

## **CHAPTER 6: ANALYSIS OF THE SYLLABUS OF SEMESTER III**

## 6.1. INTRODUCTION

The syllabus for semester III contains six papers in total. The disciplinary major part contains three papers carrying hundred marks and four credits each. There is also a disciplinary minor paper carrying hundred marks and four credits. Both the major and minor papers do not contain any traces of IKS.

Sl. No.	Subject code	Subject Name	Paper Code	Credits	Max. Marks	Internal marks	Practical marks	Theory / External marks
1.	DC	Physics/ Chemistry/ Mathematics/ Botany/Zoology	DC-V	4	100	15	25	60
			DC-VI	4	100	15	25	60
			DC-VII	4	100	15	25	60
2.	DCM	Physics/ Chemistry/ Mathematics/ Botany/Zoology	DCM-II	4	100	15	25	60
Total				16	400	60	100	240

**Table -8: CREDITS AND MARKS DISTRIBUTION OF MAJOR AND MINOR SUBJECTS OF SEMESTER -III**

The rest of the two papers (FE-II and CP-I) belong to the education part and contain traces of IKS in the syllabus.

Sl. No.	Subject Name	Paper Code	Credits	Max. marks	Internal marks	Theory/ External marks
1.	Child development educational psychology	FE-II	4	100	40	60
2.	Content-cum-pedagogy-Secondary course: General	CP- I	4	100	40	60
Total			8	200	80	120

**Table -9: CREDITS AND MARKS DISTRIBUTION OF FE-II AND CP-I IN SEMESTER-III**

## **6.2. FE-II (CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY)**

This paper includes six modules in total with the objectives of understanding the developmental processes of the students from infancy to adolescence stage through their childhood. It also emphasizes upon the psychological aspects of education, processes of learning, etc, and their implications for pedagogy.

The first unit emphasizes on learner development through the *Panch-kosha Vikas* (five-fold development), their characteristics through various stages of development and the concept of self (*Manas, Buddhi and Smriti*). The second unit contains development across various domains like physical, moral, cognitive, language, aesthetic, socio economic, in children at their infancy and childhood stage as well as the factors affecting these developments. The third is similar to that of the second unit but focuses on the adolescent stage and the experiences of the students at this stage. The fourth unit outlines the different theories related to the learning processes such as, Gestaltism, Behaviourism, Constructivism, Cognitivism, etc. The fifth unit outlines the role, nature, importance and types of motivation. It also focuses upon classroom management and group dynamics to facilitate learning. The last unit is all about the psychological practicum for the students including personality, intelligence, and aptitude test.

## **6.3. CP-I- CONTENT CUM PEDAGOGY (SECONDARY): GENERAL PEDAGOGY**

Pedagogy allows teachers as well as student teachers to use various kinds of knowledge, principles, methods, and skills to teach in classrooms. This course comprises of four different units and a practicum.

The first unit lays stress upon understanding learners based upon their developmental, cognitive and social stages. It aims to bring the unique capabilities of the children to the foreground. The second unit focuses upon understanding the different strategies of teaching and learning. The third unit emphasizes upon the best pedagogical approaches and types of pedagogies like social, Socratic, critical and culturally responsive pedagogy to help the student teachers thrive in an ever changing world. The fourth unit lays emphasis on Continuous Professional development (CPD) and outlines the various activities like workshops, seminars, and conferences needed to develop the professional aspects of teachers. The practicum suggests student teachers to explore the various portals online courses, workshops, seminars, etc., to gain deeper understanding about CPD and its learning aspects.

## **6.4. ANALYSIS OF THE WHOLE 3<sup>rd</sup> SEMESTER SYLLABUS FROM IKS PERSPECTIVE:**

According to NCF-2023, “*Panchakosha vikas* (Five-fold Development) is a key stone in the Indian tradition of the imagination of the development of human beings. The child is a whole being with *Panchakoshas* or five sheaths. The layers are *Annamaya kosha* (physical layer), *Pranamaya kosha* (life force energy layer), *Manomaya kosha* (mind layer), *Vijnanamaya kosha* (intellectual layer), *Anandamaya kosha* (inner self). Each layer exhibits certain distinct characteristics. The holistic development of a child takes into account the nurturing and nourishment of the five layers.”

Integration of the five-fold development (*Panchakosa Vikas*) in education might transform the whole education system by concentrating on holistic development goals including physical,

mental, emotional, social and spiritual growth. The paper FE-II may thus, cultivate each *koshas* in students and increase their wellbeing.

The concept of *self* is in all the *darshanas* including *Samkhya*, *Yoga*, and *Vedanta* except in the *Buddhism* and *Charvakas* philosophies who deny the concept of *eternal soul or self*. In *Samkhya* *Purusha* is the eternal self and the evolution of *Prakriti* gives rise to *Buddhi* (*Mahat*/Intelligence) which includes *Manas* (mind) and ego. Yoga Darshana is the practical aspect of *Samkhya*. According to Yoga & Ayurveda, *Manas* receives information, *Buddhi* analyses it to reach conclusions and gain knowledges and *Smriti* (that which is remembered), *Dhee* and *Dhriti* are components of *Buddhi* that stores, retains and retrieve these knowledge. Meditation and Yoga practices helps in the interconnected activities of these three aspects (*Buddhi*, *Manas* and *Smriti*).

So the paper FE-II follows NEP-2020, UGC guidelines for incorporating IKS and NCF-2023 as well.

The act of teaching is known as pedagogy that prepares teachers and students to use various principles, methods, knowledge, competencies and skills to teach in class rooms. According to NEP-2020, pedagogy should always align with the aim for holistic development of the students through various approach and types by understanding the learners completely. From IKS prospective, pedagogy should always aim for five-fold development of the students i.e. the physical, social, mental, emotional and spiritual development according to *Vedanta* and NCF-2023. To follow up NEP-2020, multidisciplinary and activity based learning that leads to holistic development of students should also be incorporated into the curriculum. Hence the prescribed syllabus of CP-I is in compliance with NEP-2020, NCF-2023 and UGC guidelines -2023.