CURRICULUM FRAMEWORK:
TWO-YEAR B.ED. PROGRAMME

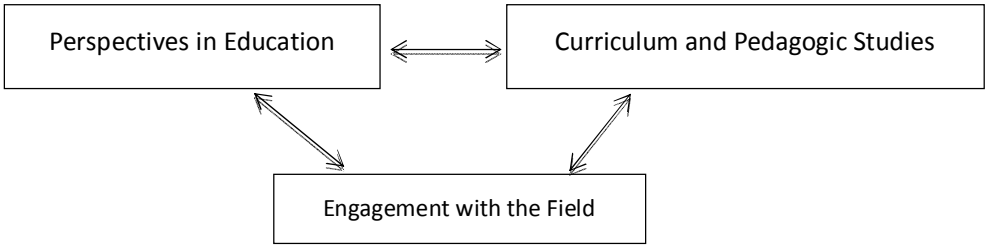
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CURRICULUM FRAMEWORK FOR THE NCTE TWO-YEAR B.ED. PROGRAMME

This document presents the course structure for the NCTE Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

CURRICULAR AREAS

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:



I. Perspectives in Education

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the six courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

Course 1 Childhood and Growing Up

Course 2 Contemporary India and Education

Course 3 Learning and Teaching

Course 6 Gender, School and Society (1/2)

Course 8 Knowledge and Curriculum

Course 10 Creating an Inclusive School (1/2)

The course on 'Childhood and Growing up' shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'Teaching and Learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning. 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at one/ two levels of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include:

Course 4 Language across the Curriculum (1/2)

Course 5 Understanding Disciplines and Subjects (1/2)

Course 7(a &b) Pedagogy of a School Subject

Course 9 Assessment for Learning

Course 11 Optional Course*(1/2)

These courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge though appropriate pedagogic processes that communicates meaningfully with children.

Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, or an additional pedagogy course (in another subject at the secondary level or the same subject at the higher secondary level).

III. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

  Course *EPC 1*: Reading and Reflecting on Texts (1/2)
  Course *EPC 2*: Drama and Art in Education (1/2)
  Course *EPC 3*: Critical Understanding of ICT (1/2)
  Course *EPC 4*: Understanding the Self (1/2)

ANNUAL DISTRIBUTION OF THE COURSES

(Semester wise distribution of the courses is attached as Appendix 1)

Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject –Part I (1/2)	50 marks
Course *EPC 1*	Reading and Reflecting on Texts (1/2)	50 marks
Course *EPC 2*	Drama and Art in Education (1/2)	50 marks
Course *EPC 3*	Critical Understanding of ICT (1/2)	50 marks
Engagement with the Field: Tasks and Assignments for Courses 1-6 & 7a		_____
		Total- 650 marks

Year 2

Course 7b	Pedagogy of a School Subject – Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course* (1/2)	50 marks
Course *EPC 4*	Understanding the Self (1/2)	50 marks

School Internship 250 marks

Engagement with the Field: Tasks and Assignments for Courses 7b & 8-10 _____

Total- 650 marks

Note:

a). 1/2 indicates a half paper which is allocated both half the time of effective hours per week and also half the marks assigned to a full paper.

b).* Optional Courses can be from among the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, etc. and can also be an Additional Pedagogy Course**(for a school subject other than that chosen for Course 7 (a&b) at the secondary level, or the same school subject at the higher secondary level).

**Teacher education institutes/university departments can make arrangements to offer an additional pedagogy course for (i) a second school subject at the secondary level for interested student-teachers who have undertaken adequate number of courses in that subject during their graduation or (ii) the same school subject as in Course 7 but at the higher secondary level for student-teachers with a post-graduate degree in that subject.

DETAILED COURSE OUTLINE

Engagement with the Field – the Self, the Child, Community and School

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100 %.

This curricular area of Engagement with the Field would serve as an important link between the other two broad areas and the field, through its three components:

a) *Tasks and Assignments that run through all the courses as indicated in the structure and its year wise distribution*

The two curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical

frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The community based engagement may also include oral history projects with a particular community of artisans as part of the course on 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment based projects to address concerns of a particular village/city or a community.

b) *School Internship*

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to

understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

c) *Courses on Enhancing Professional Capacities (EPC)*

Throughout the programme several other specialised courses shall be offered to enhance the professional capacities of a student-teacher. The EPC courses shall be internally assessed and are as follows:

Course *EPC 1*: Reading and Reflecting on Texts (1/2)

Course *EPC 2*: Drama and Art in Education (1/2)

Course *EPC 3*: Critical Understanding of ICT (1/2)

Course *EPC 4*: Understanding the Self (1/2)

A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege participation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music, drama and yoga. These courses shall offer opportunities to self-reflect, study issues of identity, interpersonal relations, while viewing schools as sites for social change; developing social sensitivity and the capacity to listen and empathise.

COURSE DETAILS

Course 1: Childhood and Growing Up

This course offers an introduction to the study of childhood, child development and adolescence (Sharma, 2003). It aims to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds (Saraswathi, 1999). The main focus in the course would be to enable student teachers to arrive at an understanding of how different

socio-political realities construct different childhoods, within children's lived contexts: family, schools, neighbourhoods and community.

The course builds an interdisciplinary framework to interpret and analyse observations and interactions. The theoretical frames would be drawn from cross-cultural psychology, sociology and anthropology to bring together theories of child development and crucial aspects from the construct of childhood, which has political, social and cultural dimensions.

The students would read about theories of child development, childhoods and adolescence as constructed in different social-economic and cultural settings. The course would importantly include perspective building on the issues of marginalization, of difference and diversity, and stereotyping. These ideas would be revisited in other courses too; but are posited here to essentially underline children's lived experiences; for instance, living in an urban slum, growing up as a girl and growing up in a dalit household (Mishra, 2007; Nambissan, 2009; Parry, 2005; Rampal & Mander, 2013).

The concept of adolescence would be situated in realistic and contextual frames. Do children across different cultures experience adolescence similarly? How does urbanisation and economic change impact its construction and experience? Representations of gender, class and poverty in media can be brought to the classroom to understand lived realities, assumptions of notions of childhood and stereotypes. This course also may provide windows into looking at ideas of work and childhood; children in difficult circumstances and an understanding of them; with a critical deconstruction of significant events that media highlights and creates.

The pedagogy draws from student teachers themselves, readings about childhood from diverse contexts, and engaging with children. The course posits the student-teachers as a resource themselves, as they bring their own experiences to the classroom discussions. Opportunities would be provided to engage with children's lived realities in many ways: through biographies, stories, narrations of growing up in different cultures, observations about children by parents and teachers, children's diaries, testimonies and the media.

The two important field based components would be to observe children in their natural settings, especially at play (or in a community setting), and to interact with children using activities as a base to establish rapport. These would help student-teachers to critically understand how their observations relate to the theories they have learnt and also to situate their learnings in realistic frames.

The assessment of the paper could be organized around student-teachers' developing capacities to look at, understand, interpret notions about children and childhood, about growing up in realistic contexts and arriving at a critique of the universalistic normative notions of childhood and children and adolescents; to be able to interpret how gender, caste and social class may impact the lived experiences of children.

Course 2: Contemporary India and Education

This course will enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools. The course will include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc. The course will focus on two broad themes:

A) Diversity, Inequality and Marginalisation in Society and the implications for Education
B) Policy frameworks for Public Education in India

A) Diversity, Inequality and Marginalisation in Society and the implications for Education

Student-teachers will engage with the concept of social diversity – how it enriches our life and at the same time poses challenges for universal education (NCERT, 2006a, 2006b, 2006c, 2006d). Diversity exists at many levels, at the level of the individual, of regions, languages, religions, castes, tribes, etc. Diverse communities and individuals have diverse knowledge and experience bases and also place different sets of demands from education (Ilaiah, 1996; *Letter to a Teacher*, 1970). Education also has a role in grooming children to respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully and justly.

The student-teachers will study the Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) in order to critically understand the 'constitutional values' related to the aims of education. They will thus engage with concepts relating to inequality, discrimination, marginalization (Govinda, 2011) that not only stand in the way of universalisation of education (De, Khera, Samson, & Shiva Kumar, 2011; The PROBE Team, 1999) but also impede the fulfillment of the Constitutional promise of freedom, justice, equality and fraternity.

B) Policy Frameworks for Public Education in India

Under this theme the student-teachers will learn about policy debates over time, the implementation of policies and the actual shaping of school education through interaction of various policy imperatives, financial allocations, field conditions and pressures exerted by diverse social groups. The course will begin with contemporary issues and policies and trace some of these back in time to understand the debates in the pre-independence period (Pathak, 2013). For instance, the discourse on the Right to Education (GOI, 2009; Raina, 2010), Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children; the role and agency of teachers in the context of universal and inclusive education (Batra, 2005; R.

Govinda & Josephine, 2004); earlier policies for universal elementary education; Nayee Taleem (Hindustani Talimi Sangh, 1938; Sykes, 1987) to integrate life, work and education, in the context of community participation and development; the response of diverse social groups of India to the spread of modern education in the colonial and post-independence periods; education of marginalized groups like women, dalits and tribal people (Chakravarti, 1998) ; nationalist critique of colonial education and experiments with alternatives (Kumar, 2013; Ghosh, 2007; Zastoupil & Moir, 1999).

Similarly, in the context of language policies, the course will connect with Course 4 (Language across the Curriculum) and span current research on multilingual education, debates on the medium of schooling, from the present to the preceding developments of the Three Language Formula, the constitutional provisions, and the colonial debates on school language policies (Naik, 1982; Naik & Nurullah, 1974; Scrase, 2002).

The course will also look at the Kothari Commission (GOI, 1966) recommendations and their implementation in the context of planned industrialization; National Policy on Education 1986, its review (GOI, 1992), the subsequent context of liberalization and globalization of the Indian economy; pedagogic and curricular shifts of 1990s and 2000s. It will review the Mid Day Meal programme and the role of legislative action to ensure nutrition and a public space where children eat together, transcending caste, religion, class and gender, as stressed by the order of the Supreme Court (More details on http://www.righttofoodcampaign.in/). Current concerns relating to plebianisation, privatization, and stratification of education will be located in the larger context of what is happening across the world (Hill & Rosskam, 2009).

Course 3: Learning and Teaching

This is a core course that brings together perspectives from many other courses and draws upon theoretical frames from psychology, philosophy, sociology, and language learning. It offers a site for prospective teachers to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them (Olson & Bruner, 1996). Learning encompasses many dimensions: knowledge, skills, values, beliefs, attitudes and habits. Student-teachers will understand theories of learning as conceptualized currently within psychology and cognitive science (Mukunda, 2009; Piaget, 1997; Vygotsky, 1997). They will engage critically with theories that reduce learning to behavioural and testable components, which have been influential in education, but which narrowly limit the perspective on education (Erlwanger, 1973).

The centrality of curiosity, interest, active engagement and inquiry in learning at all levels will be emphasized. Student-teachers will engage theoretically and through observation with the notion of learning as construction of knowledge (NCERT, 2005; Phillips, 1995). They will also investigate the differences and connections between learning in school and learning outside school (Rampal, 2003; Rogoff, Baker-Sennett, Lacasa, & Goldsmith,

1995). Finally, they will form strong images of what powerful learning in a classroom can be, its relationship with learners' motivation, and develop analytical tools to understand such learning.

Reflection on learning will therefore have the following broad components:

- Understanding learning: socio-cultural and cognitive processes
- Understanding the learner
- Learning in and out of school

Student-teachers will appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching (Holt, 1964). They will critically question the widespread belief that teaching is telling (informing/demonstrating), and understand culturally responsive teaching approaches that support learning (Ladson-Billings, 1995; Plato, 2009). They will explore the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques (Carr, 2005 Chapter 2; Lampert, 2001).

Values, personal relationships between teacher and learners, relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners, all shape and are shaped by the work of teaching. Student-teachers will analyse teaching as a profession, reflect on their beliefs and practices, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth (Shulman, 1986; Kosnick and Beck, 2009). Reflection on teaching will hence have the following broad components:

- Teaching as a complex activity
- Analysing teaching in diverse classrooms
- Teaching as a profession

Modes of transaction: The course will involve students integrating the study of academic texts with visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. These should include videos of lessons, examples of children's work, records that capture a variety of images of learning and teaching. Student participation will be in an inquiry mode, involving planning exploration, sharing and reflecting, analytical writing, and studying teachers' diaries (Badheka, 2006; Bhatt, n.d.).

Course 4: Language across the Curriculum

In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students' learning. Thus, it is important to understand their language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area. Several studies have shown that Indian students perform weakly in reading comprehension (Sinha, 2000). This in itself should be a crucial concern of all teachers.

Therefore student-teachers will need to be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.

The focus of the course will be under three broad areas:

1) Understanding the language background of students, as first or second language users of the language used in teaching the subject. The aim will be to create sensitivity to the language diversity that exists in the classrooms.

   This will be based on theoretical understanding of multilingualism in the classroom (Agnihotri, 1995); the home language and school language; the power dynamics of the 'standard' language as the school language vs home language or 'dialects'; Deficit theory (Eller, 1989); Discontinuity theory.

2) To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.

   The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control (Thwaite & Rivalland, 2009).

3) To understand the nature of reading comprehension in the content areas (informational reading). Writing in specific content areas with familiarity of different registers should also receive attention.

   Reading in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies for children – note-making, summarizing; making reading-writing connections; process writing; analyzing children's writings to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

Course 5: Understanding Disciplines and Subjects

This course will enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of disciplines, with some discussion on the history of the teaching of subject areas in schools (Montuschi, 2003; Porter, Porter, & Ross, 2003). School education revolves around certain disciplinary areas like Language, Math, Social Science, Science etc. There have been debates about the role of such disciplinary knowledge in the overall schema of the school curriculum by philosophers like John Dewey.

Disciplines and school subjects are not 'given' but are products of history and geography - they emerged in particular social, political and intellectual contexts , especially over the last two centuries, and have been constantly redefined and reformulated (Goodson & Marsh, 2005). During the last fifty years or so most disciplinary areas, especially social science, natural science and linguistics have undergone a sea change. The questions that

were asked, the methods of study and validation of knowledge etc. have changed substantially. The notion of knowledge as being firm and objective, impersonal and with a coherent structure is a product of particular social and political contexts and is now seen in a more diverse, dialogical, subjective, fluid and porous frame. Even those areas of disciplinary knowledge such as mathematics, earlier considered 'culture free' and 'universal', are now seen through socio-cultural perspectives, and there have been attempts towards redefinitions of the school subject, also with concern for social justice.

It is increasingly recognised that for teachers to know a school subject they must know the 'theory of content' – how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it. The inclusion or exclusion of a subject area from the school curriculum too has had a social history. For instance, the introduction of primary science in the British school system in the late nineteenth century privileged a decontextualised abstract curriculum over the prevailing alternative of 'Science of the Common things' for the working classes, owing to pressure from dominant social groups (Hodson, 1987). In India, modernist thinkers like Rammohun Roy hoped that western Science and Math and Philosophy would be taught in schools and colleges so that Indians could learn about recent developments in these areas. In contrast the actual school curriculum as it developed emphasised the teaching of language, history and civics instead, as they were better vehicles of colonial indoctrination. In contrast in the post- Independence era the government placed importance on the teaching of science and math, which are now internationally being considered the vehicles of national development. However, the content as developed by subject experts is usually considered worth teaching and very little attention is paid to drawing upon the experience of children, their communities, their natural curiosities or even to the methods of study of the subjects. Thus there is a particular imagination of the subject, content and children implicit in the way curriculum and syllabus and text books are designed, which teachers will learn to examine.

Current discourses on school curricula challenge the notion of the 'disciplinarity doctrine' where school subjects are designed in a purely discipline-oriented, not learner-oriented manner, even though students may not pursue those after school. This design of school subjects also leaves out other kinds of knowledge, such as practical knowledge, community knowledge, intuitive or tacit knowledge, etc. and does not address issues of social reconstruction (Deng, 2013). With a focus on interdisciplinarity the nature of school subjects has to change. Moreover, work related subjects, such as, horticulture or hospitality, need to be creatively developed, which are not looked down upon as 'non-academic'.

Course 6: Gender, School and Society

The meaning and experience of being a boy or a girl is not the same across different social groups, regions and time-periods. This course will examine how we learn and challenge these gendered roles in society, through a variety of institutions such as the family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state (Menon, 2012).

Unequal access of education to girls is a well-documented reality. But the concerns of gender-just education go beyond access to schools; gender identity construction is influenced by forces at home and in society. The seat of power and authority in the Indian societal context is more often than not, firmly rooted in patriarchy. It is important to understand how socialisation into a specific gender influences how we and others look at ourselves and others, and what opportunities for education we get. As future teachers, we should understand and examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender parity. With this purpose, B.Ed. students will be expected to observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Take for example, studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs.

This course will also study representation of gendered roles, relationships and ideas in textbooks and curricula (Nirantar, 2010), examining how schools nurture or challenge creation of young people as masculine and feminine selves. Teachers' need help to develop abilities to handle notions of gender and sexuality, often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same. The formulation of positive notions of sexuality among young people impact larger issues – perceptions of safety at school, home and beyond, identification of sexual abuse/violence and its verbalisation, combating the dominant societal outlook of objectification of the female body, and so on. The course will undertake critical reading of the media which propagates popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.

Though how these are conducted is in itself open to scrutiny, Life Skills courses in school seem to include provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed. This course will encourage prospective teachers to attend and themselves undertake sessions of open verbalisation with school students, voluntary cum friendly involvement in discussions, group work, brainstorming, audio-visual engagements, together with the co-participation of school (teachers, counsellors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).

Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups and

regions and exploring the roles of the said institutions (family, caste, religion, culture, media and popular culture, law and the state).

Course 7 (a&b): Pedagogy of a School Subject

After having discussed in Course 5, on the changing nature of disciplines, student-teachers will need to understand the epistemological and pedagogical bases of their own chosen school subject. However, it is not just disciplinary or subject knowledge that a teacher needs to understand. Pedagogy is to be understood as the integration of knowledge about the learner, the subject and the societal context. Critical pedagogy consciously embeds within the teaching learning process, an approach to draw upon social realities to address issues of justice and equity (Apple, Au, & Gandin, 2011).

This course would therefore comprise of broadly three areas – firstly, the nature of the school subject, including its relation to disciplinary knowledge and its social history as a subject in the school curriculum; secondly, the aims and pedagogical approaches for the teaching of the subject at different stages of school; and thirdly, a deeper theoretical understanding of how children in diverse social contexts construct knowledge of specific subject concept areas. Combining these three domains will be essential to ensure that meaningful learning takes place among all children. For instance, a pedagogy course on EVS would include the philosophical and epistemological basis of EVS as a composite area of study at the primary stage that integrates the sciences, social sciences and environment education; it would also expose student teachers to children's ideas of their physical and social worlds, so that they can plan units and lessons through a thematic approach, in a holistic manner, not in terms of separate 'topics' of science or social science (NCFTE, 2009).

It would be imperative for the student-teachers to go over some of the basic concepts of the subject area once again, not so much to 'revise' or even consolidate what they have already learnt in their graduation, but to situate the concepts in the context of the curriculum and subject them to critical scrutiny. It will also require them to relate their understanding of some concepts with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests. They will thus revisit theories of learning based on the researches of Piaget, Vygotsky, Bruner and Chomsky from a cross cultural perspective, to understand how learning takes place among children in particular contexts and the scaffolding a teacher and peers can provide. Several monographs on how children learn concepts in different subject areas are available; the student-teachers will need to work with such theoretical studies as well as on the field with school children from different backgrounds, to understand their intuitive conceptions, and to adequately prepare for their own internship. They will also critically examine teaching learning processes that incorporate enquiry, discovery, conceptual development, activity based learning, etc. within the classroom.

Assessment of children's learning in a subject area would follow the perspectives and practices delineated through Course 9. Student-teachers would be encouraged to develop

diverse processes throughout the year to ensure better motivation and learning, and also help children for self- assessment with insights about meta-learning.

Course 8: Knowledge and Curriculum

This course will introduce students to perspectives in education and will focus on epistemological and social bases of education. It is hoped that this will help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it.

Examination of the epistemological basis of education may focus on the distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief', to engage with the enterprise of education. To discuss the basis of modern child-centered education, the course will study three concepts, namely, activity, discovery and dialogue, with reference to Gandhi and Tagore (Sabyasachi, 1997), Dewey (2004) and Plato/Buber/Freire(1998, 2000) respectively.

The social bases of education will be examined by situating it in the context of society, culture and modernity. It will be studied with reference to the historical changes introduced by industrialisation, democracy and ideas of individual autonomy and reason. It will also try to understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity, with special reference to Ambedkar (Rodrigues, 2002). In this context one can also draw from the areas of 'critical multiculturalism' and 'democratic education'(Apple & Beane, 2006; Parekh, 2000) while analysing conceptions of learning rooted in conventional school practices and daily routine of a classroom and school. Concepts of nationalism, universalism and secularism and their interrelationship with education will be discussed with special reference to Tagore (2003) and Krishnamurti (1992).

The course will also help student-teachers to identify various dimensions of the curriculum and their relationship with the aims of education (Kumar, 2004). It poses some basic yet crucial questions such as: What is curriculum? Who prepares the curriculum and why? Who all participate in the making of the curriculum? What is the role of the state in the curriculum? The attempt is to help student-teachers question the notion of the curriculum as 'given'. The relationship between the curriculum framework and syllabus is traced. How the syllabus is translated into textbooks is understood through examples. It later helps student-teachers probe the question of representation and non-representation of various social groups in curriculum making. The idea of meritocracy is challenged by tracing linkages between the power embedded in various structures of society and knowledge. The commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table are discussed through what is valued and devalued, as received by children and the reproduction of norms in society. In this context, the role of the hidden curriculum and children's resilience is examined. The idea of the curriculum as enacted and curriculum as process and practice is discussed. The relationship between power, ideology and the curriculum is traced (Apple, 2008). The student-teachers learn to critically analyse various samples of textbooks, children's

literature, and teachers' handbooks etc. The ways in which the curriculum is driven by assessment, which in turn is motivated by market interests is debated.

Course 9: Assessment for Learning

The course is designed keeping in mind the critical role of assessment in enhancing learning (Shepard, 2000; Stiggins, 2005). In contrast to the traditional notion of assessment as an act to be performed at the end of teaching, using a paper-pencil test (Glaser, Chudowsky, & Pellegrino, 2001), the course situates assessment within a constructivist paradigm. The course critiques the traditional purpose of assessment as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of 'expertise' that can be displayed on paper; assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.

With the constructivist understanding of learning and assessment, assessment cannot be an end-of-teaching activity. Rather, it has to be an ongoing process where the teacher closely observes learners during the process of teaching-learning, records learning landmarks, and supports them by providing relevant feedback. The need for giving feedback to students and their guardians will be highlighted, with practical experience of how to record and report progress, and create forums for engagement with the community. Student-teachers will thus learn to explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners. The course discusses the relationship of assessment with self-esteem, motivation, and identity as learners (Sternberg, 2013), with an emphasis on 'fixed' or 'growth' mindsets (Dweck, 2006) regarding notions of intelligence and ability. This course will be closely linked with Course 10 (Creating an Inclusive School), where constructs of 'disability' and 'failure' are seen as the other face of notions of 'ability' and 'achievement' as promoted by school.

The philosophical and educational underpinnings of the 'no selection through competitive means' and non-detention policy in the RTE Act (2009) and its relationship with curriculum, pedagogy and teachers' role will be underlined. Literature about recent experiences of countries which have enhanced the quality of learning of all children and abolished competitive examinations with grade retention will be analysed. In this way the course will support student-teachers in understanding the psycho-social and political dimensions of assessment. They will see how traditional assessment used for competitive selection has provided legitimacy to iniquitous systems of education and worked towards perpetuating equations of power and hegemony in society.

Critiques of current managerial discourses on 'high stake testing', competitive ranking of schools, and pressures for teacher accountability which lead to their disempowerment will be discussed in the context of growing commercialisation of assessment. Examples will be sought from the field of how private agencies profit by taking over the task of assessment, linked to the market for tuition, which should be that of the teacher as integral to the process of teaching and learning. Case studies of participatory assessment and community monitoring with higher autonomy to teachers will also be discussed.

The aim of this course is therefore to develop a critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment processes which are culturally responsive (Delpit, 1988; 2012) for use in the classroom. This is one of the greatest challenges before the Indian system and this course will prepare prospective teachers to critically look at the prevalent practices of assessment and selection, and instead develop enabling processes which lead to better learning and more confident and creative learners.

Course 10: Creating an Inclusive School (1/2)

The objective of this course will be to bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school, as spelt out by Booth and Ainscow in *The Index for Inclusion* (2000) This course will explore the definition of 'disability' and 'inclusion' within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity. While analysing the policy and programme initiatives in the area of inclusion, the course will look at models of disability as well as the dominant discourse on 'the other' in the narratives of all concerned. It will attempt an identification of the 'barriers to learning and participation' while formulating a policy of good practice and review.

The National Policy of Education, (GOI, 1986) Article 4.9 stated: 'The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.' Shortly thereafter the UN Convention on the Rights of the Child (UNESCO, 1989) and the United Nations Convention on the Rights of Persons with Disabilities (UNESCO, 2006) brought inclusion into the discourse, with a focus on the advantages not just to those with disability but also to the 'others', viewing inclusion as a 'dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.' (p. 12)

However, the RTE Act (GOI, 2009) states that 'the appropriate Government and local authorities shall endeavor to promote the integration of students with disabilities in the normal schools' (Article 26), while the Sarva Shiksha Abhiyan Framework for Implementation under RTE recommends that quality inclusive education will be ensured and the 'ultimate aim would be to mainstream all CWSN in neighbourhood schools' (GOI, 2011, p. 46). While the consequences of this shifting approach in state documents, on 'integration' or 'mainstreaming' into 'normal' schools, confuse the popular understandings of 'inclusion', this course will require students to interrogate their own beliefs and also of school teachers, to see how those influence the implementation of inclusion.

The course will significantly highlight that inclusion involves: a) The conviction that all children can learn and grow; b) A firm belief in positive and varied outcomes; c) A pedagogy that is ever evolving and constantly responding to the changing needs of learners; d) An assessment policy that assesses skills and knowledge rather than content

and that is open to a variety of assessment methods and time frames; e) An environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers (*Policy Guidelines on Inclusion in Education*, UNESCO, 2009).

As part of their field tasks, student-teachers would be required to engage with: i) Popular narratives of 'disability' and 'ability' so as to track the changing definitions; ii) To track how learning/achievement is perceived and understood in policy/state documents. What power equations exist between the different notions?; iii) To visit educational institutions to attempt an identification of the 'barriers to learning and participation' and to help schools move towards positive practices, cultures and policies.

Course 11: Optional Courses (as indicated in the Course Structure)

Course *EPC 1*: Reading and Reflecting on Texts

There have been studies to show that under-graduate students in our universities are reluctant readers and struggle to write for different purposes. This course will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. A related course to this, 'Language across the Curriculum', looks at the role of language and the pedagogy of reading and writing across other subjects. The aim is to engage with the readings interactively- individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. We are also resources for one another, both as a function of our differences and one another's responses to what we read. The work in this course should focus on making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them (Anderson, 1984).

This course offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This will also initiate them and prepare them for the course requirements of working on the field, as well as for selected readings and writing for the other courses.

For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they've read (Grellet, 1981). Students will analyse various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing. Combining reading and writing

leads to the development of critical skills. Student-teachers will get opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of others' ideas.

Course *EPC 2*: Drama and Art in Education

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through Drama in Education (John, Yogin, & Chawla, 2007) which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Drama in Education is not merely doing theatrics or 'acting' in a superficial manner, but is for creating that 'dramatic pressure' or tension, where the student would arrive at a .problem or an understanding in a new way (Heathcote & Bolton, 1994).

The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. For instance, activities such as 'hot seating' can be used to raise critical questions addressed to characters from the textbook or those in history, to think about significant developments within diverse social contexts. This also helps to stretch the learner into areas of 'discomfort' and 'confusion', to then seek resolution, clarity and understanding. In the present context where children are growing up in starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of 'othering' happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognise their agency, for transformational action. Drama as 'critical pedagogy' can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change. Teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilising for transformative action

The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching-learning (Prasad, 1998). Student teachers will visit places of art, exhibitions and cultural

festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives.

Be it visual or performing, the practice of art deepens children's ability for perception, reflection and expression, providing them with alternative languages to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature (Armstrong, 1980; Davis, 2008). The challenge of teacher-educators lies not only in expanding the landscapes of children's art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work (Carini, 2001).

Course *EPC 3*: Critical Understanding of ICT

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It will explore ICTs along three broad strands; teaching-learning, administrative and academic support systems, and broader implications for society.

ICTs have often been seen as a stand-alone subject, consisting of a finite set of proprietary applications, taught to children directly by technology experts, bypassing teachers, which has diluted possibilities of teacher's ownership, enhancement of expertise and engagement. Seeing ICTs as an important curricular resource and an integral part of education, according primacy to the role of the teacher, ensuring public ownership of digital resources created and used in education, taking a critical perspective on ICTs as well as promoting constructivist approaches that privilege participation and co-creation over mere access, are principles that the course will help teachers explore. Applying these principles can support Teacher Professional Development models that are self-directed, need-based, decentralized, collaborative and peer-learning based, and continuous, in line with the NCFTE, 2009 vision for teacher education.

Since ICTs are technologies, along with developing such understanding, the course will also help student-teachers to learn integrating technology tools for teaching learning, material development, developing collaborative networks for sharing and learning. This learning can help integrate pre-service and in-service teacher education, address traditional challenges of teacher isolation and need for adequate and appropriate learning resource materials (MHRD, 2012). The course will explore use of ICTs to simplify record keeping, information management in education administration.

Communication and information sharing/ storing are basic social processes; new digital Information and Communication Technologies (ICTs), by making these easier and cheaper, have significantly impacted and are impacting our socio-cultural, political and economic spheres (Castells, 2011). The course will help student-teachers to develop an understanding of the shift from an 'industrial society' to a 'post industrial information

society', where the production and consumption of information is both easier/ simpler as well as important (DSERT Karnataka, 2012). This change has positive and negative implications and possibilities for democracy, equity and social justice, all core components of our educational aims. The course will help student-teachers reflect critically and act responsibly to prevent how ICTs are used to support centralisation and proprietisation of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes, as well as build the 'digital public' to make education a participatory and emancipatory process (Benkler, 2006).

Course *EPC 4*: Understanding the Self

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons.

The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social-relational sensitivity and effective communication skills, including the ability to listen and observe (Hall & Hall, 2003). The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc. Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one's childhood experiences – influences, limitations and potentials – while empathising with other childhoods, and also the childhood experiences of one's peers. The following methodologies for the transaction of the course could be used in interactive sessions:

- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.

- Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
- Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions of not.
- The exercise of developing reflective journals and providing regular feedback on those journals can also be used here.

Broad areas	**Introduction**	**Values and self image**	**Individual and collective selves**	**Connecting - self-society**	**Social interface**
Main objectives	Trust building, for future exercises, laying ground rules, energizing	Opening self, reflection, culture for listening and accepting	Team building, respecting, tasks, sharing responsibility. addressing conflicts	Understanding social structures (stereotypes/ diversity / gender) and role of the individual	Becoming the change agent – designing and leading change / social action
Broad methodologies	Games, theatre activities, discussions	Reflections, story making, self disclosure through art, dance and theatre	Nature walk/ field visit , adventure. Simulation exercises, collective art	Films, meeting people, small group tasks, theatre exercises	Participate or lead in real life intervention (within families/ college or community)

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APPENDIX 1

Course Structure for the NCTE Two-Year B.Ed. Programme

Semester Wise Distribution of the Courses

Semester 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects- (1/2)	50 marks
Course *EPC 1*	Reading and Reflecting on Texts (1/2)	50 marks

Engagement with the Field: Tasks and Assignments for Courses 1,2,4 & 5

Semester 2

Course 3	Learning and Teaching	100 marks
Course 7a	Pedagogy of a School Subject –Part I (1/2)	50 marks
Course 8a	Knowledge and Curriculum –Part I (1/2)	50 marks
Course 9	Assessment for Learning	100 marks
Course *EPC 2*	Drama and Art in Education (1/2)	50 marks

Engagement with the Field: Tasks and Assignments for Courses 3, 7a, 8a & 9

Semester 3

Course 7b	Pedagogy of a School Subject – Part II (1/2)	50 marks
School Internship		*250 marks*

Semester 4

Course 6	Gender, School and Society (1/2)	50 marks
Course 8b	Knowledge and Curriculum –Part II (1/2)	50 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course* (1/2)	50 marks
Course *EPC 3*	Critical Understanding of ICT (1/2)	50 marks
Course *EPC 4*	Understanding the Self (1/2)	50 marks

Engagement with the Field: Tasks and Assignments for Courses 6, 8b, 10 & 11

Note:

a). 1/2 indicates a half paper which is allocated both half the time of effective hours per week and also half the marks assigned to a full paper.

b).* Optional Courses can be from among the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, etc. and can also be an Additional Pedagogy Course**(for a school subject other than that chosen for Course 7 (a&b) at the secondary level, or the same school subject at the higher secondary level).

**Teacher education institutes/university departments can make arrangements to offer an additional pedagogy course for (i) a second school subject at the secondary level for interested student-teachers who have undertaken adequate number of courses in that subject during their graduation or (ii) the same school subject as in Course 7 but at the higher secondary level for student-teachers with a post-graduate degree in that subject.