CHAPTER 9: ANALYSIS OF THE SYLLABUS OF SEMESTER VI

9.1. INTRODUCTION

The syllabus for semester VI contains nine papers in total. The disciplinary major course contains two papers in total (DC-XII and DSE II) and the disciplinary minor course contains one paper (DCM-IV). Each of the papers are assigned four credits and hundred marks in total.

Sl.No.	Subject code	Paper code	Credits	Max.Marks	Internal Marks	Practical Marks	Theory/ External marks
1.	DC (Major)	DC-XII	4	100	15	25	60
		DSE-II	4	100	15	25	60
2.	DCM(Minor)	DCM-IV	4	100	15	25	60
Total			12	300	45	75	180

Table-19: Marks and credit distribution for Major and Minor disciplinary course subjects

The education part contains six papers- FE-IV, FE-V, CP-VI, CP-VII, AE & VAC VIII and SE-II carrying two credits and fifty marks each.

Sl. No.	Subject name	Paper code	Credits	Max. Marks	Internal marks	Theory/ External marks
1.	Assessment and Evaluation	FE-IV	2	50	20	30
2.	Inclusive Education	FE-V	2	50	20	30
3.	Content-cum-pedagogy-Physical Science III	CP-VI	2	50	20	30
4.	Content-Cum-Pedagogy-Mathematics-III/ Biological Science-III	CP-VII	2	50	20	30
5.	Mathematical and Quantitative Reasoning	AE&VAC-VIII	2	50	20	30
6.	School Observation	SE-II	2	50	50	-
Total			12	300	150	150

Table-20: Marks and credit distribution for FE-IV, FE-V, CP-VI, CP-VII, AE & VAC VIII and SE-II

9.2. FE-IV: ASSESSMENT AND EVALUATION

The course intends to familiarize the prospective teachers with the concept, processes, analysis and interpretation of assessment and evaluation of students' performance and scores in examinations. It aims at developing skills of the student teachers in creating and implementing competency based assessment methods in schools.

The course paper is divided into three basic units such as: 'Assessment in education' which includes meaning, significance, purposes, forms and historical overview of NCFs of assessment; 'Process of assessment and evaluation' which outlines the various tools and techniques used for the processes of assessment and evaluation; and, 'Analysis, interpretation and reporting' which includes overall analysis, representation, and reporting cumulative records of students' performance and scores.

9.3. FE-V: INCLUSIVE EDUCATION

This course seeks to help student teachers in understanding and applying the concept of inclusive education in the classrooms by bridging all kinds of discriminations or gaps at all levels of school education, such as gender inequality, social injustices, marginalization, etc. The first unit outlines the conceptual evolution of inclusive education in Indian context. It also includes various terms, phrases,policies,schemes and Acts on inclusive education. The second unit entails about Children with Disabilities and Marginalized groups. The third unit contains about the issues and concerns regarding meeting the specific needs of Children with Disabilities in an inclusive set up in schools, and about the strategies of evaluation and assessment in an inclusive setting.

9.4. CP-VI and VII: CONTENT-CUM-PEDAGOGY: PHYSICAL SCIENCES-III, MATHEMATICS III, AND BIOLOGICAL SCIENCES III

The course majorly focuses on development of 21st century skills among the prospective teachers in various school subjects like physical science, mathematics and biology, to help them cater to the needs of 21st century learners and set global standards. It contains three units describing 21st century skills for learning, assessment and evaluation and research and innovative practices in teaching-learning physical sciences, mathematics and biological sciences.

9.5. AE AND VAC- VIII: MATHEMATICAL AND QUANTITATVE REASONING

This course introduces the students to the usage of basic mathematical and quantitative reasoning for the requirement of analysis and interpretation of data. It will help the students to think critically and solve real-life problems through quantitative reasoning. It contains three units described as Introduction to Mathematical and quantitative reasoning, introduction to data in equation and data analysis and interpretation. It also contains a suggestive practicum for the students.

9.6. SE-II: SCHOOL OBSERVATION

School is the heart of any teacher education programme. It helps students gain practical experience of teaching in a real classroom environment of a school. It aims at giving

opportunities to the students to get acquainted with processes and practices of the schooling system and conduct various activities in the school. It doesn't contain any unit as such but serves as a field based activity rather. It contains a series of activities for the students to carry out at three different types of the schools for at least three weeks.

9.7. ANALYSIS OF THE WHOLE 6th SEMESTER SYLLABUS FROM IKS PERSPECTIVE:

The word assessment is used for checking the progress made by the students during the process of transaction in teaching and learning process.Evaluation is the term-end or year-end process of assigning grades or giving final judgement about the effectiveness of the teaching and learning process. The process of assessment and evaluation is an age old practice.

In ancient times, education was mainly imparted through oral (*Maukhik*) or activites. The teachers (*Gurus or Monks*) used to assess the students through observation of their behaviours, ethical and moral conducts, recitation of the vedic texts,monastic discipline, spiritual development,etc.. There were various convocation ceremonies held like *Samavartana* in post *vedic* period, *Upasamapada* in *Buddhist* period to mark the completion of of their education. Hence, the paper FE-IV is relevant.

Ancient India has always been branded as rigid, caste-based and non-woman centric when it comes to education and inclusion in the in the society. During *Vedic* period, *Brahmin*s were always considered as teachers.

" But a Brahmin is authoritatively remembered as a teacher.." -prescribed in the *Smriti*

Yet, many evidences show that Indian traditional education systems like *Buddhism, Jainism and Islam* were outright supporters of inclusion in education. Infact, *Buddhism* and other systems also supported education and involvement of women and disabled people in educational activities and viewed them as equal to any other being. There are many indicators in *Yajurveda* that people belonging to other castes ocassionally taught the *Veda*s. There are several parts in the *Upanishads* where Kshatriyas appeared as teachers of *Brahmins* but taught only rituals and philosophy and not the Vedic texts. King *Ajatashatru* teaches the Brahmin Gargya in *Brihadaranyaka Upanishad II* and *Katha Upanishad IV* about the self. Ancient Indian women philosophers like *Gargi Vachaknavi* and *Maitreyi* have also contributed the Vedic literature and *puranas.* Hence, inclusion in education has been an age old practice in some aspects of the Ancient Indian Knowledge system though.

Thus, the paper FE-V and its first unit are relevant in compliance with NEP 2020 and UGC norms.

The integration of IKS and development of 21st century skills are essential for sustaining and enhancing teacher education in India under NEP 2020. **(Parker et al.; 2017)**

This holistic approach, amalgamation of IKS and 21st century skills as proposed by NEP 2020 has the potential to develop a dynamic and strong educational system. By doing this, India can raise a generation of students who are not just academically excellent, but culturally anchored and globally capable. **(Sekh Nur Hossain and Dr. Subhankar Ghosh)**

Equipping teachers with methods to blend traditional knowledge with modern pedagogies, fostering a more holistic teaching approach is necessary.

Ancient Indian Education fostered many skills that are relevant to contemporary world. Whether it is about fostering critical thinking through the analysis of Vedic texts, applying *Sulva Sutras,* understanding astronomy, enhancing communication through speeches and debates, encouraging collaboration through *guru-shishya parampara,* developing creativity through music, writing scriptures, or developing art and craft skills, traditional Indian Education System is relevant in 21st Century in many ways. Thus, the course papers of CP- VI and CP-VII are in compliance with the objectives of NEP 2020.

Mathematics in ancient India was intertwined with religious, practical and cultural aspects of daily life. **(Prof Avinash Challelwar)**

The application of *Sulva sutra* texts (800 BCE- 500 BCE) related to architechtural and ritualistic practices to solve various real life problems reflected the holistic world view and intellectual pursuits of ancient Indian society.The mathematical and quantitative reasoning concepts in *"Bramhasputasiddhanta*" by *Bramhagupta* and "*Lilavati"* by *Bhaskaracharya* continues to inspire inquiry, exploration and appreciation in the modern world. Vedic Maths continues to be relevant and influential in impacting practical applications and various aspects of education. Thus, the paper AE & VAC VIII is relevant.

School observation offers an opportunity to learn the processes and practices in a school setup.In ancient Indian Education system, real life learning took place in the similar way through visit to different Gurukuls, Viharas, monasteries and tours and travelling to different Univerities like Nalanda, Takshashila,etc.The scholars used to travel to distant places for education. The *Brhadaranyaka Upanishad* gives evidence of band of scholars went through the country to gain proper knowledge.The Buddhist education system also encouraged their students to take long trips to gain practical knowledge or education. *Jivaka* after seven years of his education in *Takshshila* , went to far off places to receive practical knowledge of his subjects. Hence, the SE-II paper also seems to be quite relevant to present day context and in accordance with UGC norms-2023.