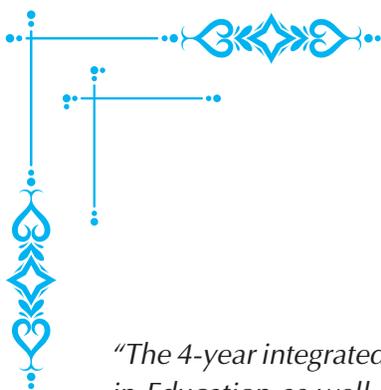




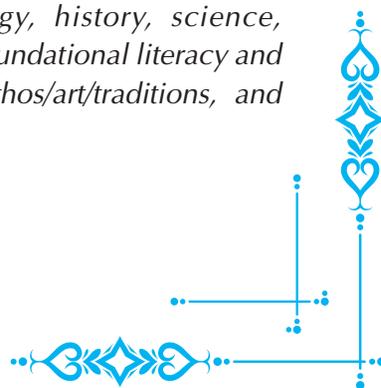
CURRICULUM FRAMEWORK

INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)



[Para 15.5, NEP 2020]

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





शैक्षिक प्रणाली का उद्देश्य ऐसे अच्छे इंसानों का विकास करना है जो तर्कसंगत विचार और कार्य करने में सक्षम हों, जिनमें करुणा और सहानुभूति, साहस और लचीलापन, वैज्ञानिक चिंतन और रचनात्मक कल्पनाशक्ति, नैतिक मूल्य और आधार हों। इसका उद्देश्य ऐसे रचनाशील लोगों को तैयार करना है जो भारतीय संविधान द्वारा परिकल्पित 'समावेशी और बहुलतावादी' समाज के निर्माण में उत्कृष्ट पद्धति से योगदान कर सकें। (राष्ट्रीय शिक्षा नीति, २०२०)

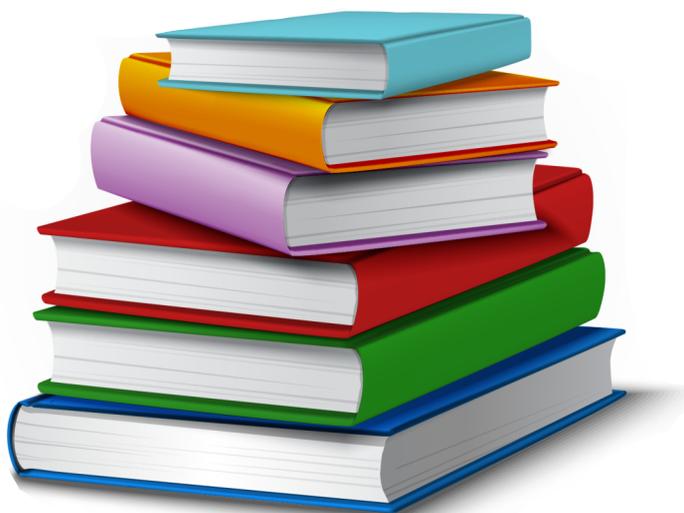
“The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution” [NEP 2020].



TABLE OF CONTENTS

S.No.	Content	Page No.
1.0	Main Features of ITEP	5
1.1	Key Design Elements of ITEP_____	5
	Broad Structure of ITEP_____	5
	Stage Specific Specialisation_____	6
	Multiple Entry and Exit, and Re-entry Options_____	9
	Nomenclature of Degree Awarded_____	9
	Eligibility/Entry Requirements_____	9
	Vertical Mobility Opportunities_____	6
	Institutions Eligible to Offer ITEP_____	10
	Network of Schools for Practice_____	10
	Semester System_____	10
	Credit-hours for Courses of Study_____	10
	Choice of Stage Specific Specialisation and Major/Minor Areas of Study_____	10
1.2	Curricular and Pedagogical Principles Guiding ITEP_____	11
	Outcomes-based Approach of ITEP_____	13
	Attributes of Graduates in ITEP_____	13
1.3	Curricular Thrusts_____	20
2.0	Curricular Structure of Integrated Teacher Education Programme (ITEP)	22
2.1	Curricular Components_____	24
2.1.1	Student Induction Programme_____	24
2.1.2	Foundations of Education_____	24
2.1.3	Disciplinary/Interdisciplinary Courses_____	29
2.1.4	Stage-Specific Content-Cum-Pedagogy_____	30
2.1.5	Ability Enhancement and Value-Added Courses_____	35
2.1.6	School Experience_____	38
2.1.7	Community Engagement and Service_____	47

3.0 Approach to Curriculum Transaction	48
4.0 Approach to Assessment and Evaluation	48
Suggested Grading System: Letter Grades and Grade Points	50



CURRICULUM FRAMEWORK

FOUR-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

The National Education Policy 2020 highlights, “Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy” [Para 15.1, NEP 2020].

Four-Year Integrated Teacher Education Programme (ITEP): “Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities” [Para 5.22, NEP 2020]. “

“The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for schoolteachers. The 4-year integrated B.Ed. will be a dual-major holistic bachelor’s degree, in Education as well as a specialised subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more” [Para 15.5, NEP 2020].

1.0 MAIN FEATURES OF ITEP

The four-year Integrated Teacher Education Programme (ITEP) envisions the creation of passionate, motivated, qualified, professionally trained, and well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at different stages of school education. The ITEP seeks to ensure that the prospective teachers are given the highest quality education in content, pedagogy, values, and practice.

1.1 Key Design Elements of ITEP

Broad Structure of ITEP: The ITEP is of four years duration across eight semesters of study. It is a dual-major bachelor’s degree programme, with one major in Education and the other in a disciplinary/interdisciplinary branch of knowledge. In addition, the programme seeks to develop among student-teachers an ethic of social engagement, and capacities such as problem solving, critical thinking, creative thinking, communication skills, ethical and moral reasoning etc. that are necessary for preparing competent teachers.

Stage Specific Specialisation: The reconfiguration of the curricular and pedagogical structure of school education involving a 5 + 3 + 3 + 4 design as recommended by NEP 2020 makes it imperative that the ITEP makes available accomplished teachers with the knowledge, capacities, and values and dispositions required for developing and improving the practice of teaching at a particular Stage of school education, i.e. Foundational Stage or Preparatory Stage or Middle Stage or Secondary Stage. The ITEP seeks to create a pool of competent teachers capable of designing developmentally appropriate teaching-learning-assessment practices that are responsive to the learning needs and interests of children at different stages of their development.

Each student-teacher shall specialise in one of the following Stages of school education which will qualify them to become a teacher for that Stage.

i) ITEP with Foundational Stage Specialisation will qualify student-teachers for teaching children of age 3-8 years, three years in Anganwadi centres or Balvatikas or other preschools, and in Grades 1 & 2 in schools. The Foundational Stage involves five years of flexible, multi-level, play/activity-based, and inquiry-based learning designed to enable children in the Foundational Stage-age group to attain optimal outcomes in the domains that are closely linked to the growth and developmental of the child - physical development, socio-emotional-ethical development, cognitive development, aesthetic and cultural development, development of foundational capacities in literacy and numeracy, and development of positive learning habits. Textbooks are used only in Grade 1 & 2 and most of the learning takes place through the use of concrete materials – toys, puzzles, manipulatives etc. Learning experience organised through physical exploration of the classroom and outdoor space constitute an important component of the learning activities. Children's literature will constitute an important source of content for language and literacy development. The teaching-learning activities at the Foundational Stage are also expected to facilitate smooth transition from the home environment of the child to the formal school environment, as well as transition from the home language to the medium of instruction. It develops foundational capacities in Literacy and Numeracy and valuable dispositions for active learning in formal institutional environments. Children at the foundational stage learn through play and exploration and valuable capacities and dispositions are promoted through these modes of learning.

ii) ITEP with Preparatory Stage Specialisation will qualify student-teachers for teaching children in Grades 3 to 5. The Preparatory Stage builds on the play-based, discovery and activity-based pedagogical approaches followed at the Foundational Stage along with more interactive classroom learning that would lay a solid groundwork in learning relating to the curricular areas. The curriculum for the Preparatory Stage will include languages, mathematics, arts, physical education, and 'the world around us' which is an interdisciplinary

area that encourages exploration and understanding of both the natural world and the social world. Aspects of vocational exposure will be incorporated into the curricular area of 'the world around us' which would focus more on experiential learning involving exploration within the familiar context of the child as the main element of teaching-learning activities.

iii) ITEP with Middle Stage Specialisation will qualify student-teachers for teaching children in Grades 6, 7 and 8. The Middle Stage builds on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of more specialised subjects and subject teachers. At the Middle Stage, "Experiential learning within each subject, and explorations of relations among different subjects, will be encouraged and emphasised despite the introduction of more specialised subjects and subject teachers" [Para 4.2, NEP 2020].

Based on the knowledge, capacities and dispositions acquired in the Preparatory Stage, students at the Middle Stage engage more formally with theories and conceptual structures, and methods of inquiry that are appropriate for each curricular area. The curricular areas at the Middle Stage include Languages, Mathematics, Arts Education, Physical Education, Science, Social Science, and exposure to Vocational Education. The teaching-learning activities at the Middle Stage seek to help students engage with abstract concepts and unfamiliar contexts and situations with the introduction of learning contents in a more structured and systematic manner.

iv) ITEP with Secondary Stage Specialisation: The Secondary Stage includes Grades 9, 10, 11 and 12. It comprises of "four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects" NEP 2020, 4.2). "Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education" [Para 4.9, NEP 2020].

In Grades 9 and 10, students would engage with eight curricular areas to ensure breadth of study, building on the learning achieved in the Middle Stage. The curriculum include study of three languages, Arts Education, Physical Education, Vocational Education, Social Sciences & Humanities, Interdisciplinary Areas, Mathematics and Computational Thinking, and Sciences.

More subject choices are available to students in Grades 11 & 12. Choice-based courses which would enable depth of learning across a range of human knowledge are offered in Grades 11 & 12. To address the requirement of breadth of study, students are required to choose subjects from amongst at least two out of the three groups of curricular areas such as: i) the Group comprising Arts Education, Physical Education and Vocational Education; b) Group Comprising Social Sciences & Humanities, and Interdisciplinary Areas; and c)

Mathematics and Sciences. The requirements to choose subjects from at least two groups help meet the requirement of breadth of study by students in Grades 11 & 12.

The curricular requirements in Grades 11 & 12 include: i) the study of two languages, one of them being a Language that is native to India; and ii) the study of at least four subjects chosen from two of the three groups of curricular areas mentioned above. The curriculum structure allows a student to take up an optional fifth subject. To ensure depth of study/learning, while choosing an academic Discipline, students will be required to take up four courses relating to that Discipline.

An illustrative list of courses relating to different curricular areas in Grades 11 & 12 is given below:

- Languages: Modern Indian Languages, Classical Languages, Foreign Languages, etc.
- Arts Education: Indian Classical Music, Folk Music, Contemporary Music, Theatre, Puppetry, Sculpture, Fine Arts, Folk Painting, Graphic Design, Motion Pictures, Film Appreciation, Script writing, Photography, Textile Designing, etc.
- Physical Education: Courses on specific sports/games, Yoga and lifestyle, Sports and Nutrition, Physical Education for Children with Special Needs, Biomechanics and Sports, etc.
- Vocational Education/Courses aligned to the National Skills Qualifications Framework: Basic Cereal Production, Seed Production, Gardening, Automobile Servicing, Machining, Electronics, Community Health, Accounting Services, Data Entry and Management, Banking Services, Retail Services, Textiles & Apparels, Information Technology Enabled Services, Health Care services, etc.
- Social Sciences & Humanities: History, Geography, Political Science, Psychology, Psychology and Mental Health, Economics, Developmental Economics, Sociology, Philosophy, Anthropology, Archeology, etc.
- Interdisciplinary Areas: Commerce, Business Studies, Accountancy, Sustainability and Climate Change (Environmental Education), Media and Journalism, Indian Knowledge Systems, Legal Studies, etc.
- Mathematics and Computational Thinking: Mathematics, Computer Science, Business Mathematics, Advanced Mathematics, Statistics, etc.
- Sciences: Physics, Chemistry, Biology, Earth Sciences, Astronomy, Computational Biology, etc.

Students will have the option to study subjects at two levels. For example, a student may opt for a basic Mathematics Course or an Advanced Mathematics Course. Students may opt for a basic Physics Course or an Advanced Physics Course. Students will have opportunities to choose courses based on their interests and their plans either in the world of work or in pursuing higher education after the completion of school education.

Multiple Entry and Exit, and Re-entry Options: The ITEP envisages multiple entry and exit points and re-entry options, with appropriate certifications. Student-teachers who wish to exit after completion of one year (two semesters) of study will be given a Certificate indicating the credits accrued for the courses pursued. Student-teachers who wish to exit after completion of two years (four semesters) will be given a Diploma indicating the credits accrued for the courses completed. Student-teachers who wish to exit after successful completion of three years (six semesters) will be awarded a Bachelor's Degree in the chosen Major area of study upon securing a minimum of 120 credits and satisfying the minimum credit requirements of 48 credits for the Major. Student-teachers who successfully complete four years (eight semesters) of study will be awarded a dual-major bachelor's degree such as B.A.B.Ed. or B.Sc.B.Ed. or B.Com.B.Ed. etc. upon securing a minimum of 160 credits, including a minimum of 80 credits for the first major (i.e. in education), and a minimum of 48 credits for the second major (i.e., in a disciplinary/interdisciplinary area relating to one of the curricular areas in school education).

Nomenclature of Degree Awarded: As the ITEP being a Dual-Major programme with School Stage specialisation, it will lead to the award of one of the following Degrees, depending on the chosen discipline of study and Stage Specific specialisation.

B.A.B.Ed. (Foundational Stage with Major in)	B.A.B.Ed. (Preparatory Stage with Major in....)	B.A.B.Ed. (Middle Stage with Major in)	B.A.B.Ed. (Secondary Stage with Major in)
B.Sc.B.Ed. (Foundational Stage with Major in)	B.Sc.B.Ed. (Preparatory Stage with Major in....)	B.Sc.B.Ed. (Middle Stage with Major in)	B.Sc.B.Ed. (Secondary Stage with Major in)
B.Com.B.Ed (Foundational Stage with Major in)	B.Com.B.Ed (Preparatory Stage with Major in....)	B.Com.B.Ed (Middle Stage with Major in)	B.Com.B.Ed (Secondary Stage with Major in)

Eligibility/Entry Requirements: A Certificate obtained after successful completion of Grade 12 (or equivalent stage of education such as Pre-University, Intermediate, etc.) with a minimum of 50% marks in aggregate or an equivalent grade from a recognised Board/University.

Vertical Mobility Opportunities: Student-teachers who successfully complete the four-year ITEP and want to pursue higher studies will be eligible to pursue master's degree programme in education as well as in the Major discipline chosen for study during the ITEP.

Institutions Eligible to Offer ITEP: ITEP shall be offered by a Higher Education Institution (HEI) in a multidisciplinary environment. This will enable the HEI offering ITEP to make available expertise relating to the disciplinary/interdisciplinary major and minor as well as all courses connected to the discipline of education, e.g., foundations of education, ability enhancement and value-added courses, content-cum-pedagogy of different school subjects, assessment and evaluation of student learning outcomes, curriculum and material development, school leadership and management, and the psychological, philosophical, sociological and historical perspectives of education, economics of education, etc.

Network of Schools for Practice: All institutions offering the ITEP shall partner with a network of schools to ensure a strong theory-practice connect in the programme. The association between the schools and the HEI offering ITEP would provide opportunities for student-teachers to have school experience through observation and practice of teaching-learning-assessment processes, encourage collaborative action research involving both the schools and the HEI, provide opportunities for continuous professional development of both faculty of the HEI and teachers in the schools etc.

Semester System: The Stage-Specific ITEP will be organised on the semester pattern with two semesters in an academic year. Each semester will consist of 15 -16 weeks of teaching-learning activities, excluding end-semester examinations. A semester will consist of a minimum 96 working days, excluding end-semester examination days. Each working week will have a minimum of 40 hours of instructional/contact time.

Credit-hours for Courses of Study: Taught courses involving classroom teaching and structured interaction require a minimum of 15 hours of instructional/contact time per credit in a semester. Practicum requiring students to participate in an approved project or practical activity will require a minimum of 30 hours of student engagement per credit in a semester. This will be applicable to activities such as seminars, internships, lab-based activities, studio activity, workshop-based activity, field-based learning/project and practices, community engagement and service, etc.

Choice of Stage Specific Specialisation and Major/Minor Areas of Study: Student-teachers are expected to choose their Stage specialisation at the time of application to the ITEP. They are also required to choose their major and minor areas of study at the time of application to the programme.

1.2. Curricular and Pedagogical Principles Guiding ITEP

The NEP 2020 states “All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centred and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula. ...” [Para 5.24, NEP 2020].

The ITEP curriculum and pedagogical approaches are guided by the core principles of the NEP 2020. The main principles that guide the ITEP and its main characteristics include the following:

- A curriculum that combines a strong theoretical understanding of the foundations of education, educational perspectives, subjects of study, and pedagogy with extensive practice and experience.
- Sufficient opportunities for student-teachers to engage deeply with educational ideas and to connect with society and its ethical moorings; to understand the schools and communities they need to work with; to develop an understanding of India and its cultural diversity; to develop conceptual understanding of the subject(s) to be taught; to design/create developmentally appropriate learning experiences for children and learn how to teach students at a particular stage of school education; to appreciate issues around child development and the social context of education etc.
- Learning activities required to ensure that all student-teachers gain command of contents and pedagogy of subject areas relating to curricular areas prescribed for study at a particular stage of school education, the nature of knowledge relating to these subject areas, ways of learning specific to a particular stage of school education, effective classroom practices and classroom management in the context of the child’s social environment etc.
- Cohesiveness and connections within and across courses within the curriculum and between theory and practice, for example, designing practicums within taught courses for strengthening understanding of theoretical perspectives.

- Meaningful integration of theory with continuous, guided, and graded practice to develop an understanding that teaching is not a mere application of theories generated by different disciplines and that an effective teacher needs to make educational judgements based on the perspectives gained through engagement with different disciplinary/interdisciplinary areas of study.
- School experience and internships as the most significant components of the ITEP curriculum which offer student-teachers a platform for connecting theory to real-world situations, and full-time engagement in a school to get extensive experience in planning teaching-learning-assessment activities, participating in various school activities, developing instructional support materials and learning resources, and performing all of the duties expected of a typical teacher, including the current and emerging roles of teachers.
- Sufficient opportunities to student-teachers during their internship to interact with teachers, students, school/educational administrators, and the community, including parents and other caregivers of children, which would empower them to understand school and student issues better and emerge as professional educators, and to engage in and organize various activities that schools typically conduct to support children in their learning and development.
- Learning activities and experiences that enable student-teachers to recognise India's diversity that brings learners from different socioeconomic and linguistic contexts and with different abilities into classrooms, see this diversity as a strength and asset, learn curricular and pedagogical approaches that honour student diversity and respond to multiple learning needs/levels of children, including identifying and supporting children with disability and other learning difficulties, thus creating an inclusive classroom and learning environment.
- Pedagogy that is based on a combination of peer-facilitated, expert-led, and self-learning processes with emphasis on promoting conceptual understanding, collaborative learning, and
- Creativity both in the teacher education institutions and in the schools where student-teachers practice, and evolving learning assessment methodologies involving projects, rubrics, portfolios, concept maps and mock classroom observations that would significantly supplement written tests, so that continuous assessment of outcomes relating to student learning and development will become the norm.
- Teaching-learning-assessment processes within the institution offering the ITEP to lend themselves to helping student-teachers prepare for becoming competent and effective teachers by enabling them to be able to directly experience as much as possible what

they are likely to do when they enter preschools or schools as teachers (e.g., organising events or creating teaching-learning material and learning resources or taking responsibility for everyday practices in the institution).

- Learning experience that help student-teachers recognise education as a public service contributing to the well-being of individuals and society, and that the practice of education involves qualities of open-mindedness, empathy, care, humility, patience, respect and a love for learning. The transaction of the curriculum to enable student-teachers to create spaces for reflective dialogue so that they can examine their own belief systems and mindsets, and learn to work collaboratively with diverse groups of students and teachers.
- Learning activities that help recognise education as a process of human interaction with serious intellectual and moral engagement, and not just as a set of techniques, and appreciate the fact that teaching is an intellectually and ethically demanding profession and, therefore, all teacher preparation to be framed on this fundamental principle.
- Learning experience that enable all student-teachers to have a grounding in Indian values, languages, ethos, literature, and traditions.

6.0. Outcomes-based Approach of ITEP

The ITEP envisages an outcome-based approach to education. This implies an increased focus on the Graduate Attributes to be demonstrated by the student-teachers, and the achievement by student-teachers of the learning outcomes associated with each of the curricular components and the courses of study relating to these components.

Graduate attributes indicate the quality and feature or characteristics of a student-teacher, including the knowledge, capacities, and values and dispositions that are expected to be demonstrated by a graduate of the ITEP. They include capacities that help student-teachers widen their current knowledge base, gain new knowledge and competencies, undertake further studies, perform well as a teacher, and play a constructive role as a responsible citizen in the society. Graduate attributes reflect learning outcomes that are specific to each of the curricular components and courses of study, and generic learning outcomes that graduates of all Stage-Specific ITEP should achieve and be able to demonstrate. Graduate attributes are acquired and fostered incrementally through the totality of learning experience made available to a student-teachers, the college/university experience, and through a process of critical and reflective thinking.

6.1. Attributes of Graduates in ITEP

The attributes of Graduates of the ITEP include those that are specific to the chosen disciplinary/interdisciplinary major/minor as well as those related to other curricular components of

Itep such as Foundations of Education, Stage-Specific Content-Cum-Pedagogy, Ability Enhancement and Value-Added Courses, School Experience, including Internship in Teaching, relating to a Stage-Specific Itep, and Community Engagement and Service, and attributes that are to be demonstrated by all student-teachers irrespective of their choice of major/minor areas of study and Stage specialization.

Graduate attributes that are specific to the chosen disciplinary/interdisciplinary major/minor as well as those related to other curricular components of the Itep include:

- A comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary major and minor as well as of courses of study relating to other curricular components of Itep, and current and emerging developments associated with each of the subjects/courses of study.
- Procedural knowledge and capacities required for performing and accomplishing professional tasks associated with the chosen disciplinary/interdisciplinary major/minor and subjects/courses relating to other curricular components of the Itep.
- Capacity to apply the acquired knowledge and experience to generate solutions to specific problems associated with the chosen disciplinary/interdisciplinary major/minor and subjects/courses relating to other curricular components of Itep, including real-life application of knowledge in multiple situations, and to solve problems relating to teaching-learning-assessment processes by selecting and using appropriate methods, tools, and materials.

Attributes that are to be demonstrated by all student-teachers irrespective of their choice of major/minor areas of study and Stage specialisation include:

- Capacities for:
 - problem solving and logical reasoning, critical thinking, creative thinking, and innovativeness
 - making appropriate judgment and decisions
 - imbuing scientific temper and evidence-based thinking
 - reflective thinking
 - collaboration and teamwork
 - effective communication involving oral and written communication, and communication using media/technology
 - demonstrating a sense of aesthetics and art

- maintaining health and wellness, overall wellbeing, practicing responsible citizenship
 - living in harmony with nature and maintaining effective social engagement
 - undertaking self-directed work
 - functioning effectively in multicultural and multilingual context
 - achieving leadership readiness/capacities
 - being digitally literate and skilled to leverage technology for improving teaching-learning-assessment processes.
- Deep sense of respect towards the Fundamental Duties and Constitutional values, a conscious awareness of one's roles and responsibilities in a changing world, and deep-rooted pride in being Indian, not only in thought, but also in spirit and deeds.
 - Dispositions such as positive work ethic, curiosity, gender sensitivity, empathy, service orientation, pride and rootedness in India, etc.

Each Stage of school education has its own focus and student-teachers choosing a particular Stage Specialisation are required to demonstrate attributes that are specific to teaching at that Stage of school education in addition to the attributes that are common across all Stage Specific specialisations.

The attributes expected to be demonstrated by student-teachers on completion of **ITEP with Foundational Stage Specialisation** include the following:

- A comprehensive knowledge of the aims of education, curricular goals, competencies and learning outcomes defined for the Foundational Stage of school education, and the curricular structure and learning contents that are to be used for creating learning experiences that reflect the cultural, geographical, linguistic, and social contexts of children.
- Procedural knowledge and capacities that are required by student-teachers to perform and accomplish the professional tasks associated with teaching at the Foundational Stage, and to design effective pedagogical approaches that facilitate the achievement by children of the expected development outcomes, and competencies and learning outcomes on completion of the Foundational Stage of education.
- Capacities for:
 - designing and delivering developmental appropriate learning experiences taking into account the pedagogical considerations related to physical development,

socio-emotional-ethical development, cognitive development, aesthetic and cultural development, language and literacy development and foundational numeracy, and development of positive learning habits by Foundational Stage-age children.

- assessment of developmental and learning outcomes, including the choice/development of assessment methods and tools that are appropriate for the Foundational Stage, and recording, documentation and reporting of progress towards the achievement by children of the developmental and learning outcomes.
- responding to the learning needs of students with disability and other learning difficulties or children with individual learning needs, including through the early identification of disability or development delay among children of Foundational Stage age, and delivering learning experiences in an inclusive and caring environment.
- managing classroom activities and student behaviour and engaging with parents and/or caregivers of children at the Foundational Stage of education as well as with community members and leaders for mobilising support for ensuring enrolment and retention of all Foundational Stage-age children and achievement by children of the expected learning outcomes, especially foundational literacy and numeracy.

The attributes expected to be demonstrated by student-teachers on completion of **ITEP with Preparatory Stage Specialisation** include the following:

- A comprehensive knowledge of the aims of education, curricular goals, competencies and learning outcomes defined for the Preparatory Stage of school education, and the curricular structure and learning contents that are to be used for creating learning experiences that reflect the cultural, geographical, linguistic, and social contexts of children.
- Procedural knowledge required by student-teachers to perform and accomplish the professional tasks associated with teaching at the preparatory stage of school education, and to design/adopt effective pedagogical approaches to curriculum transaction that facilitate the achievement by children of the expected competencies and learning outcomes on completion of the Preparatory Stage of education.
- Capacities for:
 - designing and delivering developmentary appropriate learning experiences required to promote age-appropriate physical development, socio-emotional-

ethical development, cognitive development, aesthetic and cultural development, and development of positive learning habits by children enrolled in the Preparatory Stage of school education, and to facilitate the achievement of learning outcomes and competencies relating to languages, mathematics, arts, and physical education, as well as the course 'the world around us' which encourages exploration and understanding of both the natural world and the social world, and incorporation of aspects of vocational exposure.

- assessment of student learning, including the selection and development of assessment methods and tools and processes, that are appropriate for the Preparatory Stage of school education, and recording, documentation and reporting of student progress towards the expected learning outcomes.
- responding to the learning needs of students with disability or other learning difficulties, and children with individual learning needs, including through identification of disability or development delay of children of Preparatory-Stage age, and delivering learning experiences in an inclusive and caring environment.
- managing classrooms activities and student behaviour, and engaging with parents and other caregivers of children at the Preparatory Stage of education as well as with community members and leaders for mobilising support for ensuring retention by all enrolled children and achievement by them of the expected learning outcomes.

The attributes expected to be demonstrated by student-teachers on completion of **ITEP with Middle Stage Specialisation** include the following:

- A comprehensive knowledge of the aims of education, curricular goals, competencies and learning outcomes defined for the Middle Stage of school education, and the curricular structure and learning contents that are to be used for creating learning experiences that reflect the cultural, geographical, linguistic, and social contexts of children.
- Procedural knowledge required by student-teachers to perform and accomplish the professional tasks associated with teaching at the Middle Stage, and to adopt effective pedagogical approaches to curriculum transaction, including that would facilitate achievement by children of the expected learning outcomes and competencies on completion of the Middle Stage of education.
- Capacities for:
 - designing and delivering developmentary appropriate learning experiences required to promote age-appropriate physical development, socio-emotional-ethical development,

- cognitive development, aesthetic and cultural development, and development of positive learning habits by children enrolled at the Middle Stage of school education; demonstrate higher order thinking and real-life application of acquired knowledge in multiple situations.
- facilitating the achievement by students of learning outcomes and competencies relating to courses within curricular areas such as languages, mathematics, arts, sciences (the study of the natural world), social sciences (the study of the human world), physical education, and vocational education.
- Designing models/activities for experiential learning, for assessment of student learning, including selection and development of assessment methods and tools that are appropriate for the Middle Stage of school education, and recording, documentation and reporting of student progress towards the expected learning outcomes.
- responding to the learning needs of students with disability or other children with individual learning needs, including through identification of disability or development delay of children of Middle Stage age, and delivering learning experiences in an inclusive and caring environment.
- managing classrooms activities and student behaviour, and engaging with parents and families of children at the Middle Stage of school education as well as with community members and leaders for mobilising support for ensuring retention of all enrolled children in schools and achievement by them of defined learning outcomes and competencies.

The secondary stage of education is designed in two phases – Grades 9 and 10, and Grades 11 and 12. Each phase of secondary education has its own focus and student-teachers choosing secondary Stage Specialisation are required to demonstrate attributes that are specific to teaching in Grades 9 & 10 and Grades 11 & 12 in addition to the attributes that are common across the two phases of Secondary education.

The attributes expected to be demonstrated by student-teachers on completion of **ITEP with Secondary Stage Specialisation (Grades 9 & 10)** include the following:

- A comprehensive knowledge of the aims of education, curricular goals, competencies and learning outcomes defined for Grades 9 & 10, and the curricular structure and learning contents that are to be used for creating learning experiences that reflect the cultural, geographical, linguistic, and social contexts of children.
- Procedural knowledge required by student-teachers to perform and accomplish the professional tasks associated with teaching in Grades 9 & 10, and to adopt effective

pedagogical approaches to curriculum transaction that would facilitate the achievement by children of the expected learning outcomes and competencies on completion of Grades 9 & 10.

- Capacities for:
 - designing and delivering developmentary appropriate learning experiences required to promote age-appropriate physical development, socio-emotional-ethical development, cognitive development, aesthetic and cultural development of children enrolled in Grades 9 & 10. designing learning experiences to facilitate the achievement by students of learning outcomes and competencies relating to courses within curricular areas such as three Languages, Arts Education, Physical Education, Vocational Education, Social Science, Interdisciplinary Area, Mathematics and Computational Thinking, and Science.
 - assessment of student learning, including selection of assessment methods, tools and processes that are appropriate for children studying in Grades 9 & 10, and recording, documentation and reporting of student progress towards the expected learning outcomes.
 - responding to the learning needs of students with disability or other learning disabilities, students with individual learning needs, including through identification of disability or development delay of children in Grades 9 & 10, and delivering learning experiences in an inclusive and caring environment.
 - managing classrooms activities and field-based learning, and student behaviour, and engaging with parents and other caregivers of children in Grades 9 & 10 as well as with community members and leaders for mobilising support for ensuring retention and learning achievement of enrolled children.

The attributes expected to be demonstrated by student-teachers on completion of **ITEP with Secondary Stage Specialisation (Grades 11 & 12)** include the following:

- A comprehensive knowledge of the aims of secondary education, and curricular goals, competencies and learning outcomes expected to be attained by students, and the curricular structure and learning contents that are to be used for creating learning experiences for students in Grades 11 & 12.
- Procedural knowledge required by student-teachers to perform and accomplish the professional tasks associated with teaching students in Grades 11 & 12, and to adopt effective pedagogical approaches to curriculum transaction that would facilitate the achievement by children of the expected learning outcomes and competencies on completion of the Secondary Stage of education.

- Capacities for:
 - designing and delivering developmentary appropriate learning experiences required to promote age-appropriate physical development, socio-emotional-ethical development, cognitive development, aesthetic and cultural development of children enrolled in Grades 11 & 12, and to facilitate the achievement by students of learning outcomes and competencies relating to courses opted for study in Grades 11 & 12.
 - assessment of student learning, including selection of assessment methods and development of assessment tools and processes that are appropriate for Grades 11 & 12, and recording, documentation and reporting of student progress.
 - responding to the learning needs of students with disability or other learning difficulties, and other children with individual learning needs, including through identification of disability or development delay among children studying in Grades 11 & 12, and delivering learning experiences in an inclusive and caring environment.
 - managing classrooms activities, practicum, and field-based learning, and engaging with parents and families of children in Grades 11 & 12 as well as with community members and leaders for mobilising support for ensuring retention and learning achievement of enrolled children.

1.3 Curricular Thrusts

The main thrust of the ITEP curriculum is to ensure that every student-teacher can perform the roles expected of teachers and carry out duties in diverse social, economic, linguistic, cultural, and technological environments. The approach to the design and implementation of the curriculum for ITEP is to deliver a quality teacher education programme that is: i) relevant and responsive to the learning needs/demands of diverse groups of student-teachers; ii) effective in terms of meeting the stated objectives of ITEP; iii) mediated by adequate and appropriate inputs and teaching-learning-assessment processes; iv) equitable and inclusive; and v) capable of ensuring achievement by all student-teachers of the expected learning outcomes, competencies and graduate attributes that would help student-teachers meet the expected professional standards.

Another curricular thrust is to prepare student-teachers for performing the role of teachers in the context of the changing learner characteristics, the emerging curricular thrusts at different stages of school education, and the diversified knowledge requirements in local, regional, and national contexts. The ITEP curriculum seeks to equip student-teachers with the knowledge and capacities required to respond to the changing characteristics of learners who belong to a generation born and raised in technology-rich environments; will use technologies that haven't been invented so far to do jobs; will enter jobs that don't exist at present; are digitally literate and skilled; wants to learn things that matter; and possess

'learning to learn' capability required for engaging in lifelong learning to respond to changing professional demands.

The ITEP curriculum also aims at preparing student-teachers for the expanding/emerging roles of teachers which necessitate the teachers to be no longer be as mere transmitters of knowledge, but also a navigator and path finder; a counsellor; mentor of students; subject expert and content creator, pedagogical expert and designer of learning experience; creator of learning resources; ICT expert; skilled communicator; systematic and continual assessor of student learning outcomes; reflective practitioners, and lifelong learners. The ITEP seeks to prepare the prospective teachers to meet the learning needs of school students from diverse cultural, linguistic, social and economic backgrounds; to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogical approaches and technologies, keep pace with current and emerging educational developments and initiatives; keep oneself professionally engaged and participate in programmes designed to update/upgrade knowledge and practice.

Some of the other aspects that guide the design of the ITEP curriculum include the need to enable student-teachers to perform effectively as a teacher in the context of: i) the expanding domain of education which recognises the fact that the learning process is not only mediated by classroom discussions but also by the media, both electronic and print, information and communication technologies, books and journals etc. which provide learners with the opportunity to access more current knowledge through non-institutionalised means; ii) the rapidly changing world of knowledge and its application which necessitates introducing learners to the latest developments with regard to different fields of learning; iii) technology use and integration in education that are driving major shift in teachers' roles, particularly with respect to transition toward more technology-enabled teaching-learning-assessment processes; and iv) the social contexts of education which require the teachers to respond to the learning needs of students from diverse cultural, linguistic, and social and economic backgrounds through the adoption of teaching-learning processes that honour student diversity.

2.0 CURRICULAR STRUCTURE OF INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

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		Evolution of Indian Education	4	--	--	--	--	--	--	--	--	4	
2.2		Child Development & Educational Psychology	--	--	4	--	--	--	--	--	--	4	
2.3		Philosophical & Sociological Perspectives of Education -I	--	--	--	4	--	--	--	--	--	4	
2.4		Assessment & Evaluation	--	--	--	--	--	2	--	--	--	2	
2.5		Inclusive Education	--	--	--	--	--	--	2	--	--	2	
2.6		Perspectives on School Leadership and Management	--	--	--	--	--	--	--	2	--	2	
2.7	2. Foundations of Education	Curriculum Planning & Development (textbooks, material development, etc.) - (Stage Specific)	--	--	--	--	--	--	--	2	--	2	30
2.8		Philosophical & Sociological Perspectives of Education -II	--	--	--	--	--	--	--	--	4	4	
2.9		Education Policy Analysis	--	--	--	--	--	--	--	--	2	2	
2.10		One Elective from the offered courses as per the choice of student-teachers (e.g., Adolescence Education, Education for Mental Health, Education for Sustainable Development, Emerging Technologies in Education, Gender Education, Guidance and Counselling, Human Rights Education, Peace Education, Sports and Fitness Education, Tribal Education, Economics of Education, or any other relevant course decided by the University/Institution)	--	--	--	--	--	--	--	--	--	4	
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, Accountancy, etc. vii) Arts (Visual and Performing) viii) Physical Education and Yoga ix) Vocational Education x) Computer Science xi) Agriculture xii) Home Science xiii) Any other school subject	8	12	12	12	12	8	--	--	64	64	

4.1	4. Stage-Specific Content-cum-Pedagogy	Stage-Specific Content-cum-Pedagogy Courses	--	4	4	4	4	4	4	--	--	16	16
5.1	5. Ability Enhancement & Value-Added Courses	Language-I (as per the 8th schedule of constitution of India)	4	--	--	--	--	--	--	--	--	4	28
5.2		Language-II (Other than Language-I)	--	4	--	--	--	--	--	--	--	4	
5.3		Art Education (Performing and Visual)	2	--	--	--	2	--	--	--	--	4	
5.4		Understanding India (Indian Ethos and Knowledge Systems)	2	2	--	--	--	--	--	--	--	4	
5.5		Teacher and Society	--	2	--	--	--	--	--	--	--	2	
5.6		ICT in Education	--	--	--	2	--	--	--	--	--	2	
5.7		Mathematical & Quantitative Reasoning	--	--	--	--	2	--	--	--	--	2	
5.8		Sports, Nutrition and Fitness	--	--	--	--	--	2	--	--	--	2	
5.9		Yoga and Understanding Self	--	--	--	--	--	--	2	--	--	2	
5.10		Citizenship Education, Sustainability and Environment Education	--	--	--	--	--	--	--	2	--	2	
6.1	6. School Experience	Pre-internship Practice (Demonstration lessons, Peer teaching)	--	--	--	2	--	--	--	--	--	2	20
6.2		School Observation (Field Practice)	--	--	--	--	2	--	--	--	--	2	
6.3		School-based Research Project	--	--	--	--	--	2	--	--	--	2	
6.4		Internship in Teaching	--	--	--	--	--	10	--	--	--	10	
6.5		Post Internship (Review and Analysis)	--	--	--	--	--	--	2	--	--	2	
6.6		Creating Teaching Learning Material/Work Experience (Educational Toy making, local/traditional vocations, etc)	--	--	--	--	--	--	--	2	--	2	
7.1	7. Community Engagement and Service	Community Engagement and Service (Participation in NSS-related activities, New India Literacy Programme etc.)	--	--	--	--	--	--	--	--	2	2	
		Total	20	160									

2.1. Curricular Components

As indicated in the above Table, the ITEP comprises the following curricular components:

- Student Induction Programme (Common to all student-teachers across stage specific specialisation. To be organised during the first two weeks of Semester-1)
- Foundations of Education (30 Credits)
- Disciplinary/Interdisciplinary Courses (64 Credits)
- Stage-Specific Content - Cum - Pedagogy Courses (16 Credits)
- Ability Enhancement and Value-Added Courses (28 Credits)
- School Experience, including Internship in Teaching (20 Credits)
- Community Engagement and Service (2 Credits)

2.1.1 Student Induction Programme (Common to all student-teachers across Stage Specific Specialisations) (Semester-1)

The student induction programme seeks to enable students who come with diverse socio-economic and linguistic backgrounds and prior learning to adjust to the institutional environment and ethos, help create bonding between students as well as between students and faculty and develop an understanding of the self and society at large. The student induction programme will be organised during the first two weeks of the first semester of the 8-semester ITEP. The activities under the induction programme will include: i) orientation programme on different aspects of the ITEP and required courses and credit requirements; ii) physical activities like team sports and physical training/exercise sessions designed to inculcate team spirit, group cohesion and bonding as well as physical and mental health; iii) participation in creative expression activities relating to visual and performing arts like painting, sculpture, pottery, music, dance etc. to develop aesthetic sensibility and creativity; iv) motivational lectures by eminent people in the society, visits to local areas of cultural and historical importance and institutions such as Balvatikas/Anganwadi Centres, schools and higher education institutions, hospitals, local artisans, adult and lifelong education activities to develop an understanding of the functioning of various institutions, community and society; v) familiarising students with the different Departments/Units within the institution and their roles, including visits to laboratories, workshops, facilities for sports etc. in order to acquaint students with the various facilities available in the institution.

2.1.2. Foundations of Education (Courses within this component are common to all students across Stage Specific Specialisations) (Semester-1 to 6, 30 Credits)

Courses relating to foundations of education are critical to the professional preparation of teachers. These courses draw upon the disciplines of philosophy, sociology, psychology, history, economics, political science, and education policy studies. A deep engagement with

these areas of study is a necessary condition for a teacher to have the ability to make good educational judgements. The courses seek to provide an orientation on the main factors which influence the structure and organisation of various aspects of education and teacher education such as the objectives of education, expected competencies and learning outcomes, curricular structure and components, pedagogical practices, and methodologies and procedures relating to learning assessment and evaluation of overall student performance etc. These courses also seek to enable student-teachers to develop an understanding of the different perspectives on education, the profession of teaching, and human knowledge and learning. These courses enable prospective teachers to develop an understanding of the theoretical, conceptual, and policy-related underpinnings of the educational enterprise and its various curricular and instructional approaches.

Specific courses within the curricular component of Foundations of Education include the following:

a) Evolution of Indian Education (Semester-1, 4 Credits): The course seeks to develop an understanding among student-teachers of the evolution of education in India that would allow student-teachers to locate themselves within the larger system of education. The course aims at orienting student-teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives of education development in India, as progression from Education 1.0 to Education 4.0 etc. The course will also provide an overview of the contribution of Indian thinkers – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, Mahatma Gandhi, Dr. B.R. Ambedkar, Dr. S. Radhakrishnan, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malviya, Jiddu Krishnamurti and others – to the education systems of India.

b) Child Development & Educational Psychology (Semester-3, 4 Credits): The Child Development component of the course is designed to enable student-teachers understand the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes that influence development of a child. The course seeks to provide an understanding of the developmental characteristics of a child during infancy (from birth to 24 months of age), during Early Childhood stage (which begins around age 3 and usually extends up to 6-7 years of age), Middle to Late Childhood stage (which begins around 6-7 years to 10-11 years of age), and Adolescence stage (which begins at approximately the age of 12 years and which is a period of transition from childhood to early adulthood). The course will introduce growth and development of children across their developmental domains - physical development, socio-emotional-ethical development, cognitive development, aesthetic and cultural development, language and literacy development and foundational

numeracy). The Educational Psychology component of the course will introduce student-teachers to the various theories of learning and their implications for pedagogy. It will include the study of how people learn, pedagogical approaches that are required to improve student learning, and teaching-learning processes that enable learners to attain the defined curricular goals, competencies and learning outcomes. It provides opportunities to student-teachers to explore the behavioural, cognitive and constructivist approaches to learning, and the emotional and social factors that influence the learning process.

c) Philosophical and Sociological Perspectives of Education - I & II (Semester - 4, 4 credits; Semester - 8, 4 Credits): Topics/themes relating to 'Philosophical Perspectives of Education' seeks to enable students to explore the nature of knowledge, the nature of human beings, the nature of society and its aims, and the educational implications of these understandings. The history of educational thought and educational provision has had a strong influence on how education is thought about now and how schooling is conducted in contemporary times. The course aims at enabling student-teachers to explore educational philosophy, including the concept, nature, and scope; the aims of educational philosophy; relationship between philosophy and education; Indian philosophical traditions and their implications for education; some of the key philosophical schools of thought and their implications for educational practices.

Topics/themes relating to Sociological Perspectives of Education seek to encourage students to explore the relationship between social structures and educational provision. The course focuses on the study of the social behavior of individuals, groups, and societies. They provide opportunities to student-teachers to examine relationships among individuals, as well as relationships between people and their societies. The course enables student-teachers to recognise the social context of education and its implication for curricular and pedagogical practices; understand the meaning, nature and scope of sociology of education; establish the link between education and socialization process and analyse the main agents of socialisation, such as family, school, community and peer groups; analyse the impact of culture on education through a study of the different dimensions of culture and their importance to education practices; recognise the different aspects of social stratification; and recognise the close relationship between education and modernisation, and the role of education in modernisation, and constraints to social change.

d) Assessment & Evaluation (Semester 6, 2 Credits): The main thrust of the course on assessment and evaluation is to equip student-teachers with the knowledge and capacities required to develop and implement approaches to assessment that is more regular and formative, is more competency-based, is appropriate for assessing learning outcomes relating to all domains of learning, is appropriate for testing not only subject-related learning but also generic learning outcomes such as problem solving, critical thinking, creative thinking,

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

e) Inclusive Education (Semester – 6, 2 Credits): The course on inclusive Education seeks to orient student-teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorised based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, including orphans and the urban poor). The course will lay special emphasis on orienting student-teachers to the approaches to ensuring inclusion and equal participation in education of children with disabilities in the regular schooling process that allows students with and without disabilities learn together, ensuring their retention in the school system, and enabling them to achieve the

defined learning outcomes. The course will also orient student-teachers on the approaches to adapting teaching and learning process to meet the learning needs of students with disabilities, including providing opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate measures to overcome them, monitoring learning levels of students with disabilities etc.

f) Curriculum Planning and Development (Semester-7, 2 Credits) : The course on curriculum planning and development will introduce to student-teachers the process of designing and organising the curriculum (i.e., the totality of learning experience provided to learners through a deliberate and organised set of arrangements), the selection of subjects within curricular areas that are to be taught at different stages of school education, the pedagogical approaches and practices to be pursued, books and other teaching-learning-material to be used, examinations and other forms of learning assessment, school culture and processes etc. that contribute to the development of the knowledge, capacities, and values and dispositions required to make decisions about the curricular goals, competencies and learning outcomes, and designing teaching-learning-assessment processes and practices at different stages of school education.

g) Perspectives on School Leadership and Management (Semester-7, 2 Credits): The course on 'Perspectives on School Leadership and Management' is designed to equip student-teachers with the skills they need to drive school transformation and help diverse stakeholders establish priorities and improve the practice of school leadership and management. The course seeks to orient student-teachers to the diversity of schools in India, the structure and governance of the schools, and the main issues, challenges, and school leadership needs. The course aims at equipping student-teachers with the knowledge and capacity to critically examine the different leadership theories and practices and their relationship with the governance structures, the autonomy and accountability mechanisms and the larger educational policy context. The course seeks to enable student-teachers to critically think about the different aspects of school leadership and management and their potential application to improving the functioning of schools in different contexts. The course will also help student-teachers utilise school-based data for improving the performance of schools in terms of enhanced participation in school education and improved student learning outcomes, and formulate School Development Plan. The course will cover themes such as:

Understanding Indian School System; Understanding School Leadership; Role of School Leadership in making Schools as Learning Organisations; and Whole School Approach to School Development and Nurturing School Culture.

h). Education Policy Analysis (Semester-8, 2 Credits): The course on Education Policy Analysis aims at orienting student-teachers to the theoretical frameworks and methodology that will help assess and evaluate the effectiveness of education policies at the national, state and programme levels. It seeks to equip student-teachers with the knowledge and capacity to engage in education policy analysis and evaluate their effectiveness. It seeks to acquaint them with the processes involved in policy analysis including undertaking situation analysis and research to identify possible policy options, describing these possible options, comparing the potential policy options, and ranking the possible policy options and choose the most effective option that could address issues and problems confronting school education.

g) Elective Course (Semester-8, 4 Credits): Higher education institutions will be given an option to offer additional courses, including practical work, relevant to the local contexts and needs. These courses would aim at equipping student-teachers with the knowledge and skills required to carry out their professional functions to meet the specific needs of students in schools located in remote areas, tribal areas etc. These courses would also help students enhance their breadth of knowledge and educational experience. The ITEP will offer one Elective from the offered courses as per the needs and facilities available. The Institution may offer opportunities to student-teachers to choose one course from among courses such as Adolescence Education, Education for Mental Health, Education for Sustainable Development, Emerging Technologies in Education, Gender Education, Guidance and Counselling, Human Rights Education, Peace Education, advanced course on School Leadership and Management, Sports and Fitness Education, Tribal Education, Economics of Education, Education of Children with Singular Interests/Talents etc. or any other course as per the needs of students and facilities available in the institution.

2.1.3 Disciplinary/Interdisciplinary Courses: (Courses within this curricular component will be as per the student choice of subjects) (Semester - 1 to 6, 64 Credits)

Much of the focus of teachers' work lies in the teaching of subjects prescribed for and/or opted for study by school students. For subject teaching to be meaningful, teachers need to possess deep knowledge and profound understanding of the conceptual structures and practice relating to a subject of study. The ITEP aims to prepare student-teachers to be able to place the subject matter they teach in a wider perspective of human knowledge, its modes of construction and justification as well as its impact on human societies.

The ITEP provides student-teachers opportunities to pursue rigorous specialisation through a chosen Major (48 Credits or 64 Credits) in a discipline associated with one of the

curricular areas in the school education curriculum. The Major area of study seeks to provide students with the opportunity to acquire conceptual depth and understanding in the chosen academic discipline. The major provides student-teachers the opportunity to acquire in-depth knowledge in one academic discipline or an interdisciplinary area. The major will be based on a discipline from one of the curricular areas included in the school education curriculum such as Languages, Arts Education, Physical Education, Vocational Education, Social Science & Humanities, Interdisciplinary Area, Mathematics and Computational Thinking, and Science.

Student-teachers opting for the Foundational, or Preparatory, or Middle Stage specialisation are encouraged to take up courses of study relating a chosen Major (48 Credits) relating to an academic discipline and courses relating to another academic discipline (16 Credits) which would enable them to teach two subjects at these stages of school education. The courses (relating to a discipline other than the discipline chosen as the Major) will also be based on one of the curricular areas included in the school education curriculum such as Languages, Arts Education, Physical Education, Vocational Education, Social Science and Humanities, Interdisciplinary Area, Mathematics and Computational Thinking, and Science. The study of these courses helps student-teachers gain a broader understanding beyond the discipline chosen as the Major area of study and enable them to teach at least two subjects prescribed for study at a particular Stage of school education.

2.1.4. Stage-Specific Content-Cum-Pedagogy (Courses within this component are Specific to Stage Specialisation) (Semester -3 to 6, 16 Credits)

Teachers are required to evolve their own understanding and capacities that would help them restructure subject-matter and concepts relating to the curricular areas to aid children in understanding them. To be able to do this, teachers need to evolve content/subject-specific teaching and learning assessment strategies. Educational science research indicates that both teachers' subject matter and pedagogical expertise, including what teachers know about teaching and what they know about what they teach, are critical to effective and successful teaching and student learning. The integration and synthesis of teachers' pedagogical and subject matter knowledge help design multiple teaching-learning-assessment strategies and methods, and effective learning experience for students.

Content-cum-Pedagogy plays an important role in the integration of pedagogy and content, as well as the development of an integrated understanding of the pedagogical content and subject matter knowledge which improves with time and experience. The main purpose of the Content-cum-Pedagogy courses is to make prospective teachers comprehend the epistemological and pedagogical foundations of the subject they are expected to teach.

The courses within the curricular component of 'Stage-Specific Content-Cum- Pedagogy' seek to equip the student-teachers with the knowledge and capacities required to design developmentally appropriate learning experiences relating to different subjects of study at a particular stage of school education. These courses envisage the development in student-teachers of certain core knowledge and capacities indispensable for teachers as well as knowledge and capacities that are subject specific.

The stage-specific content-cum-Pedagogy courses seek to impart to the student-teachers training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of information and communication technologies for improving teaching-learning and assessment processes, and learner-centered and collaborative learning. These courses will enable student-teachers to use experiential learning, including hands-on learning, and arts-integrated and sports-integrated teaching-learning process as standard pedagogy within each subject, involving the use of various aspects and forms of art and culture as the basis for learning of concepts across subjects, and the use of physical activities including indigenous sports, in pedagogical practices to develop skills such as collaboration, teamwork, responsibility, etc. to help students adopt fitness as a lifelong attitude and to achieve the related life skills.

Practicum constitutes an important aspect of the courses relating to the curricular component of Stage-Specific Content-cum-Pedagogy. The main emphasis will be on enabling student-teachers to choose aspects of pedagogy that are most effective for improving student learning outcomes, including socio-emotional learning which is a critical aspect of the holistic development of students at different stages of school education. The student-teachers will be equipped with capacities that would facilitate the adoption of multiple approaches to teaching-learning such as the use of inquiry-based learning, case-based instruction, problem-based learning, individual and group project-based learning, discovery learning, practical work, enhanced technology use, including E-learning resources, field-based learning to sensitise student-teachers to issues relating to school education as well as to social issues, visits to institutions involved in the development and implementation of implementation of innovative teaching-learning practices etc. as an integral part of the curriculum transaction.

Each subject of study at a stage of school education has its own focus and student-teachers choosing a particular Stage Specialisation are required to demonstrate knowledge and capacities that are specific to teaching of subjects at that Stage of school education in addition to the teaching-learning strategies that are common across all subjects of study and Stage Specialisations. The Content-cum-Pedagogy courses will acquaint the student-teachers with the learning contents and approaches to curriculum transaction at each stage of school education.

a) Stage-Specific Content-Cum-Pedagogy (Foundational Stage)

The source of learning contents at the Foundational Stage includes concrete materials such as toys, puzzles, and manipulatives, textbooks in Grades 1 & 2, physical exploration of the Anganwadi Centre or Balvatika and space around them, classroom in school and outdoor space around the school, worksheets, children's literature for language and literacy development. The pedagogical approach at the Foundational Stage is play/activity and enquiry based. The pedagogical approach also involves self-paced individual learning and social group-based learning, and systematic guidance from the teacher especially for the development of foundational capacities in literacy and numeracy, making available adequate time for the child to practice and repeat on their own, and whole class instruction supported by adequate time for children to work on their own with materials or with worksheets.

The main topics/themes relating to this component will include the following:

- Understanding holistic development of children during the Foundational Stage of education. Domains of development; Integrated approach; Idea of *Panchakosha Vikas* or *five-fold development* which include: *annamaya kosha* (physical layer), *pranamaya kosha* (life force energy layer), *manomaya kosha* (mind layer), *vijnanamaya kosha* (intellectual layer) and *anandamaya kosha* (inner self). Each layer exhibits certain distinct characteristics. The holistic development of a child takes into account the nurturing and nourishment of these five layers;
- Idea of *Panchpadi* (Five-Step learning process) which represents a guide to formulating the sequence that a teacher may adopt in planning for instruction. These steps include *Aditi* (Introduction), *Bodh* (Conceptual Understanding), *Abhyas* (Practice), *Prayog* (Application), and *Prasar* (Expansion).
- Centrality of Care; importance of play; Curricular goals; and the knowledge, capacities and values and disposition to be acquired/demonstrated by children at the Foundational Stage)
- Learning to use Stories, Toys, Arts, Games: (e.g., Toy-based & Stories based Pedagogy, Active Learning, Activity based / Play based pedagogy, Art integrated and sports integrated Pedagogy, arranging learning environment, Organising learning contents and learning experiences, and preparing timetable).
- Pedagogy & Assessment for Early Language: (e.g., Approach to early Language learning, emergent literacy, classroom strategies, Multilingualism)
- Pedagogy & Assessment for Early Mathematics: (e.g., Conceptual development, approach to early mathematics, classroom strategies and teaching-learning-assessment processes; technology use and integration).

b) Stage-Specific Content-Cum-Pedagogy (Preparatory Stage)

The sources of learning contents at the Preparatory Stage include textbooks in the areas of language and mathematics, a variety of children’s literature to enhance students’ literacy capacities, concrete materials and manipulatives in mathematics, The ‘World Around Us’ would rely more on experiential learning with physical exploration as the main source of content with content centred around familiar contexts of the student. The pedagogical approach at the Preparatory Stage is activity- and discovery-based, and self-paced individual work as part of the class-room activity along with inclusion of some amount of homework.

The main topics/themes relating to this component will include the following:

- Understanding holistic development of children during the Preparatory Stage of education: e.g., Continuity from the Foundational Stage, focus on readiness for formal learning, Importance of Care, Curricular goals and the knowledge, capacities and values and disposition to be acquired/demonstrated by children during the Preparatory Stage.
- Pedagogy & Assessment for Language: e.g., Approaches to Language learning, Classroom Strategies, teaching-learning-assessment process.
- Pedagogy & Assessment for Mathematics: e.g., Approaches to Mathematics learning, Classroom Strategies, teaching-learning-assessment processes.
- Pedagogy & Assessment for the course on ‘World around us’: Process of scientific inquiry (Observation, Experimentation, Documentation, etc.), Experiencing and Exploring World around)
- Pedagogy & Assessment for Arts & Aesthetics: Approaches to Art, Classroom strategies, Arts in development of Values and Dispositions, Integrating Arts in teaching of Languages, Maths, Environmental education, etc.
- Pedagogy & Assessment for Physical Education (Health and wellness, Spots and fitness, yoga, etc.): Approaches to Physical Education, teaching -learning-assessment Strategies; Developing values and dispositions through sports and games, Integrating Play/Games in teaching of Maths, Languages, Environmental education, etc.

c) Stage-Specific Content-Cum-Pedagogy (Middle Stage):

The learning contents in the Middle Stage cover theoretical concepts and theories and conceptual frameworks specific to each subject relating to the curricular areas such as languages, mathematics, arts, sciences (the study of the natural world), social sciences (the study of the human world), physical education, and vocational education. The learning contents at the Middle Stage include more abstract ideas, involving engagement with unfamiliar contexts and situations relating to these ideas. Well-designed textbooks support

students in learning concepts, principles and theories relating to different subjects of study. Pedagogy involves direct instruction and opportunities for exploration and inquiry. The emphasis of pedagogy at the Middle Stage is not on learning of facts, but on the methods of inquiry within each of the subjects of study.

The main topics/themes relating to this component will include the following:

- Understanding Holistic Development of children during the Middle Stage of education: How children of Middle Stage age group learn, Preparing for Adolescence, Curricular Goals and Competencies relating to the Middle Stage, etc.
- Planning for Teaching children at the Middle Stage of education: How children of Middle Stage age group learn, preparing for young adulthood, Curricular Goals and the knowledge, capacities and values and disposition to be acquired/demonstrated by children at the Middle Stage of school education.
- Pedagogy & Assessment relating to two disciplines associated with Curricular Areas, including Vocational exposure: Objectives, planning, teaching methods & material, assessment, technology requirements, self-learning, etc., and engaging with Middle Stage curriculum and textbooks.
- Engaging pedagogy and assessment: Use of technology, Integrating Indian Knowledge Systems; Designing good assessment tools.

d) Stage-Specific Content-Cum-Pedagogy (Secondary Stage):

Textbooks constitute an important source of learning contents of the secondary stage of education. Pedagogical approaches at the Secondary Stage include more self-study and exploration, with a focus on using appropriate methods of inquiry specific to the subject of study. Students will be encouraged to become independent learners. Classroom interactions will include direct instruction from the Teacher, seminars for discussion and exploration, and opportunities for students to prepare and present key concepts relating to the subject(s) of study.

The main topics/themes relating to this component will include the following:

- Understanding Holistic Development of children during the Secondary Stage of education: e.g., How children of secondary education age group learn, preparing for young adulthood, Curricular Goals and the knowledge, capacities and values and disposition to be acquired/demonstrated by children at the Secondary Stage.
- Planning for Teaching children at the Secondary Stage of education: e.g., Objectives, planning, methods & material, assessment, technology requirements, engaging students, self-learning, etc, Engaging with Middle Stage curriculum and textbooks.

- Discipline-Specific Pedagogy & Assessment relating to chosen subject areas.
- Engaging Pedagogy & Assessment: e.g., Use of technology for improving teaching-learning process, Integrating Indian Knowledge Systems, Designing good assessment tools.

2.1.5 Ability Enhancement and Value-Added Courses (Semester-1 to 8, 28 Credits)

These courses are common to all student-teachers across Stage Specialisations. They help student-teachers gain knowledge and capacities in areas that are essential to a holistic education and are both useful to life as well as to a career in education. The courses will help student-teachers develop sensitivity, critical and analytical capacities, reflection, sensibilities for dialogue and cooperative learning, aesthetic appreciation, and values for a sustainable world. They help student-teachers broaden their horizons and explore possibilities in different areas of that are directly or indirectly connected to education. All courses have a practical orientation in that they emphasise real-world application of ideas with special focus on applications in the practice of education. Pedagogy across courses emphasise 'practice' and 'doing'. All courses emphasise capacities and values that are important for teachers. The Ability Enhancement and Value-Added courses include the following:

Languages I & II: (Semesters-1 & 2, 4+4 Credits): Language proficiency is fundamental to the practice of teaching. Language-1 will be a language selected from the list of languages included in the 8th schedule of the Constitution of India. Language-2 will be a language other than Language 1. These courses aim at enabling students to acquire and demonstrate language proficiency and linguistic abilities including critical reading and writing that will help them understand and articulate ideas and arguments clearly and coherently. The courses would also help students appreciate India's rich linguistic diversity and the value of multilingualism in the school classroom.

Art Education (Performing and Visual) (Semesters-1 & 7, 2+2 Credits): Aesthetic appreciation is an important aim of education contributing to holistic development of an individual. This course aims at helping student-teachers understand, practice, and enjoy the arts through hands-on activities that allow them to express their creativity. The idea is to enable student-teachers to appreciate both the ideation and the process of art culminating in the creation of an artistic product. The course aims at developing an understanding among student-teachers of the different aspects of arts such as Indian Classical Music, Folk Music, Contemporary Music, Theatre, Puppetry, Sculpture, Fine Arts, Folk Painting, Graphic Design, Motion Pictures, Film Appreciation, Script writing, Photography, Textile Designing, etc.

Understanding India (Indian Ethos and Knowledge Systems) (Semesters-1 & 2, 2+2 Credits): This course aims at enabling students to develop a broad understanding of India's rich epistemic traditions and India's values and ethos. It will introduce students to India's

knowledge systems across fields such as literature and arts, astronomy, agriculture, health and medicine, science and mathematics, management and administration, economy and polity, law and philosophy etc.

Teacher & Society (Semester-2, 2 Credits): Teachers unarguably have the key role in nurturing young lives and shaping positive and inspired future generations. Emphasising on the crucial role of teachers NEP 2020 states “teachers truly shape the future of our children - and, therefore, the future of our nation.” [Para 5.1, NEP 2020]. It is recognised that teachers have the opportunity to work with children during the most impressionable years in their life and can shape opinions, form ideas about personal and social goals and about society and life, contributing so much to the development of both individuals and society as a whole. 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 is constantly redefining not only the educational landscape but also the human relationships and social norms. These entail 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 aims at developing an understanding among the student-teachers of the roles and obligations of a teacher as an architect of the society based upon the cultural ethos, traditions, and diversity, and as an agent for fostering national integration. In addition to these, the course also seeks to create an awareness among student-teachers about the need to respond to the learning needs of students from diverse cultural, linguistic, social and economic backgrounds, to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogies and technologies, keep pace with current educational developments and initiatives; and keep oneself professionally engaged to update/upgrade knowledge and practice. Student-teachers will be encouraged to comprehend how societal structures shape teacher identity on one hand and how teacher identities, beliefs, values, convictions and commitment shape the ethics, culture, norms and values on the other, thus impacting the larger societal thoughts and actions. The course also seeks to enable student-teachers to explore the relationship of the teacher with education development, with community and society, and to recognise the changing socio-cultural and technological contexts of the teacher and how they impact the multiple roles, identities and expectations of a teacher. The course explores the agentic role of a teacher, how the teacher gets influenced and how the teacher influences the education system. The course will develop an understanding of the importance of re-calibrating teacher roles and teaching beyond the curricular boundaries to enable a teacher to function as the architect of an inclusive, harmonious, and developing India.

ICT in Education (Semester-5, 2 Credits): This course aims to orient students about the importance of ICT in education, its strengths and important cautions especially in school education. Students will be introduced to approaches across stages in school education and get opportunities to develop skills in using various ICT tools, including digital technologies and resources, for improving teaching-learning-assessment processes and enhancing student learning outcomes. The course aims to introduce the student-teachers to the importance of cutting-edge areas such as Artificial Intelligence (AI), big data analytics, machine learning, etc. in the field of education.

Mathematical and Quantitative Reasoning (Semester-6, 2 Credits): Understanding data is now an important ability for all students to learn, especially those who are preparing to work in education. This course will introduce students to the importance of quantitative reasoning and basic methods of reading and interpreting data.

Sports, Nutrition and Fitness (Semester-7, 2 Credits) : This course aims at emphasizing the importance of good health, fitness and the right nutrition to live a healthy life. It also provides students the experience of organising and participating in sports and games.

Yoga and Understanding Self (Semester-8, 2 Credits) : This course is common to all students across Stage Specialisations. The course focuses on the benefits of Yoga for healthy living and beginning the habit of daily practice for promoting the optimal state of physical, emotional, intellectual, social, and spiritual wellbeing of a person. Yoga as a way of life is characterized by peace and tranquility, harmony and health, love and happiness, precision and efficiency. The course seeks to engage student-teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa & Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher.

Citizenship Education, Sustainability and Environmental Education (Semester-8, 2 Credits): This course seeks to orient student-teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and their roles and responsibilities as responsible, productive, and effective citizens of a democratic society. The course will introduce students to the idea of an interconnected and interdependent world, India's rich heritage and philosophical foundation of Vasudhaiva Kutumbkam (whole world as one family). The course also seeks to create among student-teachers an awareness of the contemporary global issues and challenges to enable them to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. It also seeks to orient student-teachers to the criticality of respecting and protecting the environment by creating an awareness of the environmental and sustainability issues, including actions required for mitigating the effects of climate change, environmental degradation and pollution, and

initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge relating to India's environment in its totality, and effects of environmental degradation on the future quality of people's lives.

2.1.6. School Experience (This curricular component is specific to Stage Specialisation) (Semester-5 to 8, 20 Credits)

The school is the heart of teacher education. Teaching can never be a mere application of theories generated from different disciplines like psychology, sociology, philosophy etc. An effective teacher needs to have the capacity to make educational judgements based on the perspectives gained through engagement with these disciplines.

Teacher preparation is primarily a reflective, experiential process. Student-teachers need to connect with children and schools in a variety of ways. Interacting with children and teachers in schools, parents, and the community is an essential part of teacher education. For a novice teacher, educational judgement develops through guided practice and ability to critically reflect on the practices they observe of themselves and others.

Becoming a teacher also places a person in multiple interactive relationships with students, colleagues, and administrators in school as well as with families of students and communities. Teachers thus need to develop capacities for understanding the requirements for sustaining meaningful relationships with families of students and communities and learn to function with sensitivity and skill in responding to these requirements.

The ITEP considers school experience, including internship in teaching, as an integral part of the education and training package and stresses the need for integrating different subjects by way of developing inter-disciplinary units to make teaching more meaningful.

The school experience component in the ITEP aims to build teaching capacities in a graded manner. This component involves the following:

a) Pre-Internship Practice (Semester-5, 2 Credits): Pre-Internship practice is a vital component of the ITEP. This involves preparation for School Experience with demonstration lessons by teacher educators and/or expert teachers, and Peer Teaching where student-teachers try out lessons/teaching with their classmates as preparation for doing the same in school. The pre-internship practice is designed to acquaint the student teachers with various pedagogical practices, classroom management skills, assessment tools and learning standards; provide experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons); develop lesson plans to transact them using appropriate pedagogical practices and learning resources; develop and practice teaching skills in a guided environment to be an effective teacher; and prepare student-teachers for the

school internship. The transaction modalities include Demonstration lessons; Peer-Group teaching and peer observation; and reflective group discussions/ workshops/seminars; preparation and presentation of the video content illustrating best classroom and teaching practices. Key activities with regard to pre-internship practice include observation by student-teachers of lessons transacted by teacher educators to identify pedagogic skills; exposure of student teachers to various types of lesson plans through workshops; Development of relevant teaching-learning material; participation in screening of and discussion on educational videos on pedagogy and learning assessment; learning about inclusiveness in school education; and orientation of student-teachers for undertaking action research/case study.

b) School Observation (Field Practice) (Semester-6, 2 Credits): This involves observation of schools and classroom teaching across schools in different contexts (Rural and Urban) and institutional arrangements as per the requirements of the Stage-specific ITEP; Practice Teaching in School by assisting the classroom Teacher in a series of individual lessons, and 'Block or Unit' Teaching in School by teaching a logical set of lessons or a complete unit closely observed by the classroom Teacher constitute an important aspect of field practice. The School Observation component is designed to acquaint the student teachers with various schooling systems, enable student-teachers to experience the processes, practices, and overall environment of the school; establish a rapport with all the stakeholders of the school system; observe the process of conducting different activities in the school; study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff; observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation and drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting); observe and document the availability and usage of teaching-learning materia, including ICT resources; study the available physical and digital documents, including UDISE data; study interpersonal relationships among the stakeholders; study various assessment processes adopted in different types of schools for holistic development of children; prepare and present a comprehensive profile of the schools observed (including classroom processes) and study the engagement of parents and other community members in school activities.

c) School-Based Research Projects (Semester-7, 2 Credits): Action research enables student-teachers to reflect on their wisdom to bring out the desired changes and explore the system when necessary. Action research enable them to experiment with school/classroom practices in a controlled environment to improve the processes relating to curriculum transaction. The Action research could be individual or collaborative research among the student-teachers. School-based action research and case studies, when acted upon as collective, self-reflective inquiry undertaken in actual social situations help improve the educational practices, and foster critical thinking, problem-solving, collaboration and ethical decision-making skills among student-teachers. The school-based research helps student-teachers find solutions to

contextual problems/challenges. During the school internship, the student-teachers will identify school practices and challenges that enable them to design relevant interventions to improve teaching-learning-assessment processes. The school-based research project would help improve the knowledge and capacities for identifying contextual problems and formulating an appropriate research design, preparing a plan of action for undertaking school-based research, developing and using tools and techniques for the collection and analysis of data in order to identify the causes of the identified problems and challenges, developing and implementing evidence-based interventions for addressing the problems; assessing the effectiveness of the intervention(s), and reflecting and sharing the school-based research experiences through reports and presentations.

d) Internship in Teaching (Semester-7, 10 Credits): Teacher preparation is a reflective and experiential process, and internship in teaching is vital to connecting student-teachers with school, teachers, students, and other stakeholders. Internship provides a platform and actual field experience for the student-teachers to apply theoretical knowledge and teaching methods in actual school/classroom situations. During the internship, student-teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by schoolteachers, take independent classes, develop a relationship with students, contribute to everyday school activities (e.g., conducting the school assembly, assisting in the mid-day meal scheme, organizing school events, etc.) and exposure to all school administrative practices (e.g., maintaining administration records, creating an annual calendar etc.). This enables them to get intensive experience in all aspects of teaching - preparation, planning, developing/collecting/localising teaching-learning material, classroom transactions, and learning assessment processes. Student-teachers would first act as assistants to the regular classroom teacher and then gradually take independent charge of their classroom teaching. The student-teachers will be exposed to situations where they can observe different roles played by the teacher in the field, which they will also have to undergo. After completing the internship, student-teachers will be ready to take up a teacher's responsibility independently. During internship, student-teachers would also gain an understanding of the community it caters to and the teaching community within the school. They would have opportunities to develop relationships with the children whom they are going to teach. They would compile a portfolio of all the artefacts they have used for teaching and learning assessment.

e) Post Internship (Review and Analysis) (Semester- 8, 2 Credits): After successful completion of internship programme, student-teachers will be required to compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during internship, and prepare comprehensive internship report. The post-internship review and analysis is designed to develop among student-teachers a

comprehensive understanding of the school ecosystem, provide a forum for sharing experience and learning gained during internship with the peers and teacher educators, and reflect on learning experience made available through different activities organized during the school internship.

f) Creating Teaching-Learning Material (Semester-8, 2 Credits): Once student-teachers have had a complete experience of how a school function, what a teacher does and how classroom processes play out, they would be able to think about the theory that they have learnt in a more meaningful manner. One way of consolidating this entire understanding and their full experience through the ITEP is to use it to prepare relevant and useful learning material for specific groups of children with whom they have interacted with through their school experience. It is important for student-teachers to use this understanding in a 'hands-on' way and justify their choices through what they have learnt through eight semesters of study. Therefore, this course is placed in the final semester.

School Experience (Foundational Stage): Main Activities

Pre-Internship Practice: Preparation for School Experience

- Orientation on School Experience.
- Demonstration lessons by Teacher Educators and/or by expert teachers.
- Peer Teaching – I: Teaching of early Language, early Maths, and Arts.
- Peer Teaching – II: Using Play-based, Arts/Sports-integrated, Toy-based, and Story-based pedagogy to promote physical development, socio-emotional-ethical development, cognitive development, aesthetic and cultural development, and development of positive learning habits.

School Observation:

- Observation of learning activities within Anganwadi Centres, Balvadikas, Government & Private Pre-Schools; In the case of Government & Private Pre-Schools, observation of full school with special focus on Grades 1 & 2.
- Observation of activities designed to promote learning and development among children enrolled in Anganwadi Centres, Balvadikas, Government & Private Pre-Schools in different contexts (Rural and Urban).

Practice Teaching:

- Teaching in Anganwadi Centres, Balvadikas, Government & Private Pre-Schools by assisting the Teacher to deliver a series of individual lessons. Equal time with 3-6 age children and children in Grades 1 & 2; Assisting educators in Anganwadi Centres and

Balvadikas, and classroom teachers in Grades 1 & 2 (no independent teaching) – Minimum 6 lessons in different domains of learning and development. i.e., physical development, socio-emotional-ethical development, cognitive development, aesthetic and cultural development, development of foundational capacities in literacy and numeracy, and development of positive learning habits.

- 'Block/Unit Teaching' involving planning for teaching, teaching a logical set of lessons or a complete unit closely observed by educators in preschools and classroom teachers in Grades 1 & 2 in schools.
- Taking classes observed by educators in preschools and classroom teacher of Grade 1 & 2 in schools (no teaching without teacher present) with equal time with 3-6 age children and 6-8 age children in Grades 1 & 2; (Minimum five Lessons for children attending Balavatikas/Anganwadi centres and other preschools, and five lessons for children in Grades 1&2)

Internship in Teaching:

- Observation of transaction of lessons by teachers of Grades 1 & 2 in schools.
- Acting as assistants to the regular classroom teacher before taking independent charge of their classroom teaching.
- Independent teaching by student teachers with equal time devoted to teaching children in the age group 3-6 years and children in Grades 1 & 2 covering all areas/domains of development, i.e., physical development, socio-emotional-ethical development, cognitive development, aesthetic and cultural development, language and literacy development, development of foundational numeracy, and development of positive learning habits.
- Support to carry out everyday activities in preschools and schools (e.g., conducting the school assembly, assisting in the mid-day meal scheme, organising various school events, etc.).
- Exposure to school administrative practices (e.g., maintaining administration records, creating an annual calendar, etc.).
- Participation in all aspects of teaching - preparation, planning, developing/collecting/localising teaching-learning material, classroom transactions, and learning assessment processes.

Creating Teaching-Learning Material:

- Development of relevant teaching-learning material for specific groups.

- Making Toys, Models, Games, Puzzles, Story Boards, Songs, Arts, Drama and Dance Puppets etc. relevant to the local context.

School Experience (Preparatory Stage): Main Activities

Pre-Internship Practice:

- Preparation for School Experience involving:
- Orientation on School Experience.
- Demonstration lessons by Teacher Educators and/or by expert teachers.
- Peer Teaching – I: Teaching of Language(s), Math, 'The World Around Us'.
- Peer Teaching – II: Teaching of Arts, Physical Education, including Sports and fitness-related activities.

School Observation:

- Observation of teaching-learning activities in Grades 3, 4 & 5 in Schools; In the case of Government & Private Pre-Schools, observation of full school with special focus on Grades 3, 4 & 5.
- Observations of Schools across as many contexts as possible (e.g., Rural, Urban, Residential schools, Schools with alternative approaches, Ashram schools, etc.); Observing full school with some focus on Grades 3-5.

Practice Teaching:

- Assisting teachers in Grades 3-5 in schools (no independent teaching) – Equal time devoted to teaching of Languages, Math, The World Around Us, Arts, Physical Education.
- 'Block/Unit Teaching' involving planning for teaching, teaching a logical set of lessons or a complete unit closely observed by classroom teachers in Grades 3, 4 & 5 in schools.
- Taking classes observed by classroom teacher of Grades 3-5 in schools (no teaching without teacher present) with equal time with children in Grades 3, 4 & 5 in schools.

Internship in Teaching:

- Observation of transaction of lessons by teachers of Grades 3-5 in schools.
- Acting as assistant to the regular classroom teacher before taking independent charge of classroom teaching.

- Independent teaching by student teachers with equal time devoted to teaching of Languages, Math, The World Around Us, Arts, and Physical Education.
- Support to carry out everyday activities in schools (e.g., conducting the school assembly, assisting in the mid-day meal scheme, organising various school events, etc.).
- Exposure to school administrative practices (e.g., maintaining administration records, creating an annual calendar, etc.).
- Participation in all aspects of teaching - preparation, planning, developing/collecting/localising teaching-learning material, classroom transactions, and learning assessment processes.

Creating Teaching-Learning Material:

- Development by student teachers of relevant teaching-learning material for specific groups of children with whom they have interacted with through their school experience.
- Development of Toys, Models, Games, Puzzles, Story Boards, Songs, Science experiments, etc. relevant to the local context.

School Experience (Middle Stage): Main Activities

Pre-Internship Practice: Preparation for School Experience involving:

- Orientation on School Experience.
- Demonstration lessons by Teacher Educators and/or by expert teachers.
- Peer Teaching - I: At least two subjects i.e., languages, mathematics, arts, sciences (the study of the natural world), social sciences (the study of the human world), physical education, and vocational education) relating to two of the curricular areas included in the curriculum for Grades 6-8.
- Peer Teaching - II: At least two subjects i.e., languages, mathematics, arts, sciences (the study of the natural world), social sciences (the study of the human world), physical education, and vocational education) relating to two of the curricular areas included in the curriculum for Grades 6-8.

School Observation:

- Observation of teaching-learning activities in Grades 6, 7 & 8 in Schools; In the case of Government & Private Pre-Schools, observation of full school with special focus on Grades 6, 7 & 8.

- Observations of Schools across as many contexts as possible (e.g., Rural, Urban, Residential schools, Schools with alternative approaches, Ashram schools etc.); Observing full school with some focus on Grades 6-8.

Practice Teaching:

- Assisting classroom teachers in Grades 6-8 in schools – equal time devoted to teaching of at least two curricular areas and vocational education.
- Block/Unit Teaching in school: involving planning for teaching; transacting lessons observed by the classroom teacher (no teaching without the classroom teacher present); Equal time on at least two curricular areas and vocational education; teaching a logical set of lessons or a complete unit closely observed by classroom teachers with equal time with children in Grades 6, 7 & 8 in schools.

School Internship:

- Observation of transaction of lessons by teachers of Grades 6 -8 in schools.
- Acting as assistant to the regular classroom teacher before taking independent charge of classroom teaching at the Middle Stage.
- Independent teaching by student teachers with equal time shared across two subjects i.e., languages, mathematics, arts, sciences (the study of the natural world), social sciences (the study of the human world), physical education, and vocational education) relating to two subjects included in the curriculum for Grades 6-8.
- Support to carry out everyday activities in schools (e.g., conducting the school assembly, assisting in the mid-day meal scheme, organising various school events, etc.).
- Exposure to school administrative practices (e.g., maintaining administration records, creating an annual calendar, etc.).
- Participation in all aspects of teaching - preparation, planning, developing/collecting/localising teaching-learning material, classroom transactions, and learning assessment processes.

Creating Teaching-Learning Material:

- Development of relevant teaching-learning material for specific groups of children with whom the student-teacher had interacted with during their school experience.
- Development of Models, Games, Art-related projects, Literary projects, Science experiments etc.

School Experience (Secondary Stage): Main Activities

Pre-Internship Practice: Preparation for School Experience:

- Orientation on School Experience.
- Demonstration lessons by Teacher Educators and/or by expert teachers.
- Peer Teaching - I: Pedagogy of chosen subjects relating to two of the curricular areas such as languages, Arts Education, Physical Education, Vocational Education, Social Sciences & Humanities, Interdisciplinary Areas, Mathematics and Computational Thinking, and Science included in the curriculum for Grades 9 & 10.
- Peer Teaching - II: Pedagogy of chosen subjects from two of the curricular areas such as languages, Arts Education, Physical Education, Vocational Education, Social Sciences & Humanities, Interdisciplinary Areas, Mathematics and Computational Thinking, and Sciences, included in the curriculum for Grades 9 & 10. School observation involving:
 - Observation of teaching-learning activities in Grades 9-12 in Schools; Observation of full school with special focus on Grades 9-12.
 - Observation of Government and Private Schools across as many contexts as possible (e.g., Rural, Urban, Residential, Schools with alternative approaches, Ashram schools etc.); Observation of full school with special focus on Grades 9 – 12.

Practice Teaching:

- Assisting classroom teachers in Grades 9-12 in schools – Focus on teaching of subjects relating to two of the curricular areas such as Languages, Art Education, Physical Education, Vocational Education, Social Sciences & Humanities, Interdisciplinary Areas, Mathematics and Computational Thinking, and Sciences, prescribed for study in Grades 9 & 10 (no independent teaching).
- Block/Unit Teaching in school: Planning for Teaching; Taking classes observed by the classroom teacher (no teaching without the classroom teacher present); Classes in two chosen subjects relating to two of the curricular areas, i.e., Languages, Arts Education, Physical Education, Vocational Education, Social Sciences & Humanities, Interdisciplinary Areas, Mathematics and Computational Thinking, and Sciences, prescribed for study in Grades 9 & 10. Equal time shared two curricular areas and vocational education; teaching a logical set of lessons or a complete unit closely observed by classroom teachers with equal time with children in Grades 9, 10, 11 & 12 in schools.

School Internship:

- Independent Teaching, equal time shared across two subjects relating to two of the curricular areas, i.e., languages, Arts Education, Physical Education, Vocational

Education, Social Sciences & Humanities, Interdisciplinary Areas, Mathematics and Computational Thinking, and Sciences prescribed for study in Grades 9-10 (Min: 10 lesson).

- Observation of transaction of lessons by teachers of Secondary Stage.
- Acting as assistant to the regular classroom teacher before taking independent charge of classroom teaching at the Secondary Stage.
- Independent Teaching, equal time shared across two subjects relating to two of the curricular areas, i.e., languages, Arts Education, Physical Education, Vocational Education, Social Sciences & Humanities, Interdisciplinary Areas, Mathematics and Computational Thinking, and Sciences prescribed for study in Grades 9-10.
- Providing support to carry out everyday activities of schools (e.g., conducting the school assembly, organising various school events. etc.).
- Exposure to school administrative practices (e.g., maintaining administration records, creating an annual calendar. etc.).
- Participation in all aspects of teaching - preparation, planning, developing/collecting/localising teaching-learning material, classroom transactions, and learning assessment processes.

Creating Teaching-Learning Material:

- Development by student-teachers of relevant teaching-learning material for specific groups of children with whom the student-teacher had interacted with during their school experience.
- Development of Vocational Projects, Maps, Science Experiments, Literary projects, Art projects. etc.

2.1.7 Community Engagement and Service (This component is common to student-teachers across Stage Specific Specialisation) (Semester-8, 2 Credits)

The curricular component of 'community engagement and service' seeks to expose student-teachers to the socio-economic issues in society and community-supported development activities so that classroom learnings can be supplemented by life experiences to generate solutions to real-life problems. This course is designed to develop insights into the functions of the community, enhance the ability of student-teachers to enlist community support for school-related activities, make the community aware of the importance of education, issues associated with schooling, health & wellness of children, sensitise and mobilise the community members to address the social, cultural and educational problems,

develop social leadership skills through community service.

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

3.0 APPROACH TO CURRICULUM TRANSACTION

The approach to transaction of the ITEP curriculum will focus on enabling student-teachers to attain the defined competencies and learning outcomes relating to courses associated with each of the curriculum components that would enable student-teachers to achieve the expected Graduate Attributes. The curriculum transaction will involve learner-centric pedagogies, and pedagogical practices that would help facilitate well-structured and sequenced acquisition of knowledge and capacities. Practicum that would link theory with practice will constitute an important aspect of the teaching-learning process. Teaching process will include lectures supported by tutorial work; practicum and field-based learning; the use of teaching-learning material, including e-learning resources and other self-study materials; project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific knowledge and capacities; exposure to different types of schools and other teacher education institutions and/or research facilities, school-based internship, etc.

4.0 APPROACH TO ASSESSMENT AND EVALUATION

A variety of assessment methods and tools will be used to assess progress towards the defined learning outcomes, competencies, and the expected Graduate Attributes. Priority will be accorded to formative assessment. Assessment of learning outcomes will cover all domains of learning. The assessment would provide meaningful and constructive feedback to faculty and student-teachers about the teaching-learning process and outcomes. Assessment tasks and tools will be designed to evaluate the capacity to analyze and synthesise new information and concepts rather than simply recall information previously presented. The process of assessment is expected to be carried out in a manner that encourages better student

engagement and rigorous study. A range of tools and methods for assessment will be used (e.g., open book tests, portfolios, assignments, projects, presentations, dissertations, peer, and self-assessment) in addition to the standard written test. Written tests will be designed rigorously using a range of tools and processes (e.g., constructed response, open ended items, multiple-choice with more than one correct answer). Faculty will provide options for a student to improve performance in the continuous assessment mode.

Since School Experience is central to teacher preparation in the ITEP, assessment tools will be specially designed for this purpose. The assessment weightage for different elements of School Experience will be divided into two broad categories: The first category will include assessment of actual practice within all the components – school observation, pre-internship practice, internship, post-internship (review and analysis) creating teaching-learning material. The second category will include all reflective and consolidating work in written and oral format.

Illustratively, the assessment of student learning in the first category (actual practice) will include the following aspects:

- Professional Conduct and Accountability: Items for assessment will include regular and timely attendance; quality of participation and engagement; and Quality and timeliness of submissions, response to feedback
- Effective Teaching: Items for assessment will include Planning for teaching, developing appropriate material, using appropriate resources, Classroom engagement and management, Assessment of student learning, Demonstration of concepts, strategies, skills learnt in the programme
- Capacity to Build Relationships and Engagement Outside the Classroom: The assessment approach will include assessment i) with Students - general ability across age groups; ii) with Colleagues - other student-teachers, iii) other teachers in the school, support staff in the school; iv) In other curricular engagements in the school - assemblies, mealtimes, library, lab, sports, art, music, etc. v) with parents, caregivers, and families in the community.

The assessment of student learning in the second category (*reflective and consolidating work*) would include: i) Journal entries of observation and reflection for all days of engagement; ii) School Portrait and Portfolio; iii) Seminar participation - preparation with readings, and overall participation during the seminar; iv) Reflective Essay/ Video documentary/ Photo essay cum Final Presentation.

Suggested Grading System: Letter Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Not Qualified)	0
Ab (Absent)	0

For non-credit courses/activity such as the Student Induction Programme 'Satisfactory' or 'Unsatisfactory' will be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA. The Semester Grade Point Average (SGPA) is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester.

It shall be expressed up to two decimal places. i.e., $SGPA (S_i) = \frac{\sum(C_i \times S_i)}{\sum C_i}$ where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the students.

The universities or the autonomous colleges can decide on the grade or percentage of marks required to pass in a course and the Cumulative Grade Point Average (CGPA) required to qualify for the award of the degree taking into consideration the recommendations of the relevant standard setting body. Cumulative Grade Point Average (CGPA) is a measure of cumulative performance of a student in all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses. It is expressed up to two decimal places. i.e.,

$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$ where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.



Curricular Components of ITEP

- *Student Induction Programme (Common to all student-teachers across stage specific specialisation. To be organised during the first two weeks of Semester-1)*
- *Foundations of Education (30 Credits)*
- *Disciplinary/Interdisciplinary Courses (64 Credits)*
- *Stage-Specific Content - Cum - Pedagogy Courses (16 Credits)*
- *Ability Enhancement and Value-Added Courses (28 Credits)*
- *School Experience, including Internship in Teaching (20 Credits)*
- *Community Engagement and Service (2 Credits)*





National Council for Teacher Education

(A Statutory Body of the Government of India)

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