandhi, M. K. (1951/2012). *Basic Education* (Nai Talim: selected writings). Ahmedabad: Navajivan Publishing House.
- Radhakrishnan, S. (1953/2016). *Education and Society* (selected speeches/writings). New Delhi: (any standard collected edition).
- Aurobindo, S. (1972/2003). *A System of National Education* (and selected writings on education). Pondicherry: Sri Aurobindo Ashram Press.
- Swami Gambhirananda (Trans.). (1957/2013). *Taittiriya Upanishad* (for Panchakosha sections). Kolkata: Advaita Ashrama.
- Noddings, N. (2013). *Caring: A Relational Approach to Ethics and Moral Education* (2nd ed.). Berkeley, CA: University of California Press.
- Schon, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York, NY: Basic Books.
- Freire, P. (1970/2005). *Pedagogy of the Oppressed* (30th anniversary ed.). New York, NY: Continuum.

UNDERSTANDING INDIA - 2 (INDIAN ETHOS AND KNOWLEDGE SYSTEMS)

Course Code: IEDVAC202

Course Credit: 02

Theory: 35

Practicum: 15

COURSE OUTCOMES

After completion of this course, the prospective teachers will attain the ability to:

CO1: Apply ethical and spiritual principles of Indian knowledge traditions in personal life, professional conduct and social situations. (L3: Application)

CO2: Explain the basic ideas of Indian ethics, spirituality, culture, lifestyle, science, technology and linguistic traditions. (L2: Understand)

CO3: Propose practical strategies to develop well-being, self-leadership and social responsibility inspired by Indian knowledge systems. (L6: Create)

CO4: Examine the contribution of Indian traditions to science, technology, astronomy, linguistics and economic life. (L5: Evaluate)

UNIT I: Philosophy, Ethics & Values: Schools of Philosophy

- Vaishesika, Nyaya, Samkhya, Yoga, Mimamsa and Vedanta (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.
- Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).
- Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.
- Value of Indian Spirituality; Spirituality and Social Responsibility; Importance of Spirituality in current times.
- Using ethics in a technologically volatile world: leading an ethical and modern life.
- Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.)

UNIT II: Culture- Lifestyle

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

UNIT III: Science & Technology

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

UNIT IV: Linguistic Traditions

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

Practicum

- Prepare a comparative concept map of major Indian schools of philosophy (Vaishesika, Nyaya, Samkhya, Yoga, Mimansa, Vedanta, Jain, Buddhist and Charvak) highlighting key ideas and thinkers.
- Prepare a short analytical note comparing Advaita, Vishishtadvaita and Dvaita Vedanta in relation to human life and values.
- Analyse a real-life ethical or social dilemma (including self-leadership) and present ethical decision-making strategies for today's context.
- Write a reflective note on spirituality, social responsibility and practical Vedanta practices for personal well-being.
- Prepare a project on Indian lifestyle and culture through food, clothing and sports with reference to gender and globalization.
- Document any one traditional Indian sport, martial art or yogic lifestyle practice and explain its relevance for health and longevity.
- Prepare a brief illustrated report on Indian contributions to science, technology, mathematics, astronomy and metallurgy.
- Develop a short presentation on Indian notions of time and space and their relevance to contemporary scientific understanding.
- Prepare a case-based study showing the role of traditional technologies in agriculture, transport or economy.
- Prepare a timeline and short report on the history of linguistic traditions in India and the role of oral traditions.
- Write a reflective note on the relationship between language, identity, culture and history in contemporary Indian society.

Suggested Readings

- Dasgupt, Surendranath. (1991). *A History of Indian Philosophy* (Vols. I–V). Delhi: Motilal Banarsidass.
- Chatterjee, Satischandra, & Dutta, Dharendra Mohan. (2016). *An Introduction to Indian Philosophy* (8th ed.). New Delhi: University of Calcutta (Indian reprint/standard edition).
- Radhakrishnan, S(2008). *Indian Philosophy* (Vols. I–II). New Delhi: Oxford University Press.
- Matilal, Bimal Krishna. (2002). *The Character of Logic in India*. New Delhi: Munshiram Manoharlal.

- Bhattacharya, Ramkrishna. (2011). *Studies on the Cārvāka/Lokāyata*. London/New Delhi: Anthem Press.
- गम्भीरानन्द, स्वामी (अनु.). (2013). *तैत्तिरीय उपनिषद्* (भाष्य/टीका सहित मानक संस्करण). कोलकाता: अद्वैत आश्रम.
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- रामानुजाचार्य. (2011). *श्रीभाष्य* (ब्रह्मसूत्र पर; चयनित/मानक संस्करण). चेन्नै/वाराणसी: (कोई मानक संस्करण).
- Madhvacharya. (1994). *Brahma-Sūtra Bhāṣya* (standard English/critical edition or translation). Delhi: Motilal Banarsidass.
- व्यास. (2016). *पतञ्जलि योगसूत्र* (भाष्य/टीका सहित). गोरखपुर: गीताप्रेस.
- Dharmapāla, B. (Ed./Trans.). (1995). *Dhammapada* (English translation with notes). Colombo/Delhi: (standard edition).
- Goyal, S. R. (1987). *Jainism in Ancient India: Its Origin, Development and Spread*. Delhi: Munshiram Manoharlal.
- Achaya, K. T. (1994). *Indian Food: A Historical Companion*. Delhi: Oxford University Press.
- Srinivasan, Sharada, & Ranganathan, Srinivas. (2004). *India's Legendary Wootz Steel: An Advanced Material of the Ancient World*. Bangalore: National Institute of Advanced Studies (NIAS).
- Cardona, George. (1997). *Pāṇini: His Work and Its Traditions* (Vol. I). Delhi: Motilal Banarsidass.