

CHAPTER 10: ANALYSIS OF THE SYLLABUS OF SEMESTER VII

10.1. INTRODUCTION

The syllabus for semester VII doesn't contain any major or minor disciplinary courses. Rather, it only includes the educational subjects like FE-VI, FE-VII, AE & VAC-IX, AE & VAC-X, SE-III and SE-IV described as- Perspectives of school leadership and management, Curriculum planning and development, Art Education and creative expressions, Sports, nutrition and fitness, School based research projects and Internship in teaching respectively. The credit and mark distribution of the syllabus is as follows:

Sl. No.	Subject Code	Subject Name	Paper Code	Credits	Max. Marks	Internal Marks	Theory (Ext.)
1	FE	Perspectives on School Leadership and Management	FE-VI	2	50	20	30
2	FE	Curriculum Planning & Development Textbooks, Material Development, etc. (Secondary)	FE-VII	2	50	20	30
3	AE&VAC	Art Education (Performing and Visual) and Creative Expressions	AE & VAC-IX	2	50	20	30
4	AE&VAC	Sports, Nutrition and Fitness	AE & VAC-X	2	50	20	30
5	SE	School-based Research project	SE-III	2	50	50	--
6	SE	Internship in Teaching (as per CP)	SE-IV	10	250	250	--
Total				20	500	380	120

Table-21: Marks and credit distribution for FE-VI, FE-VII, AE & VAC –IX, AE & VAC-X, SE-III and SE-IV

10.2. FE-VI: PERSPECTIVES ON SCHOOL LEADERSHIP AND MANAGEMENT

The paper is all about understanding the diverse school systems in India, their structure, socio-cultural context, political context, mechanisms, support systems and leadership systems. It puts more emphasis on school leadership and its role in supporting school as a learning organization. It contains three units in total with no practicum yet a varied range of suggestive modes of transaction.

10.3. FE- VII: CURRICULUM PLANNING AND DEVELOPMENT

According to the syllabus, the course paper aims to introduce to the student teachers to the process of designing and organizing the curriculum through a set of arrangements like subject selection, pedagogical approaches and practices to be pursued, learning-teaching materials to be used, examinations and assessment, school culture and processes, etc. to fulfil the goals of NEP 2020. It contains three units and a suggestive practicum, the first unit emphasizes on curriculum, its types and curriculum visualized at different levels (National, state, school and class level). The second unit focuses on development of a curriculum and its related concerns while, the last unit consists of approaches, planning and implementation of curriculum development process.

10.4. AE & VAC IX: ARTS (PERFORMING AND VISUAL) AND CREATIVE EXPRESSIONS

The course paper aims at developing the psychomotor and pedagogic skills of learners through art integration taking the exemplar of 'Theatre'. It consists of two units described as 'Importance of Aesthetics and Art Education' and 'Introduction to Theatre, and Beginning with the body' respectively.

10.5. AE & VAC –X: SPORTS, NUTRITION AND FITNESS

This course aims at enabling student teachers to recognize the importance of good health, fitness and the right nutrition to live a healthy life according to the syllabus. It also provides students with the experience of organizing and participating in sports and games through a variety of suggestive practicum. According to its heading, it is divided into three units namely sports, nutrition and physical fitness respectively.

10.6. SE III: SCHOOL BASED RESEARCH PROJECTS

The paper focuses on helping the student teachers foster critical thinking, problem solving, collaboration and ethical decision making skills through various action researches and case study practices.

10.7. SE IV: INTERNSHIP IN TEACHING

Internship plays a vital role in connecting student teachers with school, teachers, students, and other stake holders in various ways. It enables them to get intensive experience all aspects of teaching. Hence, the structure of the course paper suggests fourteen weeks of internship programme in two different types of school with a varied range of activities to be performed by the student teachers at the schools like teaching practices, peer observations, achievement test, diagnostic test and others.

10.8. ANALYSIS OF THE WHOLE 7th SEMESTER SYLLABUS FROM IKS PERSPECTIVE

In ancient India, both formal and informal ways of education system existed. Indigenous education was imparted at home, in temples, *pathshalas*, *tols*, *chaupadis* and *gurukuls*. There were people in homes, villages, and temples who guided young children in imbibing pious ways of life. Temples were also the centres of learning and took interest in promotion of knowledge of our ancient system. Students went to *Viharas* and Universities for higher knowledge. During the medieval period, *Maktabas* and *Madrassas* became part of the education system. (NCERT)

Thus, the diverse school systems in India evolved from these schooling systems in ancient India. The concept of leadership in education also emerged from our ancient education system.

Gurus and *Rishi munis* were the academic leaders. During Vedic Period, cognitive skills and behavioural merit served the basis for selecting academic leaders. Other than these, skills, knowledge, character, moral values, mindset, level of patience, intimacy with students, willingness to train to perfection, perseverance of results and loving and caring attitudes to other students were also qualities that a leader or guru must possess. They used to take full responsibility for the students/ followers future with an open heart as they considered imparting knowledge as their primary *dharma*.

Teachers were considered primary source of the supreme knowledge system, hence needed to have benevolence, and virtues like compassion, beneficence, patience, appreciativeness and kindness. **(BHU, 1994)**

Manusmriti explains guru as the one who gives knowledge of the Veda that ensures eternal rewards both in his life and after death.

Disciples remain serviceable and careful not to offend their gurus as they always portray them as a father figure. **(BHU 1904)** Their respect showed that the academic leaders earned the highest regard and were responsible towards their followers.

Curriculum plays an essential role in any education system. So was the case in our ancient India where the curriculum was dynamic and had a fundamental goal of developing students physically and mentally.

The curriculum consisted of four *Vedas*, six *Vedangas*, *Upanishads*, *Darshanas*, *Puranas*, *Tarka shastra*, etc. The six vedangas were *Shiksha*, *Chhandas*, *Vyakarana*, *Nirukta*, *Jyotisha*, and *Kalpa*, while the darshanas were *Nyaya*, *Vaisheshika*, *Yoga*, *Vedanta*, *Sankhya*, and *Mimamsa*. Algebra, geometry and grammar were also given more importance at that time. The curriculum of Buddhist system included *Pitakas*, *Abhidhammas*, and *sutras*. *Panini's* grammar was famous at that time. The education was totally through oral methods and debates. The education system of ancient period also focused on subjects like medicine, warfare, military, politics and religion. **(Mangesh M. Ghonge, Rohit Bag and Ankit Singh;2020).**

Indian theatre evolved from its roots in ancient forms in India from Sanskrit theatre and traditional folk theatre, to modern theatre. Bharata Muni's *Natyashastra* being a key text providing a comprehensive framework for theatre including acting techniques, stage design and various aspects of dramatic performance, *Kalidasa's* Sanskrit drama like *Abhijnanasakuntalam*, and others contributed significantly to the rich theatrical tradition and continues to be a vital means of preserving culture and learning tradition. The influence remains on modern Indian theatre with inspirations being drawn from them.

In ancient Indian Education system, focus on physical fitness, sports and yoga were also integral as they included archery, wrestling, horse riding, swordsmanship, elephant riding, chariot racing, hunting, Ayurveda, yoga, etc. *Dhanurveda* was one of the subjects of education which taught the science of warfare. *Chatushasti Kalaa* was the study of hobbies, including physical training and had sixty-four arts including weaponry, archery, running etc.

The concept of internship or apprenticeship is not new to India. It has been the age old way of transfer of skills from *Gurukul* system to modern age. In *gurukul* system, the disciples would stay with their guru and learnt various skills of survival, warfare, art, etc. they would also do the household chores for their Guru.

Hence, all the papers of semester VII are quite relevant in today's education system from IKS perspective.