

**Report**

**CHILD RIGHTS COMPONENT  
IN  
TEACHER TRAINING  
CURRICULUM**

**WITH SPECIAL FOCUS ON  
CHILDREN WITH SPECIAL NEEDS (CWSN)**



**NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS  
2020-21**

# **Child Rights Component in Teacher Training Curriculum**

*With Special Focus on  
Children with Special Needs (CWSN)*

*Report*



**National Commission for Protection of Child Rights  
2020-21**

## **PREFACE**

National Commission for Protection of Child Rights (NCPCR) set up under the Commissions for Protection of Child Rights (CPCR) Act, 2005 is the nodal agency to ensure that all laws, policies and programmes are in consonance with the child rights perspective as enshrined in the Constitution of India and the UN Convention on the Rights of the Child.

NCPCR firmly believes that teachers are the focal agents of child rights protection. Teachers are often the first point to recognise and identify abuse, neglect, learning difficulties and other special needs of the children in school. Besides, it is important for each individual, who is involved with children, acquires the knowledge of the basics of child rights and to protect children from harm.

With a broader vision of deepening the understanding of child rights and its protection among aspiring teachers and strengthening the teacher training course curriculum with the required coverage on child rights, NCPCR had commissioned this study to analyse the child rights component in teacher training curriculum.

I hope that this study shall help the readers to understand the existing focus areas and practices being followed in teacher training education in India. The study throws light on the areas where the teacher training curriculum and the teaching-learning processes for the aspiring teachers need to be strengthened. This is essential to equip the aspiring teachers with necessary capabilities and knowledge to protect the children and their rights.

**Sd/-**  
**(Chairperson, NCPCR)**

## **ACKNOWLEDGEMENT**

The present study is an attempt to highlight the importance of child rights and child rights education through teacher training curriculum. As the rights of children are becoming central to the policy planning in the Country, it has become all the more important to spread child rights literacy through various modes and for different stakeholders. Teachers are one such important actors.

NCPCR is grateful to Shri Priyank Kanoongo, Chairperson, NCPCR for his vision for undertaking such a unique study. I also take this opportunity to thank the Ministry of Education (MoE) for their support in carrying out the study. I acknowledge and appreciate the work done by the team of Talento Consulting Private Limited, New Delhi. Last but not the least, I thank the team of NCPCR, Dr. Madhulika Sharma, Advisor- Education and PP&R Cell and Ms. Mahima Lal Consultant- Education and PP&R Cell, for their contribution in the project.

**Sd/-  
Member Secretary  
NCPCR**

## **ACRONYMS & ABBREVIATIONS**

B. Ed.	Bachelor of Education
B.P.Ed	Bachelor of Physical Education
CWSN	Children with special needs
JJ	Juvenile Justice
HoD	Head of Department
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
IPC	Indian Penal Code
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer, intersex, and asexual
M.Ed.	Master of Education
NCFTE	National Curriculum Framework for Teacher Education
NCLP	National Child Labour Project
NCPCR	National Commission of Protection of Child Rights
NCTE	National Council for Teacher Education
NEP	National Education Policy
NGO	Non-government Organization
PCMA	Prohibition of Child Marriage Act
POCSO	Protection of Children from Sexual Offences
PwD	Persons with Disabilities
RTE	Right to Education
SC	Scheduled Castes
ST	Scheduled Tribes
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UT	Union Territory

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## **1. INTRODUCTION**

Child rights have always held prominence in India's governance discourse and over the years the standards on rights of children have dramatically improved. In recent years, the fundamental rights of children have been successfully translated into Laws and child rights have gained a central position in policy planning and implementation. The Constitution of India adopted in 1950 and its subsequent Amendment(s) guarantees certain rights specific to children that carry an impact towards their overall growth and development in a safe environment. Also, India being signatory of the United Nations Convention on the Rights of the Child (UNCRC), has committed itself to ensure that all children enjoy their right to survival, development, protection and participation.

India, with 49 percent of population under the age of 18 years, have been successful in putting forth stringent measures for protection of children against any kind of violence. As the dimensions and magnitude of child rights widened, the prominence of 'awareness' as a tool for prevention of violation, as well as means for bringing justice for the victims also improved. The major Acts specific for children- the Commissions for Protection of Child Rights Act, 2005; Juvenile Justice (Care and Protection of Children) Act, 2015; and Protection of Children from Sexual Offences (POCSO) Act, 2012; highlight the importance of awareness and training for the concerned stakeholders for effective implementation and for achieving the objectives of introducing these laws.

### **Teachers and rights of children**

With the 86<sup>th</sup> Constitutional Amendment in 2002, all children in the age of 6-14 years were given their fundamental right to elementary education which was later enacted through the Right of Children to Free and Compulsory Education Act, 2009, commonly known as RTE Act. This Act aims to bring all children into the formal education system till the completion of class VIII and provisions for basic entitlements and rights so that nothing prevents them from completing elementary education in schools. There are more than 15 lakh schools in India where around 26 crore children are enrolled and 96 lakh teachers are engaged. With children spending a significant amount of time in schools with teachers, schools become the place for promoting, defending, and upholding the rights of children and teachers become an important agent of protection of child rights.

As noted in the National Education Policy (NEP), 2020, teachers shape the future generation and themselves are grounded in Indian values, languages, knowledge, ethos, and traditions. For ensuring child rights, the role and contribution of teachers is two folds-

- imbibing appreciation for child rights in their own values and practice; and
- inculcating the knowledge in children about their rights under the Constitution and Laws;

Therefore, instead of limiting the teaching-learning process to mere transmission of subject knowledge; teachers' role also include providing a violence-free environment for children, identification of problems of children and addressing the concerns. As also noted in the National Curriculum Framework for Teacher Education (NCFTE) by National Council for Teacher Education (NCTE), 2009-10, critical awareness of human and child rights equips the teacher with a proactive perspective and a sense of agency. Respect for human rights cannot be seen in isolation from an analytical awareness of the contexts in which human rights are to be observed, starting from Constitutional provisions (e.g., reservation and the right to education), the institutional context, extending to the social, national and global contexts.

The contribution of school and teachers towards child rights is also drawn upon in Article 29 of the UNCRC which states that the education of the child shall be directed to the development of respect for human rights and fundamental freedoms and preparation of the child for responsible life in a free society. Further, Article 42 enshrines the responsibility on States Parties to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike. For achieving these objectives, school education, which is a fundamental right in itself, also acts as an enabler for children to understand and access their other rights.

### **Teacher Training in India**

The National Council for Teacher Education (NCTE) is the statutory body responsible for regulating teacher education in the country. NCTE, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, envisaged



the Council with statutory status and necessary resources as a first step for overhauling the system of teacher education. Hence, NCTE, as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses. In accordance with section 23 (1) of the RTE Act, 2009; NCTE has been notified as academic authority for laying down the minimum eligibility qualifications for appointment as a teacher for classes I-VIII.

NCTE completed and notified the revised Regulations 2014, along with Norms and Standards for 15 programmes on November 28, 2014. The important highlights of Regulations 2014 are as under:

- A wide basket with 15 programmes and recognition of three new programmes – 4-year B.A/B.Sc., B.Ed., 3-year B.Ed. (Part-time), and 3-year B.Ed.-M.Ed. programme. Besides these three new programmes, the 15 programmes include Diploma programmes; Elementary Teacher Education programme; Bachelors; Master programmes.
- The duration of three programmes – B.Ed., B.P.Ed., M.Ed. – increased to two years, providing more professional rigour and at par with best international standards.
- Each programme curriculum comprises three components – theory, practicum, internship; and at least 25% of the programme is developed to school-based activities and internship.
- ICT, Yoga Education, Gender and Disability/Inclusive Education are integral part of each programme curriculum.

Further, to improve learning outcomes at the elementary level, Department of School Education and Literacy, Ministry of Education, has launched a National Mission called NISHTHA, an Integrated Teacher Training Programme under the Centrally Sponsored Scheme of Samagra Shiksha in 2019-20. It aims to build competencies among all the teachers and school principals at the elementary stage. The basic objective of this massive training programme is to motivate and equip teachers to encourage and foster critical thinking in students. The initiative is first of its kind wherein standardized training modules are developed at national level for all States and UTs.

The National Education Policy, 2020 emphasises that teachers truly shape the future of our children - and, therefore, the future of our nation. To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders. It further states that as teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. Also, In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. For this, a new and comprehensive National Curriculum Framework for Teacher Education (NCFTE), shall be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020.

## **2. About the Study**

As discussed in the previous section, teachers play a vital role in forwarding the rights of children and its effective implementation. Therefore, National Commission for Protection of Child Rights (NCPCR) commissioned the study to analyse the child rights component in teacher training curriculum with special focus on children with special needs (CWSN). NCPCR was set up under the Commissions for Protection of Child Rights Act, 2005. It is the nodal agency to ensure that all laws, policies and programmes are in consonance with the Child Rights perspective as enshrined in the Constitution of India and the UN Convention on the Rights of the Child.

### **Objectives**

The broad objective of the study was to examine the significance of rights of the children including children with special needs in the teacher training curriculum laid down by the States/ UTs. While doing so, the occurrence of information of child rights including rights of children with special needs were analysed.

It is important to note that the aim of this analysis is not to highlight or compare the curriculum followed by the Universities, but to understand the status of inclusion and awareness on child rights as an important subject for inclusion in teacher training curriculum. Therefore, the study intends to highlight the importance of child rights education in the teacher education system in the country. Especially, when a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE is proposed to be formulated by the NCTE, this is a timely analysis to put forth the current scenario of child rights education in the country and forward the requisition of making child rights an important part of the teacher education system.

### **Sample**

The teacher training curriculum of 30 Universities across 30 States has been analysed. A mix of top ranking and unranked universities as per Ministry of Education's Annual National Institutional Ranking Framework (NIRF) has been taken to have a representative sample across the ranking spectrum. A third of these Universities feature in top 100.

### **Themes**

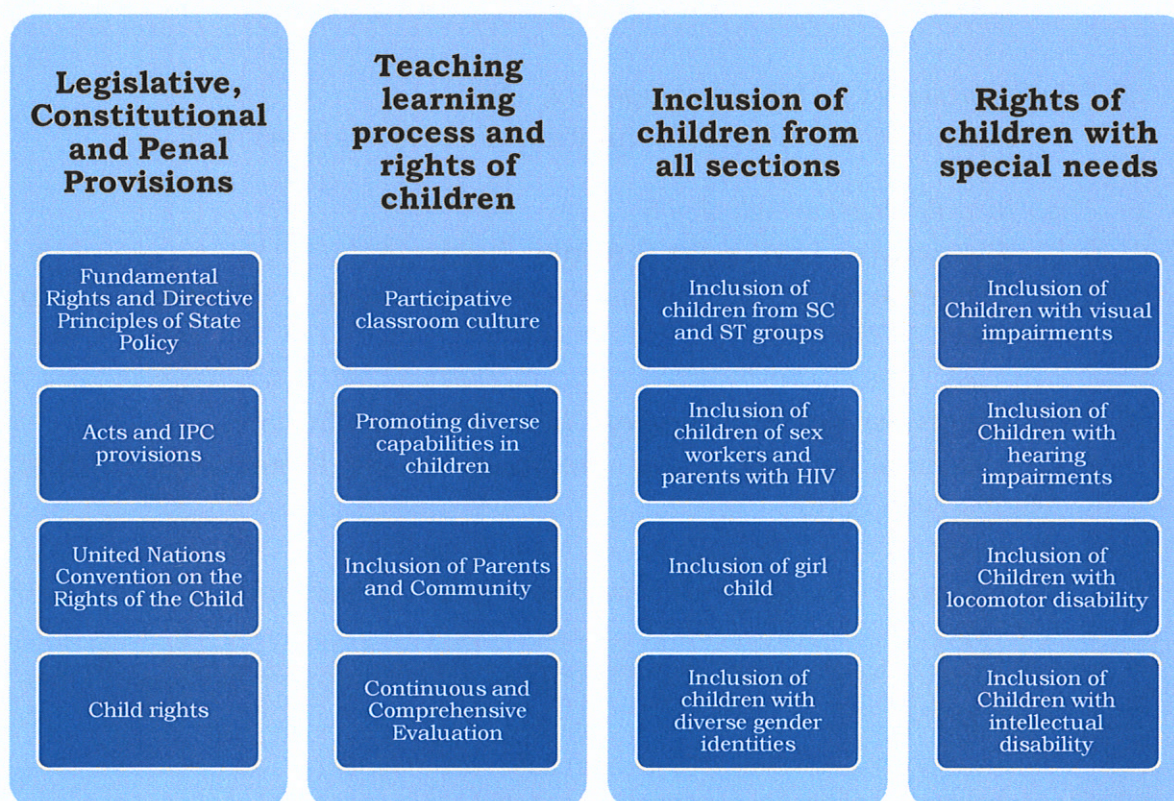
For analysing the curriculum, a framework was developed including indicators along the following thematic areas:

- 1. Legislative, Constitutional and Penal Provisions:** This covers various legislative, constitutional and penal provisions available for children at the national level. These range from the various laws pertaining to children such as the Right to Education Act, 2009; the Protection of Children from Sexual Offences Act, 2012; the Child Labour (Prohibition and Regulation) Act, 1986; the Juvenile Justice Act, 2015 etc. and other laws which help in upholding rights of children from specific sections such as the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989; the Protection of Civil Rights Act, 1955. Besides, provisions from fundamental rights and Directive Principles of State Policy as laid down in the Constitution have been included. The United Nations Convention on the Rights of the Child (UNCRC) and various rights of children such as the right to be protected from violence, the right to health, the right to an identity and the right to participation form a part of this theme.
- 2. Teaching-Learning Process:** The teaching learning value chain along with the best practices in teaching learning processes was analysed to develop indicators which reinforce and promote child rights during the teaching learning process. These pertain to building democratic and participative culture in classroom, encouraging all-round performance of children, positive disciplining and classroom practices, continuous and comprehensive evaluation and inclusion of parents and community.
- 3. Inclusion of children from all sections:** The framework tries to capture the rights of children from all sections with special focus on catering to needs to children from SC and ST communities, children of sex workers and parents with HIV, inclusion of girl child and children with diverse gender identities (LGBTQIA).
- 4. Rights of Children with Special Needs:** Focus was laid on capturing sensitization towards the requirements of children with special needs. It covers the Rights of Persons with Disabilities (PwD) Act along with inclusion of the children with visual impairments, the children with hearing impairments, the children with locomotor disability and the children with intellectual disability.

The framework was further strengthened with inputs from subject matter experts. The B.Ed. curriculum of the select 30 universities were analysed based on this framework.

## Components and Indicators

To analyse child rights in teacher training curriculum, components marking the rights of children including children with special needs were identified within the four thematic areas. Further, indicators for measuring each component were enlisted. Each curriculum document was analysed for 31 components with 50 indicators. The components and indicators within four thematic areas are as follows-



### Theme 1- Legislative, Constitutional and Penal Provisions pertaining to rights of children

1. *Fundamental Rights and Directive Principles of State Policy*
  - 1.1 Curriculum provides for constitutional provisions such as Article 21A, 39 (e) and (f)
2. *Right to Education Act, 2009*
  - 2.1 Curriculum covers the Right to Education Act
  - 2.2 Curriculum covers section 12(1) (c) of the RTE Act I.e., 25% admission to weaker section and disadvantaged group
  - 2.3 Curriculum covers prohibition of corporal punishment as provided in the RTE Act

3. *The Protection of Children from Sexual Offences Act, 2012*
  - 3.1 Curriculum covers the Protection of Children from Sexual Offences Act
  - 3.2 Curriculum details on the provisions of the Act related to child pornography
4. *The Child Labour (Prohibition and Regulation) Act, 1986*
  - 4.1 Curriculum covers the Child Labour (Prohibition and Regulation) Act, 1986 and the amendment of 2016
5. *The Prohibition of Child Marriage Act, 2006*
  - 5.1 Curriculum covers the Prohibition of Child Marriage Act
6. *The Juvenile Justice Act, 2015*
  - 6.1 Curriculum covers the Juvenile Justice Act
  - 6.2 Curriculum details on other offences against children as laid down in the Act
7. *The Commissions of Protection of Child Rights Act, 2005*
  - 7.1 Curriculum covers the Commissions of Protection of Child Rights Act, 2005
8. *The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989*
  - 8.1 Curriculum covers the Scheduled Castes and Scheduled Tribes Act, 1989
9. *The Immoral Traffic (Prevention) Act, 1956*
  - 9.1 Curriculum covers the Immoral Traffic (Prevention) Act, 1956
10. *The National Food Security Act, 2013*
  - 10.1 Curriculum covers the National Food Security Act, 2013
  - 10.2 Curriculum details the provisions which have a reference to food security for children
11. *United Nations Convention on the Rights of the Child*
  - 11.1 Curriculum provides coverage on the UN Convention on Rights of Child
12. *Right to be protected from Violence*
  - 12.1 Curriculum details about the various provisions of the Indian Penal Code relating to violence and abuse

13. *Right to Health*

- 13.1 Curriculum provides for the right to safe water, food and a healthy environment for survival and development

14. *Right to an Identity*

- 14.1 Curriculum provides for right to an identity (parentage, date of birth, gender and nationality)

15. *Right to Participation*

- 15.1 Curriculum provides for the right to freely express their views

**Theme 2- Teaching learning process and rights of children**

16. *Building participative classroom culture*

- 16.1 Curriculum provides instructional strategies for increasing students' participation
- 16.2 Curriculum provides for the need and the concept of building a classroom culture

17. *Promoting diverse capabilities in children and avoiding academic performance-based stereotyping*

- 17.1 Curriculum sensitizes the student-teachers to the pressure faced by children based on academic performance
- 17.2 Curriculum focuses on building student-teachers' capability to appreciate child's performance beyond marks and grades
- 17.3 Curriculum focuses on sensitize student-teachers to sensitizing the parents and larger community to appreciate child's performance beyond marks and grades

18. *Forward looking discipline management*

- 18.1 Curriculum covers positive reinforcement techniques for disciplining and classroom management
- 18.2 Curriculum sensitizes the student-teachers to the negative impact of corporal punishment on children

19. *Inclusion of Parents and Community*

- 19.1 Curriculum sensitizes student-teachers towards involvement of parents and community in teaching learning

20. *Upholding child rights*

- 20.1 Curriculum throws light on the role of the teacher in upholding the rights of the child

21. *Continuous and Comprehensive Evaluation*

- 21.1 Curriculum covers the concept of continuous and comprehensive evaluation
- 21.2 Curriculum focuses the student-teachers to be sensitive to every learner's response
- 21.3 Curriculum provides means and methods for the student-teachers to implement continuous and comprehensive evaluation

22. *Formative Assessments*

- 22.1 Curriculum covers the concept of formative assessments and how to implement the same

**Theme 3- Inclusion of children from all sections**

23. *Inclusion of children from SC and ST groups*

- 23.1 Curriculum sensitizes student-teachers towards challenges faced by children from SC, ST and other marginalized sections
- 23.2 Curriculum throws light on the reservation and other Government schemes for the marginalized sections

24. *Inclusion of children of sex workers and parents with HIV*

- 24.1 Curriculum sensitizes student-teachers towards challenges faced by children of sex workers and parents with HIV
- 24.2 Curriculum provides coverage on how to cater to the needs to such children and integrate them into the mainstream

25. *Inclusion of girl child*

- 25.1 Curriculum sensitizes student-teachers towards challenges faced by parents of the girl child and girl children themselves
- 25.2 Curriculum throws light on the role of the teacher in fighting the societal bias in relation to gender and girls

26. *Inclusion of children with diverse gender identities*

- 26.1 Curriculum sensitizes student-teachers towards various gender identities of children (LGBTQIA) and the challenges faced by them
- 26.2 Curriculum throws light on the role of the student-teachers in catering to needs to children with diverse gender identities

**Theme 4- Rights of children with special needs**

27. *Inclusion of Children with Special Needs*

- 27.1 Curriculum covers the Rights of Persons with Disabilities Act



- 27.2 Curriculum provides coverage on Children with Special Needs and their inclusion
- 27.3 Curriculum covers the role of NGOs and Special Schools in meeting the requirements of children with special needs
28. *Inclusion of Children with visual impairments*
  - 28.1 Curriculum introduces learning through non-visual modes for children with visual impairments
  - 28.2 Curriculum introduces use of specialized learning tools such as Braille etc.
29. *Inclusion of Children with hearing impairments*
  - 29.1 Curriculum introduces learning techniques for children with hearing impairments
  - 29.2 Curriculum introduces use of assistive learning tools for children with hearing impairments
30. *Inclusion of Children with locomotor disability*
  - 30.1 Curriculum sensitive to the needs of the children with locomotor disability
31. *Inclusion of Children with intellectual disability*
  - 31.1 Curriculum sensitive to the needs of the children with intellectual disability

### **Approach and Methodology**

The broad methodology included a deep-dive into the existing objective and content of the teacher training curriculum with respect to rights of children and mapping out the gap areas. Care was taken to ensure exhaustive coverage of teacher training curriculums from all states and UTs to present a pan-India picture of as-is teacher training scenario. The B.Ed. curriculum of the select 30 Universities was analysed in detail for the child rights indicators and components. Few in-depth interviews were also conducted with Heads of Department of Education, faculty, academic staff and students to understand their viewpoint with regards to child rights component in the curriculum and teaching pedagogy. The university-wise curriculum data was reviewed in search of explicit and implicit keywords pertaining to the indicators. The following tenets were followed while conducting research and analysis during the project-

- Anonymity: Complete anonymity was followed in case requested by the respondent during primary research.

- Confidentiality: All personal information provided by respondents remains confidential
- Respect: Equal consideration and respect was given to the opinion of all respondents
- Non-biasness: Care was taken to avoid bias in data collection and analysis

Disclaimer: This analysis is based on the representative sample taken from 30 educational institutions from 30 States/UTs. The analysis has been carried out using the publicly available B.Ed. course curriculum of these educational institutions. The absence or presence of some components/indicators in these curriculums may be subject to interpretation.

### 3. ANALYSIS

#### 3.1 Analysis of Curriculum Framework for Two-Year B.Ed. Course by NCTE

Being the academic authority for teacher training under the RTE Act, 2009 and nodal institution for Teacher Education in general, the course structure for the NCTE Two-year B.Ed. Programme was analysed. The course structure outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. 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.

The course satisfies 32 out of the total 50 indicators i.e. reflects 66% of the indicators associated with child rights as analysed in the study. Out of 31, in 24 components the curriculum meets at least one indicator associated with that component.

#### Theme-wise Analysis

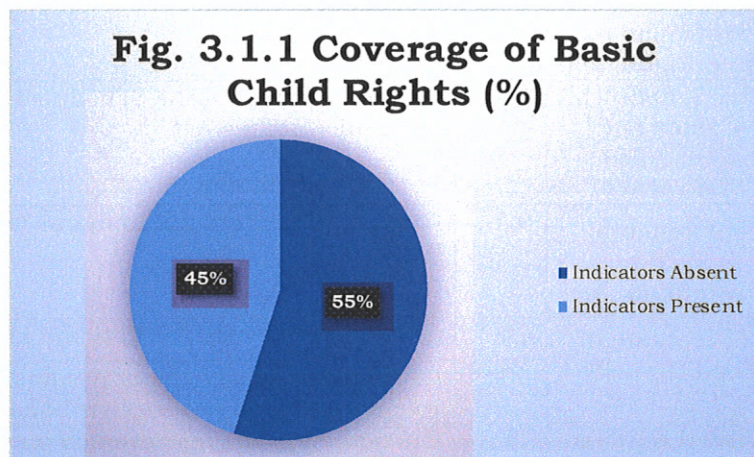
##### Theme 1- Legislative, Constitutional and Penal Provisions pertaining to rights of children

The curriculum fulfils 45% of the indicators pertaining to legislative, constitutional and penal provisions pertaining to rights of children. While the curriculum includes constitutional provisions for children and the Right to Education Act, 2009, it does not include details about another important Laws such as the

Protection of Children from Sexual Offences Act, 2012; Child Labour (Prohibition and Regulation) Act, 1986; the Prohibition of Child Marriage Act, 2006; the Juvenile Justice Act, 2015 and the Commissions of Protection of Child Rights Act, 2005. The sexual abuse of children is only addressed in form of identification of sexual abuse/violence by teachers.

The right of children to Mid-Day Meal and United Nations Convention on the Rights, of the Child (UNCRC) of which India is a signatory does find a place

**Fig. 3.1.1 Coverage of Basic Child Rights (%)**



in the curriculum, though very briefly. The curriculum covers the right to be protected from violence, the right to health, the right to an identity and the right to participation.

**Table 3.1.1: Theme 1 and NCTE curriculum Structure**

<b>Component</b>		<b>Indicator</b>	<b>Whether present in Curriculum?</b>
Fundamental Rights and DPSP	1.1	Curriculum provides for constitutional provisions such as Article 21A, 39 (e) and (f)	Yes
The Right to Education Act	2.1	Curriculum covers the Right to Education Act	Yes
	2.2	Curriculum covers section 12(1) (c) of the RTE Act i.e., 25% admission to weaker section and disadvantaged group	Yes
	2.3	Curriculum covers prohibition of corporal punishment as provided in the RTE Act	No
The Protection of Children from Sexual Offences Act	3.1	Curriculum covers the Protection of Children from Sexual Offences Act	No
	3.2	Curriculum details on the provisions of the Act related to child pornography	No
The Child Labour (Prohibition and Regulation) Act	4.1	Curriculum covers the Child Labour (Prohibition and Regulation) Act, 1986 and the amendment of 2016	No
The Prohibition of Child Marriage Act	5.1	Curriculum covers the Prohibition of Child Marriage Act	No
The Juvenile Justice Act	6.1	Curriculum covers the Juvenile Justice Act	No
	6.2	Curriculum details on other offences against children as laid down in the Act	No
The Commissions of Protection of Child Rights Act	7.1	Curriculum covers the Commissions of Protection of Child Rights Act	No
The Scheduled Castes and Scheduled Tribes Act	8.1	Curriculum covers the Scheduled Castes and Scheduled Tribes Act	No
The Immoral Traffic (Prevention) Act	9.1	Curriculum covers the Immoral Traffic (Prevention) Act	No
The National Food Security Act	10.1	Curriculum covers the National Food Security Act	No
	10.2	Curriculum details the provisions which have a reference to food security for children	Yes
United Nations Convention on the Rights of the Child	11.1	Curriculum provides coverage on the UN Convention on Rights of Child	Yes
The Right to be protected from Violence	12.1	Curriculum details about the various provisions of the Indian Penal Code relating to violence and abuse	Yes
The Right to Health	13.1	Curriculum provides for the right to safe water, food and a healthy environment for survival and development	Yes
The Right to an	14.1	Curriculum provides for right to an identity	Yes

Identity		(parentage, date of birth, gender and nationality)	
The Right to Participation	15.1	Curriculum provides for the right to freely express their views	Yes

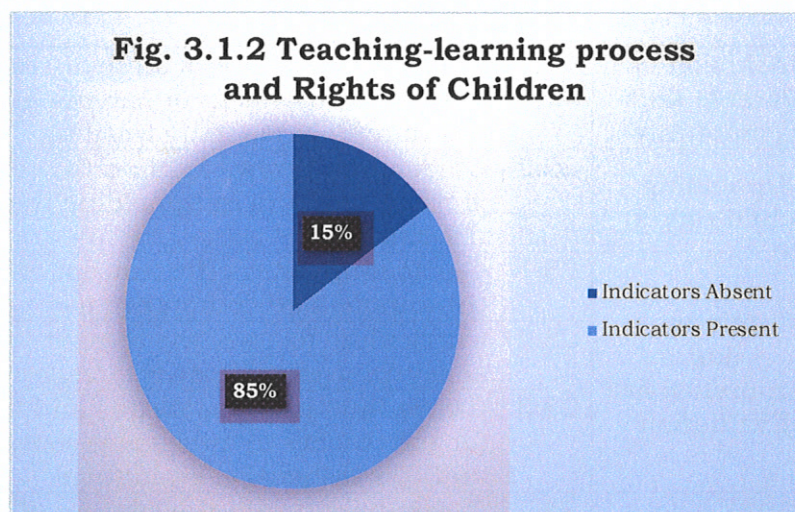
### Theme 2- Teaching learning process and the rights of children

The curriculum fulfils 85% of the indicators pertaining to teaching learning process and the rights of children. Curriculum sensitizes the student-teachers to the pressure faced by children based on academic performance. Towards building a participative classroom culture, the curriculum provides instructional strategies for increasing students' participation and provides for the need and the concept of building a classroom culture. While the curriculum covers

positive reinforcement techniques for disciplining and classroom management,

it does not sensitize student-teachers about the negative impact of corporal punishment on children. The violation of rights by subjecting children to

harassment, discrimination, neglect under the J.J. Act, 2015 is not mentioned in the curriculum.



The curriculum provides for inclusion of parents and community in the teaching learning process, throws light on the role of the teacher in upholding the rights of the child. Though it covers the concept of continuous and comprehensive evaluation as well as formative assessments, the assessment pattern as laid down by the academic authority notified under section 29 (1) of the RTE Act, 2009 does not seem to be specifically included in the training curriculum.

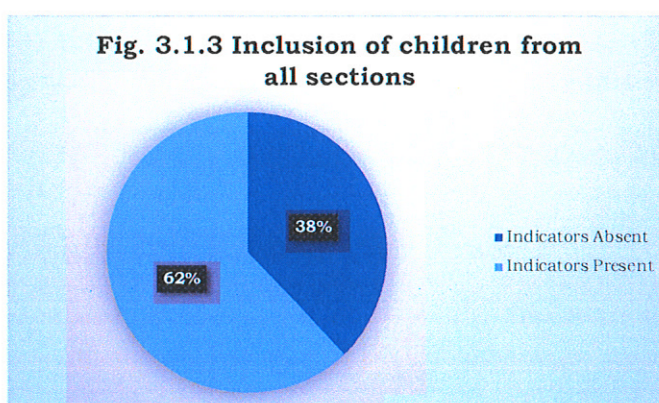
**Table 3.1.2: Theme 2 and NCTE curriculum Structure**

Component		Indicator	Whether present in Curriculum?
Building participative classroom culture	18.1	Curriculum provides instructional strategies for increasing students' participation	Yes
	18.2	Curriculum provides for the need and the	Yes

		concept of building a classroom culture	
Promoting diverse capabilities in children and avoiding academic performance-based stereotyping	19.1	Curriculum sensitizes the student-teachers to the pressure faced by children based on academic performance	Yes
	19.2	Curriculum focuses on building capability to appreciate child's performance beyond marks and grades	Yes
	19.3	Curriculum focuses on sensitize student-teachers to sensitizing the parents and larger community to appreciate child's performance beyond marks and grades	No
Forward looking discipline management	20.1	Curriculum covers positive reinforcement techniques for disciplining and classroom management	Yes
	20.2	Curriculum sensitizes the student-teachers to the negative impact of corporal punishment on children	No
Inclusion of Parents and Community	21.1	Curriculum sensitizes student-teachers towards involvement of parents and community in teaching learning	Yes
Upholding child rights	22.2	Curriculum throws light on the role of the student-teachers in upholding the rights of the child	Yes
Continuous and Comprehensive Evaluation	23.1	Curriculum covers the concept of continuous and comprehensive evaluation	Yes
	23.2	Curriculum focuses the teacher to be sensitive to every learner's response	Yes
	23.3	Curriculum provides means and methods for the teacher to implement continuous and comprehensive evaluation	Yes
Formative Assessments	24.1	Curriculum covers the concept of formative assessments and how to implement the same	Yes

### Theme 3- Inclusion of children from all sections

The curriculum fulfils 62% of the indicators pertaining to inclusion of children from all sections. The curriculum covers inclusion of children from SC and ST groups and the girl child and reservations and Government schemes for the marginalized sections of the society. However, the inclusion of children is limited to SC, ST groups and children with special needs. Issues of other



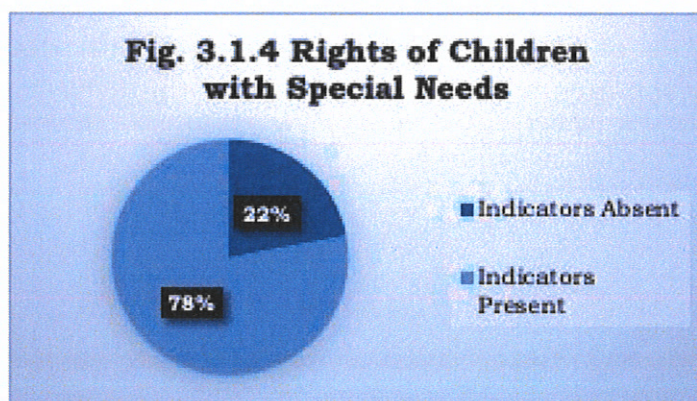
disadvantage groups such as children of sex workers and parents with HIV is not mentioned in the curriculum. Though the topic of gender inequality and gendered roles are included in the curriculum, the curriculum lacks in sensitizing teachers towards various gender identities of children (LGBTQIA) and the challenges faced by them.

**Table 3.1.3: Theme 3 and NCTE curriculum Structure**

Component		Indicator	Whether addressed in Curriculum?
Inclusion of children from SC and ST groups	25.1	Curriculum sensitizes teachers towards challenges faced by children from SC, ST and other marginalized sections	Yes
	25.2	Curriculum throws light on the reservation and other Government schemes for the marginalized sections	Yes
Inclusion of children of sex workers and parents with HIV	26.1	Curriculum sensitizes teachers towards challenges faced by children of sex workers and parents with HIV	No
	26.2	Curriculum provides coverage on how to cater to the needs to such children and integrate them into the mainstream	No
Inclusion of girl child	27.1	Curriculum sensitizes teachers towards challenges faced by parents of the girl child and girl children themselves	Yes
	27.2	Curriculum throws light on the role of the teacher in fighting the societal bias in relation to gender and girls	Yes
Inclusion of children with diverse gender identities	28.1	Curriculum sensitizes teachers towards various gender identities of children (LGBTQIA) and the challenges faced by them	No
	28.2	Curriculum throws light on the role of the teacher in catering to needs to children with diverse gender identities	Yes

**Theme 4- Rights of children with special needs**

The curriculum includes 78% of the indicators pertaining to rights of children with special needs. The curriculum covers the inclusion of children with special needs and the Rights of Persons with Disabilities Act. It provides for



addressing the changing needs of learners with ever evolving pedagogy and variety of assessment methods.

**Table 3.1.4: Theme 4 and NCTE curriculum Structure**

<b>Component</b>		<b>Indicator</b>	<b>Whether addressed in Curriculum?</b>
Inclusion of Children with Special Needs	29.1	Curriculum covers the Rights of Persons with Disabilities Act	No
	29.2	Curriculum provides coverage on Children with Special Needs and their inclusion	Yes
	29.3	Curriculum covers the role of NGOs and Special Schools in meeting the requirements of children with special needs	No
Inclusion of Children with visual impairments	30.1	Curriculum introduces learning through non-visual modes for children with visual impairments	Yes
	30.2	Curriculum introduces use of specialized learning tools such as Braille etc.	Yes
Inclusion of Children with hearing impairments	31.1	Curriculum introduces learning techniques for children with hearing impairments	Yes
	31.2	Curriculum introduces use of assistive learning tools for children with hearing impairments	Yes
Inclusion of Children with locomotor disability	32.1	Curriculum sensitive to the needs of the children with locomotor disability	Yes
Inclusion of Children with intellectual disability	32.2	Curriculum sensitive to the needs of the children with intellectual disability	Yes

As per National Education Policy, 2020, the Rights of Persons with Disabilities (RPWD) Act, 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities. NEP is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education.



### 3.2 Place of 'Child Rights' in Objectives and Suggested Readings/References

While analysing the curriculum of teacher education, the objectives as stated at the beginning of the document and the suggested readings/references put at the end of the document or after each course were also examined to understand how child rights are placed in the course. Objectives are a key component of any curriculum that provides critical information to the one who is imparting the curriculum as well as to the students. Objectives help in determining what should be taught and what students should learn; the mode and activities to be followed during teaching-learning process; and ways to measure student progress and performance. Similarly, the suggested readings/references are also important as it functions as a guide for students for gaining additional knowledge on a particular subject/topic.

It was found that out of 30, in only 20 % of universities, child rights is mentioned in the objectives of any course/topic. On the other hand, 46% universities have child right specific Acts given in the suggested readings/references. However, in majority of the references RTE Act, 2009 is suggested as a source for further readings.

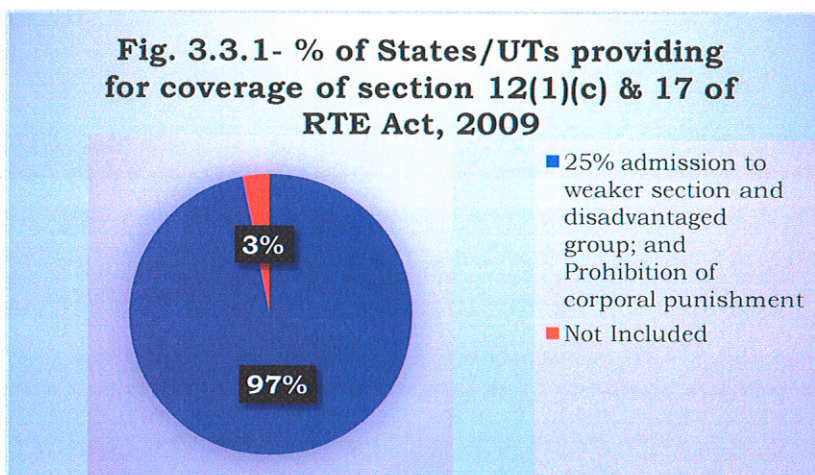
### 3.3 Findings from analysis of teacher training curriculum in 30 Universities

The analysis has been carried out under the previously mentioned four broad thematic areas-



## Theme 1- Constitutional, Legislative and Penal Provisions pertaining to rights of children

All the curriculum documents provide for the basic constitutional provisions such as Fundamental Rights i.e. Article 21A and Article 39(e) and (f) of the Directive Principles of the State Policy specific to children, providing for securing the children, protection against abuse and exploitation and providing opportunities and facilities to develop the children in a healthy manner.

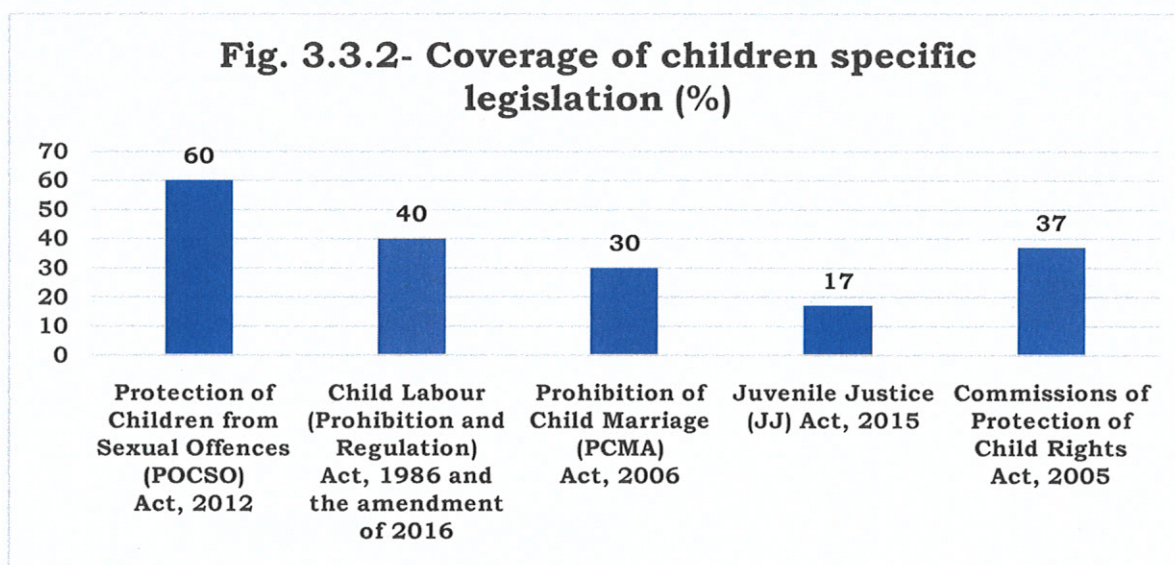


Also, all the curriculum documents provide for coverage of the Right to Education Act. The detailed provisions such as section 12(1)(c) of the RTE Act that provisions for 25% admission to weaker section and disadvantaged group and prohibition of corporal punishment as provided in section 17 of the RTE Act is covered by 97% of the curriculum documents analysed. Yet, as per PAB minutes for 2020-21 of Ministry of Education(MoE), only 16 States have started providing admissions in private unaided schools under Section 12(1)(c).As per UDISE 2019-20 data, the enrolment in private unaided recognized schools for pre-primary to class VIII is 74295392. The enrolment of children under DG/EWS category is just 5.4 percent of the total enrolment, which should be atleast 25 percent as per the RTE Act, 2009.

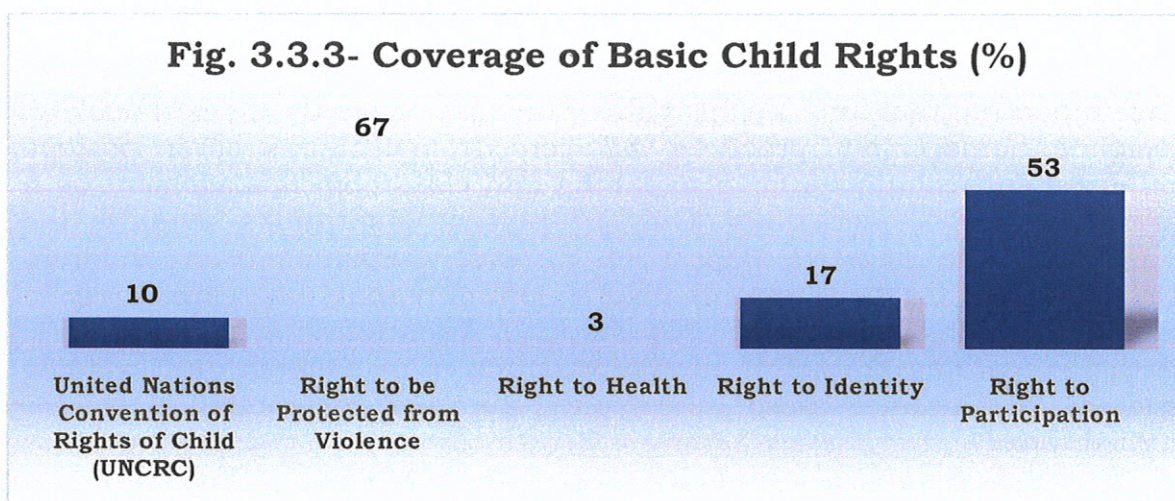
The National Crime Records Bureau data reveals that as many as 109 children were sexually abused every day in India in 2018. Despite this, only 60 percent institutions cover the Protection of Children from Sexual Offences (POCSO) Act, 2012 as a part of the curriculum. It is important to note here that, POCSO Act entrusts the responsibility of initiating action on any incident of sexual abuse of a child on a person who has the knowledge of such crime. Specifically, mandatory reporting has been obligated under Section 19 that who has apprehension that an offence under this Act is likely to be committed or has knowledge that such an offence has been committed, shall provide such information to the Special Juvenile Police Unit; or the

local police. Therefore, having knowledge of such obligations shall make teachers aware of their own responsibilities as citizens as well.

Further, Census 2011 estimates number of child labourers in India at 10.1 million. According to a Lok Sabha reply, an average of 42,000 children were rescued, rehabilitated and mainstreamed under National Child Labour Project (NCLP) Scheme per year during the last three years. However, only 40 percent universities cover Child Labour (Prohibition and Regulation) Act, 1986 and the amendment of 2016 as a part of the curriculum.



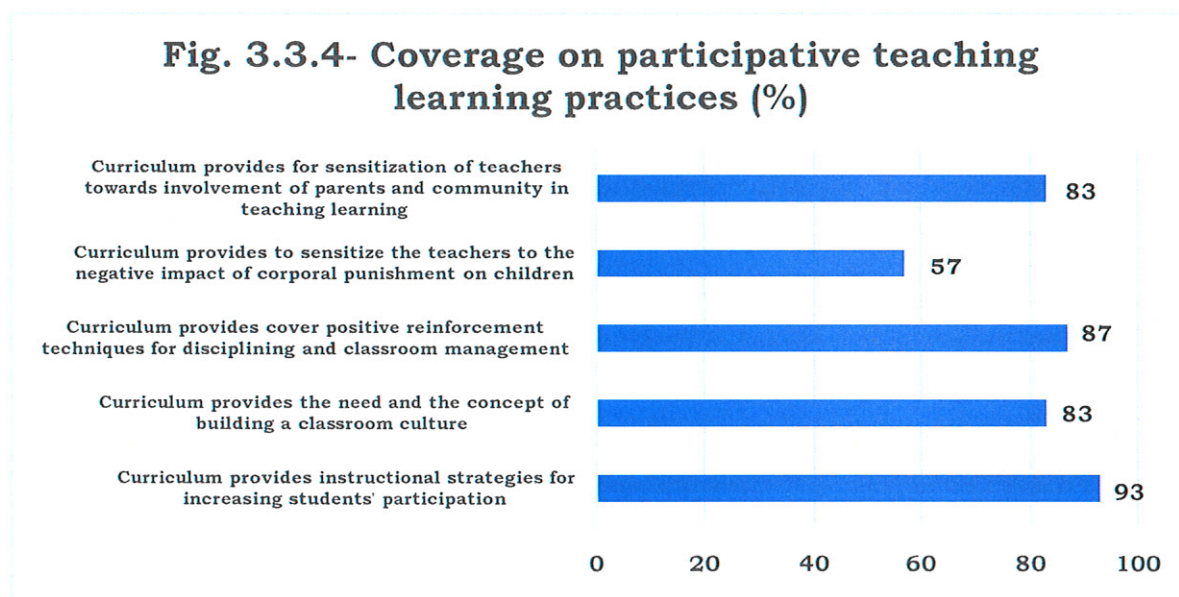
The Prohibition of Child Marriage Act (PCMA), 2006 is covered by only 30 percent institutions and the Juvenile Justice (JJ) Act, 2015 is covered by only 17 percent institutions in their curriculum. Further, the Commissions of Protection of Child Rights Act, 2005 is covered by 37 percent universities. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act is covered by 90 percent institutions.



On analysis of whether the children's rights form part of the teacher training curriculum, it was found that only 10 percent of curriculum cover the United Nations Convention of Rights of Child (UNCRC) in the teacher training curriculum. Further, with respect to specific rights, the right to be protected from violence is covered by 67 percent; the right to health is covered by only 3 percent. Further the right to identity is covered by 17 percent and the right to participation is covered by 53 percent of the 30 curriculum documents analysed.

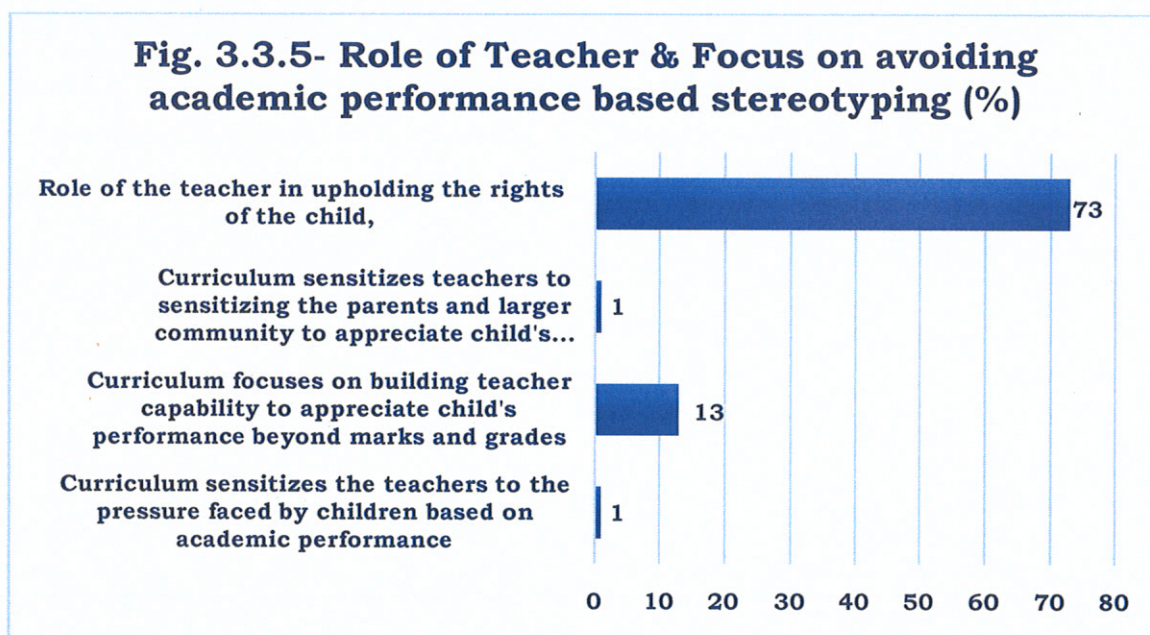
### Theme 2- Teaching learning process and the rights of children

Towards building a participative classroom culture, all universities except two in Tamil Nadu and Chhattisgarh provide for instructional strategies for increasing students' participation. Further, 83 percent of the curriculum focus on the need and the concept of building a classroom culture as a part of the B.Ed. curriculum.



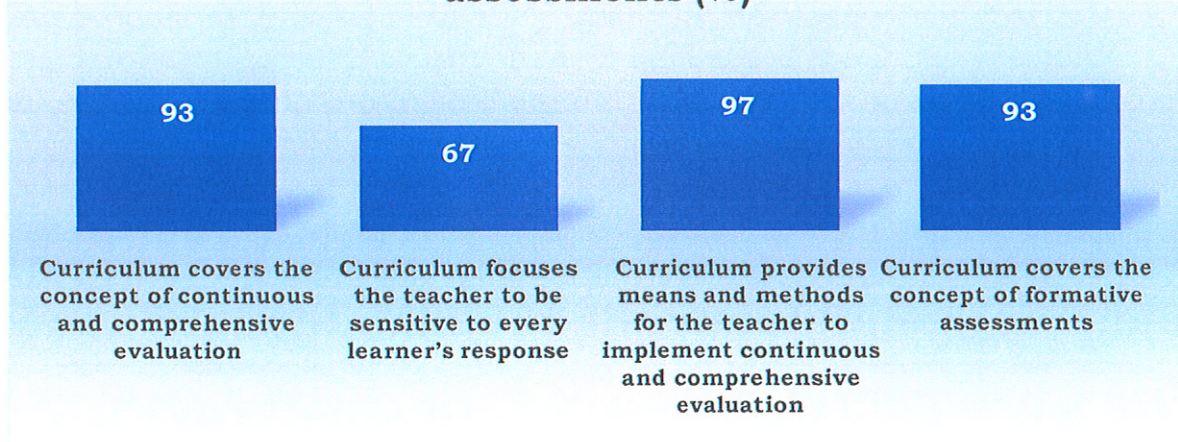
It is important that the teachers are sensitized towards forward looking discipline management practices. 87 percent institutions cover positive reinforcement techniques for disciplining and classroom management as a part of the B.Ed. curriculum. Only 57 percent institutions sensitize the teachers to the negative impact of corporal punishment on children. Sensitization of teachers towards involvement of parents and community in teaching learning has been given focus in twenty-five states and UTs. Further, regarding promoting diverse capabilities in children and avoiding academic performance-based stereotyping, the three components that were studied were:

- Curriculum sensitizes the teachers to the pressure faced by children based on academic performance: Only one percent universities lay emphasis on this component in the B.Ed. curriculum.
- Curriculum focuses on building teacher capability to appreciate child's performance beyond marks and grades: 13 percent universities lay emphasis on this component in the B.Ed. curriculum.
- Curriculum sensitizes teachers to sensitizing the parents and larger community to appreciate child's performance beyond marks and grades: Again, only one percent institutions provide explicit focus on sensitizing teachers towards sensitizing the parents and larger community to appreciate child's performance beyond marks and grades.



On analysing whether the curriculum throws light on the role of the teacher in upholding the rights of the child, 73 percent curricula were found to cover this aspect.

**Fig. 3.3.6- Providing coverage on continuous and comprehensive evaluation and formative assessments (%)**



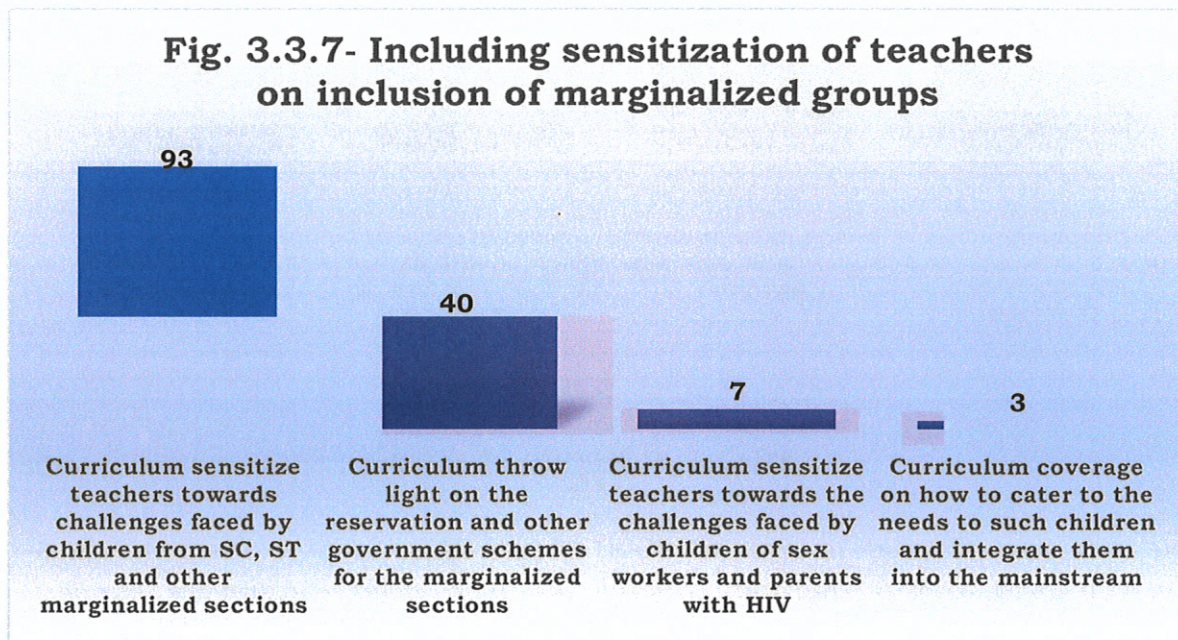
Continuous and Comprehensive Evaluation is an essential component of the RTE Act, 2009. In view of providing coverage of the concept of the continuous and comprehensive evaluation, the B.Ed. curriculum was analysed on the following components:

- Curriculum covers the concept of continuous and comprehensive evaluation: 93 percent universities cover the concept of continuous and comprehensive evaluation in their curriculum.
- Curriculum focuses the teacher to be sensitive to every learner's response: Only 67 percent universities focus on the teacher to be sensitive to every learner's response
- Curriculum provides means and methods for the teacher to implement continuous and comprehensive evaluation: 97 percent universities provide means and methods for the teacher to implement continuous and comprehensive evaluation.
- With regards to whether the curriculum covers the concept of formative assessments and how to implement the same, 93 percent universities cover the concept of formative assessments.

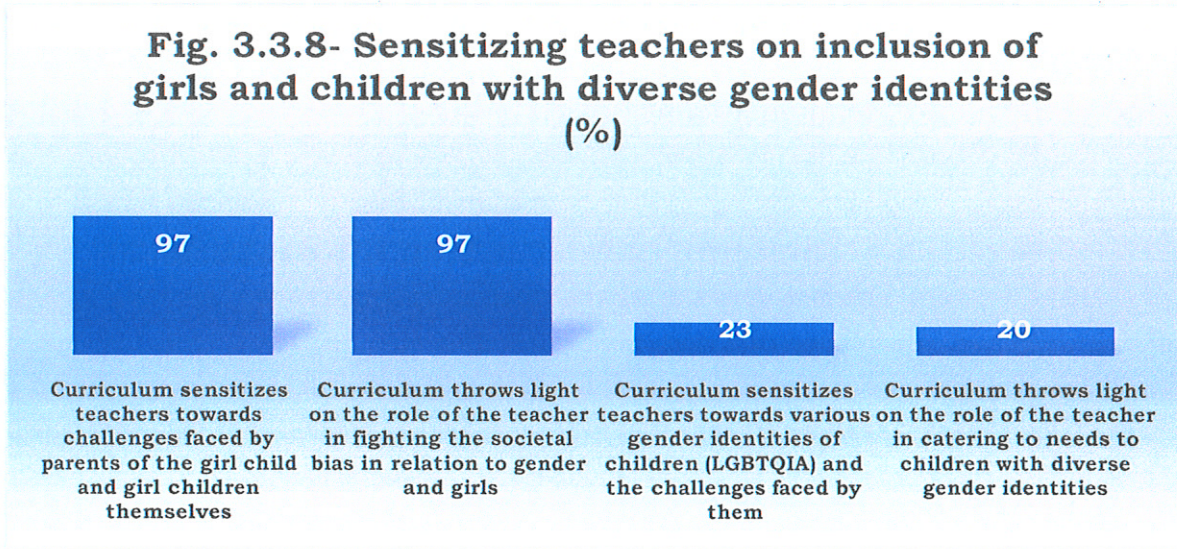
### **Theme 3- Inclusion of children from all sections**

Towards sensitizing teacher on inclusion of children from SC and ST groups, 93 percent curriculum documents analysed sensitize teachers towards challenges faced by children from SC, ST and other marginalized sections. Only 40 percent universities throw light on the reservation and other Government schemes for the marginalized sections. Towards sensitizing teacher on inclusion of children of sex workers and parents with HIV, only seven percent curriculum sensitize teachers towards the challenges faced by

children of sex workers and parents with HIV. Further, only 3 percent provides coverage on how to cater to the needs to such children and integrate them into the mainstream.



Towards sensitizing teacher on inclusion of girl child, in 97 percent of universities, the curriculum sensitizes teachers towards challenges faced by parents of the girl child and girl children themselves except in Uttarakhand. Similarly, in 97 percent of universities the curriculum throws light on the role of the teacher in fighting the societal bias in relation to gender and girls. Only in 23 percent of the universities the curriculum sensitizes teachers towards various gender identities of children (LGBTQIA) and the challenges faced by them. Further, in 20 percent universities the curriculum throws light on the role of the teacher in catering to needs to children with diverse gender identities.

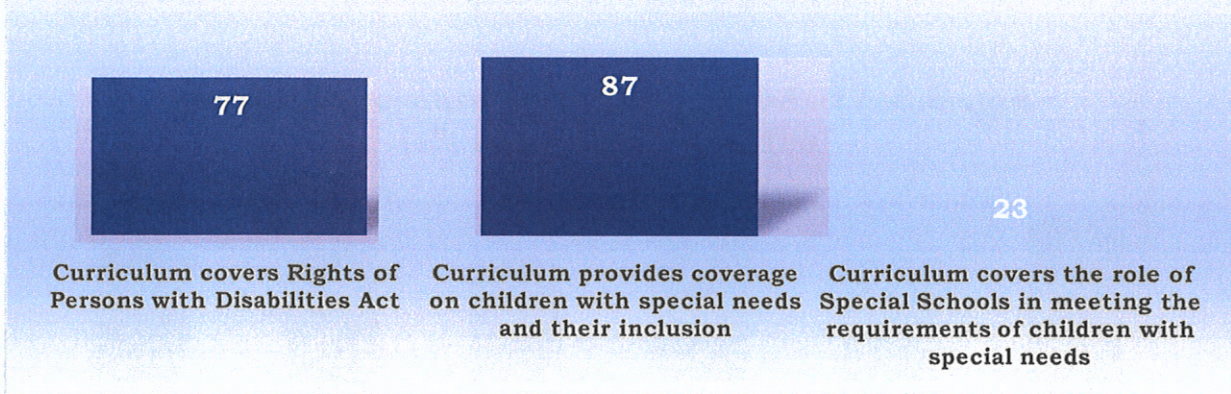


#### **Theme 4- Rights of children with special needs**

The National Education Policy, 2020 states that *most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation.* With around 18.3 children with special needs enrolled from pre-primary to Class VIII and 3.6 lakh children with special needs enrolled in secondary schools (U-DISE, 2020-21), issues of children with special needs must occupy an important place in the teacher training and its curriculum. As per the analysis, curriculum in 77 percent institutions cover the Rights of Persons with Disabilities Act, 2016.



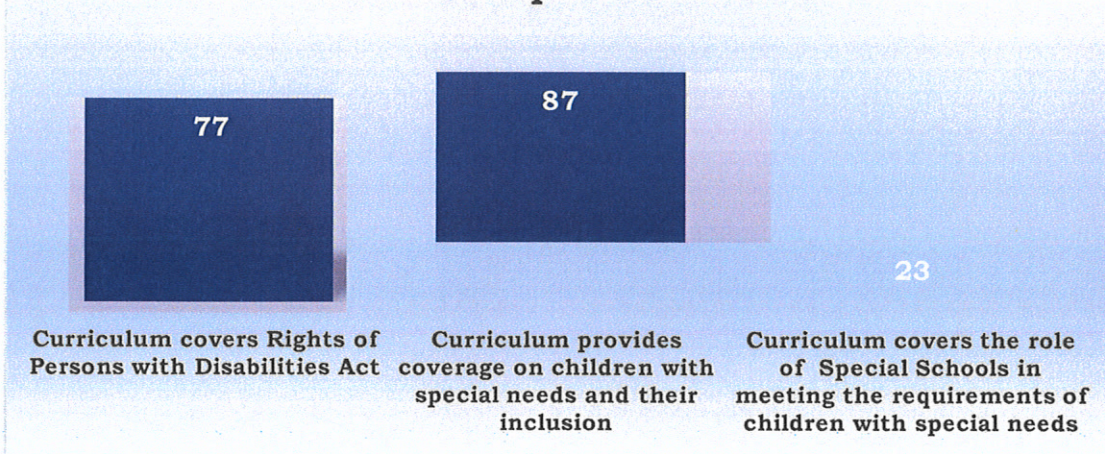
**Fig. 3.3.9- Curriculum sensitizing on the indicated aspects for CWSN (%)**



Curriculum in 87 percent institutions provide coverage on children with special needs and their inclusion while only 23 percent of institutions cover the role of special schools in meeting the requirements of children with special needs.

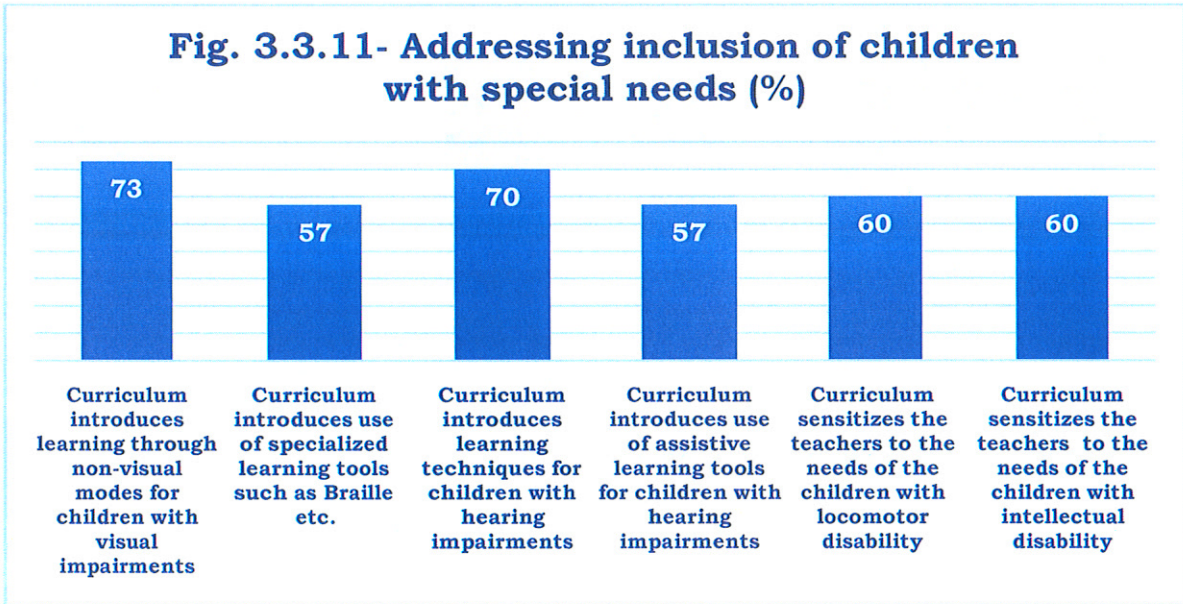
Further, towards the inclusion of children with visual impairments, 73 percent institutions introduce learning through non-visual modes for children with visual impairments. Further only 57 percent institutions introduce use of specialized learning tools such as Braille etc. Towards the inclusion of children with hearing impairments, only 70 percent institutions introduce issues like learning techniques for children with hearing impairments.

**Fig. 3.3.10- Curriculum sensitizing on the indicated aspects for CWSN**



Also, only 57 percent institutions introduce use of assistive learning tools for children with hearing impairments in the teacher training curriculum. Only 60 percent institutions sensitize the teachers to the needs of the children

with locomotor disability and only 60 percent institutions sensitize the teachers to the needs of children with intellectual disability.



### **3.4 Inputs from Primary Research**

In addition to the curriculum analysis, efforts were made to interview the faculty from the Department of Education from universities that were included in the study. **However, not all faculty responded to the email/telephonic calls. However, the responses thus obtained from the interview of faculty and students that were analysed and are placed below-**

#### **1. Status of child rights component in the B. Ed. Program**

- Most of the faculty and students welcomed the initiative and recognized the need for an analysis of the child rights component in teacher training program.
- It was highlighted that child rights are not exclusively mentioned in the curriculum. There are components on gender sensitization and inequality sensitization. Education of child rights and human rights is not yet standardized.
- With regard to the prevailing Indian laws pertaining to child rights, most curriculums provide coverage of only the Right to Education Act. There is a need for structured coverage of other laws such as the Juvenile Justice Act, the Protection of Children from Sexual Offences Act, the Child Labour (Prohibition and Regulation) Act and the National Food Security Act among others.
- Some were of the view that the child rights component doemerge during the course in one way or the other, sometimes it is a direct component, in some cases, it is indirectly included in the instruction.
- The present B.Ed. students expressed a need to upgrade in curriculum keeping in sync with the changing times.

#### **2. Lack of structured focus on laws and rights of children**

- Majority of the faculty were of the view that there could be more structured introduction to various laws and rights pertaining to children. At present, mostly candidates from political science background are only aware of the various constitutional, legislative and penal provisions.
- Also, it was highlighted that in some institutions, the Acts pertaining to child rights are covered through curricular and extra-curricular activities such as poster making or sort of skit and the end of which the students are briefed about the Act and the articles related to children.
- The need to bridge the gap between the practical and theoretical components was highlighted.

### **3. Need to learn from international best practices**

The need to study child rights at a global level from other countries as well as best practices of United Nations agencies was expressed by some students.

### **4. Focus on better inclusion**

- There is a need to focus on varied social and gender identities as currently there is no courses referring to LGBTQIA. Also, the need to include the issues pertaining to minority genders in the curriculum, leading to a change in perspective about gender and orientation was mentioned.
- There is a need for active sensitization of the candidates to avoid the inherent biases and prejudices from being played out in the classrooms

### **5. Present Situation of Special Educators**

A need to build sensitivity in the aspiring teachers towards the needs of children with special needs was expressed by many experts. Also, it is important to equip teachers with identification of different special needs of children in classroom. Every learning disability can't be carelessness. Even special educators are not given in depth training to actually cater to the needs of children with special needs.

## 4. RECOMMENDATIONS

A curriculum is dynamic whole which incorporates learner's formal and informal experience. Curriculum analysis is undertaken in order to determine the strengths and weaknesses of existing curriculum so that improvements can be made in the curriculum design. It provides the basis for curriculum policy decisions, feedback for curriculum adjustments and processes for curriculum implementation. An analysis of child rights components in the B.Ed. curriculum with an objective to identify the gaps in the existing curriculum and thereby aiding the policy-makers in giving due emphasis on child rights component with emphasis on children with special needs. Analysis results helps in gauging the effectiveness of the existing curriculum in fulfilling the child rights component. Evidence based on this analysis indicates that child rights is not yet an issue considered in the teacher education programme and practice in a comprehensive and extensive manner. Additionally, even the essential provisions that are important for all persons coming in contact with children are not deemed significant and are missing from the curriculum. Therefore, it is recommended that-

1. A dedicated section on child rights and its significance for teachers needs to be added in the new and comprehensive National Curriculum Framework for Teacher Education, NCFTE under the National Education Policy, 2020.
2. Similarly, Training programmes for in-service teachers must also include child rights component.
3. The child rights component should go beyond knowledge domain and equip teachers to be able to identify, prevent and address the issue of child rights violations.
4. The teacher education programme must include provision of practical knowledge on various child rights, visits to different institutions/settings where children reside.
5. The exam related stress is common in children and may have increased due to the pandemic. Therefore, to promote diverse capabilities in children and avoid academic performance-based stereotyping, curriculum needs to sensitize the teachers to the pressure faced by children based on academic performance.

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**Annexure-I****List of Universities**

<b>S.No.</b>	<b>Name of all States and UTs</b>	<b>Name of Universities</b>	<b>Status</b>
1	Andhra Pradesh	Andhra University	State
2	Arunachal Pradesh	Rajiv Gandhi University	State
3	Assam	Dibrugarh University	Central
4	Bihar	Patna University	State
5	Chhattisgarh	Guru Ghasidas Vishwavidyalaya, Bilaspur	Central
6	Delhi	Delhi University	Central
7	Goa	Goa University	State
8	Gujarat	Gujarat University	State
9	Haryana	Central University of Haryana	Central
10	Himachal Pradesh	Himanchal Pradesh University	State
11	Jammu & Kashmir	Central University of Kashmir	State
12	Jharkhand	Ranchi University	State
13	Karnataka	Karnataka University, Dharwad	State
14	Kerala	University of Kerala	State
15	Madhya Pradesh	Devi Ahilya Vishwavidyalaya	State
16	Maharashtra	University of Mumbai	State
17	Manipur	Manipur University	Central
18	Meghalaya	North Eastern Hill University	Central
19	Mizoram	Mizoram University	Central
20	Nagaland	State College of Teacher Education	State
21	Orissa	Central University of Orissa	Central
22	Punjab	Panjab University	State
23	Rajasthan	University of Rajasthan	State
24	Sikkim	Sikkim University	Central
25	Tamil Nadu	Tamil Nadu Teachers Education University	State
26	Telangana	Osmania University	State
27	Tripura	Tripura University	Central
28	Uttar Pradesh	Banaras Hindu University	Central
29	Uttarakhand	Kumaun University	State
30	West Bengal	Jadavpur University	State

**Annexure II****Detail course of Universities****1. Andhra Pradesh (Andhra University)**

Year of Adoption: 2015

Semester 1	<ol style="list-style-type: none"> <li>1. Philosophical Foundations of Education</li> <li>2. Perspectives in Child Development</li> <li>3. Information and Communication Technology</li> <li>4. Pedagogy of Mathematics</li> <li>5. Pedagogy of Social Sciences</li> <li>6. Pedagogy of Biological Sciences</li> <li>7. Pedagogy of Physical Sciences</li> <li>8. Pedagogy of English</li> <li>9. Pedagogy of Telugu</li> <li>10. Practicum</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Sociological Foundations of Education</li> <li>2. Learning and Teaching</li> <li>3. Classroom Management, Leadership and Action Research</li> <li>4. Art Education</li> <li>5. Practicum</li> <li>6. Micro Teaching School and Community Experience</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Pedagogy of Maths/SST/Biology/Science</li> <li>2. Pedagogy of Physical Science/ English/ Telugu Language</li> <li>3. Learning Assessment</li> <li>4. Understanding Self</li> <li>5. Practicum</li> <li>6. School Internship</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Contemporary India And Education</li> <li>2. Gender, School and Society</li> <li>3. Inclusive Education</li> <li>4. Environmental Education</li> <li>5. School Internship</li> </ol>

**2. Arunachal Pradesh (Rajiv Gandhi University)**

Year of Adoption: 2017

Semester 1	<ol style="list-style-type: none"> <li>1. Theory and Practice in Education</li> <li>2. Human Growth and Development</li> <li>3. Curriculum Studies and Language Perspective</li> <li>4. Teacher Education</li> <li>5. Field Experience and Practical</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Technology of Teaching and Learning</li> <li>2. Pedagogy of School Subject 1</li> <li>3. Pedagogy of School Subject 2</li> <li>4. Educational Measurement and Evaluation</li> <li>5. Field Experience and Practical</li> </ol>

Semester 3	1. Practice Teaching and School Internship
Semester 4	1. Gender Studies and Education 2. Educational Administration 3. Guidance and Counselling 4. Environmental Education 5. Practicum & Field Experience

### 3. Assam (Dibrugarh University)

Year of Adoption: 2019

Semester 1	1. Foundations of Education 2. Learning and Development 3. Learning in Teaching 4. ICT Skill Development 5. Language Proficiency
Semester 2	1. Contemporary India And Education 2. Assessment and Evaluation 3. Pedagogical Content Knowledge I 3.1 Teaching Assamese 3.2 Teaching English 3.3 Teaching Mathematics 3.4 Teaching of Sanskrit 4. Pedagogical Content Knowledge II 4.1 Teaching General Science 4.2 Teaching of Geography 4.3 Teaching Social Science 4.4 Teaching History 4.5 Teaching Music
Semester 3	1. School Organisation and Management 2. Inclusive Education 3. Gender, School and Society 4. Creating Inclusive School 5. Pedagogical Content Knowledge I 5.1 Teaching Assamese 5.2 Teaching English 5.3 Teaching Mathematics 5.4 Teaching of Sanskrit 6. Pedagogical Content Knowledge II 6.1 Teaching General Science 6.2 Teaching of Geography 6.3 Teaching Social Science 6.4 Teaching History 6.5 Teaching Music
Semester 4	1. Understanding Self 2. Action Research 3. Teacher and School community 4. Teaching Practice



4. Bihar (Patna University)

Year of Adoption: 2015

Year 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Contemporary India And Education</li> <li>3. Learning and Teaching</li> <li>4. Language Across the Curriculum</li> <li>5. Understanding Disciplines And</li> <li>6. Subjects</li> <li>7. Gender, School and Society</li> <li>8. Pedagogy of A School Subject-Part- I</li> <li>9. Reading and Reflecting on Texts</li> <li>10. Drama and Art in Education</li> <li>11. Critical Understanding Of ICT</li> </ol>
Year 2	<ol style="list-style-type: none"> <li>1. Pedagogy of A School Subject-Part- II</li> <li>2. Knowledge and Curriculum</li> <li>3. Assessment for Learning</li> <li>4. Creating an Inclusive School</li> <li>5. Optional Course</li> <li>6. Understanding the Self</li> </ol>

5. Chhattisgarh (Guru Ghasidas Vishwavidyalaya)

Year of Adoption: 2017

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Contemporary India and Education</li> <li>3. Understanding the discipline-A             <ol style="list-style-type: none"> <li>3.1 Physical Science</li> <li>3.2 Social Science</li> </ol> </li> <li>4. Understanding the discipline-B             <ol style="list-style-type: none"> <li>4.1 Biology</li> <li>4.2 Mathematics</li> <li>4.3 English</li> <li>4.4 Hindi</li> </ol> </li> <li>5. Optional (Any One)             <ol style="list-style-type: none"> <li>5.1 Value education</li> <li>5.2 Physical and health education</li> <li>5.3 Guidance and counselling</li> </ol> </li> <li>6. Critical understanding of ICT in education</li> <li>7. School visit-I</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Learning and teaching</li> <li>2. Knowledge and curriculum</li> <li>3. Language across the curriculum</li> <li>4. Pedagogy-I (A)             <ol style="list-style-type: none"> <li>4.1 Physical Science</li> <li>4.2 Social Science</li> </ol> </li> <li>5. Pedagogy-I (B)             <ol style="list-style-type: none"> <li>5.1 Biology</li> <li>5.2 Mathematics</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>5.3 English</li> <li>5.4 Hindi</li> <li>6. Drama &amp; Art in Education</li> </ul>
Semester 3	<ul style="list-style-type: none"> <li>1. Assessment and evaluation</li> <li>2. Pedagogy-I (A) <ul style="list-style-type: none"> <li>2.1 Physical Science</li> <li>2.2 Social Science</li> </ul> </li> <li>3. Pedagogy-II (B) <ul style="list-style-type: none"> <li>3.1 Biology</li> <li>3.2 Mathematics</li> <li>3.3 English</li> <li>3.4 Hindi</li> </ul> </li> <li>4. Reading &amp; reflecting on text</li> <li>5. School internship-I</li> </ul>
Semester 4	<ul style="list-style-type: none"> <li>1. School management &amp; leadership</li> <li>2. Creating an inclusive school</li> <li>3. Gender, school and society</li> <li>4. Optional (Any one) <ul style="list-style-type: none"> <li>4.1 Peace education</li> <li>4.2 Vocational &amp; Work Education</li> <li>4.3 Legal education</li> </ul> </li> <li>5. Understanding the self</li> <li>6. School internship-II</li> </ul>

#### 6. Delhi (Delhi University)

Year of Adoption: 2015

Year 1	<ul style="list-style-type: none"> <li>1. Education in Contemporary India</li> <li>2. Human Development, Diversity and Learning</li> <li>3. Conceptual Foundations of Education</li> <li>4. Gender, School and Society</li> <li>5. Knowledge, Disciplines and School Subjects</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>1. The Inclusive School</li> <li>2. Assessment for Learning</li> </ul>

#### 7. Goa (Goa University)

Year of Adoption:

Year 1	<ul style="list-style-type: none"> <li>1. Foundations of Education</li> <li>2. Learner and Learning</li> <li>3. Learning Resources</li> <li>4. Teaching: Approaches and Strategies</li> <li>5. School &amp; Classroom Management</li> <li>6. Communicative Skills</li> <li>7. Subject Pedagogy - A And B</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>1. Assessment and Evaluation</li> <li>2. Health and Physical Education</li> <li>3. Inclusive Education</li> <li>4. Action Research</li> <li>5. Environment Education</li> </ul>

	6. Capacity Development 6.1 Peace Education 6.2 Media Literacy 6.3 Art and Aesthetics 6.4 Communication Skills & Social Skills
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8. Gujarat (Gujarat University)

Year of Adoption: 2015

Semester 1	1. Childhood and Growing Up 2. Education and Contemporary India 3. Reading and Reflecting on Text 4. Drama and Art in Education 5. Understanding Disciplines and Subjects
Semester 2	1. Learning and Teaching 2. Assessment of Learning 3. Language Across the Curriculum 4. Critical Understanding Of ICT 5. Pedagogy of School Subjects
Semester 3	1. Content of School Subjects 2. Right to Education & NCF – 2005 3. National Curriculum Framework (NCF) 4. Use of Media in Education
Semester 4	1. Knowledge & Curriculum 2. Gender, School & Society 3. Creating an Inclusive School 4. Understanding Self 5. Optional papers 5.1 Education for Peace 5.2 Environment Education 5.3 Guidance and Counselling 5.4 Health, Physical Education & Yoga 5.5 School Administration and Management 5.6 Indian Philosophy & Education 5.7 Educational research 5.8 Statistics in Educational Research 5.9 Value Education 5.10 Education for Human Right 5.11 Vocational Education 5.12 Education for Life Skill

9. Haryana (Central University of Haryana)

Year of Adoption: 2016

Semester 1	1. Childhood and Growing Up 2. Contemporary India And Education 3. Assessment for Learning
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	<ol style="list-style-type: none"> <li>4. Value and Peace Education</li> <li>5. Language Across Curriculum</li> <li>6. Understanding Discipline and Subjects</li> <li>7. Reading and Reflecting on Texts</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Learning and Teaching</li> <li>2. Knowledge and Curriculum</li> <li>3. Pedagogy of School Subject 1 (Part I)</li> <li>4. Pedagogy of School Subject 2 (Part I)</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Pedagogy of School Subject 1 (Part II)</li> <li>2. Pedagogy of School Subject 2 (Part II)</li> <li>3. School Internship</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Gender, School, And Society</li> <li>2. Creating an Inclusive School</li> <li>3. Critical Understanding Of ICT</li> </ol>

#### 10. Himachal Pradesh (Himanchal Pradesh University)

Year of Adoption: 2015

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Development Years</li> <li>2. Contemporary India and Education</li> <li>3. Language Across the Curriculum</li> <li>4. Understanding Disciplines and Subjects</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Assessment for Learning</li> <li>2. Learning and Teaching</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Pedagogy of School Subjects</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Gender, School and Society</li> <li>2. Transaction of Curriculum: Issues &amp; Challenges</li> <li>3. Creating an Inclusive School</li> <li>4. Critical Understanding of ICT</li> <li>5. Understanding the Self</li> <li>6. Environmental Education</li> </ol>

#### 11. Jammu And Kashmir (Central University of Kashmir)

Year of Adoption:

Semester 1	<ol style="list-style-type: none"> <li>1. Philosophical and Education</li> <li>2. Education in Indian Socio-economic</li> <li>3. Psychology of Development and Learning</li> <li>4. Elementary Education</li> <li>5. ICT Skills</li> <li>6. School Subject-I (Any one) <ol style="list-style-type: none"> <li>6.1 Teaching of English</li> <li>6.2 Teaching of Urdu</li> <li>6.3 Teaching of Hindi</li> <li>6.4 Teaching of Punjabi</li> <li>6.5 Teaching of Kashmiri</li> </ol> </li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Measurement, Assessment and Evaluation</li> </ol>

	<ol style="list-style-type: none"> <li>2. Issues and Concerns in Secondary Education</li> <li>3. Teaching: Approaches and Strategies</li> <li>4. Health Education</li> <li>5. Language Proficiency</li> <li>6. School Subject-II (any one) <ol style="list-style-type: none"> <li>6.1 Teaching of Bio-Science</li> <li>6.2 Teaching of Physical Science</li> <li>6.3 Teaching of Home Science</li> <li>6.4 Teaching of Mathematics</li> <li>6.5 Teaching of History and Civics</li> <li>6.6 Teaching of Geography</li> <li>6.7 Teaching of Economics</li> </ol> </li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Initiatory School Experiences</li> <li>2. Internship in Teaching (Micro and Macro level)</li> <li>3. General School Activities</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Inclusive Education</li> <li>2. School Management</li> <li>3. Guidance and Counselling</li> <li>4. Environmental Education</li> <li>5. Communication Skills</li> </ol>

## 12. Jharkhand (Ranchi University)

Year of Adoption:

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Contemporary India And Education</li> <li>3. Language Across the Curriculum</li> <li>4. Understanding Discipline and Subjects</li> <li>5. Reading and Reflecting on Text</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Learning and Teaching</li> <li>2. Pedagogy of School Subject- A</li> <li>3. Pedagogy of School Subject- B</li> <li>4. Drama and Arts in Education</li> <li>5. Critical Understanding of ICT</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Knowledge and Curriculum</li> <li>2. Pedagogy of School Subject- A (practical)</li> <li>3. Pedagogy of School Subject- B (Practical)</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>4. Assessment for Learning</li> <li>5. Gender, School, And Society</li> <li>6. Creating an Inclusive School</li> <li>7. Optional Courses <ol style="list-style-type: none"> <li>7.1 Gardening</li> </ol> </li> <li>8. Understanding the Self</li> </ol>

## 13. Karnataka (Karnataka University Dharwad)

Year of Adoption: 2015

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood &amp; Growing Up</li> <li>2. Language Across the Curriculum</li> </ol>
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	<ol style="list-style-type: none"> <li>3. Understanding Discipline &amp; Subject</li> <li>4. Skills and Strategies of Teaching</li> <li>5. Reading and Reflecting on Texts</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Learning and Teaching</li> <li>2. Knowledge &amp; Curriculum-I</li> <li>3. Assessment for Learning</li> <li>4. Educational Technology</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Gender, School and Society</li> <li>2. Creating an Inclusive School</li> <li>3. Critical Understanding (ICT)</li> <li>4. Knowledge and Curriculum-II</li> <li>5. Contemporary India &amp; Education</li> <li>6. Optional Course (any one) <ol style="list-style-type: none"> <li>6.1 Work Education/ Peace</li> <li>6.2 Education/ Value Education/</li> <li>6.3 Guidance &amp; Counselling/</li> <li>6.4 Health &amp; Physical Education/</li> <li>6.5 Special Education/</li> <li>6.6 Action Research/ Environmental Education)</li> </ol> </li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Internship</li> <li>2. Understanding Self</li> </ol>

#### 14. Kerala (University of Kerala)

Year of Adoption: 2015

Semester 1	<ol style="list-style-type: none"> <li>1. Knowledge and Curriculum: Philosophical and Sociological Perspectives.</li> <li>2. Developmental Perspectives of The Learner.</li> <li>3. Technology and Communication in Education.</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Education on Indian Society.</li> <li>2. Perspectives of Learning and Teaching</li> <li>3. Assessment in Education</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Developmental Perspectives in Education</li> <li>2. Learner in The Educational Perspective</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Perspectives in Education/Core Subjects</li> </ol>

#### 15. Madhya Pradesh (Devi Ahilya Vishwavidyalaya)

Year of Adoption: 2015

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Education in India- Status, Problems, And Issues</li> </ol>
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	<ol style="list-style-type: none"> <li>3. Language Across the Curriculum- Part 1</li> <li>4. Curriculum Development and School</li> <li>5. Reading and Reflecting on Text</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Learning and Teaching</li> <li>2. Pedagogy of A School Subject- Part 1</li> <li>3. Language Across the Curriculum- Part 2</li> <li>4. Drama and Art in Education</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Pedagogy of A School Subject</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Gender, School and Society</li> <li>2. Educational Technology And ICT</li> <li>3. Creating and Inclusive Schools</li> <li>4. Optional Course: Value Education</li> </ol>

#### 16. Maharashtra (University of Mumbai)

Year of Adoption: 2015

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Contemporary India And Education</li> <li>3. Pedagogy of School Subject</li> <li>4. Understanding Disciplines and School Subjects</li> <li>5. Reading &amp; Reflecting on Texts</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Knowledge and Curriculum</li> <li>2. Learning and Teaching</li> <li>3. Assessment for Learning</li> <li>4. Drama And Art In Education</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Pedagogy of School</li> <li>2. Critical Understanding Of ICT</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Educational Management</li> <li>2. Creating an Inclusive School</li> <li>3. Gender School and Society</li> <li>4. Language Across the Curriculum</li> <li>5. Understanding the Self</li> </ol>

#### 17. Manipur (Manipur University)

Year of Adoption: 2017

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Contemporary India and</li> <li>3. Education</li> <li>4. Learning and Teaching</li> <li>5. Understanding Disciplines &amp; Subjects</li> <li>6. Language across the curriculum</li> <li>7. Critical Understanding of ICT</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Health, Yoga and Physical Education</li> <li>2. Pedagogy (Teaching of Subject)</li> <li>3. Assessment for Learning</li> <li>4. Arts and Aesthetic in Education</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Knowledge and Curriculum</li> <li>2. Gender, School and Society</li> <li>3. Creating an Inclusive School</li> <li>4. Reading and reflecting on texts</li> <li>5. Understanding the self</li> </ol>

Semester 4	<ol style="list-style-type: none"> <li>1. One Week Pre-Internship *B.Ed. (SI) 02</li> <li>Sixteen Week School Internship 300 12</li> <li>One Week Post-Internship</li> </ol>
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18. Meghalaya (North Eastern Hill University)

Year of Adoption: 2019

Semester 1	<ol style="list-style-type: none"> <li>1. Foundations of Education</li> <li>2. Growth and Development During Childhood and Adolescence</li> <li>3. Contemporary India And Education</li> <li>4. Language Across the Curriculum</li> <li>5. Critical Understanding of ICT</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Gender, School and Society</li> <li>2. Knowledge and Curriculum</li> <li>3. Teaching and Learning</li> <li>4. Assessment for Learning</li> <li>5. Understanding the Self</li> <li>6. Optional             <ol style="list-style-type: none"> <li>6.1 Health and Physical Education</li> <li>6.2 Peace Education and Human</li> <li>6.3 Guidance and counselling</li> <li>6.4 Environmental Education</li> </ol> </li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Teaching of School Subjects</li> <li>2. Teacher Education</li> <li>3. Inclusive Education</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Drama and Art in Education</li> <li>2. School Management</li> <li>3. School Internship</li> </ol>

19. Mizoram (Mizoram University)

Year of Adoption: 2015

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Contemporary India And Education</li> <li>3. Learning and Teaching</li> <li>4. Understanding Disciplines and Subjects</li> <li>5. Critical Understanding of ICT</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Knowledge and Curriculum</li> <li>2. Pedagogy of a School Subject- I</li> <li>3. Pedagogy of a School Subject- II</li> <li>4. Assessment for Learning</li> <li>5. Reading and Reflecting on Text</li> <li>6. Drama and Art in Education</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Pre- Internship</li> <li>2. School Internship (Pedagogy Paper-I)</li> <li>3. School Internship (Pedagogy Paper-II)</li> <li>4. School Experiences</li> <li>5. Post-Internship</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Language Across the Curriculum</li> <li>2. Inclusive Education</li> <li>3. School Organization and Management</li> </ol>



	<ol style="list-style-type: none"> <li>4. Gender, School and Society</li> <li>5. Understanding of Self</li> <li>6. Optional Course (any one) <ol style="list-style-type: none"> <li>6.1 Health and Physical Education</li> <li>6.2 Guidance &amp; Counselling</li> <li>6.3 Peace Education</li> <li>6.4 Community Participation in Education</li> </ol> </li> </ol>
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20. Nagaland (State College of Teacher Education)

Year of Adoption: 2019

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Contemporary India And Education</li> <li>3. Language Across the Curriculum</li> <li>4. Understanding Discipline and Subjects</li> <li>5. Understanding Self</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Assessment of Learning</li> <li>2. Learning and Teaching</li> <li>3. Pedagogy of school subject (any one) <ol style="list-style-type: none"> <li>3.1 Methodology Teaching English</li> <li>3.2 Methodology Teaching Social science</li> <li>3.3 Methodology Teaching Science</li> <li>3.4 Methodology Teaching Mathematics</li> </ol> </li> <li>4. Drama and Art in Education</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Knowledge and Curriculum</li> <li>2. Gender, School and Society</li> <li>3. Creating an Inclusive School</li> <li>4. Optional Course (any one) <ol style="list-style-type: none"> <li>4.1 Vocational /work Education</li> <li>4.2 Guidance and Counselling</li> <li>4.3 Health and Physical Education</li> <li>4.4 Peace Education</li> <li>4.5 Fundamentals of Horticulture &amp; crop production</li> </ol> </li> <li>5. Critical Understanding of ICT</li> <li>6. Reading and reflecting on texts</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Pedagogy of school subject (any one) <ol style="list-style-type: none"> <li>1.1 Methodology Teaching English</li> <li>1.2 Methodology Teaching Social science</li> <li>1.3 Methodology Teaching Science</li> <li>1.4 Methodology Teaching Mathematic</li> </ol> </li> <li>2. Internship</li> </ol>

21. Orissa (Central University of Orissa)

Year of Adoption: 2018

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Education, School and Society</li> <li>3. Knowledge and Curriculum</li> <li>4. Language Across Curriculum and</li> </ol>
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	<ul style="list-style-type: none"> <li>Reflecting on Text</li> <li>5. Initiatory School Experiences (Field Placement)</li> </ul>
Semester 2	<ul style="list-style-type: none"> <li>1. Basics of Learning and Teaching</li> <li>2. Assessing the Learner</li> <li>3. Pedagogy of School Subject-I <ul style="list-style-type: none"> <li>3.1 Pedagogy of Physical Science</li> <li>3.2 Pedagogy of English</li> <li>3.3 Pedagogy of Odia</li> <li>3.4 Pedagogy of Hindi</li> </ul> </li> <li>4. Pedagogy of School Subject-II <ul style="list-style-type: none"> <li>4.1 Pedagogy of Mathematics</li> <li>4.2 Pedagogy of Biological Science</li> <li>4.3 Pedagogy of Social Studies</li> </ul> </li> </ul>
Semester 3	<ul style="list-style-type: none"> <li>1. Field Experience and Practical</li> <li>2. School Internship</li> </ul>
Semester 4	<ul style="list-style-type: none"> <li>1. Education in Contemporary India</li> <li>2. Understanding Self and Guidance Services</li> <li>3. Gender Issues and Inclusive Education</li> <li>4. Creating an Inclusive School</li> <li>5. School Management</li> </ul>

22. Punjab (Panjab University)  
Year of Adoption: 2020

Semester 1	<ul style="list-style-type: none"> <li>1. Philosophical Bases of Education</li> <li>2. Growth and Development of The Learner</li> <li>3. Techniques of Teaching</li> <li>4. Education in Contemporary India</li> <li>5. ICT Skill Development</li> <li>6. Teaching Through Drama and Music</li> <li>7. Simple Expressional Competencies</li> <li>8. Participation in Sports and Yoga</li> <li>9. Pre-Internship</li> </ul>
Semester 2	<ul style="list-style-type: none"> <li>1. Sociological Bases of Education</li> <li>2. Understanding the Learner</li> <li>3. Assessment for Learning</li> <li>4. Knowledge, Curriculum and Understanding Disciplines</li> <li>5. School Management</li> <li>6. Pedagogy-I*</li> <li>7. Pedagogy-II*</li> <li>8. Work Experience</li> <li>9. Programme**</li> <li>10. ICT Practical</li> <li>11. Participation in Sports and Yoga</li> </ul>
Semester 3	<ul style="list-style-type: none"> <li>1. Gender, School and Society</li> <li>2. Guidance and Counselling</li> <li>3. Inclusive Education</li> <li>4. Understanding the Self</li> <li>5. Reading and Reflecting on Text</li> </ul>

	6. Participation in Community Service/ Cultural Activities/ Educational Tour/Trip 7. Communication, Employability and Resource Development Skill
Semester 4	1. School Internship Programme

23. Rajasthan (University of Rajasthan)

Year of Adoption: 2019

Year 1	1. Childhood and Growing Up 2. Contemporary Indian And Education 3. Learning and Teaching 4. Language Across the Curriculum 5. Understanding Disciplines and Subject 6. Knowledge and Curriculum (Part -1) 7. Pedagogy of A School Subject (Part 1) 8. Reading and Reflecting on Texts (Task and Assignment for Courses) 9. Drama and Art in Education 10. School Internship
Year 2	1. Knowledge and Curriculum Part 2 2. Pedagogy of A School Subject (Part 2) 3. Gender, School and Society 4. Assessment for Learning 5. Creating and Inclusive School 6. Optional Special Courses 6.1 Peace Education 6.2 Physical Education and Yoga 6.3 Guidance and Counselling 6.4 Health and Physical Education 6.5 Environmental Education 7. Critical Understanding Of ICT 8. Understanding the Self

24. Sikkim (Sikkim University)

Year of Adoption: 2018

Semester 1	1. Development of Learner 2. Education in Contemporary India 3. Learning & Teaching 4. Language Across the Curriculum 5. Reading and Reflecting on Texts
Semester 2	1. Basics of Knowledge and Curriculum 2. Assessment for Learning 3. I. Pedagogy of disciplinary stream (any one) 3.1 Pedagogy of Language 3.2 Pedagogy of Sciences 3.3 Pedagogy of Mathematics 3.4 Pedagogy of Social Science 4. Understanding Disciplines and

	Subjects 5. Developing Creative Skills
Semester 3	<ol style="list-style-type: none"> <li>1. Pedagogy of English</li> <li>2. Pedagogy of Physics</li> <li>3. Pedagogy of Chemistry</li> <li>4. Pedagogy of Biology</li> <li>5. Pedagogy of Mathematics</li> <li>6. Pedagogy of History</li> <li>7. Pedagogy of Political Science</li> <li>8. Pedagogy of Economics</li> <li>9. Pedagogy of Geography</li> <li>10. Gender, School and Society</li> <li>11. Optional Course (Anyone)</li> <li>12. Health and Physical Education</li> <li>13. Human Rights and Peace Education</li> <li>14. Value Education</li> <li>15. Special Education</li> <li>16. Environmental Education</li> <li>17. Guidance and Counselling</li> <li>18. School Internship</li> <li>19. Critical Understanding Of ICT</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. School Internship</li> <li>2. Inclusive Education</li> <li>3. Understanding the Self</li> </ol>

25. Tamil Nadu (Tamil Nadu Teachers Education University)

Year of Adoption: 2016

Year 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Contemporary India And Education</li> <li>3. Learning and Teaching</li> <li>4. Language Across the Curriculum</li> <li>5. Understanding Disciplines and Subjects</li> <li>6. Gender, School and Society</li> <li>7. Pedagogy of a School Subject – Part – I (Methodology)</li> </ol>
Year 2	<ol style="list-style-type: none"> <li>1. Pedagogy of A School Subject – Part II</li> <li>2. Knowledge and Curriculum</li> <li>3. Assessment for Learning</li> <li>4. Creating an Inclusive School</li> <li>5. Optional Courses: (Anyone) <ol style="list-style-type: none"> <li>5.1 Yoga, Health and Physical Education</li> <li>5.2 Environmental Education</li> <li>5.3 Values and Peace Education</li> </ol> </li> <li>6. Understanding the Self</li> </ol>

26. Telangana (Osmania University)

Year of Adoption: 2018

Semester 1	<ol style="list-style-type: none"> <li>1. Philosophical Perspectives of Education</li> <li>2. Assessment for Learning</li> <li>3. Psychology of Childhood and Adolescence</li> </ol>
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	<ol style="list-style-type: none"> <li>4. Pedagogy of A School Subject (I / II Method) (Mathematics, Social Sciences, Biological Science)</li> <li>5. Pedagogy of A School Subject (I / II Method) (Languages, Physical Science)</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Pedagogy of A School Subject (I / II Method) (Mathematics, Social Sciences, Biological Science)</li> <li>2. Pedagogy of A School Subject (I / II Method) (Languages, Physical Science)</li> <li>3. Sociological Perspectives of Education</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. School Organization and Management</li> <li>2. Inclusive Practices</li> <li>3. Health &amp; Physical Education</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Contemporary Education in India</li> <li>2. Environmental Education: Issues and Concerns</li> <li>3. Electives: <ol style="list-style-type: none"> <li>3.1 Peace Education</li> <li>3.2 Practical ethics</li> <li>3.3 Guidance and counselling</li> <li>3.4 Entrepreneurship Training</li> <li>3.5 Tribal Education</li> <li>3.6 Classroom Management &amp; Organization</li> <li>3.7 Disaster Management Education</li> </ol> </li> </ol>

27. Tripura (Tripura University)

Year of Adoption: NA

Year 1	<ol style="list-style-type: none"> <li>1. Education and Development</li> <li>2. An Evolutionary Perspective</li> <li>3. Contemporary Concerns and Issues in Secondary Education</li> <li>4. Learning and Teaching</li> <li>5. Assessment, Evaluation and Learning Resources</li> </ol>
Year 2	<ol style="list-style-type: none"> <li>1. School Subject – 1 and 2</li> <li>2. Optional method subjects (any two) <ol style="list-style-type: none"> <li>2.1 Mathematics</li> <li>2.2 Life Science</li> <li>2.3 Bengali</li> <li>2.4 Economics &amp; Civics</li> <li>2.5 Business &amp; Organization</li> <li>2.6 Accountancy</li> <li>2.7 Physical Education</li> <li>2.8 History</li> <li>2.9 English</li> <li>2.10 Geography</li> </ol> </li> <li>3. Internship</li> </ol>

28. Uttar Pradesh (Banaras Hindu University)

Year of Adoption: 2013

Semester 1	<ol style="list-style-type: none"> <li>1. Techniques of Teaching and Classroom Management</li> <li>2. Psychology of Learner and Learning- I</li> <li>3. Elective             <ol style="list-style-type: none"> <li>3.1 Teaching of Biological Sciences</li> <li>3.2 Teaching of Physical Sciences</li> <li>3.3 Teaching of Home Science</li> <li>3.4 Teaching of Mathematics</li> <li>3.5 Teaching of History</li> <li>3.6 Teaching of Civics</li> <li>3.7 Teaching of Geography</li> <li>3.8 Teaching of Economics</li> <li>3.9 Teaching of English</li> <li>3.10 Teaching of Music</li> </ol> </li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Teacher and Education in Emerging Indian Society</li> <li>2. Psychology of Learner and Learning – II</li> <li>3. Measurement and Evaluation</li> <li>4. Elective courses             <ol style="list-style-type: none"> <li>4.1 School Administration and Management</li> <li>4.2 Special Education</li> <li>4.3 Health Education</li> <li>4.4 Environmental Education</li> <li>4.5 Computers for Teachers</li> <li>4.6 Gender, Education and Society</li> <li>4.7 Physical Education and Yoga</li> <li>4.8 Population Education</li> <li>4.9 History of Education</li> <li>4.10 Value Education</li> <li>4.11 Educational &amp; Vocational Guidance</li> <li>4.12 Curriculum Construction &amp; Text Books Preparation</li> <li>4.13 Music Education</li> <li>4.14 Action Research in Education</li> <li>4.15 Education for inclusive society</li> </ol> </li> </ol>

29. Uttarakhand (Kumaun University)

Year of Adoption: NA

Paper 1	1. Teacher in Emerging Indian Society
Paper 2	1. Development of Learner and Teaching - Learning Process
Paper 3	1. Development of Educational System in India
Paper 4	1. Essentials of Educational Technology and Management
	<ol style="list-style-type: none"> <li>1. Teaching of Hindi</li> <li>2. Teaching of English</li> <li>3. Teaching of Sanskrit</li> </ol>

Paper 5 & 6	<ol style="list-style-type: none"> <li>4. Teaching of Physical Science</li> <li>5. Teaching of Mathematics</li> <li>6. Teaching of Social Studies</li> <li>7. Teaching of Commerce</li> <li>8. Teaching of Biology</li> </ol>
Paper 6	<ol style="list-style-type: none"> <li>1. Education in Contemporary Indian Society</li> <li>2. School Curriculum Development</li> <li>3. Assessment &amp; Learning</li> <li>4. Language Across the Curriculum</li> </ol>

30. West Bengal (Jadavpur University)  
Year of Adoption: 2015

Semester 1	<ol style="list-style-type: none"> <li>1. Childhood and Growing Up</li> <li>2. Contemporary India and Education</li> <li>3. Language across the Curriculum</li> <li>4. Understanding Disciplines and Subjects</li> <li>5. Reading and Reflecting on Text</li> </ol>
Semester 2	<ol style="list-style-type: none"> <li>1. Learning and Teaching</li> <li>2. Pedagogy of a School Subject</li> <li>3. Knowledge &amp; Curriculum- I</li> <li>4. Assessment for Learning</li> <li>5. Drama and Art in Education</li> </ol>
Semester 3	<ol style="list-style-type: none"> <li>1. Pedagogy of a School Subject</li> <li>2. School Internship**</li> </ol>
Semester 4	<ol style="list-style-type: none"> <li>1. Gender, School and Society</li> <li>2. Knowledge and Curriculum-II</li> <li>3. Creating an Inclusive School</li> <li>4. Optional Course***</li> <li>5. Critical Understanding of ICT</li> <li>6. Understanding the Self</li> <li>7. Yoga Education</li> </ol>

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