LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF) FOR B.ED., M.ED., PROGRAMME

COURSE DESCRIPTORS

STELLA MATUTINA COLLEGE OF EDUCATION (AUTONOMOUS)

Chennai – 600 083.

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PREFACE

The Stella Matutina College of Education (SMCE) has ingrained the guiding principles of the Outcome Based Education (OBE) philosophy to carry out the various academic programmes at the college. The ultimate objective is to achieve the standard in every course that makes up the programme. The Course Outcomes (COs) in all courses in the curriculum are addressed to fill the curricular gaps.

The college has set the programme educational objectives and programme outcomes for the B.Ed. and the M.Ed. programmes. The faculty are given much flexibility in achieving the intended outcome. OBE emphasises that the teacher's responsibility is to assist, direct, and mentor learning. Realising programme outcomes leads to realising programme educational results, which in turn aids in fulfilling the institute's Mission and Vision. The faculty members of stella Matutina have designed the course outcomes for the course into which they are specialised.

COs are the measurable parameters which evaluate each student's performance for each course that the student undertakes every semester. According to Bloom's taxonomy, CO statements are based on the three domains of learning: Cognitive, Affective and Psychomotor. The CO statements follow a well-defined structure: Action, knowledge elements, conditions, and criteria. Tagging COs with POs, cognitive levels and the number of classroom hours associated facilitates the computation of attainment of COs and POs. Each CO specifies the outcome of each unit of the syllabus.

A well-written CO facilitates teachers in measuring the achievement of the CO at the end of the semester. It also helps them design suitable delivery and assessment methods to achieve the designed CO. The COs are reference points that would help formulate graduate attributes, qualification descriptors, Programme learning outcomes and course learning outcomes which will help in curriculum planning and development and the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses within a Programme. Each course is written with five COs and each unit's cognitive level accomplishment. It includes course objectives, course prerequisites for each unit, the time required, and the cognitive level to which the topics belong, as well as texts, references, and web resources. The same procedures are used for all courses in the B.Ed. and M.Ed. programmes.

The goal of OBE is to identify the areas of strength and weakness in the student's educational progress and to devise strategies to improve the individual performance of the students. The college, in order to map the attainment of students have framed the Rubrics. Rubrics is the scoring guide which is used to evaluate the performance of a student. Hence, apart from framing the course descriptors, Dynamic Course Plan for the curriculum framework, Rubrics were framed for the practicum components. For the B.Ed. Program, rubrics are framed for Scholastic, Co-Scholastic and Reflective Practices and rubrics are framed for Scholastic, Co-scholastic and Research components in the M.Ed. programme.

Stella Matutina, by setting a multidimensional sets of scoring guidelines aims to arrive at uniform assessment. Criteria across all the components of kinds of student's activities. Above all the OBE framed by Stella Matutina meets the demands of the students and sets the standard of quality up to date by systematically framing the curriculum with course descriptors, program outcomes, course outcomes and framing rubrics for mapping.

Outcome maps track the progress of a student's educational journey, from the initial assessment stage to the completion of their program. Thus, the process will focus on the long-term outcomes which will be assessed at the end of the educational program. On the whole, the curriculum has been created to meet the needs of the students by providing them with an exposure to current trends in Education. It helps the students to improve their critical thinking, analytical reasoning and problem-solving abilities.

Dr. A. Alma Juliet Pamela,
IQAC Coordinator &
Dean of Academics and Research

CONTENTS

Vision and Mission of Stella Matutina College of Education

Vision

To emerge as an Institute of Excellence in Teacher Education by evolving the Future Teachers with Learning, Teaching, and Research Skills through celebrating Tradition-cum-Heritage along with Modern Values.

Mission

- ❖ To become an Effective Teacher Preparation Institution at National level by adopting scholastically advanced curriculum.

- ❖ To be committed to Academic Excellence in Learning, Teaching and Research skills.

- ❖ To train Emotionally Mature, Socially Responsible Teachers with Ethical Values.

- ❖ To produce Globally Competent, Innovative and Transformative Teachers.

B. Ed. PROGRAMME

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

1. Professional Development
2. Core Proficiency
3. Instructional Technology Accomplishment
4. Professionalism
5. Managerial Skill Enrichment

PROGRAMME OUTCOMES (POs)

1. Disciplinary Knowledge
2. Teaching Competency
3. Digital Pedagogical Skills
4. Multicultural Integration
5. Sensitivity towards Gender and Inclusion
6. Values and Ethics
7. Ecological Consciousness
8. Leadership Skills
9. Holistic Development

M.Ed. PROGRAMME

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

1. Professional Development as Teacher Educator
2. Proficiency in Teacher Education and Research
3. Intellectual Competency and Academic Integrity
4. Multi-genre Theoretical Foundations and Research Capacities
5. Development in Educational Research

PROGRAMME OUTCOMES (POs)

1. Theoretical Basis of Teacher Education and Competency
2. Research Skills and Competencies
3. Historical, Philosophical and Sociological Perspectives in Education.
4. ICT based Blended Learning Approach
5. Practicum based Skills
6. Assessment, Data Analysis, and Interpretation
7. Ethical and Holistic Development
8. Computational and Scientific Writing Skills
9. Reflection and Progression

B.Ed. Overall Course Structure

Regulations with effect from the academic year 2021 - 2022

1. Eligibility for Admission to the Course

Admission to the B.Ed., course is done as per the norms set by the Government of Tamil Nadu. The student is admitted either through Counselling in single window system or by direct application to the College. 50% of the total seats is through counselling and the other 50% is done by the college directly. A candidate shall be eligible for the Degree of Bachelor of Education provided that she has taken the B.A., B.Sc., or a post graduate degree of any University recognised by Tamil Nadu Teachers Education University as equivalent thereof. The candidate should have obtained a minimum of 50% of marks in Part III of the UG Degree in case of OC, 45% for BC and 43% for MBC/DNC and 40% in the case of SC/ST communities.

All the candidates should produce Eligibility Certificate from the Tamil Nadu Teachers Education University.

2. Duration of the Course and Medium of Instruction

The duration of study for B.Ed., Course is two academic years comprising of four semesters. This consists of 400 working days exclusive of admission and examination with a minimum of six hours per day. The 400 instructional days (100 for each semester) will include teaching practice and school-community based activities. English and Tamil shall be the medium of instruction.

Minimum duration for practice teaching shall be for a period of 16 weeks in the final year of the course. Student teachers may opt for English or Tamil Medium for teaching practice.

3. Eligibility for Admission to Examination

A candidate shall be eligible to appear for the B.Ed., degree examination only if she forwards her application for Examination with the satisfactory evidence of having qualified herself for a degree. The candidate should have put in not less than 85 percent of attendance and should have satisfactorily completed all the course requirements as given in the syllabus. Student teachers may opt either English or Tamil Medium to write their theory examinations.

4. Course of Study

The B.Ed., Degree Course shall consist of the following Theory papers and Practicals.

Perspectives in Education
Education in Contemporary India
Childhood and Growing Up

Pedagogy Course - I   (Major Subject)
Pedagogy of Biological Science
Pedagogy of Commerce and Accountancy
Pedagogy of Computer Science
Pedagogy of Economics
Pedagogy of English
Pedagogy of Geography
Pedagogy of History
Pedagogy of Mathematics
Pedagogy of Physical Science
Pedagogy of Tamil

Enhancing Professional Capacities
Art Integrated Learning
Yoga for Well being

Value Added Course
Payanpaattu Tamil / English Proficiency Skills

SEMESTER II

Perspectives in Education
Knowledge and Curriculum
Learning and Teaching
Assessment for Learning

Pedagogy Course - II (Major Subject)
Pedagogy of Biological Science
Pedagogy of Commerce and Accountancy
Pedagogy of Computer Science
Pedagogy of Economics
Pedagogy of English
Pedagogy of Geography
Pedagogy of History
Pedagogy of Mathematics
Pedagogy of Physical Science
Pedagogy of Tamil

Enhancing Professional Capacities
Digital Pedagogy

Value Added Course
Guidance and Counseling Skills

Group A - Perspectives in Education
Gender, School and Society
Creating an Inclusive School

Group C - Pedagogy Course - III   (Major Subject)
Pedagogy of Biological Science
Pedagogy of Commerce and Accountancy
Pedagogy of Computer Science
Pedagogy of Economics
Pedagogy of English
Pedagogy of Geography
Pedagogy of History
Pedagogy of Mathematics
Pedagogy of Physical Science
Pedagogy of Tamil

Optional Courses
Health and Physical Education
Peace Education
Environmental Education
Women's Education
Pre-Primary Education
Human Rights Education

Enhancing Professional Capacities
Reading and Reflecting on Texts

Value Added Course
Life Skills in Education

Credit Based Semester System.

The College has introduced credit-based (semester) system from the academic year 2005 - 2006 which includes both theory and practicals. Credits for theory is 56 and for practicals is 41 and value-added course is 8.

B.Ed.

DEGREE

PROGRAMME

SEMESTER I

Course Code	B211CECI
Course Title	**Education in Contemporary India**
Credits	**4**
Hours	**60**
Category	**Perspectives in Education**
Semester	**I**
Regulation	**2019**

Course Overview

Education in Contemporary India is a core paper having in the first semester. It is about learning importance of education in ancient to modern Indian context. For prospective educators and teacher trainees, it is required to have a sound knowledge of philosophical and technological bases of education. During the study the teacher trainees will be able to understand and acquire the concept of education and philosophy and its relationships and Policy Framework of Education in Pre & Post Independent Period. This paper concentrates on Diverse Indian society and Articles, Amendments related to Education and discuss about Emerging Trends in Education and Policy Initiatives by Central and State Government.

Course Objectives

- To familiarize the concept of Education and Philosophy
- To acquaint with the historical developments in policy framework related to Education
- To examine the role of education in India
- To acquire the different values enshrined in the constitution of India
- To appreciate the policy initiatives by central and state government.

Prerequisite	Broad Knowledge of Education in Contemporary India

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Concept and Nature of Education** Education: Concept, Nature and Functions - Forms of Education: Formal, Non-formal and Informal - Pillars of Education - Concept of Philosophy - Relationship between Philosophy of Life and Education - Significance of Philosophy of Education with respect to different aspects such as Aims, Methods, Curriculum, Discipline and the Role of the Teacher.	11	CO1, CO2	K1, K2, K3
II	**Policy Framework of Education in Pre & Post Independence Period** Education in Ancient and Medieval India: Vedic Education, Buddhism, Jainism, Islamic Education - Colonial Education: Contribution of Missionaries to Indian Education, Macaulay's Minutes, Woods Despatch - Development of Indian Education during Post Independence Period with special reference to University Education Commission (1948), Secondary Education Commission (1952), Yashpal Committee (2009).	13	CO1, CO2, CO3	K1, K2, K3, K4
III	**Diverse Indian society and Articles, Amendments related to Education** Concept of Diversity- Diversity in Indian Society - Fundamental Rights & Duties: Articles 14, 15, 16, 30 and 51A - Constitutional Values - Various Constitutional Provisions related to Education: Article 28, 29, 30, 45 and 46 - Provisions in the Seventh Schedule: Article 63, 64, 65, 66 and 86th Amendment - Education of Disadvantaged Groups: Women, SC, ST and Differently Abled - Issues in Equality of Educational Opportunities.	10	CO2, CO3, CO4	K3, K4, K5
IV	**Emerging Trends in Education** National Knowledge Commission 2007 – SarvaSikshaAbiyan - Rashtriya Madhyamik Siksha Abiyan – Rashtriya Uchchatar Siksha Abiyan – Rashtriya Avishkar Abhiyan - Rights to Education Act (2010) - National Policy on Education (1986) - National Education Policy	12	CO1, CO4, CO5	K1, K2, K5, K6

	(2020) - Impact of Liberalisation, Privatization and Globalisation on Education.		
V	**Policy Initiatives by Central and State Government** National Mission on Education through ICT Program: SWAYAM, MOOCs, Moodle Course Management, e-PG Pathshala and E-yantra – National Convention on Digital Initiatives for Higher Education - NIRF- TeachR – GIAN - Policy Initiatives by Central and State Government: Betibachao, Betipaadao, Swach bharath, Swach vidhyalaya and UDISE.	14	CO1, CO3, CO5	K1, K2, K4, K6

Text Book

Bhatnagar, S.U., & Saxena, A. (2012). *Development of education in india.* Vinay Rakeja Publishers.

Chaube, S.P. (2000). *Problems of Indian education*. Vinod Pustak Mandir Publisher.

Deshpande, S. (2004). *Contemporary India: A sociological view*. Penguin Publisher.

Muthuja, B., Usharani, R., &Vijay, K.R. (2010). *Education in the emerging Indian society.* Centrum Press.

Kumar, A. (2004). *Current trends in Indian education*. S.B. Nangiaashish PublishingHouse.

References

Dash, B.N. (2005). *A new approach to teacher and education in the emerging indian society.* Neelkamal Publication.

Ghosh, S. (2009). *Education in emerging Indian society*. PHS Learning.

Kaushik, V. K. (2004). *Education theory and practice*. Anmol Publication.

Khurana, A. (2016). *Contemporary India and education.* Kanishka Publishers.

Mittal, M. L. (2005). *Education in emerging Indian society*. International Publishing House.

Nath, P. (1970). *The bases of education- A philosophical and sociological approach*. Chand & company.

NUEPA. (2008). *Globalisation and challenges of education.* Shipra Publications.

Pylee, M.V. (2002). *An introduction to the constitution of India*. Vikas Publication.

Rao, V. A. (2005). *History of education.* APH Publications.

Sankaranarayanan, G. (2018). *The constitution of India*. Eastern Book Company.

Taj, H. (2008). *Current challenges in education*. Neelkamal Publications.

Yogendra., &Sharma.K. (2007). *History and problems of education* (Vol. 2). Kanishka Publishers.

Walia, J. S. (2011). Modern Indian education and its problems. Paul Publishers.

Web Resources
   National Education Policy 2020
   https://bit.ly/3zrfdR2
   The four Pillars of Knowledge
   https://bit.ly/3G0ntdo
   Constitutional Provisions on Education in India
   https://bit.ly/3ePo6KG
   The Right to Education Act
   https://bit.ly/32R2Z8v
   Swayam
   https://bit.ly/3qRWOsG

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the concept of Education and Educational Philosophy and discuss Development of Indian Education	**K1, K2**
CO2	To explain and apply the different values enshrined in the constitution of India and develop life skills through education and Philosophy	**K3**
CO3	To analyze the historical development in policy framework and articles related to education in India	**K4**
CO4	To examine the issues in diverse Indian society and equity, equality of Education and generalize the impact of Liberalisation, Privatization and Globalisation on Education.	**K5**
CO5	To elaborate the emerging trends in Education and discuss the Policy Initiatives by Central and State Government	**K6**

Course Code	**B211CCGU**
Course Title	**Childhood and Growing Up**
Credits	**4**
Hours	**60 hours**
Category	**Perspectives in Education**
Semester	**I**
Regulation	**2019**

Course Overview

This course titled "Childhood and Growing Up" aims to develop an understanding of children of different age groups. The main focus would be to enable the student teachers to grasp the different socio-political realities that construct different childhoods, such as the children's lived-in contexts of family, school, neighbourhood, and community. Having an interdisciplinary framework, this course includes contributions from cross-cultural psychology, sociology, and anthropology related to child development and childhood. Thus, child development, childhood, and adolescence are viewed in different socioeconomic and cultural settings.

Course Objectives

- To appreciate the different stages and dimensions of growth and development of a child
- To examine the theories of child development
- To reflect the importance of heredity and environment in child development
- To relate the various social context of a child's environment
- To analyse the factors influencing personality.

Prerequisite	Basic knowledge of Educational Psychology

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Educational Psychology: Growth and Development** Educational Psychology: Scope and Significance - Growth and Development: Differences and Principles of Development-Stages of Development: Early Childhood, Later Childhood and Adolescence-Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral-Methods of Studying Child Development: Introspection, Observation, Case Study, Experimental and Survey Method	13	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
II	**Theories of Development** Bruner and Piaget's Cognitive Development Erikson's Psycho-Social Development -Freud's Psycho-Sexual Development -Piaget and Kohlberg's Moral Development-Noam Chomsky and Vygotsky's Language Development	10	CO2, CO3, CO5	K3, K4, K6
III	**Heredity and Environment** Concept of Heredity- Transmission Mechanism of Heredity-Principles of Heredity, Difference between Social Heredity and Biological Heredity-Concept of Environment -Influence of Heredity and Environment in child development.	10	CO3, CO4, CO5	K4, K5, K6
IV	**Childhood and Context of Socialization** Aptitude, Attitude, Interest: Concept, Types and Measurement -Creativity: Characteristics, Stages, Identification and Promotion of Creativity -Concept of Socialization: Family, Children Separated from Parents, Children in Crèches, Children in Orphanages -Schooling: Peer Influences, School Culture, Teacher Expectations and School Achievement.	15	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
V	**Personality and Adjustment** Personality: Meaning, and Definition -Factors Influencing Personality-Theories of Personality: Type Approach, Trait Approach, Type cum Trait Approach -Assessment of Personality: Projective and Non-projective Techniques -Adjustment: Characteristics, Frustration, Conflict and Defense Mechanism.	12	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6

Text books

Agarwal, J.C. (2004). *Essentials of Educational Psychology*. Vikas Publishing home.

Chaube, S.P. &Chaube, Akilesh, S. (2011). *Hand Book of Education and psychology*. Neelkamal Publications.

Nirmala, J. (2014). *Psychology of Learning and Human Development.*Neelkamal Publications.

References

Dandapani, S. (2001). *A Textbook of Advanced Educational Psychology*. Anmol Publications.

Dash, B.N. & Dash, N. (2014). *A Textbook of Educational Psychology*. Dominant Publishers.

Kalaivani, M.&Krithika, S. (2018). *Advanced Educational Psychology.* Samyukdha Publication

Nagarajan, K., & Srinivasan, R. (2014). *Psychology of Human Development* (2nd ed.). Ram Publishers.

Talawar, M. S., &Benakanal, V. A. (2014). *Advanced Educational Psychology.* Centrum Press

Web resources

Educational Psychology: Growth and Development

https://bit.ly/3tanbNx

Sigmund Freud Psychosexual Theory

https://bit.ly/3pRuQ19

Heredity and Environment in Psychology

https://bit.ly/32XM8ka

Childhood and Context of Socialization

https://bit.ly/3FWj2jM

Personality and Adjustment

https://bit.ly/3FN50kh

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To become aware of the diversified needs of the students	**K1 & K2**
CO2	To apply the knowledge on various methods and theories of growth and Development	**K3**
CO3	To analyse and implement various components involved in growth and development	**K4**
CO4	To assess the influence of heredity and environment in child development.	**K5**
CO5	To plan various methods for creating holistic development	**K6**

Course Code	**B211PPBS**
Course Title	**Pedagogy of Biological Science I**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**I**
Regulation	**2019**

Course Overview

Science is an organized system of knowledge based on inquiry born out of natural curiosity, logical reasoning, and experimentation. The course on Pedagogy of Biological Science is to be developed by integrating content and process skills of science with pedagogy. Pedagogy is considered a fertile ground for the integration of knowledge about the learner, the subject, and the social context. The aims and pedagogical approaches for teaching-learning of biological sciences at different stages of school, and Theoretical aspects regarding how children understand and construct the knowledge of biological concepts in their diverse social contexts. The syllabus focuses to develop awareness about developments in the area of biological sciences, orienting prospective teachers in specific educational aspects of science, pedagogical analysis of contents in biological sciences, methods of teaching evaluation, enable prospective teachers to be effective teachers in order to perform the required role as a biological teacher under the school conditions.

Course Objectives

- To develop proficiency in school content
- To explore the discoveries and inventions made by eminent scientists
- To appreciate various approaches and strategies of teaching and learning Biological Science
- To select suitable methods of teaching Biological Science for the classroom situation
- To prepare programmed instructional material using the theoretical basis.

Prerequisites	Basic knowledge of Biological Science

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of School Content I** Significant Concepts in Biological Science from Tamil Nadu State Board Syllabus for Class IX: Animal Kingdom - Organization of Tissues - Plant Physiology - Organ Systems in Animals - Nutrition and Health - World of Microbes - Economic Biology - Environmental Science.	10	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
II	**Nature and Scope of Biological Science** Nature of Science - Importance of Biological Science; Interdisciplinary approach in teaching Biology - Aims of Teaching Biological Science – Instructional Objectives - Differences between Aims and Objectives - Bloom's Taxonomy of Educational Objectives - Anderson's Revised Taxonomy - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation - General Instructional Objectives and Specific Instructional Objectives - Recent Discoveries and Inventions in the field of Biological Science.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Approaches & Strategies in Teaching and Learning Biological Science** Approaches**:** Scientific, Constructivist, Inductive and Deductive – Strategies: Concept Mapping, Team Teaching, Supervised Study, Co-operative, Collaborative, Experiential, Self, Mastery, Blended and Flipped learning.	13	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
IV	**Methods and Techniques of Teaching Biological Science** Criteria for Selection of a Method: Human Factor, Subject Area, Time and Material Factor, Objectives of Teaching - General Methods of Teaching: Lecture, Demonstration, Lecture cum Demonstration, Laboratory, Heuristic, Project, Historic, and Biographic.	13	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
	Individualised Instruction Individualised Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles, and Advantages - Types of Programming: Linear, Branched, and	12	CO1, CO4, CO5	K1, K2, K5, K6

V	Mathetics - Computer Assisted Instruction: Modes and Benefits, Teacher's Role - Instructional Module: Essential Features and Components, Development of a Module.			

Text books

Chithra, D., & Aslam, K. (2018). *Pedagogy of biological science – Part I.* Everest Publishers.

Sharma, R. C. (1995). *Modern science teaching*. Dhanpati Rai and Sons.

Venugopal, K. (2006*). Teaching of biology*. Ram Publications.

Vijayalatha, R., & Sunitha, D. (2016). *Pedagogy of biological sciences*. Neelkamal Publications.

References

Alsop, S., & Hicks, K. (2003). *Teaching science*. Kogan Page India.

Aggarwal, D.D. (2008). Modern *methods of teaching biology*. Karanpaper Backs Publication.

Arul Jothi Balaji, D.L., & Vijay Kumar. (2009). *Teaching of biological science II*. Centrum Press.

Chikara, M.S. (1985). *Teaching of biology*. Prakash Brothers Publication.

Dale, E. (1967). *Audiovisual methods in teaching (*2nd ed.). The Drygen Press.

Das, R.C. (1985). *Science teaching in schools*. Sterling Publishers.

Green, T. L. (1998). *The teaching of biology in tropical secondary schools*. Oxford University Press.

Hemalatha, K., & Julius, A. (2010). *Teaching of biology*. Neelkamal Publications.

Kulshrestha, S. P. (2013). *Teaching of biology*. Vinay Rakheja Publication.

Mangal, S.K., & Mangal, U. (2009). *Essentials of educational technology*. PHI Learning.

Mohan, R. (1995). *Innovative science teaching*. Prentice Hall of India.

Ramasamy, K. R. (2018). *Pedagogy of biological science (*2nd ed.). Samyukdha Publications.

Vanaja, M. (2005). *Methods of teaching biological science.* Neelkamal Publications.

Vashist, S.R. (2004). *Classroom administration*. Anmol Publications.

Web Resources

Part –I Methodology

https://bit.ly/3sZQRfQ

Approaches & Strategies

https://bit.ly/32BvVBrg

Methods and Techniques

https://bit.ly/3HtpfDT

Individualised Instruction

https://bit.ly/3r1mEe7

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the significant concepts in Biological Science, nature and scope of science, approaches, methods, strategies, techniques, and individualized instructional methods used in teaching and learning Biological Science	**K1, K2**
CO2	To integrate and assess the importance of Environmental science, the taxonomy of educational objectives, Approaches, and strategies in teaching and learning Biological Science	**K3**
CO3	To analyze and differentiate the aims and objectives, approaches, strategies, methods, and techniques of teaching Biological Science	**K4**
CO4	To explain the characteristics of the animal kingdom, Bloom's taxonomy of instructional objectives and approaches to Individualised Instruction	**K5**
CO5	To apply and assess the significant concepts in Biological Science, general and specific instructional objectives, and the role of the teacher in using the approaches, strategies, methods, techniques, and individualized instruction in the classroom	**K6**

Course Code	B211PPCA
Course Title	**Pedagogy of Commerce and Accountancy I**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**I**
Regulation	**2019**

Course Overview

Pedagogy refers to the way of teaching students, and it helps to build on previous learning of the students and work on the development of skills and attitudes of the learners. This course aims to gain insight on the meaning and nature of commerce and accountancy and to comprehend the blooms taxonomy of objectives and write the instructional objectives in behavioural terms. This course helps to apply the knowledge in analysing the higher secondary commerce and accountancy school content in term of methods, approaches and strategies for the purpose of teaching commerce.

Course Objectives

- To imbibe proficiency in school content
- To differentiate between general and specific objectives
- To appreciate various approaches and strategies of teaching and learning of Commerce and Accountancy
- To select suitable methods of teaching Commerce and Accountancy for the classroom situation
- To develop individualized instructional material using the theoretical basis.

Prerequisite	Basic Knowledge about Teaching skills and pedagogical Concept

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of Commerce and Accountancy Content I** Significant Concepts in Commerce and Accountancy from Tamil Nadu State Board Syllabus for Standard XI: Fundamental of Business, Forms of Business Organization, Service Business, Social Responsibilities and Ethics of Business, Business Finance, Trade, International Business, Indian Contract Act, Books of Prime Entry, Trial Balance, Subsidiary Books, Bank Reconciliation Statement, Rectification of Errors, Capital and Revenue Transaction, Depreciating Accounting, Final Accounts, Computerised Accounting.	12	CO1	K1, K2
II	**Nature and Scope of Commerce and Accountancy** Need and Significance of Teaching Commerce and Accountancy - Aims and Objectives of Teaching Commerce and Accountancy- Instructional Objectives- Differences between Aims and Objectives - Bloom's Taxonomy of Educational Objectives -Anderson's Revised Taxonomy- Need for Stating Objectives- Significance of Action Verbs –Sources of Objectives-Interdependence of Objectives, Learning Experiences and Evaluation-General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs).	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Approaches and Strategies in Teaching and Learning Commerce and Accountancy** Approaches**:** Scientific, Constructivist, Inductive, Deductive and Problem Solving-Strategies: Concept Mapping, Team Teaching, Supervised Study, Collaborative, Co-operative, Experiential, Self, Mastery, Blended and Flipped Learning.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

IV	**Methods of Teaching Commerce and Accountancy** Criteria for Selection of a Method – Level of the Class, Size of the Class, Available Time and Subject Matter- General Methods of Teaching - Lecture Method, Discussion-Group and Panel Method, Case Study Method, Demonstration Method, Lecture cum Demonstration Method, Heuristic Method, Project Method, Survey Method, Market Study.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	**Individualised Instruction** Individualised Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical bases, Principles and Advantages- Types of Programming – Linear, Branched and Mathetics- Computer Assisted Instruction: Modes, Benefits and Teacher's Role – Instructional Modules: Essential Features and Components - Developing a Module.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books

R.P. Singh, ImtiyajMansoori. (2017). *Pedagogy of School Subjects Commerce*. R. Lall Educational Publishers.

Chandra, S. S., Sharma, N. L., & Sharma Amit. (2012). *Teaching of Commerce*: A Practical Approach. New Delhi: R. Lall Book Depot

Gupta, U. C. (2007). *Teaching of Commerce*. New Delhi: Khel sahitya

Ramesh, A. R., & Rao, Bhaskar. D. (2006). *Technique of teaching Commerce*. New Delhi: Sonali Publications.

Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publication.

Singh, R. P (2003). *Teaching of Commerce*. New Delhi: R. Lall Book Depot.

Singh, Y. K. (2003). *Teaching of Commerce*. New Delhi: A.P.H. Publishing Corporation.

References

Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt Ltd.

Mangal, S. K., & Mangal, Uma. (2008). *Teaching of Social Studies*. New Delhi: PHI learning Pvt.ltd.

Kendra.Aggarwal, J, C. (1996). *Teaching of Commerce, A Practical Approach*. New Delhi: Vikas Publishing House Pvt.Ltd.

Venkateshwarlu, K., Basha, Johni, S. K., & Rao, Bhaskara. D. (2006). *Methods of Teaching Commerce*. New Delhi: Discovery publishing house.

Kumar, Mahesh. (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt.ltd.

Sharma, B. L., & Maheshwari, B.K. (2013). *Teaching of Social Studies*. Meert: R. Lall   Book Depot.

Web Resources

Tamilnadu Commerce and Accountancy Text Book

https://bit.ly/3HySMME

Aim and Objectives of Teaching Commerce

https://bit.ly/3F09fHY

Constructivism Approach

https://bit.ly/3eRM87P

Pedagogy Of Commerce [Teaching of Commerce] - B. Ed Notes

https://bit.ly/3eTNTRT

Blooms Taxonomy Action Verb

https://bit.ly/32R7xvB

Methods and Strategies of Teaching Commerce

https://bit.ly/3FWtPuj

https://bit.ly/3mSywxF

https://bit.ly/3ESfEF3

Teaching of Commerce Book

https://bit.ly/3mYMv4T

Programmed Instruction

https://bit.ly/3JCexwZ

https://bit.ly/3JI9ye7

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To refresh and acquire knowledge about commerce and accountancy and pedagogical concepts	K1, K2
CO2	To apply appropriate action verbs, approaches and strategies of teachings of particular topics in commerce and accountancy	K3
CO3	To analyse different pedagogical concepts in teaching commerce and accountancy	K4
CO4	To coordinate different methods and techniques in teaching commerce and accountancy	K5
CO5	To develop the ability to create and implement the pedagogical concepts in teaching commerce and accountancy	K6

Course Code	B211PPCS
Course Title	Pedagogy of Computer Science I
Credits	4
Hours	60
Category	Pedagogy Course
Semester	I
Regulation	2019

Course Overview

Pedagogy of Computer Science is a course which imparts the methodology to teach Computer Science concepts to school students. The course has been divided into three parts dealt with separately in Semesters I, II and IV. The course aims to give a basic knowledge and understanding of significant approaches, methods and strategies to teach Computer Science. The course also provides an insight into the fundamentals and concepts of Computer Science. The other important concepts that the course deals with are the approaches to give individualised instructions and the steps to prepare Programmed Instructional Material and Instructional Module.

Course Objectives

- To acquaint with the computer science concept in school.
- To develop skill in framing general instructional objectives and specific instructional objectives
- To appreciate various approaches and strategies of teaching and learning of Computer Science.
- To select suitable methods of teaching Computer Science for the classroom situation.
- To develop individualised instructional material using the theoretical basis.

Prerequisite	Thorough knowledge of secondary level Computer Science concepts.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of Computer Science Content-I** Fundamentals of Computer- Generations of Computer (First to Sixth Generation) - Operating System: Theoretical Concepts and Types- Working with Windows- Working with Linux.	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
II	**Nature and Scope of Computer Science** Recent Developments in Computer Science- Aims of Teaching Computer Science- InstructionalObjectives- Differences between Aims and Objectives- Bloom's Taxonomy of Objectives, Anderson's Revised Taxonomy- Sources of Objectives-Interdependence of Objectives, Learning Experiences and Evaluation- General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs).	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Approaches and Strategies in Teaching and Learning Computer Science** Approaches: Thematic, Scientific, Constructivist, Analytic and Synthetic- Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning.	10	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
IV	**Methods of Teaching Computer Science** Criteria for Selection of a Method: Human Factor, Subject Area, Time and Material Factors - General Methods of Teaching Computer Science: Lecture Method, Demonstration Method, Laboratory Method, Project Method, Discussion Method, Inductive and Deductive Method and Problem-Solving Method.	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
V	**Individualised Instruction** Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles and Advantages- Types of Programming-Linear, Branched and	13	CO1, CO2, CO3,	K1, K2, K3, K4,

Mathematics-Computer Assisted Instruction– Modes, Benefits and Teacher's Role– Instructional Module: Essential Features and Components Development of a Module.		CO4, CO5	K5, K6

Textbook

Bharti, V. (2019). *Pedagogy of Computer Science*. Laxmi Book Depot.

Devisri, K. (2018). *Teaching of Computer Science*. Laxmi Book Publication.

Sandeep, M. J. M. (2014). *Teaching of Computer Science*. Neelkamal Publication.

References

Bhatnagar, A. B., & Bhatnagar, S. S. (2013). *Teaching of Science*. R. Lall Book Depot.

Brian, W. K., & Dennis, M. R. (1986). *The C-Programming Language*. Prentice Hall of India.

Byran. (1997). *Discover the Internet*. Comdex Computer Publication.

Gortfried. (1991). *Programming with C*. Tata Mc Grow Hill Publication.

Muthumanickam, R. (2004). *Educational Objectives for Effective Planning and Teaching*. Cyber Land Publishers.

Norton, P. (1998). *Introduction to Computers*. Tata Mc Grow Hill Publication.

Rajaraman, V. (1999*). Computer Programming in C*. Prentice Hall of India.

Rajasekar, S. (2005). *Methods of Teaching Computer Science*. Neelkamal Publication.

Sharma, R. C. (2013). *Modern Science Teaching*. DhanpatRai Publication.

Yadav, M.S. (2000*). Modern Methods of ScienceTteaching in Secondary School*. Anmol Publication.

Zaidi, S. M. (2004). *Modern Teaching of Elementary Science*. Anmol Publication.

Web Resources

Tamilnadu XI Standard Computer Science Textbook
https://bit.ly/3BbLxZg

Tamilnadu XI Standard Computer Application Textbook
https://bit.ly/3QziSmU

Tamilnadu XI Standard Computer Technology Textbook
https://bit.ly/3qsThRZ

Fundamentals of Computers
https://bit.ly/3BAe1xz

Introduction to Operating System
https://bit.ly/3BbTihQ

Theoritical Concept of Operating System
https://bit.ly/3QBJXFK

Introduction to Linux Operating System
https://bit.ly/3BuzaJo

Bloom'sTaxonomyofEducationalObjectives
https://bit.ly/3Hxrwy8
BlendedandFlippedLearning
https://bit.ly/3eJETyL
Teaching Strategies
https://bit.ly/31ke5SC
Programmed Instruction
https://bit.ly/3sS3h9G

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand nature of Computer Science and recall the content and learn the basic knowledge about various pedagogical skills	K1, K2
CO2	To discuss the aim, objectives and taxonomy of teaching the concepts in Computer Science to different levels of students in groups and also in individualised manner	K3
CO3	To analyse and differentiate the steps in implementing different approaches and strategies to various concepts of teaching Computer Science	K4
CO4	To assess the effectiveness of each and every method of teaching Computer Science	K5
CO5	To develop skills in framing instructional objectives and programmed instructional material in Computer Science content	K6

Course Code	B211PPEE
Course Title	**Pedagogy of Economics I**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**I**
Regulation	**2019**

Course Overview

Pedagogy refers to the way of teaching students, and it helps to build on previous learning of the students and work on the development of skills and attitudes of the learners. This course aims to gain insight on the meaning and nature of Economics and to comprehend the blooms taxonomy of objectives and write the instructional objectives in behavioural terms. This course helps to apply the knowledge in analysing the higher secondary Economics school content in term of methods, approaches and strategies for the purpose of teaching Economics.

Course Objectives

- To develop proficiency in school content
- To differentiate between general and specific objectives
- To appreciate various approaches and strategies of teaching and learning of Economics
- To select suitable methods of teaching Economics for the classroom situation
- To develop individualized instructional material using the theoretical basis.

Prerequisite	Basic Knowledge about the Economics School Content, Methods, Strategies of teaching

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of Economics Content - I** Significant Concepts in Economics from Tamil Nadu State Board Syllabus for Standard XI: Micro and Macro Economic Concept - Demand Analysis- Production Analysis- Market Structure and Pricing- Modern Utility Analysis- Indian Economy- Rural Development- Infrastructure- Human Development Indicators - Statistical Methods in Economics - Mathematical Methods in Economics.	12	CO1	K1, K2
II	**Nature and Scope of Economics** Need and Significance of Teaching Economics - Aims and Objectives of Teaching Economics- Instructional Objectives- Differences between Aims and Objectives - Bloom's Taxonomy of Educational Objectives -Anderson's Revised Taxonomy- Need for Stating Objectives- Significance of Action Verbs - Sources of Objectives-Interdependence of Objectives, Learning Experiences and Evaluation-General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs).	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Approaches and Strategies in Teaching and Learning Economics** Approaches**:** Scientific, Constructivist, Inductive, Deductive and Problem Solving-Strategies: Concept Mapping, Team Teaching, Supervised Study, Collaborative, Co-operative, Experiential, Self, Mastery, Blended and Flipped Learning.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	**Methods of Teaching Economics** Criteria for Selection of a Method – Level of the Class, Size of the Class, Available Time and Subject Matter- General Methods of Teaching - Lecture Method, Discussion-Group and Panel Method, Case Study Method, Demonstration Method, Lecture cum Demonstration Method, Heuristic Method,	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

	Project Method, Survey Method, Market Study.			
V	**Individualised Instruction** Individualised Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical bases, Principles and Advantages- Types of Programming – Linear, Branched and Mathematics- Computer Assisted Instruction: Modes, Benefits and Teacher's Role – Instructional Modules: Essential Features and Components - Developing a Module.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books

Aggarwal, J. C. (2005). *Teaching of economics*. Vinod Pustak Mandir.

Karthick, G. S. (2004*). Teaching of economics*. Discovery publication house.

Siddiqui, H. M. (2004). *Teaching of economics*. Ashish Publishing House.

References

Mangal, S.K., & Mangal, U. (2008). *Teaching of social studies*. PHI learning.

Misra, B. (2004). *Curriculum reform and educational development*. Muhit Publications.

Muthuja, B., Usharani, R., & Mahajan, A. (2009). *Teaching of economics-I*. Centrum Press.

Prasad, J., & Kumar, K. V. (1997). *Advanced curriculum construction*. Kanishka Publishers and Distributors.

Rudramamba, B., Kumari, L. V., & Rao, B.D. (2004). *Methods of teaching economics*. Discovery publishing house.

Sharma, K., &Tuteja, T. (1995). *Teaching of economics*. Common Wealth Publishers.

Sharma, S. (2004). *Modern technologies of teaching economics*. Anmol Publishing House.

Sharma, B. L., & Maheshwari, B. K. (2013). *Teaching of social studies*. R. Lall Book Depot.

Tiwari, D. (2006). *Methods of teaching economics*. Cresent Publishing Corporation.

Yadav, A. (2002). *Teaching of economics*. Anmol publications.

Web Resources

Tamilnadu Economics Text Book

https://bit.ly/3HySMME

Constructivism Approach

https://bit.ly/3eRM87P

Blooms Taxonomy Action Verb
https://bit.ly/32R7xvB
Methods and Strategies of Teaching
https://bit.ly/3FWtPuj
https://bit.ly/3mSywxF
https://bit.ly/3ESfEF3
Programmed Instruction
https://bit.ly/3JCexwZ
https://bit.ly/3JI9ye7

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To refresh and acquire knowledge about Economics and pedagogical concepts	K1, K2
CO2	To apply appropriate action verbs, approaches and strategies of teachings of particular topics in Economics	K3
CO3	To analyse different pedagogical concepts in Economics	K4
CO4	To coordinate different methods and techniques in teaching Economics	K5
CO5	To develop the ability to create and implement the pedagogical concepts in teaching Economics	K6

Course Code	B211PPEL
Course Title	**Pedagogy of English I**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**I**
Regulation	**2019**

Course Overview

The course on pedagogy of English concentrates on the significant status the English language plays in the Indian context. According to the constitution amendment the English language is used as "Associated Official Language" and in the school education is it implement as second language and in higher education it becomes the medium if instruction. The course also provides scope on aims and objectives, fluency and pronunciation, methods, approaches and strategies of teaching English.

Course Objectives

- To imbibe the relevant meaning of the status of English in India.
- To value the aims and objectives of teaching of English.
- To acquire awareness on phonetics, pronunciation and fluency of English speech.
- To implement the various approaches, methods and strategies of teaching English.
- To employ the various skills of teaching English.

Prerequisite	Previous knowledge of history of English language in India.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Introduction to English Language Teaching** The Status of English Language in India Today – Constitutional Provisions and Policies of English Language Education – The Rationale for Learning English – Linguistic and Psychological Factors Involved in The Teaching of English – Teaching English as a Skill Rather than a Knowledge Subject – Interference of Mother Tongue in Second Language learning and Teaching.	10	CO1, CO2, CO3	K1, K2, K3, K4, K5, K6
II	**Aims and Objectives of Teaching English as a Second Language** Aims of Teaching English: Cultural, Literary, Utilitarian, Linguistic and Integrative – Bloom's Taxonomy of Educational Objectives in English Teaching – General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO) for the different areas in English – Aims of Teaching English at the Primary, Secondary and Higher Secondary Levels – Challenges of Teaching English to Second Language Learners and Suggestions to Improve the Condition	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**English Pronunciation and Fluency** Pronunciation - Elements of English Phonetics - The different Speech Organs and their Role - Individual Sounds: Vowels, Consonants and Diphthongs - Place and Manner of Articulation - Stress: Word Stress and Sentence Stress – Verbs: Strong and Weak Form - Rhythm and Intonation - Phonetic Transcription - Dialogues - Sounds Difficult for Vernacular Learners: Reasons, Remedial Measures – Fluency: Using the Prescribed Text Books, Audio Visual Aids, Language Games, Debates, Interview, Extempore Speeches, Lectures, Role Play and Dramatization.	16	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	**Methods and Approaches of Teaching English** Methods: Grammar Translation - The Direct - Bilingual - The Textbook - The Audio-Lingual – Approaches: Communicative – Structural - Situational / Oral - Eclectic – Recent Trends: Interactive Approach, Suggestopedia, Total	16	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

	Physical Response, The Silent Way and The Natural Approach - Theories of language Learning: John Dewey – Bruner - J. Piaget - L. Vygotsky – Noam Chomsky – Stephen Krashen.			
V	**Strategies of Teaching English** Collaborative, Co-operative, Mastery Flipped Learning - Supervised Study - Mind Mapping - Team Teaching and Facilitating Learners for Self-Study	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books

Anamika, S., Seema, S., & et al. (2019). *Teaching of english language.* Lall Book Publication.

Bhatnagar, M. S. (2007). *English phonetics*. Alpha Publications.

Singh, Y. K. (2005). *Teaching of english*. APH Publishing Corporation.

References

David. N. (2018). *Practical english language teaching*. McGraw Hill Publication.

Gimson, A. C. (1980). *An introduction to the pronunciation of english*. Edward Arnold Publications.

James, D. (1989). *An outline of english reference*. Kalyani Publications.

Nataraj, G. (1996). *English language teaching approaches, methods, techniques*. Orient Longman.

O'Malley, J., &Chamol, A. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.

Richards, J. C., & Theodore, S. Rodgers. (2016). *Approaches and methods in language teaching*. Cambridge University Press.

Tickoo, M. L. (2009). *Teaching and learning english*. Orient Black Swan.

Web Resources

Introduction to English Language Teaching
https://bit.ly/3eKB4tg
Aims and Objectives of Teaching English as a Second Language
https://bit.ly/3qJ0UmR
English Pronunciation and Fluency
https://bit.ly/3HuYNda
Methods and Approaches of Teaching English
https://bit.ly/3zpROj6
Strategies of Teaching English
https://bit.ly/3HpocoG

COURSE OUTCOME (COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquire information and comprehend the status of English in India.	K_1, K_2
CO2	To apply in real class room the values, aims and objectives of learning English.	K_3
CO3	To analyse the speech organs and the phonetic sound system.	K_4
CO4	To evaluate various approaches, methods and strategies of teaching and learning English.	K_5
CO5	To employ the language skills effectively in oral and written communication.	K_6

Course Code	**B211PPGE**
Course Title	**Pedagogy of Geography I**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**I**
Regulation	**2019**

Course Overview

The course, pedagogy of Geography introduces student-teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure towards the subject. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student teachers understand key concepts of nature and scope of Geography. Furthermore, student-teachers should be encouraged to identify the various approaches, methods and strategies of teaching Geography. This paper imparts necessary preparation to student teachers in dealing with Individualization of Instruction.

Course Objectives

- To get acquainted with the Knowledge of Geography content
- To comprehend the aims and objectives of teaching Geography
- To learn various approaches of teaching Geography and to use them judiciously
- To assess the strengths and weaknesses of various methods of teaching Geography
- To prepare the Programmed Instructional Material in Geography.

Prerequisite	School Content knowledgeof Geography, Basic knowledge about pedagogical skills.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of Geography Content - I** Earth- Resources- Disaster and Disaster Management- Agriculture and Industry – Geographical Information Systems.	10	CO1, CO4	K1, K2, K5
II	**Nature and Scope of Geography** Nature and Scope of Geography – Historical Development of Geography -Aims of Teaching Geography –Instructional Objectives -Differences between Aims and Objectives- Bloom's Taxonomy of Educational Objectives- Anderson's Revised Taxonomy - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation- General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO).	15	CO2, CO3, CO5	K3, K4, K6
III	**Approaches and Strategies in Teaching and Learning Geography** Approaches: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic -Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning.	10	CO1, CO3, CO4	K1, K2, K4, K5
IV	**Methods of Teaching Geography** Criteria for Selection of a Method: Human Factor, Subject, Area, Time and Material Factor- General Methods of Teaching Geography: Laboratory Method, Lecture Method, Discussion Method, Regional Method, Source Method, Socialized Recitation Method, Project Method, Inductive and Deductive Method and Problem-Solving Method.	15	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
V	**Individualized Instruction** Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles and Advantages- Types of Programming- Linear, Branched and Mathetics - Computer Assisted Instruction –	10	CO1, CO5	K1, K2, K6

Modes, Benefits and Teacher's Role – Instructional Module: Essential Features and Components, Development of a Module.			

Text books

Aggarwal, J.C. (2003). Teaching of social studies: A practical approach. Vikas Publishing House.

Arora, P. (2014). A democratic classroom for social science. University of Delhi.

Kumar, S.P.K. &Naushad, P.P. (2009). Social studies in the classroom: Trends and methods. Scorpio Publishers.

Mangal, S. K. &Mangal, U. (2008). Teaching social studies. PHI Publications.

NCERT Social Studies Text books for VI – XII standard.

References

Batra, P. (2010). *Social science learning in schools- Perspectives and challenges*. Sage Publication.

Gallivan, &Kottler. (2008). *Secrets to success for social studies teachers*. Sage Publication.

Muthumanickam, R. (2004). *Educational objectives for effective planning and teaching*. Cyberland Publishers.

Noushad, P.P. &Musthafa, M.N. (2010). *Taxonomy reframed: educational objectives for the 21st century*. Edutracks, 9, 16-22.

UNESCO. (1982). *Source book for geography teaching*. Longman's Green and company.

Web Resources

Knowledge of Geography Content

https://bit.ly/3EV29nX

Bloom's Taxonomy of Educational Objectives

https://bit.ly/3Hxrwy8

Blended and Flipped Learning

https://bit.ly/3eJETyL

Methods of Teaching Geography

https://bit.ly/3FUtY1k

Programmed Instruction

https://bit.ly/3sS3h9G

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive level
CO1	To familiarize and describe the content knowledge of Geography and recalls the basic knowledge using pedagogical skills.	**K1, K2**
CO2	To illustrate the aims, objectives, and methodology of teaching Geography.	**K3**
CO3	To outline the aims, objectives, and methodology of teaching Geography.	**K4**
CO4	To assess the various strategies and approaches of teaching Geography.	**K5**
CO5	To construct skills in framing instructional objectives and programmed instructional materials.	**K6**

Course Code	B211PPHS
Course Title	Pedagogy of History I
Credits	4
Hours	60
Category	Pedagogy Course
Semester	I
Regulation	2019

Course Overview

The course, pedagogy of History introduces student-teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure towards the subject. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student teachers understand key concepts of nature and scope of History. Furthermore, student-teachers should be encouraged to identify the various approaches, methods and strategies of teaching History. This paper imparts necessary preparation to student teachers in dealing with Individualization of Instruction.

Course Objectives

- To familiarize with the History content in schools
- To understand the aims and objectives of teaching History
- To apply appropriate teaching strategies according to the needs of the students
- To use various teaching methods to make pupil's learning meaningful
- To develop a holistic understanding of Individualized instruction.

Prerequisite	School Content knowledgeof History, Basic knowledge about pedagogical skills.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of School Content - I** The South Indian Kingdoms - Vijayanagar and Bahmani Kingdom – Bhakti and Sufi Movements- The Great Revolt of 1857 – The Nayak Rule in Tamil Country – World between the Two World Wars – United Nations Organization- Freedom Movement in India.	10	CO1, CO4	K1, K2, K5
II	**Nature and Scope of History** Nature and Scope of History – Historical Development of History -Aims of Teaching History –Instructional Objectives -Differences between Aims and Objectives-Bloom's Taxonomy of Educational Objectives-Anderson's Revised Taxonomy - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation- General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO).	15	CO2, CO3, CO5	K3, K4, K6
III	**Approaches and Strategies in Teaching and Learning History** Approaches: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic - Strategies: Concept Mapping, Collaborative Learning, Co-operative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning.	10	CO1, CO3, CO4	K1, K2, K4, K5
IV	**Methods of Teaching History** Criteria for Selection of a Method: Human Factor, Subject, Area, Time and Material Factor- General Methods of Teaching History: Story Telling Method, Lecture Method, Discussion Method, Source Method, Socialized Recitation Method, Project Method, Inductive and Deductive Method and Problem-Solving Method- Methods to Teach Controversial Issues in History.	15	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
V	**Individualized Instruction** Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles and Advantages-Types of Programming- Linear, Branched and	10	CO1, CO5	K1, K2, K6

| | Mathetics - Computer Assisted Instruction – Modes, Benefits and Teacher's Role – Instructional Module: Essential Features and Components, Development of a Module. | | | |

Text books

Aggarwal, J.C. (2009). *Teaching of history - A practical approach.* Vikas Publishing House.

Kochhar, S.K. (2009). *Teaching of history*. Sterling Publishers.

Mangal, S. K. &Mangal, U. (2008). *Teaching social studies*. PHI Publications.

Phillips, I. (2008). *Teaching history – Developing as a reflective secondary teacher.* SAGE Publications.

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Ahir, R. (2009). *A brief history of modern india.* Spectrum Books.

Arora, P. (2014). *A democratic classroom for social science*. University of Delhi.

Batra, P. (2010). *Social science learning in schools - Perspectives and challenges*. Sage Publication.

Daniel, J. (2014). *Pedagogy of teaching history: Comparing the chronologic and thematic approaches*. Honors Senior Theses.

Doss, B. N. (2005). *Teaching of history.* Neelkamal Publications.

Gallivan&Kottler. (2008). *Secrets to success for social studies teachers*. SAGE Publication.

Geoff, T. (2008). *Teaching and learning history*. SAGE Publications.

Kumar, S. P. K. &Naushad, P.P. (2009). *Social studies in the classroom*: *Trends and methods.* Scorpio Publishers.

Singh, Y.K. (2004). *Teaching of history*. A P H Publishing Corporation.

Thirugnanasampandam,R.(2005). *Varalarukarpithalmuraikal.*Shantha Publishers.

Web Resources

Knowledge of History Content

https://bit.ly/3qOsChZ

Bloom's Taxonomy of Educational Objectives

https://bit.ly/3Hxrwy8

Blended and Flipped Learning

https://bit.ly/3eJETyL

Methods of Teaching History

https://bit.ly/3FUtY1k

Programmed Instruction

https://bit.ly/3sS3h9G

Teaching of History

https://bit.ly/3FRl9Fo

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To recognize and explain the content knowledge of History and learns the basic knowledge about pedagogical skills.	K1, K2
CO2	To discuss the aims, objectives, and methodology of teaching History	K3
CO3	To analyze the aims, objectives, and methodology of teaching History.	K4
CO4	To appraise the various strategies and approaches of teaching History in the History content.	K5
CO5	To develop skills in framing instructional objectives and programmed instructional materials.	K6

Course Code	B211PPMT
Course Title	**Pedagogy of Mathematics I**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**I**
Regulation	**2019**

Course Overview

This Course offers the student teachers an exposure of the history and developments of Mathematics with adequate inputs about the eminent Indian and Western Mathematicians. The High school content was offered in order to familiarise with conceptual understanding. In addition to it, the various approaches in the teaching and learning of Mathematics are given in detail. The means of instruction suitable for the diversified learners is covered in the course.

Course Objectives

- To appreciate the contributions made by eminent Mathematicians
- To develop skill in framing GIOs and SIOs in teaching Mathematics
- To gain exposure in high school Mathematics syllabus
- To compare and develop competencies in various approaches and strategies of teaching and learning Mathematics
- To differentiate the various methods of instruction to cater to the students

Prerequisite	Basic Skills of teaching and learning Mathematics

SYLLABUS

Unit	Content	Hrs	COs	Cognitive level
I	**Knowledge of Mathematics School Content** Significant Concepts in Mathematics from Tamil Nadu State Board Syllabus for Class IX: Set Language, Algebra, Coordinate Geometry, Trigonometry, Mensuration, Probability and Geometry.	12	CO2, CO3	K1, K4
II	**Historical Background and Aims and Objectives of Teaching Mathematics** Development of Mathematics: Early History of the Development of Numbers and Logarithm and Important Discoveries and Inventions in the Field of Mathematics - Contribution of Mathematicians to the Development of Mathematics in India and Abroad: Aryabhatta, Baskara, Ramanujan, Euler, Euclid and Gauss. Aims and Objectives of Teaching Mathematics: Need for Stating Objectives and differences between Aims and Objectives - Sources of Objectives and Interdependence of Objectives, Learning Experiences and Evaluation - General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs): Stating GIOs and SIOs for Teaching different Content Areas in Mathematics - Bloom's Taxonomy of Educational Objectives – Anderson's Revised Taxonomy of Educational Objectives.	15	CO1, CO2, CO3	K1, K2, K3, K4
III	**Approaches and Strategies in Teaching and Learning Mathematics** Approaches: Conceptual, Constructivist, Inductive and Deductive, Analytic and Synthetic and Problem-Solving Approach in Teaching and Learning Mathematics – Strategies: Concept Mapping, Team Teaching, Supervised Study, Mastery, Collaborative, Co-operative, Flipped and Blended learning.	10	CO3, CO5	K4, K6
IV	**Methods of Teaching Mathematics** Criteria for Selection of a Method: Level of the Class, Size of the Class, Available Time and Subject Matter - General Methods of Teaching Mathematics: Lecture, Lecture cum	10	CO2, CO5	K3, K6

	Demonstration, Laboratory, Heuristic and Project Method.			
V	**Individualised Instruction** Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles and Advantages - Types of Programmed Instruction: Linear, Branched and Mathetics - Computer Assisted Instruction (CAI): Modes, Benefits and Teacher's Role – Instructional Module: Essential Features and Components, Development of a Module.	13	CO3, CO5	K4, K6

Text Books

James, A. (2010). *Methods of teaching mathematics*. Neelkamal Publishers.

James, A., &Alwan, J. (2011). *Skills and strategies of teaching mathematics*. Neelkamal Publishers.

James, A. (2005). *Teaching of mathematics.* Neelkamal Publications.

Kulshrestha, A.K. (2013). *Teaching of mathematics*. Lall Book Depot.

Mangal, S.K. (2004). *Teaching of mathematics.* Tandon Publications.

Pratap, N. (2008). *Teaching of mathematics*. Lall Book Depot.

Sidhu, K.S. (2005). *The teaching of mathematics*. Sterling Publishers.

References

Dhir, R.C., & Das, S. (2019). *Pedagogy of Mathematics.*Kalyani Publishers

Kulshrestha, A.K. (2017). *Pedagogy of School Subject Mathematics.*Neelkamal Publishers

Raja, B., &Babu, R. (2019). *Pedagogy of Mathematics.*Neelkamal Publishers

Sahni, M. (2020). *Pedagogy of Mathematics.*Vikas Publishers

Web Resources

History of Mathematics

https://bit.ly/3sQsPUE

Biography of Ramanujan

https://bit.ly/3sSqxVa

Anderson's Revised Taxonomy

https://bit.ly/3JDxnnt

Constructivist Leaarning Theory

https://bit.ly/3sS8D4X

Strategies of Teaching Mathematics

https://bit.ly/3mSwkWR

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To appreciate the individual differences, Historical Perspective of Mathematics, Taxonomy of Objectives, strategies and methods of teaching Mathematics	**K1, K2**
CO2	To apply the aims and objectives of teaching Mathematics in the school content	**K3**
CO3	To analyse the individual differences, methods and approaches in teaching and learning Mathematics	**K4**
CO4	To identify the new inventions in the field of Mathematics	**K5**
CO5	To develop competencies in categorising the various approaches and methods relating to the content with regard to individual differences	**K6**

Course Code	**B211PPPS**
Course Title	**Pedagogy of Physical Science I**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**I**
Regulation	**2019**

Course Overview

Pedagogy of Physical Science is a methodology course which deals with the ways in which Physics and Chemistry concepts can be taught to students in schools. This course has three parts and Part I is in semester I. The aim of this course is to give basic knowledge and understanding of significant approaches, methods and strategies for teaching Physical Science. In the course, the teacher trainees will also recall the contents in Std. IX Science textbook and also gain knowledge of the discoveries and inventions in Physics and Chemistry. The other important concepts that we deal are the various approaches of giving individualised instruction and the steps in preparing Programmed Instructional Material and Instructional Module.

Course Objectives

- To develop proficiency in high school Science content.
- To explore the discoveries and inventions made by eminent scientists.
- To appreciate various approaches and strategies of teaching and learning Physical Science.
- To select suitable methods of teaching Physical Science for the classroom situation.
- To develop individualised instructional material using the theoretical basis.

Prerequisites	Thorough knowledge of high school Science concepts.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of Physical Science Content - I** Significant Concepts in Physical Science from Tamil Nadu State Board Syllabus for Std. IX: Measurement, Motion, Fluids, Electric Charge and Electric Current, Magnetism and Electro-magnetism, Light, Heat, Sound, Universe, Matter Around Us, Atomic Structure, Periodic Classification of Elements, Chemical Bonding, Acids, Bases and Salts, Carbon and its Compounds, Applied Chemistry.	11	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	**Nature and Scope of Physical Science** Nature of Science - Aims of Teaching Physical Science – Instructional Objectives - Differences Between Aims and Objectives -Bloom's Taxonomy of Educational Objectives - Anderson's Revised Taxonomy - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation - General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO) - Recent Discoveries and Inventions in the Field of Physics and Chemistry.	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Approaches and Strategies in Teaching and Learning Physical Science** Approaches: Scientific, Constructivist, Inductive and Deductive - Strategies: Concept Mapping, Team Teaching, Supervised Study, Collaborative, Co-operative, Experiential, Self, Mastery, Blended and Flipped Learning.	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	**Methods of Teaching Physical Science** Criteria for Selection of a Method: Human Factor, Subject Area, Time and Material Factor, Objectives of Teaching - General Methods of Teaching: Lecture, Demonstration, Lecture Cum Demonstration, Laboratory, Heuristic, Project, Historic Method and Biographic Method.	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	**Individualised Instruction** Individualised Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical	11	CO1, CO2,	K1, K2, K3, K4,

	Bases, Principles and Advantages - Types of Programming: Linear, Branched, Mathetics - Computer Assisted Instruction: Modes, Benefits and Teacher's Role - Instructional Module: Essential Features and Components, Development of a Module.		CO3, CO4, CO5	K5, K6

Textbooks

Mohan, R. (2010). *Teaching of Physical Science*. Neelkamal Publications.

Nayak, A.K. (2004). *Teaching of Physics*. A.P.H. Publishing Corporation.

Panneerselvam, A.&Rajendiran, K. (2005). *Teaching of Physical Science*. Shantha Publishers.

References

Aslam, K. (2016). *Pedagogy of Physical Science*. Everest Publishers.

Jothi, A. (2009). *Teaching of Physical Science –II*. Centrum Press.

Kulshrestha, S.P., & Gaya, S. (2011). *Teaching of Physical Science*. Lal Book Depot.

Mangal, S.K., & Mangal, V. (2009). *Essentials of educational technology*. Prentice Hall of India.

Rajasekar, S. (2005). *Methods of teaching Physical Science*. Neelkamal Publications.

Veer, U. (2004). *Modern teaching of Physics*. Anmol Publications.

Vanaja, M., &Bhaskara, R. D. (2004). *Methods of teaching Physics*. Discovery Publishing House.

Yadav, M.S. (2004). *Modern teaching of Chemistry.* Anmol Publications.

Web Resources

Teaching Strategies

https://bit.ly/31ke5SC

Methods of Teaching Physical Science

https://bit.ly/3FQxUA5

Programmed Instruction

https://bit.ly/3qMYsf6

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand nature of science and recall the content and various pedagogical strategies and methods that can be used for teaching Physical Science in schools.	**K1**, **K2**
CO2	To apply the approaches adopted in teaching the concepts to different categories and different levels of students in groups and also in individualised manner.	**K3**
CO3	To analyse and differentiate the steps in implementing different methodology to various concepts.	**K4**
CO4	To assess the effectiveness of each and every method and the self learning modules prepared for instruction.	**K5**
CO5	To adopt innovative methods of teaching the concepts.	**K6**

Course Code	**B211PPTL**
Credits	**4**
Course Title	**தமிழ் கற்பித்தல் I**
Hours	**60**
Category	**Pedagogy Course**
Semester	**I**
Regulation	**2019**

Course Overview:

தமிழ்மொழியின் சிறப்பும் கற்பித்தலின் நோக்கங்களும் குறித்து எடுத்துரைக்கப்பட்டுள்ளது. நால்வகைத் திறன்களை வளர்த்தெடுக்கும் வழிமுறைகளும் மொழிகற்பித்தல் முறைகளும் இதில் விவரிக்கப்பட்டுள்ளன. மொழியாசிரியரின் பண்பு நலன்கள் விளக்கப்பட்டுள்ளன.

Course Objectives

- செவ்வியல் இலக்கியங்களின் சிறப்பைஎடுத்துரைப்பர்
- தாய்மொழி கற்பித்தலின் நோக்கங்களைஅறிவர்
- மொழியைப் பிழையறத் திருத்தமாகக் கேட்கவும் பேசவும் படிக்கவும் எழுதவும் பள்ளி மாணவர்களுக்குஉதவுவர்
- தமிழ் பயிற்றும் முறைகளையும் உத்திகளையும் பயன்படுத்தி வகுப்பறையில் பயிற்றுவர்
- மொழியாசிரியருக்குரிய பண்புநலன்களை உணர்ந்து தம்மைத் தகுதிப்படுத்திக் கொள்வர்.

Prerequisite	தமிழ் இலக்கியங்களிலும் அடிப்படைத் திறனிகளிலும் அடிப்படை அறிவு

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	செவ்வியல் இலக்கியங்கள் அறிமுகம் அறிமுக அளவில் செம்மொழி இலக்கியங்கள்: பதினென்மேல்கணக்நூல்கள்,பதினெணகீழ்க்கணக் நூல்கள்,தொல்காப்பியம், இரட்டைகாப்பியங்கள்,முத்தொள்ளாயிரம், இறையனார் அகப்பொருள்.	12	CO1, CO4, CO5	K1, K2, K5, K6
II	தமிழ் மொழிக் கற்பித்தலின் நோக்கங்கள் கலைத்திட்டமும் பாடத்திட்டமும் கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் அடிப்படை மொழித் திறன்களை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் - சிந்தனையை வளர்த்தல் - சொற்களஞ்சியத்தைப் பெருக்குதல் - எண்ணத்தை வெளியிடல் - படைப்பாற்றலை வளர்த வாழ்க்கை நுகர்வுகளை எடுத்தியம்புதல் - கற்பனைத்திறன் வளர்த்தல் - மக்கட்பண்பாட்டை அறிதல் - ஒழுக்க உயர்வை வலியுறுத்துதல் - மொழிப்பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - இறையுணர்வை ஊட்டல் - சமூக பண்பாட்டு மரபினை அறிதல் - பல்துறை அறிவினைப் பெறுதல் - விழுமங்களை வளர்த்தல்.	8	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
III	அடிப்படை மொழித் திறன்கள் அ. கேட்டல் திறன் - கேட்டலின் நோக்கங்கள் - கேட்டலின் வழிக்கற்றல் - கேட்டல் பழக்கத்தினை வளர்த்தல் - கேட்டல் திறனை வளர்க்கும் போது ஆசிரியர் நினைவில் கொள்ள வேண்டியவை. ஆ. பேசுதல் திறன் - வாய்மொழிப் பயிற்சியின் நோக்கங்கள், பயன்கள் - திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருத்தமில்லாப் பேச்சில் தென்படும் குறைகள் - குறைகளைப் போக்கும் முறைகள் - பயிற்சிகள் : மூச்சுப் பயிற்சி, நா பிறழ் பயிற்சி, நா நெகிழ் பயிற்சி. இ. படித்தல் திறன் -படிக்கக் கற்பித்தலின் நோக்கங்கள் - படித்தலில் ஆர்வமூட்டதற்குரிய வழிகள் - வாய்விட்டுப் படித்தல், வாய்க்குட் படித்தல் இவற்றின் நிறை, குறைகள் - படிக்கப் பயிற்றும் முறைகள்: எழுத்துமுறை, சொல்முறை, சொற்றொடர் முறை - ஆழ்ந்தபடிப்பு, அகன்றபடிப்பு - நிறை, குறைகள்.	15	CO1, CO2	K1, K2, K3

	ஈ. எழுதுதல் திறன் - எழுதுதலின் நோக்கங்கள் - எழுதுதலின் இரு நிலைகள் - எழுதுவதற்குத் தரப்படும் முதற் பயிற்சிகள் - நல்லகையெழுத்தின் இயல்புகள் - எழுத்துப் பயிற்சிமுறைகள் - எழுதுதலில் ஏற்படும் பிழைக்குரிய காரணங்களை அறிதல் - அப்பிழைகளைக் களையும் வழிமுறைகள்		
IV	**பயிற்று முறைகளும் உத்திகளும்** பண்டையோர் கண்டபயிற்று முறைகள் : விரிவுரை, விதிவிளக்கு, நெட்டுருமுறை தற்காலம்: குழுக்கற்பித்தல், விதிவரு, நடிப்புஓப்படைப்பு, மேற்பார்வைபடிப்பு, மாற்றுமுறைகற்றல், செயல்திட்டம், திட்டமிட்டுக்கற்பித்தல், சிந்தனைகிளர்த்தல்,கலந்துரையாடல், கூட்டுறவுக்கற்றல், இணைந்துகற்றல், - இம்முறைகளின் நிறை,குறைகள்.	15	CO1, CO4, CO5	K1, K2, K5, K6
V	**தமிழாசிரியர் பண்பு நலன்கள்** கல்வித் தகுதி - மொழிப் பற்று - இலக்கியப் புலமை -பேசும் திறன் - எழுதும் திறன் - உள நூல் வல்லுநர் - கலையார்வம் மிக்கவர் நகைச்சுவை நாட்டம் - நல்லொழுக்கம் முன்மாதிரி - நடுவுநிலைமை - உலகப்பொதுஅறிவு - உலகத்தோடு ஒட்டஒழுகல் - நற்குடிமக்களை உருவாக்கும் பொறுப்பு - தெரிந்ததிலிருந்துெ தரியாதது, எளிமையிலிருந்து கடினம், சிறப்பிலிருந்து பொது, முழுமையிலிருந்துபகுதி, காட்சியிலிருந்து கருத்து பகுப்பிலிருந்து தொகுப்பு போன்றபயிற்றலின் அடிப்படைவிதிகளை அறிந்தவராதல் - நன்னூலார் கூறும் நல்லாசிரியர் இலக்கணம் மற்றும் ஆசிரியராகாதோர். புணிமேம்பாடு: பணியிடைப்பயிற்சி, புத்தாக்கப் யிற்சி, கருத்தரங்கு, செயலரங்குகளில் பங்கேற்றல்.	10	CO1, CO4, CO5	K1, K2, K5, K6

Text Books

ரத்தினசபாபதி. பி., (2007). *செம்மொழிக்கல்வி கல்வி.*சாந்தாபப்ளிசர்ஸ்.

கணபதி. வி. (2007). *நற்றமிழ் கற்பிக்கும் முறைகள்.*சாந்தாபப்ளிசர்ஸ்.

References

கணபதி வி. (2004*). தமிழ் இலக்கண இலக்கியஅறிமுகம்.* சாந்தாபப்ளிசஸ்.

கணபதி. வி.(2005). *நற்றமிழ்கற்பிக்கும் முறைகள்*-பகுதி இரண்டு. சாந்தாபப்ளிசர்ஸ்.

கலைச் செல்வி. வெ., (2012). *கல்வியியல் சிறப்புத் தமிழ்.* சஞ்சீவ் வெளியீடு.

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ஜோதிபிரியாபதிப்பகம்.

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Learning

பள்ளிப் பாடநூல்கள்

தமிழ்ப் பாட நூல்கள். (2021). *6,7,8,9,10 -ஆம் வகுப்பு*.பள்ளிக்கல்வித்துறை.

Web Resources

செவ்வியல் இலக்கியங்கள் அறிமுகம்

https://bit.ly/34dx9TC

தமிழ் மொழிக் கற்பித்தலின் நோக்கங்கள்

https://bit.ly/3EVmAkS;

https://bit.ly/3mZuN1f

அடிப்படை மொழித் திறன்கள்

https://bit.ly/3EXewjF

பயிற்று முறைகளும் உத்திகளும்

https://bit.ly/3mWWWpO

தமிழாசிரியர் பண்பு நலன்கள்

https://bit.ly/3pXi1Cw

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	செவ்வியல் இலக்கியங்களை நினைவு கூர்தல், தாய்மொழியின் சிறப்பை உணர்தல்,அடிப்படைமொழித் திறன்களைப் பற்றிபுரிந்து கொள்ளல் கலைத்திட்டம் என்பதை வரையறுத்தல் பயிற்று முறைகளைப் பட்டியலிடுதல், பயிற்றலின் அடிப்படை விதிகளைப் புரிந்துகொள்ளல்	K1, K2
CO2	துமிழ்கற்பித்தலின் நோக்கங்களை விவரித்தல்,அடிப்படைமொழித் திறன்களை வளர்த்தல், நல்லாசிரியரின் இயல்புகளைச் சான்றுடன் எடுத்துரைத்தல்	K3
CO3	தமிழ் பயிற்றும் முறைகளையும் உத்திகளையும் பகுத்தறிதல்.	K4
CO4	இலக்கியங்களின் தனிச்சிறப்புகனை எடுத்துக்கூறல், பயிற்றுமுறைகளின் நிறை, குறைகளை திறனாய்தல்	K5
CO5	செவ்வியல் இலக்கியங்களின் சிறப்பைப் போற்றுதல். வாழ்வியல் திறன்களை மேம்படுத்திக் கொள்ளல்,மொழித்திறம் மிக்கவர்களாத், வகுப்பறையில் கற்பித்தலுக்கு புதியமுறைகளையும் உத்திகளையும் திட்டமிடல்,மொழியாசிரியருக்குரிய பண்புநலன்களை உணர்ந்து தற்கால தேவைகளுக்கேற்ப புதுப்பித்துக் கொள்ளுதல்.	K6

Course Code	**B211EAIL**
Course Title	**Art Integrated Learning**
Credits	**3**
Hours	**60**
Category	**Enchancing Professional Capacities**
Semester	**I**
Regulation	**2019**

Course Overview

This course is designed to enhance the creativity of student teachers and sharpen their aesthetic sensibilities. It aims to make student teacher aware of the role of art, music and drama in education. It will enable the student teacher to use the various forms of drama, art, dance, music in the teaching learning process to improve learning and to develop the aesthetic skills.

Course Objectives
- To use visual art forms in teaching learning process
- To identify the importance of dramatic way of presentation
- To integrate different art and craft forms across the school curriculum.
- To understand the efficacy of arts and craft in education.
- To develop arts and craft skills for greater productive efficiency

Prerequisite	Basic knowledge on Art and Craft

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Introduction To Arts Education** Meaning and scope of Art and Craft Education - Concept: Visual, performing arts and craft – Art as An Experience: Developing Aesthetic Sensibility - Artistic Expression: Meaning and Strategies -Art Therapy: concept & application for normal and differently abled students-Linking Art Education with Multiple Intelligence- Understanding Emerging Expression of Art by Students- Knowledge of Regional Arts and Crafts	12	CO1, CO4, CO5	K1, K2, K5, K6
II	**Visual Arts and Crafts** Meaning, Need and importance of Visual Arts and Craft - Experimentation with different materials of Visual Arts and Crafts: Pencil, Pastel colour, Poster Colour, Pen and Ink, Rangoli, Clay, Mixed Material and Craft Material -Experimentation with different Methods of Visual Arts and Crafts: Drawing, Painting, Block Painting ,Collage Making, Mask and Puppet Making, Clay Modelling, Paper Cutting and Folding- Learning Through Visual Art in inclusive classroom - Exposure to Selective Basic Skills in Visual Art	14	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Performing Arts** Meaning, Need and importance of Performing Arts- Elements in different performing arts: music, dance, theatre, Puppetry-Integration of all performing art forms - Learning Through Performing arts - Learning Through Performing in inclusive classroom - Exposure to Selective Basic Skills Required for Performing Arts	14	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	**Planning And Organization of Arts Education** Planning of Art Experience for school- -lesson Planning Based on Art Experience - Organisation of Material and Space of Art Experience-Organisation and Facilitation for Art Experience: Process of Facilitation - Facilitating Interest among learners Planning and Implementing Activities - Correlating Art Activities with Other School Activities-Role of Teacher in Teaching Art Education	10	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	**Assessment in Art Education**	10	CO1,	K1, K2,

Meaning and Need for Assessment in Art Education-Performance Indicators for Assessment - Various Tools and Techniques for assessment - Making of portfolio: Significance of portfolio-Maintaining a portfolio - use a portfolio for evaluation	CO2, CO3, CO4, CO5	K3, K4, K5, K6

Text Books

Baruna.S., &Partha C. (2021). *Drama and Art in Education.*Aaheli Publishers.

Mukesh.K. (2019). *Drama and Art in Education.*Foundation Publishing House.

Rajesh.G.(2017). *A Text Book of Art Education*. Paragon International Publishers.

Rekha.K., &Ragini.M.(2017). *Drama, Art and Aesthetics in Education*. Rakhi Prakashan Publishers

Reference

Jas R.J., & Satish K.P. (2016). *Drama and Art in Education.*R. Lall Educational Publishers.

Web Resources

Drama and Art in Education Modules

https://bit.ly/3JGc98r

https://bit.ly/3pXOaJO

https://bit.ly/31PJbSs

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquire and understand basics of different art forms	**K1 & K2**
CO2	To practice visual and performing art forms	**K3**
CO3	To experiment with different art forms in the subject discipline	**K4**
CO4	To choose different art therapy and art form in teaching learning process	**K5**
CO5	To develop artistic expression, lesson plan and create portfolio for evaluation of different art form in teaching learning process	**K6**

Course code	B211EYFW
Course Title	Yoga for wellbeing
Credits	3
Hours	60
Category	Enhancing Professional Capacities
Semester	I
Regulation	2019

Course Over view

Aim of this course is to give the basic knowledge about the nature, importance and general guidelines of yogic practice. In this course the types and techniques of pranayama practiced and improve the breathing. The different modules of this course will examine the learners with difficulty of learning about common diseases and their prevention by practicing yoga also will examine the relationship and development of personality through yoga. The other important aspects of yoga and wellbeing will be discussed in this course includes Relaxation Techniques for stress management

Course Objective

- understand the general guidelines of Yogic Practices.
- practice Pranayama to improve Breathing.
- know about life style diseases and manage through yoga.
- develop personality through yoga.
- Manage stress through Yoga

Prerequisite	Basic Knowledge of Yoga for wellbeing

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Introduction to Yoga** Yoga: Meaning, Importance, History of Yogic Practices: Objectives, General Guidelines for Yogic Practices, Common Yogic Practices - difference between Asanas and Exercise.	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
II	**Pranayama Techniques and Types** Meaning of Pranayama, Techniques of pranayama – Purka – Kumbhaka – Rechaka –Types of Pranayama: Anuloma-Viloma, Bhastrika, Kapalapathi, Ujjayi, Bhramari, Shitali, Suryabhedana and Sitakari Pranayama.	12	CO1, CO2, CO3	K1, K2, K3, K4
III	**Management of Life Style Diseases** Knowledge of common diseases and their prevention and management by Yoga -Life Style / Hypo kinetic Diseases Diabetes, Hypertension, Obesity, Osteoporosis, Choronary Heart Diseases and Back pain	12	CO1, CO4	K1, K2, K5
IV	**Yoga for Personality Development** Yogic Practices for Personality Development, Eight limbs of yoga, Surya Namaskar, Tadasana, Simhasana, Mandukasana, Kukkutasana, Matsyasana, Bhujangasana, Makarasana, Shalabhasana, Dhanurasana	12	CO4	K5
V	**Yogic Practices for Stress Management** Postural Deformities – Corrective measures of Asanas and its effects - Padmasana, - Bhujangasana, Shalabhasana, Dhanurasana, Shavasana, Vajrasana, Chakrasana, Trikonasana, Padahasthasana, Laughter yoga, Relaxation Techniques for stress management – jackson's relaxation techniques.	12	CO3, CO4, CO5	K4, K5, K6

Text Books

Iyenger, B.K.S. (1982). *Light of Yoga,* Geroga Allen & Unwin.

Tripathi, B.K. (2015) *Yoga a healthy way of living.* Shree Vrindavan Graphics.

References

Moorthy, D.M. &Alagesan, S. (2004). *Yoga Therapy,* TPH.

Pramanik, T. (2015). *Yoga education.* Sports Publication.

Sharma, P.D. (1984). *Yogasana and Pranayama for health,* Navneet Publications.

Web Resources

Unit – 1 General Guidelines of Yoga

https://bit.ly/3HkFgfw

Unit – II Pranayama Techniques

https://bit.ly/3qLkPSp

Unit IV Yoga for Personality Development

https://bit.ly/3mP9AqW

Unit - V Yoga for Stress Management

https://bit.ly/34f5Fgy

COURSE OUTCOME (COs) &COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the meaning of yoga and pranayama, Importance, Objectives of Yogic Practices and knowledge of common diseases	K1, K2
CO2	To familiarize and comprehend the History of yoga, General Guidelines for Yogic Practices, Techniques of pranayama	K3
CO3	To explain and integrate the Common Yogic Practices, Types of Pranayama and Laughter yoga	K4
CO4	To analyze the Difference between Asanas and Exercise, common diseases and their prevention and management by Yoga, Eight limbs of yoga	K5
CO5	To develop the Corrective measures of Asanas and its effects and Relaxation Techniques for stress management	K6

Course Code	**B211VPPT**
Course Title	*பயன்பாட்டுத் தமிழ்*
Credits	**2**
Hours	**30**
Category	**Value Added Course**
Semester	**I**
Regulation	**2019**

Course Overview

நால்வகை அடிப்படைத் திறன்களில் ஏற்படுகின்றபிழைகளைக் களைந்து, அவற்றைத் திருத்தி, படைப்பாற்றலை மேம்படுத்தும் நோக்கில் இப்பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது

Course Objectives

- தமிழின் தனித்தன்மையைக்கண்டு பெருமிதம் கொள்வர்
- அடிப்படைத் திறன்களில் செம்மையுறுவர்
- படைப்பாற்றலை வளர்த்துக்கொள்வர்
- பிறர் உதவியின் தனித்து இயங்குவர்
- அன்றாடத் தேவைக்கான மொழி பயன்பாட்டைக் கைவரப்பெறுவர்

Prerequisite	தமிழ் இலக்கணங்களிலும் அடிப்படைத் திறன்களிலும் அடிப்படை அறிவு

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	*பயன்பாட்டுத் தமிழ்* பயன்பாட்டுத்தமிழ்: விளக்கம் - தமிழ் எழுத்துக்களின் பிறப்பும் முயற்சியும் முதலெழுத்துக்களின் வகைகள் – தமிழ் நெடுங்கணக்கு – தமிழின் தொன்மையும் சிறப்பும்	6	CO1, CO2, CO5	K1, K2, K6
II	*பேச்சுத்திறன்* வரவேற்புரையளித்தல் – இணைப்புரை வழங்கல் – நன்றியுரை நவிலல் – குறிப்பிட்ட தலைப்பில் உரையாற்றல்; எடுத்தல், தொடுத்தல், முடித்தல் – மேடைப்பேச்சு – நேர்க்காணல் - பிற மொழிக்கலப்பின்றிப் பேசுதல்	7	CO2, CO3, CO5	K1, K2. K3, K5, K6
III	*எழுதுதல் திறன்* வல்லொற்று மிகும் இடங்கள் – வல்லொற்று மிகா இடங்கள் – மொழி முதல் எழுத்துக்கள் - மொழி இறுதி எழுத்துக்கள் – இன எழுத்துகள் அறிதல்	6	CO1, CO2	K1, K2, K3
IV	*நிறுத்தற்குறியீடுகள்* நிறுத்தற்குறியீடுகளின் பயன்கள்– விட்டிசைப்பு குறிகள்: காற்புள்ளி, அரைப்புள்ளி, முக்காற் புள்ளி, முற்றுப்புள்ளி – பொருள் தன்மை குறிகள்: வினாக்குறி, உணர்ச்சி வாக்கியக் குறி, சொற்சுருக்கக் குறி, விடுகுறி, பிரிப்பிணைப்புக் குறி, மேற்கோள் குறிகள்: ஒற்றை மேற்கோள், இரட்டை மேற்கோள் – அடைப்பு குறிகள்: பிறையடைப்பு, பகர அடைப்பு – கணிதக்குறியீடுகள்: கூட்டல், பெருக்கல், சரிவுக்குறி , நிகர்மைக்குறி, அம்புக்குறி – மெய்ப்புத் திருத்தல்	6	CO1, CO4	K1, K2, K5
V	*படிவம் நிரப்பல்* அஞ்சலகம், வங்கி, பயணம் சார்ந்த படிவங்கள் நிரப்புதல், மின் படிவங்கள் நிரப்புதல் – கடிதம் எழுதுதல் - தமிழ் செயலிகளை அறிந்து பயன்படுத்தல், வலைப்பதிவுகளில் எழுதுதல்	5	CO2 CO4	K1, K3, K5, K6

Text Books

தமிழ்ப் பாடநூல்கள். (2021). *6,7,8,9,10 -ஆம் வகுப்பு.*பள்ளிக்கல்வித்துறை.

References

ஆறுமுகநாவலர் (1968). *நன்னூல் காண்டிகையுரை,*ஆறுமுகநாவலர்அச்சகம்.

இரத்தினசபாபதி. பி. ,(2007). *செம்மொழிக் கல்வி.* சாந்தாபப்ளிசர்ஸ்.

கணபதி. வி.இ (2007). *நற்றமிழ் கற்பிக்கும் முறைகள்.*சாந்தாபப்ளிசர்ஸ்.

கலைச் செல்வி.வெ, (2012). *கல்வியியல் சிறப்புத் தமிழ்.*சஞ்சீவ் வெளியீடு.

பரந்தாமன்.அ.கி., (2012*). நல்லதமிழ் எழுதவேண்டுமா?*எம்.கே. கிராபிக்ஸ்.

WebResource

பயன்பாட்டுத்தமிழ்

https://bit.ly/3qIXMHy

எழுதுதல் திறன்

https://bit.ly/3EQ5pkE

நிறுத்தற்குறியீடுகள்

https://bit.ly/3pVEUWF

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	முதலெழுத்துக்களை நினைவு கூர்தல், வலி மிகும், மிகா இடங்களைப் பட்டியலிடுதல், நிறுத்தற்குறிகளின் பயனை அறிதல்	K1, K2
CO2	பேசுதல், எழுதுதல் திறனை மேம்படுத்திக் கொள்ளல், ஒற்றுப் பிழையின்றி எழுதுதல், தக்க இடங்களில் பயன்படுத்துதல், படிவங்களை நிரப்புதல், தமிழ் செயலிகளைக் கற்பித்தலுக்குப் பயன்படுத்திக் கொள்ளல்	K3
CO3	எழுத்துக்கள் பிறக்கும் முறைகளைச் செய்துப் பார்த்து உணர்தல்	K4
CO4	உரை வழங்குவதற்கு முன் தயாரிப்புகளை வகுத்தும் பகுத்தும் கொள்ளல்	K5
CO5	தமிழின் தனித்தன்மையைப் போற்றுதல், பல்வேறு உரைகளைத் தயாரித்தல், கடிதம் எழுதுதல், வலைப்பதிவுகளில் எழுதுதல்	K6

Course code	B211VEPS
Course Title	English Proficiency Skills
Credits	2
Hours	30
Category	Value Added Course
Semester	1
Regulation	2019

Course Overview

The certificate course on English Proficiency Skills enables the teachers to acquire through knowledge on language and discipline communication skills with respect to imbibing competency of Grammatical Usage, Vocabulary, Reading Skills, Conversation and Communication Skills.

Course Objectives

- To acquire competency over grammatical structure and skills
- To able to read with correct pronunciation and diction
- To imbibes accuracy on writing skills with correct spelling and meaningful grammatical structure.
- To Apply the learnt communication skills during interviews
- To Hold relevant discussion and conversation appropriately

Prerequisite	Basic knowledge on LSRW Skills in English Language.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Grammatical Usage** Introduction to the Grammatical Usage: Pronouns, Determiners, Articles, Adjectives, Prepositions, Adverbs Verbs, Relative pronouns, Phrase & Clause - The Expression of Present, Past and Future Time – Modals - Time and Tense - Question tags - Phrasal verbs -Voice & Transformation of Sentence.	6	CO2, CO4, CO5	K1, K2, K3, K6
II	**Vocabulary** Synonyms – Antonyms - Odd Word - Single Word - Jumbled letters – Homophones Spelling Word Formation - Contextual Meaning –Analogy	6	CO2, CO5	K1, K2, K3, K6
III	**Reading Skills** Introduction To Critical Reading – Skimming, Scanning, Reading and Listening for Gist and For Detail - Informative Texts: Facts, Dates, Statistics - An Academic Texts: Authorship, Citation, Sources - Understatement Exam Technique: Dealing with Multiple Choice	8	CO1, CO2, CO3, CO4, CO5,	K1, K2, K3, K5, K6
IV	**Conversation** Greetings - Presentation – Introduction – Numbers – Requests -Invitation – Refusal – Leave Taking - Interrogation Relating to Every Situation - Replying to simple questions - Day to day life (Classroom, friends, family, school, vacation etc).	5	CO1, CO4, CO5	K1, K2, K3, K4, K6
V	**Communication** How to ask about and give personal information - Prepare, Accept and Decline Invitations -Order Meals - Buy Goods from Shops - Ask for and Give Directions - Talk about Plans and Future Actions -	5	CO1, CO3, CO4, CO5,	K1, K2, K3, K4, K5, K6

	Communication Skills at Everyday Level – Interview Skills.			

Web Resources

https://bit.ly/3zpzaI0

https://brook.gs/3ePbFyF

https://bit.ly/3qTwQFl

https://bit.ly/3qPrR8H

https://bit.ly/3t7BBO2

COURSE OUTCOME(COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To develop oral and written communication proficiency in English	K1, K2
CO2	To acquire competency over correct spellings, pronunciation and diction and apply the same during communication	K3
CO3	To apply and evaluate meaningful and relevant convention formulae of interview skills	K4
CO4	To initiate question and conversation skills to the relevant context	K5
CO5	To analyse and create structural aspects of language accordingly	K6

SEMESTER II

Course Code	B212CKAC
Course Title	**Knowledge And Curriculum**
Credits	**4**
Hours	**60**
Category	**Perspectives in Education**
Semester	**II**
Regulation	**2019**

Course Overview

Epistemological bases of Education define knowledge as the fact of knowing and the whole of what can be learned or found out. The concept of knowledge is a term widely used by teachers, educators and policy makers which refers to the body of information such as facts, concepts, theories and principles that teachers teach and that students are expected to learn in a given subject or content like Language, Arts, Mathematics, Science or Social Studies. Skills refer to the ability to apply knowledge to specific situations constructively. Curriculum is the instructional and the educative programme by following which the learners achieve their goals, ideals and aspirations of life. The foundations of the curriculum define what constitutes a valid source of knowledge. The curriculum should be knowledge oriented. Curriculum change is a socio-political process. Dynamics of curriculum means changing the courses and subjects according to the current trends. Changes are carried out in curriculum according to the needs of the society's new innovation and new policy on education for national development in the global platform.

Course Objectives
- To familiarize with the meaning of education according to the philosophers
- To enumerate the relative roles of knowledge organisation in schools
- To comprehend the integration between Knowledge and Curriculum
- To identify the types of curricula
- To state the tasks for selection, organization and integration of content.

Prerequisites	Basic knowledge of Education and Philosophy.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Educational Thinkers and Knowledge** Concept of Education according to Indian Thinkers: Mahatma Gandhi, Swami Vivekananda, Rabindranath Tagore - Western Thinkers: Froebel, Maria Montessori and Ivan Illich - Knowledge: Concept, Characteristics of Knowledge, Forms of Knowledge, Facets of Knowledge, Process of Knowledge Construction.	12	CO1, CO2, CO3	K1, K2, K3, K4
II	**Knowledge and its Organisation in Schools** Concept of Knowledge Organisation - Forms of Knowledge included in School Education - Selection of Knowledge Categories in School Education - Agencies for Selection and Organisation of Categories of Knowledge in Schools - Process for developing Curriculum, Syllabi and Text Books - Principles of formulating Syllabus. The Process of Curriculum Development in India.	12	CO2, CO5	K3, K6
III	**Concepts of Curriculum** Curriculum: Concept, Objectives, Principles and Characteristics - Curriculum Determinants: National Aspirations and Needs, Cultural Orientations, Psychological Basis, Socio-Political Aspirations including Ideologies and Educational Vision, Economic Necessities, Technological Possibilities and National Priorities in International Context.	12	CO1, CO3, CO4	K1, K2, K3, K5
IV	**Curriculum Approaches** Curriculum Organisation: Educational Objectives and Curriculum Organisation, Subject Matter and Curriculum Organisation - ABC'S Curriculum Organization: Learning and Curriculum Organization – Approaches of Curriculum Organization - Types of Curricula: Subject Centered, Co-related, Fused, Core, Student Centered and Value Oriented Curriculum.	12	CO1, CO2, CO4	K1, K2, K3, K5
V	**Curriculum Development** Philosophy of Curriculum - Assessing Needs - Formulating Goals and Objectives - Selecting the Content - Organizing Content - Selection of Curriculum Experience - Evaluation of the Curriculum - Model of Curriculum Development: Ralph E. Taylor, D.K. Wheeler and Hilda Taba - Agencies of Curriculum Development: School and Teachers, Principals and	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6

Educationists - Role of NCERT, NCTE and NCF 2005 & NCF 2009 for Teacher Education in Curriculum Development.			

Text books

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Rao,V. K. (2008). *Instructional technology*. APH Publishing Corporation.

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Singh, Y. K. (2008). *Instructional technology in education*. APH Publishing Corporation.

Singh, V. & Nirmala, S. (2010). *Curriculum development in Indian higher education*. Alfa Publications.

Venkataiah, N. (2008). *Curriculum innovations for 2000 A.D*. APH Publishing Corporation.

செந்தில் குமார், சு. (2016). தற்கால இந்தியாவில் கல்வி. மதிஇம்பக்ஸ்.

தீனதயாள், பூ.,ரூசிவக்குமார், ம. (2011). கலைத் திட்ட வளர்ச்சி சென்னை: ஸ்ரீ கிருஷ்ணாபப்ளிகேஷன்ஸ்.

இராஜேஸ்வரி,பே. (2006). கலைத் திட்டச் செயல்பாட்டின் கோட்பாடுகள். சாந்தாபப்ளிஷர்ஸ்.

நாகராஜன், கி.,நடராஜன், சா.,தமிழ்வாணன்,சு.செந்தில்குமார், க. (2007) கலைத்திட்டவளர்ச்சி. இராம் பதிப்பகம்.

பாஸ்கரன்,ஏ.,ரூபத்மப்பிரியா,டி. (2008). கலைத் திட்ட வளர்ச்சி. சாரதாபதிப்பகம்.

Web Resources

Educational Thinkers and Knowledge

https://bit.ly/3q21ltz

Knowledge and School Curriculum

https://bit.ly/3eYg6ad

Concepts of Curriculum

https://bit.ly/3pZkoVj

Curriculum Approaches

https://bit.ly/3FWYHL0

Role of NCFTE

https://bit.ly/3JGd8FH

COURSE OUTCOME(COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To recall, describe and investigate the concept of education, knowledge and curriculum according to different philosophers.	**K1, K2**
CO2	To select and organize the knowledge categories in school education and develop the curriculum and syllabus.	**K3**
CO3	To identify and analyse the needs and aspirations of the society and formulate National Priorities in International Context.	**K4**
CO4	To relate and integrate the different types and models of curriculum development.	**K5**
CO5	To assess and critically appraise the agencies of curriculum development in India.	**K6**

Course Code	B212CLAT
Course Title	Learning And Teaching
Credits	4
Hours	60
Category	Perspectives in Education
Semester	II
Regulation	2019

Course Overview

This course brings together perspectives from many courses and draws upon theoretical understanding from psychology, philosophy, sociology and language learning. It provides an opportunity to student teachers to reflect on and critically analyse notions of learning and teaching on the basis of their own

experience and to move beyond them student teachers will understand various theories of learning. They will engage theoretically and through observation with the notion of learning as construction of knowledge. The student teachers will also critically analyse and discuss complex nature of teaching. They will analyse teaching as a profession and will reflect on how to teach effectively in a diverse classroom.

Course Objectives

- To describe the nature of learning,
- To identify various activities reflecting learning,
- To gain exposure on theories of intelligence
- To create a constructive learning environment in your class, and
- To practice teaching-learning in constructivist discourse.

Prerequisite	Basic knowledge of Learning and Teaching

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Approaches to Learning** Learning: Meaning, Nature, Characteristics and Importance of Learning- Behavioural: Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Thorndike's Trial and Error Learning and Albert Bandura's Social Learning - Cognitive: Gestalt's Theory of Learning, Kohler's Insight Learning- Roger's Experiential Learning - Constructivism: Concept, Planning and Development of Learning Experiences.	12	CO1	K_1, K_2
II	**Mental process of Learning** Attention: Meaning, Nature, Characteristics and Types- Factors Influencing Attention -Memory: Concept, Process, Types and Strategies to Improve Memory - Forgetting: Nature, Causes and Theories of Forgetting- Thinking: Process, Concept and Types of Thinking: Concrete, Abstract, Critical, Reflective and Creative -Imagination: Meaning, Types and Educational Implications.	12	CO1, CO2	$K_1, K_2,$ K_3
III	**Teaching Learning Process** Teaching: Meaning, Nature and Characteristics- Relationship between Teaching and Learning-Gagne's Theory on Learning and Instruction-Motivation: Definition, Principles, Classification, Techniques of Motivation in Classroom Situation-Maslow's Theory of Self-Actualization- David Mclelland's Need for Achievement Motivation.	12	CO1, CO2, CO3, CO4	$K_1, K_2,$ $K_3, K_4,$ K_5
IV	**Theories of Intelligence** Intelligence: Meaning, Nature and Theories of intelligence: Unifactor Theory, Spearman's Two Factor Theory, Thorndike's Multifactor Theory, Thurstone's Group Factor Theory, Guilford's Structure of Intellect, Gardener's Multiple Intelligence Theory- Emotional Intelligence - Classification of Intelligence Tests: Individual and Group - Uses and Limitation of Intelligence Test.	12	CO1, CO2	$K_1, K_2,$ K_3
V	**Teaching as a Profession** Teaching Profession: Concept, Characteristics, and Principles, Need of Professional Ethics-Professional	12	CO4, CO5	K_5, K_6

Obligation: towards Profession, Students, Parents, Society and Higher Authorities-Types of Maxims of Teaching -Evolving Roles of Teacher: Facilitator, Manager, Counselor, Practitioner and Researcher - Professional Competencies for Class room Management.			

Text Books

Agarwal, J.C. (2004). *Essentials of Educational Psychology*. Vikas Publishing home.

Mangal, S.K. (2010). *Learner, Learning and Cognition*. Tandon Publication.

Nirmala, J. (2014). *Psychology of Learning and Human Development*. Neelkamal Publications.

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Chaube, S.P. &Chaube, Akilesh, S. (2011). *Hand Book of Education and psychology.* Neelkamal Publications.

Crain, W. (2005). *Theories of Development* (5th Ed.). Pearson.

Dandapani, S. (2001). *A Textbook of Advanced Educational Psychology.* Anmol Publications.

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Kalaivani, M.&Krithika, S. (2018). *Advanced Educational Psychology.*Samyukdha Publication.

Nagarajan, K.&Srinivasan, R. (2014). *Psychology of Human Development* (2nd ed). Ram Publishers.

Oza, D.J. and Ronak, R.P. (2011). *Management of Behavioral Problems of children with Mental Retardation.* VDM publication.

Saundra, K. Ciccarelli& Noland white. (2018). *Psychology* (5th ed.). Pearson India Education services.

Sharma, R.A &ShikaChaturvedi. (2014). *Development of Learner and Teaching Learning process.* Vinay Rakheja Publisher.

Talawar, M.S&Benakanal, V.A. (2014). *Advanced Educational Psychology*. Centrum Press.

Web Resources

Teaching and learning
https://bit.ly/3HuyaVC
Relationship between Teaching & Learning
https://bit.ly/3JGrjKF
Principles of education and teaching learning process
https://bit.ly/3EUZZ87

COURSE OUTCOME(COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the meaning characteristics and theories of teaching learning, attention, memory, forgetting and intelligence.	**K1 & K2**
CO2	To comprehend and integrate the classification and strategies to improve the memory, thinking, imagination, motivation and intelligence test.	**K3**
CO3	To analyse and differentiate the Techniques of Motivation in Classroom Situation	**K4**
CO4	To explain the Need for Professional Ethics and Achievement Motivation.	**K5**
CO5	To apply and assess the roles of teacher in Professional Competencies for Class room Management.	**K6**

Course Code	B212CAFL
Course Title	**Assessment For Learning**
Credits	**4**
Hours	**60**
Category	**Perspectives in Education**
Semester	**II**
Regulation	**2019**

Course Overview

Assessment is a tool to measure the attainment of both student and the teacher in terms of the course objective. The course introduces the methods and means of measuring students' attainment in scholastic and co-scholastic activities. This course also emphasis on characteristic of good test measures, various attributes to be measures and different types of measures used to evaluate student's performance. The classification of assessment based on purpose, responses and nature of interpretation is explained with examples of proper application. The clear explanation of Continuous and Comprehensive Evaluation (CCE) and Significance of grading and evaluation process is provided. Construction of Standardized test and various types of test and test items are provided.

Course Objectives

- To recognize the purpose of evaluation and assessment
- To classify assessment based on purpose, scope, attributes measured, nature and context
- To appreciate the concept of continuous and comprehensive assessment
- To construct and administer an achievement test
- To apply the statistical methods to process and interpret the test scores.

Prerequisite:	Knowledge of assessment and evaluation process and basic statistical calculations.

Syllabus

Unit	Content	Hrs	COs	Cognitive Level
I	**Overview of Assessment and Evaluation** Measurement, Assessment and Evaluation: Differences – Different Types of Measures: Nominal, Ordinal, Interval and Ratio - Need for Evaluation: Identifying Learning Difficulties, Monitoring Learning, Providing Feedback, Promotion - Purpose of Assessment in a 'Constructivist' Paradigm – Distinction between Assessment for Learning and Assessment of Learning.	12	CO1, CO2	K1, K2, K3
II	**Classification of Assessment** Assessment Based on Purpose: Formative, Summative, Diagnostic and Prognostic - Based on Scope: Teacher Made, Standardized - Based on Attributes Measured: Achievement, Attitude: Thurstone and Likert - Aptitude – Based on Nature of Information Gathered: Quantitative, Qualitative - Based on Mode of Response: Oral and Written, Selected Response and Supply Response - Based on Nature of Interpretation: Norm-referenced, Criterion referenced.	12	CO1, CO2, CO5	K1, K2, K3, K6
III	**Continuous and Comprehensive Evaluation (CCE)** Continuous and Comprehensive Evaluation (CCE): Concept, Nature and Functions - Process and Implementation Strategies – Continuous and Comprehensive Evaluation - Scholastic Area - Co-scholastic Area: Personal, Social, Emotional and Life Skills - Significance of Grading.	12	CO1, CO4, CO5	K1, K2, K4, K6
IV	**Construction and Standardization of an Achievement Test** Achievement Test: Definition, Functions and Types - Types of Questions: Objective, Short Answers, Essay Questions - Characteristics of a Good Test: Validity: Face, Content, Construct, Predictive and Factorial - Reliability: Test-retest, Parallel Form and Split-half – Objectivity - Interdependence of Validity, Reliability and Objectivity - Construction of Achievement Tests: Preparation of Blue Print, Question Wise Analysis, Preparing the Scoring Key and Marking Scheme,	12	CO1, CO2, CO5	K1, K2, K3, K6

	Administration of an Achievement Test, Scoring and Recording, Item Analysis .			
V	**Statistical Analysis of Test Scores** Preparation of Master Sheet - Frequency Distribution - Graphical Representation - Measures of Central Tendency : Mean, Median, Mode & their Uses and Limitations - Measures of Variability: Range, Average Deviation, Quartile Deviation, Standard Deviation & their Uses and Limitations - Correlation: Meaning and Uses - Calculation of Correlation Coefficient by Rank Difference and Product Moment Method - Characteristics of Normal Curve and its Uses - Skewness and Kurtosis - Interpretation of Test Scores.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text books

Mehrens, W. A., & Irvin, J. Lehman. (1984). *Measurement and Evaluation in Education and Psychology*. (3rd edition). Holt, Rinchart and Winston Inc.

Sagar, Vidya, J. (2016). *Measurement and Evaluation in Education.*Neelkamal Publications

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Ebel, Robert, L. (1996). *Measuring Educational Achievement*. Prentice - Hall of India.

Garrett, H. E., & Wood, Worth, R. S. (1969). *Statistics in Psychology and Education*. Vakils, Feffer and Simons.

Hannagam, T. J. (1982). *Mastering Statistics*. The Macmillan Press.

Ingram, Cregg, F. (1993). *Fundamentals of Educational Assessment*. D. Van Nostrand Company.

Pamela, Juliet, Alma, A. (2016). *Strategies and Techniques for Research in Education.* Neelkamal Publications.

Singh, H. S. (1974). *Modern Educational Testing*. Sterling Publication.

Srivastava, H. S. (1989). *Comprehensive Evaluation in School*. NCERT.

Web Resources:

Free online books for Assessment for Learning

https://bit.ly/3EU1pPW

Best E-Books and Audio books on measurement and evaluation

https://bit.ly/3eQEHOk

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the basics of evaluation and statistical applications	K1, K2
CO2	To integrate the measures of central tendency & relationship with assessment process	K3
CO3	To analyze and differentiate the use of various evaluation methods in education	K4
CO4	To explain the role of assessment in teaching learning process	K5
CO5	To apply and access the assessment and statistical techniques of evaluation and item analysis	K6

Course Code	**B212PPBS**
Course Title	**Pedagogy of Biological Science II**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**II**
Regulation	**2019**

Course Overview

Science is an organized system of knowledge based on inquiry born out of natural curiosity, logical reasoning, and experimentation. The course on Pedagogy of Biological Science is to be developed by integrating content and process skills of science with pedagogy. Pedagogy is considered a fertile ground for the integration of knowledge about the learner, the subject, and the social context. The aims and pedagogical approaches for teaching-learning of biological sciences at different stages of school, and Theoretical aspects regarding how children understand and construct the knowledge of biological concepts in their diverse social contexts. The syllabus focuses to develop awareness about developments in the area of biological sciences, orienting prospective teachers in specific educational aspects of science, pedagogical analysis of contents in biological sciences, methods of teaching evaluation, enable prospective teachers to be effective teachers in order to perform the required role as a biological teacher under the school conditions.

Course Objectives
- To imbibe proficiency in school content.
- To develop various techniques of teaching skills.
- To acquire competency in planning and teaching science.
- To plan and prepare effective teaching-learning materials.
- To design and organise laboratory work in a scientific manner.

Prerequisite	Basic knowledge of Biological Science

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of School Content II** Significant concepts in Biological Science from Tamil Nadu State Board syllabus for class X: Plant Anatomy and Plant Physiology - Structural Organisation of Animals - Transportation in Plants and Circulation in Animals - Nervous System - Plant and Animal Hormones - Reproduction in Plants and Animals – Genetics - Origin and Evolution of Life - Breeding and Biotechnology - Health and Diseases - Environmental Management.	10	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
II	**Teaching Skills** Teaching Skills: Classification - Microteaching: Characteristics, Phases, Need and Microteaching cycle - Microteaching skills: Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus Variation, Chalk Board Writing, Reinforcement, Achieving Closure – Techniques and Skills Related to Classroom Observation.	12	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
III	**Planning for Instruction and Assessment** Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Purpose, Salient Features, Principles, and Merits - Various Approaches to Lesson Planning: Herbartian Approach and Active Learning Method - Home Assignments – Construction of diagnostic and achievement tests in biological science.	12	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
IV	**Learning Resources** Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences – Classification of TLM: Audio Aids, Visual Aids, and Audio-Visual Aids - Improvised Apparatus: Characteristics and Values -Biological Science Text Book: Need and qualities, Rating Scale to Evaluate Science Text Book – e-resources: Websites, Journals, Books, Blogs and Educational Apps – Development of e-content.	13	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K5
V	**Biological Science Laboratory** Biological Science Laboratory: Need and Importance, Structure and Design of Laboratory, Organisation of Laboratory Work- Preparation of Indent- Registers Maintained in the Laboratory: Permanent Stock,	13	CO1, CO4, CO5	K1, K2, K5, K6

	Breakable Stock, Consumable Stock, Order, Requirement - Care and Maintenance of Apparatus - Storage of Chemicals - Safety in the Laboratory - Common Laboratory Accidents and their Remedies - Science kit - First Aid kit.		

Textbooks

Chithra, D., & Aslam, K. (2018). *Pedagogy of biological science – Part I.* Everest Publishers.

Sharma, R. C. (1995). *Modern science teaching*. Dhanpati Rai and Sons.

Venugopal, K. (2006*). Teaching of biology*. Ram Publications.

Vijayalatha, R., &Sunitha, D. (2016). *Pedagogy of biological sciences*. Neelkamal Publications.

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Alsop, S., & Hicks, K. (2003). *Teaching science*. Kogan Page India.

Arul Jothi Balaji, D.L., & Vijay Kumar. (2009). *Teaching of biological science II*. Centrum Press.

Chikara, M.S. (1985). *Teaching of biology*. Prakash Brothers Publication.

Das, R.C. (1985). *Science teaching in schools*. Sterling Publishers.

Green, T. L. (1998). *The teaching of biology in tropical secondary schools*. Oxford University Press.

Hemalatha, K., & Julius, A. (2010). *Teaching of biology*. Neelkamal Publications.

Kulshreshtha, S.P., &Kulshreshtha, A.K. (2012*). Foundations of educational technology*. Vinay Rakheja Publication.

Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Prentice Hall of India.

Panneerselvam, A. (2003). *Teaching of science*. Mohan Padhipagam.

Mohan, R. (2007). *Innovative science teaching for biological science Teachers (3rd ed.).* Prentice Hall of India.

Ramasamy, K. R. (2018). *Pedagogy of Biological Science* (2nd ed.). Samyukdha Publications.

Vanaja, M. (2005). *Methods of teaching biological science.* Neelkamal Publications.

Vashist, S.R. (2004). *Classroom administration*. Anmol Publications.

Web Resources

Teaching Skills

https://bit.ly/3eKEbkZ

Micro Teaching

https://bit.ly/3HC5JVN

Micro Teaching: Principles

https://bit.ly/32Os6Zr

Learning Resources

https://bit.ly/34aifNW

Unit planning

https://bit.ly/3EUw001

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the significant concepts in Biological Science, characteristics features of microteaching, lesson plan, unit plan, the importance of Biology laboratory and learning resources in the classroom	K1, K2
CO2	To develop and use yearly plans, unit plans, various approaches to lesson plans, and e-content for teaching and learning Biological Science	K3
CO3	To analyse the transpiration in plants, major steps in microteaching, mini-lesson, and Edgar Dale's Cone of Learning Experiences of teaching Biological Science	K4
CO4	To design and construct concept maps on the evolution of life, skills related to Classroom Observation, diagnostic and achievement tests in biological science and Design of Laboratory, Organisation of Laboratory Work	K5
CO5	To explain the concept and justify teaching skills, achievement tests, science Text Book, e-resources, and Biology Laboratory as the best resource in teaching Biological Science	K6

Course Code	**B212PPCA**
Course Title	**Pedagogy of Commerce and Accountancy II**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**II**
Regulation	**2019**

Course Overview

Pedagogy refers to the way of teaching students, and it helps to build on previous learning of the students and work on the development of skills and attitudes of the learners. This course aims to gain competency in teaching skill and prepare pedagogical analysis of content and write lesson plan for classroom teaching. This helps to analysis the textbook of commerce and accountancy and also to make effective use of the teaching learning resources. This course to create teaching learning materials and develop e-content for teaching of commerce and accountancy.

Course Objectives

- To imbibe proficiency in school content
- To develop various techniques in teaching skills
- To acquire competency of planning and teaching of Commerce and Accountancy
- To plan and prepare effective teaching - learning materials
- To apply the concept of current affairs in the teaching of commerce.

Prerequisite	Basic Knowledge about Teaching skills and pedagogical Concept

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of Commerce and Accountancy Content II** Significant Concepts in Commerce and Accountancy from Tamil Nadu State Board syllabus for class XI: Basics of Management-Financial Market-Human Resource Management - Marketing-Consumer Protection-Business Environment-Sale of Good Act 1930 and Negotiable Instruments Act - Entrepreneurship Development - Company Law and Secretarial Practice. Accounts from Incomplete Records – Accounts of Non- Profit Organisations- Partnership Accounts-Company Accounts - Financial Statement Analysis-Computer Applications in Accounting.	12	CO1, CO5	K1, K2, K6
II	**Teaching Skills** Teaching skills: Classification – Microteaching: Characteristics, Phases and Need, Microteaching Cycle - Microteaching Skills: Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus Variation, Chalk Board writing,Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.	12	CO1, CO2, CO5	K1, K2, K3, K6
III	**Planning for Instruction** Year plan: Need and Advantages- Unit plan: Steps and Advantages - Lesson plan: Salient features, Principles and Merits- - Herbartian Approach - Format of a lesson plan - Digital Lesson Plan – Home Assignments Construction of Diagnostic Test and Achievement Test in Commerce and Accountancy.	12	CO1, CO3, CO4, CO5	K1, K2, K4, K6
IV	**Learning Resources** Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching Learning Material: Visual Aids, Audio Aids, Audio-Visual Aids - Community Resources and Ways of Utilizing Community Resources - Commerce Text Book: Need and Qualities,	12	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6

	Rating Scale to evaluate a Commerce and Accountancy Text Book –e-resources: Websites, Journals, Books, Blogs, Educational Apps - Development of e-content.			
V	**Teaching of Current Affairs and International Understanding** Current Affairs: Need and Importance - Methods - Role of the Commerce Teacher in Current Affairs -International Understanding - Need and Importance, Techniques for Promoting International Understanding and Role of Commerce Teacher in International Understanding.	12	CO1, CO4, CO5	K1, K2, K5, K6

Text Books

R.P. Singh, ImtiyajMansoori. (2017). *Pedagogy of School Subjects Commerce*. R. Lall Educational Publishers.

Chandra, S. S., Sharma, N. L., & Sharma Amit. (2012). *Teaching of Commerce*: A Practical Approach. New Delhi: R. Lall Book Depot

Gupta, U. C. (2007). *Teaching of Commerce*. New Delhi: Khel sahitya

Ramesh, A. R., & Rao, Bhaskar. D. (2006). *Technique of teaching Commerce*. New Delhi: Sonali Publications.

Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publication.

Singh, R. P (2003). *Teaching of Commerce*. New Delhi: R. Lall Book Depot.

Singh, Y. K. (2003). *Teaching of Commerce*. New Delhi: A.P.H. Publishing Corporation.

References

Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt Ltd.

Mangal, S. K., & Mangal, Uma. (2008). *Teaching of Social Studies*. New Delhi: PHI learning Pvt.ltd.

Kendra.Aggarwal, J, C. (1996). *Teaching of Commerce, A Practical Approach*. New Delhi: Vikas Publishing House Pvt.Ltd.

Venkateshwarlu, K., Basha, Johni, S. K., & Rao, Bhaskara. D. (2006). *Methods of Teaching Commerce*. New Delhi: Discovery publishing house.

Kumar, Mahesh. (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt.ltd.

Sharma, B. L., & Maheshwari, B.K. (2013). *Teaching of Social Studies*. Meert: R. Lall Book Depot.

Web Resources

Tamilnadu Commerce and Accountancy Text Book
https://bit.ly/3HySMME

Micro Teaching: Principles, Procedures, Benefits & Limitations
http://bit.ly/3qN0o7y

Unit and lesson Plan
https://bit.ly/3t6HuuS

https://bit.ly/3eTxqgM
Teaching Learning Materials
https://bit.ly/3qNQaDY
Community Resources
https://bit.ly/32QJtJ5
Current Affairs
https://bit.ly/3qOsH
International Understanding
https://bit.ly/3EQjJK5
https://bit.ly/3pTFPXG

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To recall and understand about commerce and accountancy and pedagogical concepts	K1, K2
CO2	To practice the application of core teaching skills in teaching of commerce and accountancy	K3
CO3	To prepare micro lesson plan. Unit plan, lesson plan and use audio-visual teaching aids for effective teaching of Commerce and accountancy	K4
CO4	To interpret current affairs and international understanding and choose different e-resource in teaching commerce and accountancy	K5
CO5	To develop the ability to create e-content and implement the pedagogical concepts in teaching commerce and accountancy	K6

Course Code	**B212PPCS**
Course Title	**Pedagogy of Computer Science II**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**II**
Regulation	**2019**

Course Overview

Pedagogy of Computer Science Part II is also a methodology course which deals with the ways in which Computer Science concepts can be taught to students in schools. The aim of this course is to equip the trainees to plan and prepare for the pre-instructional activities. This course gives training in various teaching skills, giving emphasis to the components and deals with the techniques of observation. In this course, the steps in writing year plan, unit plan, lesson plan and constructing diagnostic test and achievement test are dealt and practiced. The importance and use of teaching learning materials, both hardware and software, are discussed. This course gives a clear understanding of organization of Computer Science Laboratory work.

Course Objectives

- To acquaint with the knowledge of school content.
- To use the different microteaching skills.
- To realize the significance of planning lessons in successful Computer Science teaching.
- To plan and prepare effective teaching –learning materials.
- To design and organise laboratory work.

Prerequisite	Thorough knowledge of secondary level Computer Science concepts.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of School Content-II** Multimedia: Concepts, Elements and its Applications - Web Designing using HTML- Networking: Types, Topology and Layers - Computer Ethics- Computer Virus- Ethical and Practical Issues involved in Software Piracy.	10	CO1, CO2, CO3, CO4, CO5	K_1, K2, K_3, K_4, K_5, K_6
II	**Teaching Skills** Teaching skills: Classification – Microteaching: Need, Characteristics and Phases, Microteaching Cycle - Micro Teaching skills: Introducing a Lesson, Questioning, Explanation, Demonstration, Stimulus Variation, Chalkboard Writing, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Planning for Instruction** Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Need, Salient Features, Principles and Merits - Various Approaches to Lesson Planning: Herbartian Approach, Active Learning Method - Format of a Lesson Plan - Digital Lesson Plan - Home Assignments - Construction ofDiagnostic Test and Achievement Test in Computer Science.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	**Teaching Learning Material and Learning Resources** Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Visual Aids, Audio Aids and Audio-Visual Aids- Community Resources and Ways of Utilizing Community Resources –Computer Science Room - Computer Science Text Book: Need and Qualities, Rating Scale to Evaluate Computer Science Text Book - Net Based Resources - Development of e-content.	11	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	**Computer Science Laboratory** Computer Science Laboratory: Need and Importance - Structure and Design of Laboratory-Organisation of Laboratory Work- Registers Maintained in the Laboratory: Permanent Stock Register, Login and Logout Register- Care and Maintenance of Computers and Laboratory.	11	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
Textbooks				

Bharti, V. (2019). *Pedagogy of Computer Science*. Laxmi Book Depot.

Devisri, K. (2018). *Teaching of Computer Science*. Laxmi Book Publication.

Sandeep, M. J. M. (2014). *Teaching of Computer Science*. Neelkamal Publication.

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Bhatnagar, A. B., & Bhatnagar, S. S. (2013). *Teaching of Science*. R. Lall Book Depot.

Brian, W. K., & Dennis, M. R. (1986). *The C-Programming Language*. Prentice Hall of India.

Byran. (1997). *Discover the Internet*. Comdex Computer Publication.

Gortfried. (1991). *Programming with C*. Tata McGrae Hill Publication.

Muthumanickam, R. (2004*). Educational Objectives for Effective Planning and Teaching*. Cyber Land Publishers.

Norton, P. (1998). *Introduction to Computers*. Tata Mc Grow Hill Publication.

Rajaraman, V. (1999). *Computer Programming in C*. Prentice Hall of India.

Rajasekar, S. (2005). *Methods of Teaching Computer Science*. Neelkamal Publication.

Sharma, R. C. (2013*). Modern Science Teaching*. DhanpatRai Publication.

Yadav, M.S. (2000). *Modern Methods of Science Teaching in Secondary School.* Anmol Publication.

Zaidi, S. M. (2004). *Modern Teaching of ElementarySscience*. Anmol Publication.

Web Resources

Tamilnadu XI Standard Computer Science Textbook

https://bit.ly/3BbLxZg

Tamilnadu XI Standard Computer Application Textbook

https://bit.ly/3QziSmU

Tamilnadu XI Standard Computer Technology Textbook

https://bit.ly/3qsThRZ

Introduction to Networking Concept

https://bit.ly/3B5beLj

Computer Ethics and Cyber Security

https://bit.ly/3BawfUT

Technology and Beyond

https://bit.ly/3FVZvQj

https://bit.ly/3FQA1UD

Micro Teaching Skills

https://bit.ly/3pRMVvT

https://bit.ly/3qPQfah

Instructional Planning

https://bit.ly/330tjMV

Teaching Learning Materials

https://bit.ly/3G4TAZ6

Strategies for Effective Lesson Planning

https://bit.ly/3FQA1UD

COURSE OUTCOME(COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquaint with the concepts in school and to understand the basics of teaching Computer Science	**K1, K2**
CO2	To prepare the action plan for micro-teaching skills and technique macro-teaching, test construction, learning resources and lab manuals for Computer Science	**K3**
CO3	To analyse and differentiate the writing of year plans and unit plan, and to prepare lesson plan and assign homework	**K4**
CO4	To check the effective usage of TLM, components in evaluating computer science text book and e-content and the aids used in teaching Computer Science	**K5**
CO5	To design improvised methods, planning for laboratory instruction, preparation of registers and to prepare lab manuals for Computer Science laboratory.	**K6**

Course Code	**B212PPEE**
Course Title	**Pedagogy of Economics II**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**II**
Regulation	**2019**

Course Overview

Pedagogy refers to the way of teaching students, and it helps to build on previous learning of the students and work on the development of skills and attitudes of the learners. This course aims to gain competency in teaching skill and prepare pedagogical analysis of content and write lesson plan for classroom teaching. This helps to analysis the textbook of Economics and also to make effective use of the teaching learning resources. This course to create teaching learning materials and develop e-content for Economics

Course Objectives

- To imbibe proficiency in of school content
- To develop various techniques in teaching skills
- To acquire competency of planning and teaching of Economics
- To plan and prepare effective teaching - learning materials
- To apply the concept of current affairs and international understanding teaching of Economics.

Prerequisite	Basic Knowledge about Teaching skills and pedagogical Concept

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of Economics Content II** Significant Concepts in Economics from Tamil Nadu State Board syllabus for class XI: Economic Growth and Economic Development - Population and Human Resource Development - Poverty and Unemployment - Theories of Distribution - Theories of Employment- International Trade - Monetary and Fiscal Policies - Tamil Nadu Economy and Resource Management - Environment and Sustainable Development with Special reference in Tamil Nadu - Statistical Techniques in Economics - Basic Econometrics	12	CO1, CO5	K1, K2, K6
II	**Teaching Skills** Teaching skills: Classification – Microteaching: Characteristics, Phases and Need, Microteaching Cycle - Microteaching Skills: Introducing a Lesson,Explanation, Questioning, Demonstration, Stimulus Variation, Chalk Board writing, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.	12	CO1, CO2, CO5	K1, K2, K3, K6
III	**Planning for Instruction** Year plan: Need and Advantage- Unit plan: Steps and Advantages - Lesson plan: Salient features, Principles and Merits- - Herbartian Approach - Format of a lesson plan - Digital Lesson Plan – Home Assignments -Construction of Diagnostic Test and Achievement Test in Economics.	12	CO1, CO3, CO4, CO5	K1, K2, K4, K6
IV	**Learning Resources** Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching Learning Material: Visual Aids, Audio Aids, Audio-Visual Aids - Community Resources and Ways of Utilizing Community Resources – Economics Text Book: Need and Qualities, Rating Scale to evaluate an Economics Text Book – e-resources: Websites, Journals, Books, Blogs, Educational Apps -Development of e-content.	12	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
V	**Teaching of Current Affairs and International Understanding** Current Affairs: Need and Importance - Methods - Role of the Economics Teacher in Current Affairs- International Understanding - Need and Importance - Techniques for Promoting International Understanding - Role of Economics Teacher in International Understanding.	12	CO1, CO4, CO5	K1, K2, K5, K6

Textbooks

Aggarwal, J. C. (2005). *Teaching of economics*. Vinod Pustak Mandir**.**

Karthick, G. S. (2004*). Teaching of economics*. Discovery publication house.

Reference

Mangal, S. K., & Mangal, U. (2008). *Teaching of social studies*. PHI learning.

Misra, B. (2004). *Curriculum reform and educational development*. Muhit Publications.

Prasad, J., & Kumar, K. V. (1997). *Advanced curriculum construction*. Kanishka Publishers and Distributors.

Rao, R. B., & Rao, B. D. (2007). *Techniques of teaching economics.* Sonali Publications.

Rudramamba, B., Kumari, L. V., & Rao, B. D. (2004). *Methods of teaching economics*. Discovery publishing house.

Sharma, K., &Tuteja, T. (1995). *Teaching of economics*. Common Wealth Publishers.

Sharma, S. (2004). *Modern technologies of teaching economics*. Anmol Publishing House.

Sharma, B. L., & Maheshwari, B.K. (2013). *Teaching of social studies*. R. Lall Book Depot.

Siddiqui, H. M. (2004). *Teaching of economics*. Ashish Publishing House.

Tiwari, D. (2006). *Methods of teaching economics*. Cresent Publishing Corporation.

Yadav, A. (2002). *Teaching of economics*. Anmol publications.

Web Resources

Tamil Nadu Economics Text Book

https://bit.ly/3HySMME

Micro Teaching: Principles, Procedures, Benefits & Limitations

http://bit.ly/3qN0o7y

Unit and lesson Plan

https://bit.ly/3t6HuuS

Teaching Learning Materials

https://bit.ly/3qNQaDY

Community Resources

https://bit.ly/32QJtJ5

Current Affairs

https://bit.ly/3qOsH

International Understanding

https://bit.ly/3EQjJK5

https://bit.ly/3pTFPXG

COURSE OUTCOME(COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To recall and understand about commerce and accountancy and pedagogical concepts	**K1, K2**
CO2	To practice the application of core teaching skills in teaching of Economics	**K3**
CO3	To prepare micro lesson plan, unit plan, lesson plan and use audio-visual teaching aids for effective teaching of Economics	**K4**
CO4	To interpret current affairs and international understanding and choose different e-resource in teaching Economics	**K5**
CO5	To develop the ability to create e-content and implement the pedagogical concepts in teaching commerce and accountancy	**K6**

Course Code	B212PPEL
Course Title	**Pedagogy of English II**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**II**
Regulation	**2019**

Course Overview

The course on pedagogy of English Discusses the significance of language skills (LSRW), highlighting the essence of micro and macro teaching skills, the supportive aspects such as teaching learning materials both mechanical and teacher made aids, e- platforms and the structural aspects of teaching and learning of English.

Course Objectives

- To acquire awareness on LSRW skills.
- To identify the resources of teaching English.
- To employ appropriate grammatical skills while interacting.
- To plan effectively and prepare lesson plans.
- To device the various skills of teaching English.

Prerequisite	Knowledge of teaching learning process of English Language**.**

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Acquisition of Language Skills** Teaching Communication and Strategies of Language Skills: Nature, Mechanics, Types Principles and Sub-skills of Listening, Speaking, Reading and Writing.	12	CO1	K1, K2
II	**Micro Teaching Skills** Teaching Skills: Classification – Micro Teaching: Characteristics, Phases and Need, Micro Teaching Cycle and Uses Micro teaching Skills: Introducing a lesson / Set Induction, Skill of Explanation, Probing Questioning, Reinforcement, Blackboard Writing, Stimulus Variation and Mini Teaching.	12	CO2, CO3, CO4, CO5	K3, K4, K5, K6
III	**Planning for Instruction** Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: functions, Advantages, Components and Steps - Format of Lesson Plan: Prose, Poem, Grammar, Letter Writing and Supplementary Reader - Observation and Demonstration - Planning for Assignments and Home Work - Construction of Diagnostics and Achievement Tests in English.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	**Resources in Teaching English** Teaching learning Materials: Concept and Significance – Edgar Dale's Cone of Learning Experience – Classification: Teacher Made, Mechanical and Electronic - Individualized Instruction - Programmed Learning: Nature, Principles and Types - Language Laboratory - Computers in Teaching English: CALL, PPT, Identifying Websites, Multimedia Packages, Internet and Blogs - Mobile Learning - Text Book Analysis: Need, Quality and Rating Scale – Development of e-content and Module.	12	CO3, CO4	K4
V	**Teaching of Advanced Grammar** Types of Sentences - Subordinate and Co-ordinate Clauses - Sentence Patterns - Active and Passive Voice - Direct and Indirect Speech - Question Forms – Question Tag - Sentence Analysis - Transformation of Sentences - Analysis and Classification of Grammatical Errors - Remedial English.	12	CO4, CO5	K5, K6

Text Books

Krishnaswamy, N. (1980). *Modern English: A Book of Grammar Usage and Composition*. Macmillan Co.

Shradha, A. (2006). *English word roots*. CBH Publishers.

Vallabi, J. E. (2015). *Innovations in the Teaching of English*. Neelkamal Publisher.

References

Baruah, T. C. (1994*). The English teachers hand book*. Sterling Publications.

Diane, L., & Douglas, F. (2017). *Handbook of research on teaching the english language arts*. McGraw Hill Publication.

Darbyshire, A. E. (1987). *A Description of English*. Arnold Heinemann India.

Hooper, J. S. (1980). *A Quick english reference*. Oxford University Press.

Jagadisan, S., &Murugaiyan, N. (1985). *Common errors in English*. NeelkamalPulication.

Richards, C. Jack. (2007). *Error analysis: Perspectives on second language acquisition*. Longman.

Rivers, W. M. (1997). *Teaching foreign language skills*. The University of Chicago Press.

Stoddart, J. (1987). *The practical teaching of English in schools*. Orient Longman.

Tickoo, M. L. (2009). *Teaching and learning English*. Orient Black Swan.

Web Resources

Acquisition of Language Skills

https://bit.ly/3JQvdB5

Micro Teaching Skills

https://bit.ly/3JGBxeg

Planning for Instruction

https://bit.ly/3zkJ25O

Resources in Teaching English

https://bit.ly/3zkJ25O

Teaching of Advanced Grammar

https://bit.ly/3mP3t5R

COURSEOUTCOME(COS)&COGNITIVE LEVELMAPPING

COs	CO Description	Cognitive Level
CO1	To acquire language skills, teaching competency and the assessment proces	**K1, K2**
CO2	To apply the knowledge of teaching learning, plan and draft effectively the Micro skills' episodes, GIOs, SIOs and draft Macro Lesson Plan	**K3**
CO3	To analyse appropriately and creatively the teaching learning materials and e-tools to enhance learning efficacy	**K4**
CO4	To evaluate the structural aspects of the language and exhibit relevantly to the contexts	**K5**
CO5	To meaningfully use the language skills and content of English language in the classroom and in a new situation	**K6**

Course Code	B212PPGE
Course Title	Pedagogy of Geography II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019

Course Overview

The course, pedagogy of Geography Paper II introduces student-teachers to matters of both content and pedagogical skills. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure towards the subject. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student teachers understand key concepts teaching skills and planning for instruction. Furthermore, student-teachers should be encouraged to identify the various resources which will beused in teaching Geography. This paper makes the student teachers to know about the recent trends in Geography education.

Course Objectives

- To develop holistic understanding of school content
- To use various micro teaching skills for effective teaching
- To realize the significance of planning in successful Geography teaching
- To familiarize with resources for Geography teaching
- To appreciate the diversity of Indian society along with its unity

Prerequisite	Basic concepts on Geography, Knowledge about teaching skills, planning for instruction.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of School Content** An introduction to Oceanography – Weather and Climate - Mining – Trade – Population- Environmental Issues.	10	CO1, CO2	K1, K2, K3
II	**Teaching Skills** Teaching Skills: Classification – Microteaching: Need, Characteristics and Phases, Microteaching Cycle - Micro Teaching Skills: Introducing a Lesson, Questioning, Explanation, Demonstration, Stimulus Variation, Chalkboard Writing, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.	13	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
III	**Planning for Instruction** Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Need, Salient Features, Principles and Merits - Various Approaches to Lesson Planning: Herbartian Approach, Active Learning Method - Format of a Lesson Plan - Digital Lesson Plan - Home Assignments - Construction of Diagnostic Test and Achievement Test in Geography.	15	CO1, CO2, CO4	K1, K2, K3, K5
IV	**Teaching Learning Material and Learning Resources** Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Visual Aids, Audio Aids and Audio-Visual Aids- Community Resources and Ways of Utilizing Community Resources - Geography Room - Geography Textbook: Need and Qualities, Rating Scale to Evaluate Geography Textbook - Net Based Resources - Development of e-content.	11	CO2, CO3, CO4	K3, K4, K5
V	**Trends in Geography Education** National Integration: Need and Role of Education, Techniques for promoting National Integration - International Understanding: Importance, Role of Geography Teacher, Techniques for promoting International Understanding- Utilizing Current Events and Contemporary Affairs: Importance, Types of Current Affairs, Objective of Teaching Current Affairs, Sources of Material, Utilization, Limitations and Role of a Teacher.	11	CO3, CO4, CO5	K4, K5, K6

Text books

Aggarwal, J.C. (2003). *Teaching of social studies: A practical approach*. Vikas Publishing House.

Arora, P. (2014). *A democratic classroom for social science*. University of Delhi.

Kumar, S.P.K. &Naushad, P.P. (2009). *Social studies in the classroom: Trends and methods.* Scorpio Publishers.

Mangal, S. K. &Mangal, U. (2008). *Teaching social studies*. PHI Publications.

NCERT Social Studies Text books for VI – XII standard.

References

Batra, P. (2010). *Social science learning in schools- Perspectives and challenges*. Sage Publication.

Gallivan, &Kottler. (2008). *Secrets to success for social studies teachers*. Sage Publication.

Muthumanickam, R. (2004). *Educational objectives for effective planning and teaching*. Cyberland Publishers.

Noushad, P.P. &Musthafa, M.N. (2010). *Taxonomy reframed: educational objectives for the 21st century.* Edutracks, 9, 16-22.

UNESCO. (1982). *Source book for Geography teaching*. Longman's Green and company.

Web Resources

Knowledge of Geography Content

https://bit.ly/3EV29nX

Micro Teaching Skills

https://bit.ly/3pRMVvT

https://bit.ly/3qPQfah

Instructional Planning

https://bit.ly/330tjMV

Teaching Learning Materials

https://bit.ly/3G4TAZ6

National Integration

https://bit.ly/3JFme5p

COURSEOUTCOME(COs)COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To imbibe and demonstrate the content knowledge of Geography and learns the teaching skills and planning for instruction.	**K1, K2**
CO2	To apply the teaching skills, planning the lesson and learning resources in teaching Geography.	**K3**
CO3	To analyze the various learning resources in Geography teaching and the recent trends in Geography education.	**K4**
CO4	To examine the teaching skills, learning resources, planning the lesson and the recent trends in Geography education.	**K5**
CO5	To integrate the pedagogical skills in Geography teaching and enhance the modern trends in Geography education.	**K6**

Course Code	B212PPHS
Course Title	Pedagogy of History II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019

Course Overview

The course, pedagogy of History Paper II introduces student-teachers to matters of both content and pedagogical skills. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure towards the subject. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student teachers understand key concepts teaching skills and planning for instruction. Furthermore, student-teachers should be encouraged to identify the various resources which will be used in teaching History. This paper makes the student teachers to know about the recent trends in History education.

Course Objectives

- To acquaint with knowledge of school content
- To imbibe and develop basic teaching skills
- To develop the ability to plan for suitable instructions in History
- To prepare suitable teaching aids and use them in the classroom effectively
- To appreciate the diversity of Indian society along with its unity.

Prerequisite	Basic concepts on History, Knowledge about teaching skills, planning for instruction.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of School Content** The Kingdoms of Deccan – Arab and Turkish Invasions – Sultanate of Delhi – The Great Mughals- Advent of the Europeans – Rule of the English East India Company.	10	CO1, CO2	K1, K2, K3
II	**Teaching Skills** Teaching Skills: Classification – Microteaching: Need, Characteristics and Phases, Microteaching Cycle - Micro Teaching Skills: Introducing a Lesson, Questioning, Explanation, Demonstration, Stimulus Variation, Chalkboard Writing, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.	13	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
III	**Planning for Instruction** Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Need, Salient Features, Principles and Merits - Various Approaches to Lesson Planning: Herbartian Approach, Active Learning Method - Format of a Lesson Plan - Digital Lesson Plan - Home Assignments - Construction of Diagnostic Test and Achievement Test in History.	15	CO1, CO2, CO4	K1, K2, K3, K5
IV	**Teaching Learning Material and Learning Resources** Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Visual Aids, Audio Aids and Audio-Visual Aids- Community Resources and Ways of Utilizing Community Resources - History Room - History Text Book: Need and Qualities, Rating Scale to Evaluate History Text Book - Net Based Resources - Development of e-content.	11	CO2, CO3, CO4	K3, K4, K5
V	**Trends in History Education** National Integration: Need and Role of Education, Techniques for Promoting National Integration - International Understanding: Importance, Role of History Teacher, Techniques for Promoting International Understanding- Utilizing Current Events and Contemporary Affairs: Importance, Types of Current Affairs, Objective of Teaching Current Affairs, Sources of Material, Utilization, Limitations and Role of a Teacher.	11	CO3, CO4, CO5	K4, K5, K6

Text books

Aggarwal, J.C. (2009). *Teaching of History - A practical approach.* Vikas Publishing House.

Kochhar, S.K. (2009). *Teaching of History*. Sterling Publishers.

Mangal, S. K. &Mangal, U. (2008). *Teaching Social Studies*. PHI Publications.

NCERT Social Studies Text books for VI – XII standard.

References

Ahir, R. (2009). *A brief History of Modern India.* Spectrum Books.

Arora, P. (2014). *A Democratic Classroom for Social Science*. University of Delhi.

Batra, P. (2010). *Social Science Learning in Schools - Perspectives and challenges*. Sage Publication.

Daniel, J. (2014). *Pedagogy of Teaching History: Comparing the chronologic and thematic approaches*. Honors Senior Theses.

Doss, B. N. (2005). *Teaching of History.* Neelkamal Publications.

Gallivan&Kottler. (2008). *Secrets to Success for Social Studies Teachers*. SAGE Publication.

Geoff, T. (2008). *Teaching and learning History*. SAGE Publications.

Kumar, S. P. K. &Naushad, P.P. (2009). *Social Studies in the Classroom*: *Trends and Methods.* Scorpio Publishers.

Phillips, I. (2008). *Teaching History – Developing as a reflective secondary teacher.* SAGE Publications.

Singh, Y.K. (2004). *Teaching of History*. A P H Publishing Corporation.

Thirugnanasampandam,R.(2005).*Varalarukarpithalmuraikal.*Shantha Publishers.

Web Resources

Knowledge of History Content
https://bit.ly/3qOsChZ
Micro Teaching Skills
https://bit.ly/3pRMVvT
https://bit.ly/3qPQfah
Instructional Planning
https://bit.ly/330tjMV
Teaching Learning Materials
https://bit.ly/3G4TAZ6
National Integration
https://bit.ly/3JFme5p

COURSE OUTCOME(COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquire and describe the content knowledge of History and learns the teaching skills and planning for instruction.	**K1, K2**
CO2	To utilize the teaching skills, planning the lesson and learning resources in teaching History.	**K3**
CO3	To inference the various learning resources in History teaching and the recent trends in History education.	**K4**
CO4	To determine the teaching skills, learning resources, planning the lesson and the recent trends in History education.	**K5**
CO5	To integrate the pedagogical skills in History teaching and enhance the modern trends in History education.	**K6**

Course Code	**B212PPMT**
Course Title	**Pedagogy of Mathematics II**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**II**
Regulation	**2019**

Course Overview

This Course offers the student teachers an exposure on the various micro teaching skills for efficient training and to acquire basic classroom skills. The High school content was offered in order to familiarise with conceptual understanding. In addition to it, the various resources in the teaching and learning of Mathematics are given in detail.The aesthetic value of Mathematics has been described in order to draw attention towards teaching and learning Mathematics.

Course Objectives

- To imbibe proficiency in the Tamil Nadu high school content
- To develop various techniques in teaching skills
- To acquire competency to plan lessons in Mathematics
- To acquire information on the various learning resources in Mathematics
- To appreciate the aesthetic value of Mathematics.

Prerequisite	Basic Skills of teaching and learning Mathematics

SYLLABUS

Unit	Content	Hrs	COs	Cognitive level
I	**Knowledge of School Content** Significant Concepts in Mathematics from Tamil Nadu State Board Syllabus for class X: Relations and Functions, Coordinate Geometry, Trigonometry, Geometry, Mensuration and Statistics	12	CO2	K3
II	**Teaching Skills** Teaching skills: Classification – Microteaching: Need and Significance, Characteristics, Principles and Phases, Microteaching Cycle, Microteaching Skills: Introducing a Lesson, Explanation, Probing Questioning, Stimulus Variation, Chalk Board Work, Reinforcement and Achieving Closure – Techniques and Skills related to Classroom Observation	15	CO1, CO3	K1, K2, K4
III	**Planning for Instruction** Year plan: Need and Advantages - Unit plan: Steps and Advantages - Lesson plan: Purpose, Principles, Salient Features and Merits - Digital Lesson Plan - Various Approaches to Lesson Planning: Herbartian and ALM (Tiger Method in Mathematics) - Format of a Lesson Plan - Assignment in Mathematics – Developing Neatness, Speed, and Accuracy in Mathematics-Construction of Diagnostic Test and Achievement Test in Mathematics.	16	CO1, CO3, CO4	K1, K2, K3
IV	**Learning Resources** Teaching Learning Materials : Concept and Importance – Edgar Dale's Cone of Experience - Classification of TLM: Audio Aids, Visual Aids and Audio-Visual Aids - Improvised Apparatus: Characteristics and Values - Mathematics Text Book: Need and Qualities - Rating scale to Evaluate Mathematics Text Book - Mathematics Laboratory: Organisation of Mathematics Laboratory and list of Instruments and Instruction Material for Mathematics laboratory – e- Resources: Books, Blogs, Websites, Journals and Educational Apps – Development of e-Content.	12	CO1, CO5	K1, K2, K6
V	**Recreational Mathematics** Recreational Mathematics: Puzzles, Games, Fallacies and Quiz - Mathematics Fairs and Exhibition - Aesthetic Structure of Mathematics: Order, Pattern and Sequence - Importance of providing an Aesthetic image to Mathematics.	5	CO1, CO5	K1, K2, K6

Text Books

James, A. (2010). *Methods of teaching Mathematics*. Neelkamal Publishers.

James, A., &Alwan, J. (2011). *Skills and strategies of teaching Mathematics*. Neelkamal Publishers.

James, A. (2005). *Teaching of Mathematics.* Neelkamal Publications.

Kulshrestha, A.K. (2013). *Teaching of Mathematics*. Lall Book Depot.

Mangal, S.K. (2004). *Teaching of Mathematics.* Tandon Publications.

Pratap, N. (2008). *Teaching of Mathematics*. Lall Book Depot.

Sidhu, K.S. (2005). *The teaching of Mathematics*. Sterling Publishers.

References

Dhir, R.C., & Das, S. (2019). *Pedagogy of Mathematics.*Kalyani Publishers

Kulshrestha, A.K. (2017). *Pedagogy of School Subject Mathematics.*Neelkamal Publishers

Raja, B., &Babu, R. (2019). *Pedagogy of Mathematics.*Neelkamal Publishers

Sahni, M. (2020). *Pedagogy of Mathematics.*Vikas Publishers

Web Resources

Micro Teaching Skills for Mathematics

https://bit.ly/3KwsBJc

Lesson Plan in Mathematics

https://bit.ly/3TvkmkS

Diagnostic Test in Mathematics

https://bit.ly/3QeU6Zb

Recreational Mathematics

https://bit.ly/3cwkv6M

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To appreciate the skills, different approaches of planning lessons and aesthetic valuein teaching and learning Mathematics	**K1, K2**
CO2	To apply the knowledge and understanding of learning Mathematics problem solving.	**K3**
CO3	To analyse the differences among various Micro Teaching Skills, GIOs, SIOs and learning resources in teaching and learning Mathematics	**K4**
CO4	To incorporate the procedure of diagnostic and achievement tests during internship	**K5**
CO5	To develop competencies in identifying the various learning resources relating to Mathematics learning and teaching	**K6**

Course Code	**B212PPPS**
Course Title	**Pedagogy of Physical Science II**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**II**
Regulation	**2019**

Course Overview

Pedagogy of Physical Science Part II is a methodology course which deals with the ways in which Physics and Chemistry concepts can be taught to students in schools. The aim of this course is to equip the trainees to plan and prepare for the pre-instructional activities. This course gives training in various teaching skills, giving emphasis to the components and deals with the techniques of observation. In this course, the steps in writing year plan, unit plan, lesson plan and constructing diagnostic test and achievement test are dealt and practiced. The importance and use of teaching learning materials, both hardware and software, are discussed. This course gives a clear understanding of organization of Physics and Chemistry Laboratory work.

Course Objectives

- To imbibe proficiency in high school Science content
- To develop various techniques of teaching skills
- To acquire competency of planning, teaching and assessing Science concepts
- To plan and prepare effective teaching-learning materials
- To design and organise laboratory work.

Prerequisite	Thorough knowledge of high school Science concepts.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowledge of Physical Science Content – II** Significant Concepts in Physical Science from Tamil Nadu State Board Syllabus for Std X: Laws of Motion, Optics, Thermal Physics, Electricity, Acoustics, Nuclear Physics, Atoms and Molecules, Periodic Classification of Elements, Solutions, Types of Chemical Reactions, Carbon and its Compounds.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	**Teaching Skills** Teaching Skills: Classification – Microteaching: Characteristics, Phases and Need, Microteaching Cycle, Microteaching Skills: Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus Variation, Chalkboard Writing, Reinforcement, Achieving Closure - Techniques and Skills Related to Classroom Observation.	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Planning for Instruction** Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Purpose, Salient Features, Principles and Merits - Various Approaches to Lesson Planning: Herbartian Approach, Active Learning Method - Home Assignments - Construction of Diagnostic Test and Achievement Test in Physical Science.	13	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	**Learning Resources** Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Audio Aids, Visual Aids and Audio-Visual Aids - Improvised Apparatus: Characteristics and Values - Physical Science Textbook: Need and Qualities, Rating Scale to Evaluate Science Textbook - e-resources: Websites, Journals, Books, Blogs, Educational Apps – Development of e-content.	11	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	**Physical Science Laboratory** Physical Science Laboratory: Need and Importance - Structure and Design of Physics and Chemistry Laboratory - Organisation of Laboratory Work - Preparation of Indent - Registers Maintained in the Laboratory: Permanent Stock, Breakable Stock, Consumable Stock, Order and Requirement - Care and Maintenance of Apparatus - Storage of Chemicals -	11	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

	Safety in the Laboratory - Common Laboratory Mishaps and Their Remedies - Science Kit - First Aid Kit.			

Textbooks

Mohan, R. (2010). *Teaching of Physical Science*. Neelkamal Publications.

Nayak, A.K. (2004). *Teaching of Physics*. A.P.H. Publishing Corporation.

Panneerselvam, A. &Rajendiran, K. (2005). *Teaching of Physical Science*. Shantha Publishers.

References

Aslam, K. (2016). *Pedagogy of Physical Science*. Everest Publishers.

Jothi, A. (2009). *Teaching of Physical Science –II*. Centrum Press.

Kulshrestha, S.P., & Gaya, S. (2011). *Teaching of Physical Science*. Lal Book Depot.

Mangal, S.K., & Mangal, V. (2009). *Essentials of Educational technology*. Prentice Hall of India.

Rajasekar, S. (2005). *Methods of teaching Physical Science*. Neelkamal Publications.

Veer, U. (2004). *Modern teaching of Physics*. Anmol Publications.

Vanaja, M., &Bhaskara, R. D. (2004). *Methods of teaching Physics*. Discovery Publishing House.

Yadav, M.S. (2004). *Modern teaching of Chemistry.* Anmol Publications.

Web Resources

Technology and Beyond

https://bit.ly/3FVZvQj

The Role of Laboratory in Science Teaching

https://bit.ly/3FMxevs

Strategies for Effective Lesson Planning

https://bit.ly/3FQA1UD

COURSEOUTCOME(COs)&COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquaint with the concepts in science and to understand the basics of teaching skills, planning the lessons and teaching learning resources	K1, K2
CO2	To prepare the action plan for microteaching, macro-teaching, test construction, learning resources and lab manuals	K3
CO3	To analyse and differentiate the skills, writing of plans, and tools for effective teaching	K4
CO4	To check the effectiveness of all the planning procedures	K5
CO5	To design and develop plans for instruction	K6

Course Code	**B212PPTL**
Course Title	**தமிழ் கற்பித்தல் II**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**II**
Regulation	**2019**

Course Overview

கற்பித்தல் திறன்களை அறிந்து பயிற்சிபெறும் வகையிலும் பாடங்கற்பிப்புத் திட்டம் தயாரிக்கவும் கற்பித்தல் வளமூலங்களைப் பயன்படுத்தி கற்பிக்க வழிகாட்டும் போக்கிலும் இப்பாடத்திட்டம் அமைகிறது.

Course Objective

- நுண்நிலைக் கற்பித்தல் திறன்களைவகுப்பறையில் பயன்படுத்துவர்
- ஐ-வடிவ தமிழ்ப்பாடங்களைக் கற்பித்தலின் நோக்கங்களையும் முறைகளையும் அறிந்துபயிற்றுவர்
- பாடங்கற்பிப்புத் திட்டம் தயாரிப்பதற்குரிய அணுகு முறைகளைப் பின்பற்றுவர்
- துணைக் கருவிகளின் தேவையை உணர்ந்து கற்பித்தலின் போதுபயன்படுத்துவர்
- பாடநூல்கள். நூலகம். இணைய வளங்கள். மொழிப் பயிற்றாய்வுக் கூடம் ஆகியகற்பித்தல் வளமூலங்களைத் தமிழ் கற்பித்தலுக்குப் பயன்படுத்துவர்

Prerequisite	கற்பித்தல், தமிழ் பாடநூல், தமிழ் வலைத்தளம் குறித்தஅடிப்படை அறிவு

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**கற்பித்தல் திறன்கள்** **அ. நுண்நிலைக் கற்பித்தல்:** நுண்நிலை கற்பித்தல் கருத்து - நுண்நிலைக் கற்பித்தல் திறன்கள்: தொடங்குதல், விளக்குதல், கரும்பலகையில் எழுதுதல், பல்வகைத் தூண்டல், எடுத்துகாட்டுகளுடன் விளக்குதல், கிளர்வினா, வலுவூட்டுதல், முடித்தல் - நுண்நிலை கற்பித்தல் சுழற்சி **ஆ. உற்று நோக்கல்:** உற்றுநோக்கலின் பயன்கள் - உற்றுநோக்கலில் கவனிக்கத்தக்கக் கூறுகள்	13	CO1, CO5	K1, K6
II	**ஐவடிவத் தமிழ் பாடங்களைக் கற்பித்தலின் நோக்கங்களும் முறைகளும்** **அ. செய்யுள்:** கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள் **ஆ. உரைநடை:** கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள் **இ.இலக்கணம்:** கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்: விதிவருமுறை, விதிவிளக்கு முறை - செய்யுள், உரைநடை, கட்டுரைப்பாடங்களுடன் இணைத்துக் கற்பித்தல். **ஈ. துணைப்பாடம்:** கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள் **உ. கட்டுரை,கடிதம்:** கட்டுரை எழுதுதலின் நோக்கம் - கட்டுரை எழுதுவதன் வளர்ச்சிநிலைகள் - வகைகள் (கீழ் நிலை, மேல்நிலை,வகுப்புகளுக்குரியன) மொழிப்பயிற்சி - பிழைகளைத் திருத்துதல் - குறியீடுகளைப் பயன்படுத்தல் - மொழிப்பிழைகளை அகற்றும் வழிமுறைகள் **கடிதம்:**எழுதுதலின் நோக்கம் - கடிதங்களின் வகைகள் - கடிதம் எழுதும் முறை.	13	CO2, CO4, CO5	K1, K5, K6
III	**பாடங்கற்பிப்புத் திட்டம்** பெஞ்சமின் புளுமின் கல்விசார் நோக்கங்களின் வகைப்பாடு: அறிவுசார் புலம்,உணர்வுபுலம், உள - இயக்கபுலம் - ஆன்டர்சனின் திருத்தப்பட்ட கல்விசார் நோக்கங்கள் - வருடாந்திரத் திட்டம் - அலகுத்திட்டம் - பாடங்கற்பிப்புத் திட்டம் - பாடங்கற்பிப்புத் திட்டத்தின் பயனும் இன்றியமையாமையும் - பாடங்கற்பிப்புத் திட்டத்தை எழுதும் போது மனத்திற் கொள்ளத்தக்கன - அதன் நிறை, குறைகள்- ஹெர்பார்டின் படிநிலைகள்- ஐவகை தமிழ்ப்பாடங்களுக்கும் பாடங்கற்பிப்புத் திட்டம் எழுதுதல் -குறையறிதேர்வும் குறைதீர் பயிற்சியும் - அடைவுத் தேர்வை வடிவமைத்தல்	13	CO1, CO3	K1, K4, K6

IV	மொழிக்கற்பித்தலில் துணைக்கருவிகள் கற்பித்தலில் துணைக் கருவிகளின் பயனும் இன்றியமையாமையும். துணைக் கருவிகளின் வகைகள்: காட்சி,கேள்வி, காட்சி-கேள்வித் துணைக்கருவிகள் - எட்கர்டேலின் அனுபவக்கூம்பு - தமிழ்மொழிக் கற்பித்தலுக்கானத் துணைக் கருவிகள்: விளக்கப்படங்கள், வரைபடங்கள், சுழலட்டை, மின்னட்டை, மாதிரிஉருவங்கள், செய்திப்பலகை, வானொலி, தொலைக்காட்சி, கணினி, கைபேசி.	9	CO3, CO5	K4, K6
V	கற்பித்தல் வளமூலங்கள் அ. பாடநூல்கள் பாடத்திட்டமும் பாடநூல்களும் - பாடநூல்களைத் தயாரிக்கும் போதுமனதில் கொள்ளத்தக்கன - பாடநூல்களின் நல்லியல்புகள் - நடைமுறையிலுள்ள தமிழ்ப்பாடநூல்களைப் பற்றியஆய்வு **(9,10-ஆம் வகுப்பிற்குரியவை)** ஆ. நூலகம் நூலகத்தின் பயன்கள்- பயன்படுத்தும் முறைகள் - வகைகள் - பார்வை நூல்கள் - நூலகப்படிப்பும் மொழியாசிரியர் கடமையும் இ. **இணையவளங்கள்:** மின்-நூல்கள், மின்-இதழ்கள், வலைத்தளங்கள், வலைப்பதிவுகள், செயலிகள். ஈ. மொழிப்பயிற்றாய்வுக் கூடம்	12	CO3, CO4, CO5	K5, K6

Text Books

இரத்தினசபாபதி. பி., (2007). செம்மொழிக்கல்வி கல்வி.. சாந்தாபப்ளிசர்ஸ்.

கணபதி. வி. (2007). நற்றமிழ் கற்பிக்கும் முறைகள்.சாந்தாபப்ளிசர்ஸ்.

References

கணபதி வி. (2004). தமிழ் இலக்கண இலக்கியஅறிமுகம். சாந்தாபப்ளிசஸ்.

கணபதி. வீ.(2005). நற்றமிழ்கற்பிக்கும் முறைகள்-பகுதி இரண்டு. சாந்தாபப்ளிசர்ஸ்.

கலைச் செல்வி. வெ., (2012). கல்வியியல் சிறப்புத் தமிழ். சஞ்சீவ் வெளியீடு.

கலைச் செல்வி. வெ., (2012). தமிழ் பயிற்றல் நுட்பங்கள்.சஞ்சீவ் வெளியீடு.

பள்ளிப் பாடநூல்கள்

தமிழ்ப் பாட நூல்கள். (2021). *6,7,8,9,10 -ஆம் வகுப்பு.*பள்ளிக்கல்வித்துறை.

Web Resources

கற்பித்தல் திறன்கள்

https://bit.ly/**3**HDqwbA

ஐவடிவத் தமிழ்ப் பாடங்களைக் கற்பித்தலின் நோக்கங்களும் முறைகளும்

https://bit.ly/**3**qSdgJ

https://bit.ly/3F8H4a5

பாடங்கற்பிப்புத் திட்டம்

https://bit.ly/3FYYs1Y

மொழிக்கற்பித்தலில் துணைக்கருவிகள்

https://bit.ly/3F15XUJ

கற்பித்தல் வளமூலங்கள்

https://bit.ly/3sZI4ee

COURSEOUTCOME(COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	நுண்நிலைக் கற்பித்தல் வரையறுத்தல் உற்றுநோக்கல பெஞ்சமின்புளும் குறித்து அறிதல்,பள்ளிப் பாடப்பகுதிகளைப் பழக்கப்படுத்திக் கொள்ளல், துணைக்கருவிகளின் தேவையைவிவரித்தல், எட்கர் டேலின் அனுபவக்கூம்பைப் புரிந்துகொள்ளல் நூலக விதிமுறைகளைப் பின்பற்றுதல்	K1, K2
CO2	செய்யுள்,உரைநடை, இலக்கணம், துணைப்பாடம்,கட்டுரை,கடிதம் கற்பித்தலின் நோக்கங்களையும் முறைகளையும் விளக்குதல் மொழிப்பயிற்றாய்வுக் கூடத்தில் பயிற்சிபெறல், வலைத்தளங்களையும் செயலிகளையும் பயன்படுத்தல்	K3
CO3	நுண்நிலைக் கற்பித்தல் சுழற்சியை வரைந்துவிளக்குதல், கல்விசார் நோக்கங்களை வகைப்படுத்தல், ஐவகைப் பாடங்களின் வாயிலாக மொழித்திறன்களையும் வாழ்வியல் திறன்களையும் இணைத்துக் கற்பித்தல்,பாடப்பகுதிக்குரிய துணைக்கருவிகளைத் தேர்ந்தெடுத்துத் தக்க இடங்களில் பயன்படுத்தல் பெஞ்சமின் புளுமினது கல்விசார் நோக்கங்களின் வகைப்பாட்டை ஆன்டர்சனோடு வேறுபடுத்திக்காட்டல், அடைவுத்தேர்வைநடத்துதல், செயலிகள், வலைத்தளங்களைப் பகுத்தாய்தல்	K4
CO4	தமிழ்ப்பாடநூல் குறித்தும் வலைதளம் குறித்தும் திறனாய்தல்,விதி வருமுறையை,விதிவிளக்கு முறையோடு வேறுபடுத்தும் ஒப்பிட்டும் காணல்	K5
CO5	நுண்நிலைக் கற்பித்தல் பாடநிகழ்வு எழுதுதல், பள்ளித் தமிழ்ப் பாடநூலில் உள்ள ஐவகைப் பாடங்களுக்கும் பாடம் கற்பிப்புத்திட்டம் தயாரித்தல், துணைக்கருவிகளை உருவாக்கல், கடிதம் கட்டுரை எழுதுதல், நூலகம் செல்லும் பழக்கம் மேம்படல்	K6

Course Code	**B212EDPY**
Course Title	**Digital Pedagogy**
Credits	**3**
Hours	**60**
Category	**Enhancing Professional Capacities**
Semester	**II**
Regulation	**2019**

Course Overview

The course is designed and consistently updated, to keep pace with the changing need for the student teachers to acquire knowledge on computer skills with structured combination of theoretical and practical sessions. After completing the course, the students have an in-depth knowledge to use the computer for preparing students mark sheet, Grade, Attendance, drafting official letters, preparing power point presentation for teaching, viewing information on Internet, accessing E-mails, taking online classes, conducting online exam, assignment submission and etc.

Course Objectives

- To get acquainted with the basic knowledge about computer and operating system
- To comprehend and using Microsoft office
- To appreciate the multiple use of ICT in Education
- To find required digital resources, organize and integrate in teaching-learning process
- To use ICT enabled assessment in teaching-learning process.

Prerequisite	Basic Knowledge on computer and ICT

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Knowing Computer and Operating System** Computer: Basic Applications of Computer, Components of Computer System, Concept of Hardware and Software and Concept of computing, data and information - Operating System: Basics of Operating System, The User Interface, Simple Setting in Operating System, File and Directory Management and Common utilities.	10	CO1, CO2, CO3, CO4	K1, K2, K3, K5
II	**Understanding Microsoft Office** Microsoft Word: Word Processing Basics, Opening and closing Documents, Text Creation and manipulation, Formatting the Text and Table Manipulation – Microsoft Excel: Elements of Electronic Spread Sheet, Manipulation of Cell, and Formula and Function – Microsoft PowerPoint Presentations: Basics, Creation of Presentation, Preparation and presentation of Slides.	15	CO1, CO2, CO3, CO4	K1, K2, K3, K5
III	**ICT in Education** ICT: Concept, Characteristics and Importance – Aims and objectives of National Policy on ICT in School Education in India - E-learning: Concept, Characteristics, Advantages and Potential Drawbacks of E-learning - Approaches to E-learning - E-learning Tools and Technologies: Communication Tools, Collaboration Tools, Content Creation Tools, Delivery and Distribution Tools - Learning Management Systems (LMS) – Integration of ICT in Teaching and Learning.	10	CO1, CO2, CO3, CO4	K1, K2, K3, K5
IV	**ICT for Pedagogical Innovations** Approaches to integrating ICT in Teaching and Learning: Techno Pedagogical Content Knowledge (TPCK) - Web 2.0 Tools and Technologies: Wiki, Blog, Podcasts, Social Network and Social Bookmark - Constructivist Learning and ICT: UADDIE, Project Based Learning, Web Quest and Virtual Field Trip - Open Educational Resources: Concept and Significance.	15	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
V	**ICT for Assessment** Role of ICT in Assessment: Computer Assisted Assessment, Computer Adaptive Testing- Assessment: Digital Tools and Options - E-portfolio: Tools for Creating	10	CO2, CO3, CO4, CO5	K3, K4, K5, K6

e-portfolio and Advantages of e-portfolio - Digital Rubrics: Tools for Creating Digital Rubrics - Digital Assessment Alternatives: Online Assessment, ICT for Self and Peer Assessment, Mobile Apps for Assessment - ICT applications for CCE - Trends in Technology Based Assessment.			

Text books

Arulsamy, S. (2009). *Application of ICT in education*. NeelKamal Publication.

Agarwal, J.C. (2020). *Educational technology and school management* ShriVinodPustakMandir.

Sharma, R. A. (1996). *Educational technology. Loyal* Book Depot.

Singh., & Sharma. (2005). E-*Learning new trends and innovations*. Deep & Deep Publications.

References:

Ahuja, M. &Bhushan, A. (2012). *Educational technology: Theory and practice teaching learning process*. Bawa Publications.

David, M. (2009). *Project based learning- Using information technology*. Viva Books.

Kochar, S.K. (1985). *Methods and techniques of teaching*. Sterling Publishers.

Kumar, P. (2011). *Web resources in pedagogy*. Apple Academics.

Mehra, V. (2010). *A textbook of educational technology*. Sanjay Prakashan Publishers.

Paily, M.U. (2010). *Instructional design in e-learning*. IGNOU.

Sachdeva, M.S. (2006). *Essentials of educational technology and management*. Twenty First Century Publications.

Sachedeva, M.S. (2013). *A new approach to teaching learning, process and evaluation*. Tandon Publications.

Web Resources

Knowing Computer and Operating System

https://bit.ly/3sUNRS9

https://bit.ly/3eQUAnN

Understanding Microsoft Office

https://bit.ly/3zowUkg

ICT in Education

https://bit.ly/3FZeUiL

ICT for Pedagogical Innovations

https://bit.ly/34p9Nur

ICT for Assessment

https://bit.ly/3pUUd21

COURSEOUTCOME(COs)&COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To learn and infer the basic knowledge about computer, Microsoft office and ICT in education.	**K1, K2**
CO2	To apply the knowledge on computer, Microsoft office, ICT for education, pedagogical innovations and assessment in their classroom teaching.	**K3**
CO3	To demonstrate the knowledge on computer, Microsoft office, ICT for education, pedagogical innovations and assessment in their classroom teaching.	**K4**
CO4	To explore the knowledge on computer, Microsoft office, ICT for education, pedagogical innovations and assessment in their classroom teaching.	**K5**
CO5	To develop the ICT enabled pedagogical innovations in their classroom teaching.	**K6**

Course Code	**B212VGCS**
Course Title	**Guidance and Counselling Skills**
Credits	**2**
Hours	**30**
Category	**Value added Course**
Semester	**II**
Regulation	**2020**

Course Overview

This course guidance and counselling enable the students to understand meaning and nature of guidance and counselling in the field of Education. Guidance in the simple terms means, to direct or to provide assistance to someone who needs help. Counselling refers to professional services provided to an individual who is facing a problem and needs help to overcome the problem. Counselling is considered to be an integral and central part of Guidance.

Course Objectives

- To appreciate the significance and scope of guidance and counselling

- To provide scope on the importance of Guidance in educational setting

- To examine the theories of vocational guidance

- To analyse various approaches for counselling Process

- To examine the various process of counselling

Prerequisite	Basic knowledge of Guidance and Counselling Skills

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Nature and Scope of Guidance** Meaning, Nature, Need of Guidance, Functions of Guidance-Types of Guidance - Guidance towards Life Goals -Areas of Guidance-Group Guidance: Principles -Group Guidance Activities: Orientation to the Students, Career Conferences, Class Talks, Career Talks, Field Trips-Aids to Guidance in Group Situations; Problems in Organising Group Guidance Activities; Limitations of Group Guidance Activities	6	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
II	**Guidancein the Educational setting** Purpose of Educational Guidance - Factors Contributing to Educational Problems- Guidance at Primary, Elementary and Secondary Levels - Guidance of the differently Abled Students: Gifted, Slow Learners- Learning Disabilities: Dyslexia, Dysgraphia, Dyscalculia- Identification: Mainstreaming and providing support services- Monitoring and Evaluation of a Comprehensive Guidance Programme in Educational Settings	7	CO2, CO3	K3, K4
III	**Vocational Guidance and Counselling** Concept of Vocational Guidance-Nature and Need for Vocational Guidance - Socio-economic and Cultural Contexts- Factors contributing to Vocational guidance - Theories of Vocational Guidance: Donald Super's Self-actualization, Ginzberg's Occupational choice, Tiedeman and O Haras Career development theory, Anne Roe theory of Career Development-Process of Vocational Counselling-Difference between Vocational Guidance and Vocational counselling.	5	CO2, CO4, CO5	K3, K5, K6
IV	**Process and Approaches to Counselling** Meaning, Definition, Importance, Goals of Counselling-Counselling Process: Counselling Preparation, relationship, Content and Process-Variables affecting the counselling process-Counsellor's Skills-Counselee factors -Approaches: Directive, Humanistic - Roger's self theory – Behaviouristic stages in Counselling Process	6	CO1, CO2, CO4	K1, K2, K3, K5

V	**Evaluation of Counselling** Problems of Evaluation-Approaches to Evaluation: Survey, Case Study, Experimental-Benefits of Counselling-Criteria for Evaluation- Control of Extraneous Variance-Phases of the Counselling Process: Assessment, Intervention, and Termination –Counselling at Elementary school - Counselling at High school-Studies of Counselling Effectiveness in Educational Setting.	6	CO3, CO4, CO5	K4, K5, K6

Text Books

Narayana Rao, S. (1999). *Counselling and Guidance*.TataMcgraw –Hill Publishing Company

Patri.V.R., (2005). *Counselling psychology*. Author Press

References

Gibson, R. L. & Mitchell, M.H. (1995). *Introduction to Counselling and Guidance*. Prentice –Hall

Green, A. G., Conley, J. A., & Barnett, K. (2005). *Urban school counselling: Implications for practice and training. Professional School Counselling.*

Pandey.V.C. (2005). *Child Counselling*. Isha Book Publishers

Web Resources

Basics of Counselling Skills

https://bit.ly/334vYW2

Guidance and Counselling

https://bit.ly/3EX9EuO

Types of Counselling

https://bit.ly/32MqCiC

Counselling for Teachers

https://bit.ly/3FY8UXr

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

Cos	CO Description	Cognitive Level
CO1	To familiarize and understand concepts of guidance and counselling	**K1, K2**
CO2	To apply various skills of guidance and counselling	**K3**
CO3	To explain and analyse the existing problems effectively in teaching-learning process	**K4**
CO4	To compare various approaches and theories and apply the same appropriately	**K5**
CO5	To plan and develop appropriate remedial measures in Guidance and Counseling process	**K6**

SEMESTER IV

Course Code	B214CGSS
Course Title	Gender, School and Society
Credits	4
Hours	60
Category	Perspective Course
Semester	IV
Regulation	2019

Course Overview

Gender is a social construct that impacts attitudes, roles, responsibilities and behaviour patterns of boys and girls, men and women in all societies. Increasing attention has been given to the importance of achieving gender equality in education. Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles.

Course Objectives

- To obtain knowledge on the concept of gender roles in society.
- To analyse the reasons for gender inequalities.
- To obtain knowledge on the concept of gender identity and socialization practices.
- To examine the role School, peers, teachers, curriculum and textbooks in challenging gender inequalities.
- To obtain knowledge on the concept of Violence and Safety of girls and women.

Prerequisite	Basic knowledge of School and Society

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Gender: Concept and perspectives** Gender: Difference between Gender and Sex, Gender Identity in Developmental Stages- Concept of Gender: Patriarchy, Masculinity, Feminist, Equity and Equality- Feminist Perspectives: Radical, Liberal, Psychoanalyst, Socialist and Marxist - Concept, Issues and Concerns of Transgender- Emergence of Gender Roles: Sociological, Psychological and Economical Perspectives- LGBT in Indian Context.	12	CO1	K_1, K_2
II	**Gender and Society** Gender and Socialization Practices of Families in India- Gender and its intersection with Caste, Religion, Culture, Disability and Region (Rural, Urban and Tribal Areas) - Socialization in School, Occupation and Identity- Gender in Health and Nutrition - Stereotyping - Education and Employment- Influence of Media and Popular Culture (Films, Advertisements, Songs) on Gender Identity	12	CO1, CO2	$K_1, K2, K_3$
III	**Gender and School** Gender Bias in School Environment- Perceptions of Safety at School- Understand the importance of Addressing Sexual Abuse- Reversal Abuse- Influence of Social Network on Gender- Cyber Bullying, Cyber Grooming and its Verbalization in School- Role of School in Gender Balance- Distribution of Roles and Responsibilities in Schools: Rituals, School Routines and Classroom Interaction.	12	CO1, CO2, CO3, CO4	$K_1, K2, K_3, K_4, K_5$
IV	**Gender and Education** Gender Roles, Relationships and Ideas in Textbooks and Curricula - Construction of Gender in Curriculum Frameworks since Independence - Gender and Hidden Curriculum: Teacher Attitudes, Expectations and Peer Culture - Teacher as an Agent of Change- Gender Orientation to Students: Life Skill Courses in School, Open Verbalization, Discussions, Group Work, Brainstorming, Audio - Visual Engagements,	12	CO1, CO2	$K_1, K2, K_3$

	Documentaries together with the Co-Participation of School, Home and Society.			
V	**Gender Equality and Empowerment in Indian Society** Legal Provisions and Recent initiatives of Government of India for Gender Equality in Society- Schemes and Programmes on Girls Education- National Policy on Education 2020 for Gender Parity- Role of NGO and Women Action Groups in Striving towards Gender Equity in Indian Society - National Commissions for Women - National Council for Transgender Persons.	12	CO4, CO5	K_5, K_6

Text Books

Chodhuri., &Maitreyee. (2004). Feminism in india. Agarwal Publications.

Dube., & Leela. (2000). Anthropological explorations in gender: Intersecting fields. Sage Publications.

NCERT. (2006). Gender issues in education. Publications Division.

Kumar, D., &Alka, R. (2016). Gender school and society. Nirmal publishing.

References

Bhasin., & Kamala. (2002). *Understanding gender*, Kali for Women.

Jayaraman, C. (2016). *Understanding the schools*. Vinodh Publishers.

Kalaivani, M., &Krithika, S. (2019). *Gender school and society*. Samyukdha Publications.

Kumar, K. (2010). *Culture, state and girls: An educational perspective' economic and political,* 14(17).

Mathur, A. (2007). *Gender and development in india.* Gyan Book.

Periannan, G. (2017). *Gender school and society.* Chennai Publications.

Ronald, A. (2017). *Gender school and society.* Himalaya Publishing House.

Sharma, K.K., &Miglani, P. (2016). *Gender, school and society.* Twenty first century publications.

Srivastava, G. (2012). *Gender and peace in textbook and schooling processes.* Concept Publishing Company.

Stalin, A.V. (2016). *Gender school and society.* Everest Publishers.

Tandon, N. (2008). *Feminism: A paradigm shift.* Atlantic Publisher.

Trivedi, V.O. (2016). *Gender school and society*. Agarwal Publications.

Web resources

Gender School Society

https://bit.ly/3HvzQOJ

Gender issues in education

https://bit.ly/34oEi3P

Gender and school curriculum

https://bit.ly/3FTUasB

COURSE OUTCOMES (Cos) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the meaning of gender, concept and role of gender in society.	**K1 & K2**
CO2	To apply or address the equality forum in the society.	**K3**
CO3	To analyse and differentiate the concept and ideologies of gender in school and society	**K4**
CO4	To explain the Need of gender equality and role of teacher in teaching it	**K5**
CO5	To apply and assess gender equality and educated the students about gender.	**K6**

Course Code	**B214CCIS**
Course Title	**Creating an Inclusive School**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**IV**
Regulation	**2019**

Course Overview

This course explains how to create an inclusive classroom with the necessary support systems in place at the school level. The need to foster inclusion is becoming increasingly apparent around the world, with children with special needs being included as equal partners at all stages of education in order to prepare them for normal growth and to empower them to confront life with courage and confidence. The teacher will learn how to assess and meet students' educational requirements, change curriculum, choose instructional methods, collaborate when planning and implementing curriculum for an inclusive classroom, and help students to build emotional skills at school.

Course Objectives

- To analyze concepts of special education, Integrated and Inclusive Education
- To gain awareness of the policies, schemes, and facilities made available for the children with diverse needs.
- To Implement the intervention strategies and assistive technology in the classroom settings
- To appraise the role of teachers in giving guidance and counselling
- To select the appropriate assessment and evaluation methods in inclusive setup.

Prerequisite	Basic knowledge of Inclusive Education

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Introduction to Inclusive Education** Concept, Need and Importance of Inclusive Education - History of Inclusion - A Paradigm Shift from Segregation to Inclusion - Difference between Special Education, Integrated Education and Inclusive Education - Benefits of Inclusive Education - Beneficiaries of Inclusive Education: Socially Disadvantaged Children, Socio-cultural Diversity, Caste, Tribe, Educationally Backward, Transgender, Juvenile Delinquent, Leprosy cured, HIV /Aids Children and Differently-Abled Children – Challenges and Opportunities of Inclusive Education - Teacher Preparation for Inclusive Education.	11	CO1, CO3	K1, K2, K4
II	**Identification of Children with Diverse Needs** Concept of Diverse needs – Identification & Classification of Children with Visual Impairment, Hearing Impairment, Intellectual Disability, Learning Disability, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder, Loco motor Disability, Cerebral Palsy and Epilepsy - Importance of Early Identification & Intervention.	13	CO1, CO3	K1, K2, K4
III	**Curricular Adaptations and Strategies** Concept and types of Curricular Adaptation - Educational Programmes for Special Children - Environmental Modification - Classroom Intervention Strategies: Activity based learning, Peer tutoring, Cooperative and Collaborative learning - Individualized educational plan - Assistive technology: Role of assistive technology for Visual, Hearing, Learning and Orthopaedical disabled students - Flexibility in Assessment and Evaluation in inclusive classroom.	13	CO2, CO3	K3, K4
IV	**Role of Teacher in an Inclusive School** Counselling: Counselling to Parents, Peers, and Children with Special needs - Maintenance of records - Maintenance of resource room -	10	CO1, CO4, CO5	K1, K2, K5, K6

	Networking and Liaising with Parents, Teachers, Heads of the institutions, NGOs and Community.			
V	**Educational Policies on Inclusion** National Policies: National Curricular Framework (2005), National Policy for Persons with Disabilities (2006) - New Education Policy on Inclusion (2020) - National Commission for Education of SC, ST - National Acts: The Persons with Disabilities Act (PWD Act, 1995), National Trust Act (1999), Rehabilitation Council of India Act (1992), Right of Children to Free and Compulsory Education (RTE Act 2009) - Role of Sarva Shiksha Abhiyan (SSA) - Features of United Nations Convention on the Rights of Person with Disabilities (UNCRPD) - Government Schemes, Facilities, Educational Concessions and Allowances for Differently - Abled Children.	13	CO1, CO2	K1, K2, K3

Textbooks

Puri, Madhumita. Abraham, & George. (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners.* Sage Publications.

Sharma, R. A. (2013). Fundamentals of Special Education (Integrated Teaching for mainstreaming). Vinay Rakheja.

Dash Neena. *(2006) Inclusive Education for Children with Special Needs.* Atlantic Publishers.ISBN:9788126906871, 8126906871.

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Aslam, K. (2018). *Creating an Inclusive School*. Everest Publishers,

Barki, B.G., & Mukhopadhyay, B. (2008). *Guidance and Counselling a Manual.* Sterling Publishers.

Biggie, J., &Sirvis, B. (1986). *Physical and Health Impairments. In N.G. Having Exceptional Children and Youth.* OH Mernil.

Chauhan, S.S. (1996). *Advanced Educational Psychology*. Vikas Publishing House.

Evans, P.& Verma, V. (1990). *Special Education: Past, Present and Future*. The Falmer Press.

Govinda Rao, L. (2010). Perspectives on Special Education Volume-2, Neelkamal Publications.

Hunt, P., & Goetz, L. (1997). *Research on inclusive educational programs, practices, and outcomes for students with severe disabilities*. The Journal of Special Education, 31(1), 3-29.

Idol, L. (2006). *Toward inclusion of special education students in general education: A program evaluation of eight schools.* Remedial and Special Education, 27, 77-94.

Kumari, Meena. (2009). *Education for the children with Special needs.* Centrum press.

Lindsay Peer, &Govid Reid, (2012), Special Educational Needs. Sage Publications

Mani, M. N. G. (2000). *Inclusive Education in Indian Context*. A publication of Sri Ramakrishna mission Vidyalaya International Resource Development Centre (IHRDC) for the disabled, Coimbatore.

Pankajam, G. (2009). *Care and Education of Differently Abled.* Concept Publishing Company.

Singh, Bharat. (2004). *Modern Special Education.* Anmol Publication.

Toby J. Karten, (2011). Inclusive Practices, Corwin USA.

Web resources

Inclusive education | UNICEF

https:// uni.cf/

Inclusive Education: Definition, Examples, and Classroom Strategies | Resilient Educator

https://bit.ly/3zqfEed

Samagra Shiksha

https://bit.ly/3qJSOub

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	Define and describe the concept of inclusive education and Policies, schemes, facilities available for children with diversity.	K1, K2
CO2	Demonstrate and utilize assistive technology and classroom intervention strategies for promoting inclusive practise.	K3
CO3	Differentiate and analyse the concepts of special, integrated and inclusive education and children with diverse needs.	K4
CO4	Appreciate the role of teachers in giving guidance, counselling, maintain records, networking and liaising	K5
CO5	Integrate and create appropriate assessment and evaluation in inclusive classroom	K6

Course Code	**B214PPBS**
Course Title	**Pedagogy of Biological Science III**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**IV**
Regulation	**2019**

Course Overview

Science is an organized system of knowledge based on inquiry born out of natural curiosity, logical reasoning, and experimentation. The course on Pedagogy of Biological Science is to be developed by integrating content and process skills of science with pedagogy. Pedagogy is considered a fertile ground for the integration of knowledge about the learner, the subject, and the social context. The aims and pedagogical approaches for teaching-learning of biological sciences at different stages of school, and Theoretical aspects regarding how children understand and construct the knowledge of biological concepts in their diverse social contexts. The syllabus focuses to develop awareness about developments in the area of biological sciences, orienting prospective teachers in specific educational aspects of science, pedagogical analysis of contents in biological sciences, methods of teaching evaluation, enable prospective teachers to be effective teachers in order to perform the required role as a biological teacher under the school conditions.

Course Objectives

- To plan and organise various co-curricular activities
- To familiarise with the various programmes for the professional development of teachers.
- To gain insight on the concept of classroom management and communication.
- To comprehend the language background of the learner.
- To understand the disciplinary streams and subjects.

Prerequisites	Basic knowledge on Biological Science

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Co-curricular Activities in Biological Science** Co-curricular Activities: Concept, Importance, Types, Role of Teacher and Advantages - Guidelines for Conducting Co-curricular Activities – Observance of Days of Scientific Importance - Field Trip and Excursion - Science Club: Organization, Activities, and Values – Science Fair/ Exhibition: Objectives, Organization, Criteria for Evaluating Exhibits.	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
II	**Classroom Communication and Management** Classroom Communication: Elements, Process, and Types - Communication Networks - Communication Skills required for Teachers - Barriers to Communication and methods to Overcome - Classroom Interaction Analysis: Characteristics, Flanders's Interaction Analysis Category System (FIACS) - Classroom Climate: Autocratic, Democratic and Laissez Faire - Classroom Management: Concept, Principles, Techniques and Factors – Managing Behavior Problems in Classrooms – Classroom Time Management.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Professional Competencies of Biological Science Teacher** Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Science Teacher – Scientific Attitude – Scientific Tember - Changing Roles and Responsibilities – Importance of Professional Development - Need for In-Service Training - Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research - Evaluation of Teaching Effectiveness.	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
IV	**Language Across Curriculum** Etymology in the content area - Methods for Curricular Transaction: Discussions, Debates Seminars, and Questioning – Reading Strategies - Informational Reading and Writing in the Content Areas Writing With a Sense of Purpose - Writing	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6

	to Learn and Understand - Note Making - Note Taking – Summarizing - Nature of Expository Texts Vs. Narrative Texts; Transactional Vs. Reflexive Texts - Process Writing - Analyzing Students' Writings to Understand their Conceptions – Language on Internet and Mobile Phone – Barriers in language.			
V	**Understanding Discipline and Subjects** Definition & Meaning: Curriculum, Syllabus, Academic Discipline, and School Subject - Relationship and Difference between School Subjects and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines - Classification of Academic Disciplines: Biglan Typology (Pure-Hard, Pure-Soft, Applied-Hard, and Applied-Soft Types) with Emphasis on Nature of Knowledge in Each Type - Inclusion of Work-Related Subjects in School Syllabus.	12	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6

Textbooks

Chithra, D., & Aslam, K. (2018). *Pedagogy of biological science – Part I.* Everest Publishers.

Sharma, R. C. (1995). *Modern science teaching*. Dhanpati Rai and Sons.

Venugopal, K. (2006*). Teaching of biology*. Ram Publications.

Vijayalatha, R., &Sunitha, D. (2016). *Pedagogy of biological sciences*. Neelkamal Publications.

References

Alsop, S., & Hicks, K. (2003). *Teaching science*. Kogan Page India.
Arul Jothi Balaji, D.L., & Vijay Kumar. (2009). *Teaching of biological science II*. Centrum Press.
Chikara, M.S. (1985). *Teaching of biology*. Prakash Brothers Publication.
Das, R.C. (1985). *Science teaching in schools*. Sterling Publishers.
Green, T. L. (1998). *The teaching of biology in tropical secondary schools*. Oxford University Press.
Kulshrestha, S. P. (2013). *Teaching of biology*. Vinay Rakheja Publication.
Mangal, S. K., & Mangal, V. (2009). *Essentials of educational technology*. Prentice Hall of India.
Panneerselvam, A. (2003). *Teaching of science*. Mohan Padhipagam.
Rajasekar, S. (2005). *Methods of teaching biological science*. Neelkamal Publications.

Ramasamy, K. R. (2018). *Pedagogy of biological science* (2nd ed.). Samyukdha Publications.

Vanaja, M. (2005). *Methods of teaching biological science.* Neelkamal Publications.

Vashist, S.R. (2004). *Classroom administration.* Anmol Publications.

Web Resources

Co- curricular Activities

https://bit.ly/3zqdkE8

Classroom Communication

https://bit.ly/3EW4cZh

Professional Competencies

https://bit.ly/3HGJhLz

Language Across the Curriculum

https://bit.ly/3eMZ3bj

https://bit.ly/3zsb5A4

Understanding Discipline and Subjects

https://bit.ly/3pSwgIp

https://bit.ly/3JA611k

OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To define and classify the types of Co-curricular Activities, Classroom Communication, Teaching Profession and Academic Disciplines.	**K1, K2**
CO2	To identify the principles underlying organization and administration of co-curricular activities, Communication Skills required for Teachers, Special Qualities of a Science Teacher and Methods for Curricular Transaction.	**K3**
CO3	To analyse the Criteria for Evaluating Exhibits, Classroom Interaction Analysis, Importance of Professional Development, Reading Strategies and Emerging Trends in Academic Disciplines.	**K4**
CO4	To explain the types of classroom climate and relationship and difference between school subjects and academic discipline.	**K5**
CO5	To develop skills in classroom communication and professional competencies needed for the Biological Science Teacher.	**K6**

Course Code	B214PPCA
Course Title	Pedagogy of Commerce and Accountancy III
Credits	4
Hours	60
Category	Pedagogy Course
Semester	IV
Regulation	2019

Course Overview

Pedagogy refers to the way of teaching students, and it helps to build on previous learning of the students and work on the development of skills and attitudes of the learners. This course helps to acquire knowledge about the importance of classroom communication and management. This course helps to get an insight into the organization of co-curricular activities. This course helps to understand sensitivity to the language diversity that exists in the classroom

Course Objectives

- To analyse the concept of classroom communication and management
- To familiarize with the various programmes for the professional development of teachers
- To plan and organise various co-curricular activities
- To appreciate the usage of language across the curriculum
- To relate academic disciplines and school subjects and its importance

Prerequisite	Basic knowledge about Teaching Profession and pedagogical analysis

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Co-curricular Activities in Commerce and Accountancy** Co-curricular Activities: Concept, Importance, Types, Role of Teacher and Advantages -Guidelines for conducting Co-Curricular Activities - Field Trips, Debates, Exhibition, Quiz, Role Play - Commerce Club: Organisation and Activities.	12	CO1, CO3	K1, K3
II	**Classroom Communication and Management** Classroom Communication: Elements, Process and Types - Communication Network -Communication Skill required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis: Characteristics, Flanders Interaction Analysis (FIACS) - Classroom Management: Concept, Principles, Techniques and Factors- Managing Behaviour Problems in a Classroom - Classroom Time Management.	12	CO1, CO4	K1, K4
III	**Professional Competencies of a Commerce and Accountancy Teacher** Concept of Teaching Profession - Professional Ethics for Teachers - Qualities of a Commerce and Accountancy Teacher – Importance of Professional Development -Need for In-service Training- Teacher Appraisal: Participation in Workshop, Seminar, Conferences, Writing Articles and Research- Evaluation of Teacher Effectiveness.	12	CO1, CO4, CO5	K1, K4, K5, K6
IV	**Language Across Curriculum** Etymology in Content Area – Multilingualism in Classroom Transaction– Home Language Versus School Language – Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text – Process of Writing: Note Making, Note Taking, Summarizing – Language Barriers.	12	CO1, CO2	K1, K2
V	**Understanding Discipline and Subjects** Definition and Meaning: Academic Discipline and School Subject – Relationship between School Subject and Academic Discipline – Evolution and Emerging Trends in Academic Disciplines – Betcher	12	CO1, CO2, CO4	K1, K2, K4

and BiglanClassification of Academic Discipline – Inclusion of Work-related Subjects in School Syllabus and their need – Interdisciplinary nature of Commerce and Accountancy – Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Commerce and Accountancy Discipline.			

Textbooks

R.P. Singh, ImtiyajMansoori. (2017). *Pedagogy of School Subjects Commerce*. R. Lall Educational Publishers.

Chandra, S. S., Sharma, N. L., & Sharma Amit. (2012). *Teaching of Commerce*: A Practical Approach. New Delhi: R. Lall Book Depot

Gupta, U. C. (2007). *Teaching of Commerce*. New Delhi: Khel sahitya

Ramesh, A. R., & Rao, Bhaskar. D. (2006). *Technique of teaching Commerce*. New Delhi: Sonali Publications.

Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publication.

Singh, R. P (2003). *Teaching of Commerce*. New Delhi: R. Lall Book Depot.

References

Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt Ltd.

Mangal, S. K., & Mangal, Uma. (2008). *Teaching of Social Studies*. New Delhi: PHI learning Pvt.ltd.

Kendra.Aggarwal, J, C. (1996). *Teaching of Commerce, A Practical Approach*. New Delhi: Vikas Publishing House Pvt.Ltd.

Venkateshwarlu, K., Basha, Johni, S. K., & Rao, Bhaskara. D. (2006). *Methods of Teaching Commerce*. New Delhi: Discovery publishing house.

Kumar, Mahesh. (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt.ltd.

Sharma, B. L., & Maheshwari, B.K. (2013). *Teaching of Social Studies*. Meert: R. Lall Book Depot.

Web Resources

Classroom Communication

https://bit.ly/3eOvAOa

Barriers of Classroom Communication

https://bit.ly/3G20nD1

Classroom management

https://bit.ly/31qthxy

https://bit.ly/32KPUh4

Flanders Interaction analysis

https://bit.ly/31qdWwX

Co-Curricular Activities

https://bit.ly/3sWCUQ3

https://bit.ly/3JHx1fk
Qualities of a Commerce Teacher
https://bit.ly/3zuffrb
https://bit.ly/3pXE8bX
Language Across Curriculum
https://bit.ly/333hoxU
https://bit.ly/32QsLtw
Understanding Disciplines and Subjects
https://bit.ly/3325QLE
https://bit.ly/3eRSWCp

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquire knowledge about classroom communication, management, professional competencies, co-curricular, language diversity and academic discipline in teaching commerce and accountancy	K1, K2
CO2	To appreciate the language diversity, various academic disciplines that exists in the classroom	K3
CO3	To organize co-curricular activities for effective teaching and learning of commerce and accountancy subjects	K4
CO4	To appraise on classroom communication, management skills, qualities of a teacher for teaching commerce and accountancy.	K5
CO5	To develop and build skills in professional competencies needed for the commerce and accountancy teacher.	K6

Course Code	B214PPCS
Course Title	**Pedagogy of Computer Science III**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**IV**
Regulation	**2019**

Course Overview

Pedagogy of Computer Science Part – III is a methodology paper which deals with the role of Computer Science teacher in school, apart from teaching the subject. The aim of this course is to make the student teachers aware of certain concepts that help them to manage the students effectively and to create a healthy climate in classroom. In this course, the techniques to improve classroom communication, interaction analysis, classroom management and time management are discussed. The roles and responsibilities of a teacher, teacher appraisal programmes and co-curricular activities in the subject are also dealt in this course. Also, this course discusses how language is used in transacting the curriculum and also the concepts of school subjects and academic disciplines.

Course Objectives

- Pedagogy of Computer Science Part – III is a methodology paper which deals with the role of Computer Science teacher in school, apart from teaching the subject.
- The aim of this course is to make the student teachers aware of certain concepts that help them to manage the students effectively and to create a healthy climate in classroom.
- In this course, the techniques to improve classroom communication, interaction analysis, classroom management and time management are discussed.
- The roles and responsibilities of a teacher, teacher appraisal programmes and co-curricular activities in the subject are also dealt in this course.
- Also, this course discusses how language is used in transacting the curriculum and also the concepts of school subjects and academic disciplines.

Prerequisites	Basic understanding of school activities.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Classroom Communication and Management** Classroom Communication: Elements, Process and Types - Communication Networks - Communication Skills required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis - Characteristics, Flander's Interaction Analysis Category System (FIACS) - Classroom Management: Concept, Principles, Techniques and Factors - Managing Behavior Problems in Classroom - Classroom Time management.	14	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
II	**Professional Competencies of Computer Science Teacher** Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Computer Science Teacher - Changing Roles and Responsibilities - Importance of Professional Development- Need for In-service Training- Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research - Evaluation of Teacher Effectiveness.	11	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6,
III	**Co-curricular Activities in Computer Science** Co-curricular Activities - Concept, Importance, Types, Role of Teacher and Advantages - Guidelines for Conducting Co-curricular Activities- Various Co-curricular Activities: Organizing Events on Specific Days, Morning Assembly, Field Trip, Exhibition, Drama and Thought-Provoking Activities –Computer Science Club.	11	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K, K5, K6
IV	**Language Across Curriculum** Etymology in Content Area – Multilingualism in Classroom Transaction– Home Language Versus School Language – Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text – Process of Writing: Note Making, Note Taking, Summarizing –Language Barriers.	11	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	**Understanding Discipline and Subjects** Definition and Meaning: Academic Discipline and School Subject – Relationship between School Subject and Academic Discipline – Evolution and Emerging Trends in Academic Disciplines – Betcher and Biglan	13	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6

Classification of Academic Discipline – Inclusion of Work-related Subjects in School Syllabus and their need – Interdisciplinary nature of Computer Science – Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Computer Science Discipline.			

Textbook

Bharti, V. (2019). *Pedagogy of Computer Science*. Laxmi Book Depot.

Devisri, K. (2018). *Teaching of Computer Science*. Laxmi Book Publication.

Sandeep, M. J. M. (2014). *Teaching of Computer Science*. Neelkamal Publication.

References

Arulsamy, S. (2014). *Curriculum Development*. Neelkamal Publications.

Bhatnagar, A. B., & Bhatnagar, S. S. (2013). *Teaching of Science*. R. Lall Book Depot.

Mrunalini, T., & Sudhakar, V. (2008). *Curriculum Development*. Neelkamal Publications.

Muthumanickam, R. (2004). *Educational Objectives for Effective Planning and Teaching*. Cyber Land Publishers.

Sharma, R. C. (2013). *Modern Science Teaching*. DhanpatRai Publication.

Yadav, M.S. (2000). *Modern Methods of Science Teaching in Secondary School*. Anmol Publication.

Zaidi, S. M. (2004). *Modern Teaching of Elementary Science*. Anmol Publication.

Web Resources

The Process of Communication
https://bit.ly/3dagwgn
Taking Notes & Preparing Minutes
https://bit.ly/3Ba9jF4
Classroom Communication and Management
https://bit.ly/3JB9w7M
Professional competencies of a teacher
https://bit.ly/3ERVz1L
https://bit.ly/3FSrnrnv
Co-curricular Activities
https://bit.ly/34l3nfS
https://bit.ly/3HCv4iJ
Language Across Curriculum
https://bit.ly/3EX8iA1
Understanding Disciplines and Subjects
https://bit.ly/3JCloqb
Professional Development of Teachers
https://bit.ly/3qMOnib
Classroom Management Techniques
https://bit.ly/3sTN5VB

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain acquaintance with the concept of classroom management, professional development, co-curricular activities, language used in classroom and school Subjects and disciplines.	**K1, K2**
CO2	To conduct various co-curricular activities in schools to teach Computer Science effectively in classrooms.	**K3**
CO3	To analyse the procedure of organising co-curricular activities, interaction pattern in teaching process and in the professional development programmes in Computer Science.	**K4**
CO4	To assess the values inculcated through time management, professional ethics, co-curricular activities, various text forms used and the inculcation of practical, community and intuitive knowledge through school subjects in Computer Science.	**K5**
CO5	To create new activities that use students' potential, ways to manage classroom effectively, writing new texts to improve understanding of Computer Science.	**K6**

Course Code	**B214PPEE**
Course Title	**Pedagogy of Economics III**
Credits	**4**
Hours/Week	**60**
Category	**Pedagogy Course**
Semester	**IV**
Regulation	**2019**

Course Overview

Pedagogy refers to the way of teaching students, and it helps to build on previous learning of the students and work on the development of skills and attitudes of the learners. This course helps to acquire knowledge about the importance of classroom communication and management. This course helps to get an insight into the organization of co-curricular activities. This course helps to understand sensitivity to the language diversity that exists in the classroom

Course Objectives

- To analyse the concept of classroom communication and management
- To familiarize with the various programmes for the professional development of teachers
- To plan and organise various co-curricular activities
- To appreciate the usage of language across the curriculum
- To relate academic disciplines and school subjects and its importance.

Prerequisite	Basic knowledge about the classroom communication, Classroom management- curricular activity and diversity in language in classroom

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Co-curricular Activities in Economics** Co-curricular Activities: Concept, Importance, Types, Role of Teacher and Advantages -Guidelines for conducting Co-Curricular Activities - Field Trips, Debates, Exhibition, Quiz, Role Play - Economics Club: Organisation and Activities.	12	CO1, CO3	K1, K3
II	**Classroom Communication and Management** Classroom Communication: Elements, Process and Types - Communication Network -Communication Skill required for Teachers - Barriers to Communication and Methods to Overcome Classroom Interaction Analysis: Characteristics, Flanders Interaction Analysis (FIACS) - Classroom Management: Concepts, Principles, Techniques and Factors- Managing Behaviour Problems in a Classroom - Classroom Time Management.	12	CO1, CO4	K1, K4
III	**Professional Competencies of a Commerce and Accountancy Teacher** Concept of Teaching Profession - Professional Ethics for Teachers - Qualities of a Economics Teacher – Importance of Professional Development -Need for In-service Training-Teacher Appraisal: Participation in Workshop, Seminar, Conferences, Writing Articles and Research-Evaluation of Teacher Effectiveness.	12	CO1, CO4, CO5	K1, K4, K5, K6
IV	**Language Across Curriculum** Etymology in Content Area – Multilingualism in Classroom Transaction– Home Language Versus School Language – Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text – Process of Writing: Note Making, Note Taking, Summarizing – Language Barriers.	12	CO1, CO2	K1, K2
V	**Understanding Discipline and Subjects** Definition and Meaning: Academic Discipline and School Subject,Relationship between School Subject and Academic Discipline –Evolution and Emerging Trends in Academic Disciplines–Betcher and Biglan Classification of Academic Discipline,Inclusion of Work-related Subjects in School Syllabus and their need – Interdisciplinary nature of Economics – Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Economics Discipline.	12	CO1, CO2, CO4	K1, K2, K4

Textbook

Aggarwal, J. C. (2005). *Teaching of economics*. Vinod Pustak Mandir.

Brintha, S., (2015). *Teaching of commerce*. A.P.H Publishing Corporation.

Karthick, G. S. (2004*). Teaching of economics*. Discovery publication house.

References

Mangal, S. K., & Mangal, U. (2008). *Teaching of social studies*. PHI learning.

Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. PHI learning.

Misra, B. (2004). *Curriculum reform and educational development*. Muhit Publications.

Muthuja, B., Usharani, R., & Mahajan, A. (2009). *Teaching of economics-I*. Centrum Press.

Prasad, J., & Kumar, K. V. (1997). *Advanced curriculum construction*. Kanishka Publishers and Distributors.

Rudramamba, B., Kumari, L.V., & Rao, B. D. (2004). *Methods of teaching economics*. Discovery publishing house.

Sharma, K., &Tuteja, T. (1995). *Teaching of economics*. Common Wealth Publishers.

Sharma, S. (2004). *Modern technologies of teaching economics*. Anmol Publishing House.

Sharma, B. L., & Maheshwari, B. K. (2013). *Teaching of social studies*. R. Lall Book Depot.

Siddiqui, H. M. (2004). *Teaching of economics*. Ashish Publishing House.

Tiwari, D. (2006). *Methods of teaching economics*. Cresent Publishing Corporation.

Yadav, A. (2002). *Teaching of economics*. Anmol publications.

Web Resources

Classroom Communication
https://bit.ly/3eOvAOa
Barriers of Classroom Communication
https://bit.ly/3G20nD1
Classroom management
https://bit.ly/31qthxy
https://bit.ly/32KPUh4
Flanders Interaction analysis
https://bit.ly/31qdWwX
Co-Curricular Activities
https://bit.ly/3sWCUQ3
https://bit.ly/3JHx1fk
Qualities of a Commerce Teacher
https://bit.ly/3zuffrb
Language Across Curriculum
https://bit.ly/333hoxU
https://bit.ly/32QsLtw
Understanding Disciplines and Subjects
https://bit.ly/3325QLE
https://bit.ly/3eRSWCp

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquire knowledge about classroom communication, management, professional competencies, co-curricular, language diversity and academic discipline in teaching Economics	**K1, K2**
CO2	To appreciate the language diversity, various academic disciplines that exists in the classroom	**K3**
CO3	To organize co-curricular activities for effective teaching and learning of Economics subjects	**K4**
CO4	To appraise on classroom communication, management skills, qualities of a teacher for teaching Economics.	**K5**
CO5	To develop and build skills in professional competencies needed for the Economics teacher.	**K6**

Course Code	B214PPEL
Course Title	**Pedagogy of English III**
Credits	**4**
Hours	**60**
Semester	**IV**
Regulation	**2019**

Course Overview

The entire course content discusses on how a language plays a significant role in transaction of numerable subjects and discipline, ethics and quality of teaching professionals and the fluency aspects of English language.

Course Objectives

- To attain fluency of English speech.
- To appreciate the language study for specific purpose.
- To develop the professional Competencies of English Teacher.
- To imbibe awareness on language across curriculum.
- To analyse various aspects of discipline and subjects.

Prerequisite	Knowledge of the role of language in learning various discipline.

SYLLABUS

Unit	Contents	Hrs	COs	Cognitive Level
I	**Language Across Curriculum** Etymology in content area – Methods for Curricular Transaction: Discussions, Debates Seminars, and Questioning – Reading Strategies – Informational Reading and Writing in the Content Areas Writing With a Sense of Purpose – Writing to Learn and Understand – Note Making – Note Taking – Summarizing – Nature of Expository Texts Vs. Narrative Texts; Transactional Vs. Reflexive Texts – Process Writing – Analyzing Students' Writings to Understand their Conceptions – Language in Internet and Mobile Phone – Barriers in language.	12	CO1, CO4, CO5	K1, K2, K3, K4, K5, K6
II	**Understanding Discipline and Subjects** Definition & Meaning: Curriculum, Syllabus, Academic Discipline and School Subject - Relationship and Difference between School Subjects and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines - Classification of Academic Disciplines: Biglan Typology (Pure-Hard, Pure-Soft, Applied-Hard and Applied-Soft Types) – Vocational Courses.	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
III	**Fluency** Use of Conventional Formulae: Greetings, Apology, Invitation, Refusal, Thanking – Various Concepts: Condition, Suggestion, Prohibition, Permission, Probability, Likelihood, Obligation, Necessity and Concession – Oral Fluency – Root Words of English Vocabulary.	12	CO1, CO3	K1, K2, K3, K4
IV	**English for Specific Purpose (ESP)** English for Science and Technology, Business Communication, Academic Purpose, Occupational Purposes, International Understanding and Digital literacy – TOEFL – IELTS - Received Standard Pronunciation.	12	CO1, CO2, CO4, CO5	K1, K2, K3, K4, K5, K6
V	**Professional Competencies of an English Teacher** Concept of Profession - Teaching as a profession - Professional Ethics for Teachers - Special Qualities of a Good English Teacher - Teacher Appraisal and Accountability - Importance of Professional Development - Programme for Quality Improvement: Workshops, Conference, Panel Discussions, Field Trips, Online Sharing, Writing Articles, Research Projects - Need for In-	12	CO2, CO4	K1, K2, K3, K4, K6

	Service Training Programme - Organizing Events - English Literary Association			

Text Books

James, D. (1989). *An outline of english reference*. Kalyani Publications.

Singh, Y. k. (2005). *Teaching of english*. APH Publishing Corporation.

References

Darbyshire, A. E. (1967). *A description of english*. Arnold Heinemann.

Diwakar, P. Y. (2019). *A course in english pronunciation*. Published by Nation Press.

Gimson, A.C. (1980). *An introduction to the pronunciation of english*. Edward Arnold Publications.

Hoge, A, J. (2014). *Effortless English: Learn to speak english like a native*. Atlantic Publishers and Distributors.

O'Malley, J., &Chamol, A. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.

Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford University Press.

Thomas, C. (2020). *Beyond prepositions for ESL learners - Mastering English Prepositions for Fluency*. Atlantic Publishers and Distributors.

Web Resources

Language Across Curriculum

https://bit.ly/3eKlNZv

Understanding Discipline and Subjects

https://bit.ly/3sRouAF

Fluency

https://bit.ly/3pQKGcc

Professional Competencies of an English Teacher

https://bit.ly/32KkDe1

COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To attain fluency of English speech.	K1, K2
CO2	To apply the language skills appropriately.	K3
CO3	To analyse the professional Competencies of an English Teacher.	K4
CO4	To evaluate English for specific purpose	K5
CO5	To apply the language skills for specific purpose both in oral and written communication	K6

Course Code	B214PPGE
Course Title	**Pedagogy of Geography III**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**IV**
Regulation	**2019**

Course Overview

The course, pedagogy of Geography Paper III introduces student-teachers tobuild the ability to adopt effective classroom managerial skills and strategies. This course will help student teachers understand key concepts of Professional Competencies of Geography Teacher, Co-curricular Activities in Geography and Understanding Discipline and Subjects. This paper makes the student teachers toappreciate the usage of language across the curriculum.

Course Objectives

- To creates the ability to adopt effective classroom managerial skills and strategies
- To enhances the professional skills and commitment to become a proficient teacher
- To demonstrates the skills and abilities for organizing various co-curricular activities
- To values the usage of language across the curriculum
- To correlates academic disciplines and school subjects and its importance.

Prerequisite	Basic concepts on communication, language, academic discipline and Professional competencies.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Classroom Communication and Management** Classroom Communication: Elements, Process and Types - Communication Networks - Communication Skills required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis - Characteristics, Flander's Interaction Analysis Category System (FIACS) - Classroom Management: Concept, Principles, Techniques and Factors - Managing Behavior Problems in Classroom - Classroom Time management.	14	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
II	**Professional Competencies of Geography Teacher** Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Geography Teacher - Changing Roles and Responsibilities - Importance of Professional Development- Need for In-service Training- Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research - Evaluation of Teacher Effectiveness.	11	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
III	**Co-curricular Activities in Geography** Co-curricular Activities - Concept, Importance, Types, Role of Teacher and Advantages - Guidelines for Conducting Co-curricular Activities- Various Co-curricular Activities: Organizing Events on Specific Days, Morning Assembly, Field Trip, Exhibition, Drama and Thought-Provoking Activities –Geography Club.	11	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
IV	**Language Across Curriculum** Etymology in Content Area – Multilingualism in Classroom Transaction– Home Language Versus School Language – Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text – Process of Writing: Note Making, Note Taking, Summarizing –Language Barriers.	11	CO3, CO5	K4, K6
V	**Understanding Disciplines and Subjects** Definition and Meaning: Academic Discipline and School Subject – Relationship between School Subject and Academic Discipline – Evolution and Emerging Trends in Academic Disciplines – Betcher and Biglan Classification of Academic Discipline – Inclusion of Work-related Subjects in School Syllabus and their need – Interdisciplinary nature of Geography – Inculcation of	13	CO3, CO4, CO5	K4, K5, K6

Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Geography Discipline.		

Text books

Aggarwal, J. C. (2003). *Development and planning of modern education*. Vikas Publishing House.

Arulsamy, S. (2014). *Curriculum development*. Neelkamal Publications.

Mangal, S. K. &Mangal, U. (2008). *Teaching social studies*. PHI Publications.

Phillips, I. (2008). *Teaching history – Developing as a reflective secondary teacher*. SAGE Publications.

Vallabi, J. E. (2017). *Language across the curriculum*. Neelkamal Publications.

References

Agnihotri, R. K. (1995). Multilingualism as a classroom resource. Heinemann Educational Books.

Arulsamy, S. (2014). *Curriculum development*. Neelkamal Publications.

Mangal, S.K.&Mangal, U. (2009). *Essentials of educational technology*. PHI Publication.

Misra, B. (2004). *Curriculum reform and educational development*. Muhit Publications.

Roblyer, M. D. (2008). *Integrating educational technology into teaching*. Pearson.

Singh, Y. K. (2004). *Teaching of history*. A P H Publishing Corporation.

Web Resources

Classroom Communication and Management

https://bit.ly/3JB9w7M

Professional competencies of a teacher

https://bit.ly/3ERVz1L

https://bit.ly/3FSnrnv

Co-curricular Activities

https://bit.ly/34l3nfS

Language across Curriculum

https://bit.ly/3EX8iA1

Understanding Disciplines and Subjects

https://bit.ly/3JCloqb

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To define and explain about classroom communication, professionalism and co-curricular activities.	**K1, K2**
CO2	To apply various classroom communication skills and co-curricular activitiesin their classroom teaching.	**K3**
CO3	To analyze professionalism, Linguistics and academic discipline in their classroom teaching.	**K4**
CO4	To justify and prescribe the classroom communication, professionalism and co-curricular activities in their classroom teaching.	**K5**
CO5	To develop the classroom communication skills, professionalism, Linguistics, academic disciplines and co-curricular activities in their classroom teaching.	**K6**

Course Code	**B214PPHS**
Course Title	**Pedagogy of History III**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**IV**
Regulation	**2019**

Course Overview

The course, pedagogy of History Paper III introduces student-teachers to   build the ability to adopt effective classroom managerial skills and strategies. This course will help student teachers understand key concepts of Professional Competencies of History Teacher, Co-curricular Activities in History and Understanding Discipline and Subjects. This paper makes the student teachers to appreciate the usage of language across the curriculum.

Course Objectives

- To build the ability to adopt effective classroom managerial skills and strategies
- To develop professional skills and commitment to become a proficient teacher
- To explore the skills and abilities for organizing various co-curricular activities
- To appreciate the usage of language across the curriculum
- To relate academic disciplines and school subjects and its importance.

Prerequisite	Basic concepts on communication, language, academic discipline and Professional competencies.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Classroom Communication and Management** Classroom Communication: Elements, Process and Types - Communication Networks - Communication Skills required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis - Characteristics, Flander's Interaction Analysis Category System (FIACS) - Classroom Management: Concept, Principles, Techniques and Factors - Managing Behavior Problems in Classroom - Classroom Time management.	14	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
II	**Professional Competencies of History Teacher** Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a History Teacher - Changing Roles and Responsibilities - Importance of Professional Development- Need for In-service Training- Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research - Evaluation of Teacher Effectiveness.	11	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
III	**Co-curricular Activities in History** Co-curricular Activities: Concept, Importance, Types, Role of Teacher and Advantages - Guidelines for Conducting Co-curricular Activities- Various Co-curricular Activities: Organizing Events on Specific Days, Morning Assembly, Field Trip, Exhibition, Drama and Thought-Provoking Activities - History Club.	11	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
IV	**Language Across Curriculum** Etymology in Content Area – Multilingualism in Classroom Transaction– Home Language Versus School Language – Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text – Process of Writing: Note Making, Note Taking, Summarizing – Language Barriers.	11	CO3, CO5	K4, K6
V	**Understanding Disciplines and Subjects** Definition and Meaning: Academic Discipline and School Subject – Relationship between School Subject and Academic Discipline – Evolution and Emerging Trends in Academic Disciplines – Betcher and Biglan Classification of Academic Discipline – Inclusion of Work-related Subjects in School Syllabus and their need – Interdisciplinary nature of History – Inculcation of Practical Knowledge, Community	13	CO3, CO4, CO5	K4, K5, K6

Knowledge and Intuitive Knowledge through School Subject - Careers related to History Discipline.			

Text books

Aggarwal, J. C. (2003). *Development and planning of modern education*. Vikas Publishing House.

Arulsamy, S. (2014). *Curriculum development*. Neelkamal Publications.

Mangal, S. K. &Mangal, U. (2008). *Teaching social studies*. PHI Publications.

Phillips, I. (2008). *Teaching history – Developing as a reflective secondary teacher*. SAGE Publications.

Vallabi, J. E. (2017). *Language across the curriculum*. Neelkamal Publications.

References

Agnihotri, R. K. (1995). Multilingualism as a classroom resource. Heinemann Educational Books.

Arulsamy, S. (2014). *Curriculum development*. Neelkamal Publications.

Mangal, S.K.&Mangal, U. (2009). *Essentials of educational technology*. PHI Publication.

Misra, B. (2004). *Curriculum reform and educational development*. Muhit Publications.

Roblyer, M. D. (2008). *Integrating educational technology into teaching*. Pearson.

Singh, Y. K. (2004). *Teaching of history*. A P H Publishing Corporation.

Web Resources

Classroom Communication and Management

https://bit.ly/3JB9w7M

Professional competencies of a teacher

https://bit.ly/3ERVz1L

https://bit.ly/3FSnrnv

Co-curricular Activities

https://bit.ly/34l3nfS

Language across Curriculum

https://bit.ly/3EX8iA1

Understanding Disciplines and Subjects

https://bit.ly/3JCloqb

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To state and extend knowledge on classroom communication, professionalism and co-curricular activities.	K1, K2
CO2	To adopt various classroom communication skills and co-curricular activities in their classroom teaching.	K3
CO3	To explore professionalism, Linguistics and academic discipline in their classroom teaching.	K4
CO4	To assess the classroom communication, professionalism, academic discipline and co-curricular activities in their classroom teaching.	K5
CO5	To cultivate the classroom communication skills, professionalism, Linguistics, academic disciplines and co-curricular activities in their classroom teaching.	K6

Course Code	**B214PPMT**
Course Title	**Pedagogy of Mathematics III**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**III**
Regulation	**2019**

Course Overview

This Course offers the student teachers an exposure on the various classroom management and communication skills. A detailed input regarding the problems in Mathematics and the scope for research in Mathematics Education has been given. The co-curricular activities concerned with Mathematics has been deliberated in detail. In addition, the role of language for the learners in enriching their learning has been mentioned.

Course Objectives

- To gain exposure on the attributes of a teacher and co-curricular activities
- To analyse the concept of classroom management and communication
- To explore the recent research areas in Mathematics Education
- To appreciate the usage of language across the curriculum
- To relate academic disciplines and school subjects and its importance.

Prerequisite	Basic Skills of teaching and learning Mathematics

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Classroom Communication and Management** Classroom Communication: Elements, Process and Types – Communication Networks – Communication Skills required for Teachers – Barriers to Communication and Methods to Overcome – Classroom Interaction Analysis: Characteristics, Flander's Interaction Analysis Category System (FIACS) – Classroom Management: Concept, Principles, Techniques and Factors – Managing Behaviour Problems in Classroom – Classroom Time Management.	15	CO1, CO2	K1, K2, K3
II	**Research in Mathematics Education** Purpose and Scope of Research in Mathematics Education - Survey of Research in Mathematics Education conducting in Abroad and in India - Contemporary and Emerging issues in Mathematics Education - Research in Policy Making, Teaching and Student- Learning - Agencies of Research in Mathematics Education.	8	CO2, CO3, CO5	K3, K4, K5
III	**Teacher and Co-Curricular activities in Mathematics** Mathematics Teacher: Characteristics, Personal, Professional and Social Qualities and Professional Development - Co-curricular Activities: Concept, Importance, Types, Role of Teacher and Advantages – Guidelines for Conducting Co-curricular Activities – Significance of Eminent Mathematicians – Field Trip – Exposure to WOLFRAM, ABACUS, UCMAS and KUMON - Mathematics Club: Organisation, Activities and Values.	10	CO2, CO5	K3, K6
IV	**Language Across Curriculum** Etymology in Content Area – Multilingualism in Classroom Transaction– Home Language Versus School Language – Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text – Process of Writing: Note Making, Note Taking, Summarizing –Language Barriers	13	CO3, CO4	K4, K5
V	**Understanding Discipline and Subjects** Definition and Meaning: Academic Discipline and School Subject – Relationship between School Subject	14	CO4, CO5	K5, K6

	and Academic Discipline – Evolution and Emerging Trends in Academic Disciplines – Betcher and Biglan Classification of Academic Discipline – Inclusion of Work-related Subjects in School Syllabus and their need – Interdisciplinary nature of Mathematics – Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Mathematics Discipline.			

Text Books

Best, J.W. (2009). *Research in education.* PHI Learning.

James, A. (2010). *Methods of teaching mathematics*. Neelkamal Publishers.

James, A. (2005). *Teaching of mathematics.* Neelkamal Publications.

Kulshrestha, A.K. (2013). *Teaching of mathematics*. Lall Book Depot

References

James, A. (2010). *Methods of teaching mathematics*. Neelkamal Publishers.

James, A., &Alwan, J. (2011). *Skills and strategies of teaching mathematics*. Neelkamal Publishers.

James, A. (2005). *Teaching of mathematics.* Neelkamal Publications.

Kulshrestha, A.K. (2013). *Teaching of mathematics*. Lall Book Depot.

Mangal, S.K. (2004). *Teaching of mathematics.* Tandon Publications.

Pratap, N. (2008). *Teaching of mathematics*. Lall Book Depot.

Sidhu, K.S. (2005). *The teaching of mathematics*. Sterling Publishers

Web Resources

Flanders Interaction Analysis

https://bit.ly/3Htp5wh

Research in Mathematics Education

https://bit.ly/3sZRd6a

Qualities of a Mathematics Teacher

https://bit.ly/31kwm2h

Note making and Note Taking

https://bit.ly/3EO7MEC

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the foundations of Classroom Communication, research areas in Mathematics education and the role of language in Mathematics curriculum and difference between an academic discipline and school subject	**K1, K2**
CO2	To imbibe the spirit of a researcher and the attributes of a Mathematics teacher with adequate knowledge in co-curricular activities.	**K3**
CO3	To analyse the different research areas in connection with learning Mathematics and the emerging trends in academic discipline	**K4**
CO4	To identify the importance of language in the teaching-learning process	**K5**
CO5	To explore new areas of research in Mathematics education	**K6**

Course Code	**B214PPPS**
Course Title	**Pedagogy of Physical Science III**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**IV**
Regulation	**2019**

Course Overview

Pedagogy of Physical Science Part III is a methodology paper which deals with the role of Physical Science teacher in school, apart from teaching the subject. The aim of this course is to make the student teachers aware of certain concepts that help them to manage the students effectively and to create a healthy climate in classroom. In this course, the techniques to improve classroom communication, interaction analysis, classroom management and time management are discussed. The roles and responsibilities of a teacher, teacher appraisal programmes and the co-curricular activities in the subject are also dealt in this course. Also, this course discusses how language is used in transacting the curriculum and also the concepts of school subjects and academic disciplines.

Course Objectives

- To plan and organise various co-curricular activities
- To analyse the concept of classroom management and communication
- To familiarise with the various programmes for the professional development of teachers
- To appreciate the usage of language across the curriculum
- To relate academic disciplines and school subjects and its importance.

Prerequisites	Basic understanding of activities performed in high schools.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Classroom Communication and Management** Classroom Communication: Elements, Process and Types - Communication Networks – Communication Skills required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis: Characteristics, Flander's Interaction Analysis Category System (FIACS) - Classroom Management: Concept, Principles, Techniques and Factors - Managing Behaviour Problems in Classroom – Classroom Time Management.	14	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	**Professional Competencies of Physical Science Teacher** Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Science Teacher - Scientific Attitude - Scientific Temper - Changing Roles and Responsibilities - Importance of Professional Development - Need for In-service Training - Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research – Evaluation of Teacher Effectiveness.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Co-curricular Activities** Co-curricular Activities: Concept, Importance, Types, Role of Teacher and Advantages - Guidelines for Conducting Co-curricular Activities – Observance of Days of Scientific Importance - Field Trip and Excursion - Science Club: Organization, Activities and Values - Science Fair/Exhibition: Objectives, Organization, Criteria for Evaluating Exhibits.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	**Language across Curriculum** Etymology in Content Area – Multilingualism in Classroom Transaction– Home Language Versus School Language – Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text – Process of Writing: Note Making, Note Taking, Summarizing – Language Barriers.	10	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

V	**Understanding Disciplines and Subjects** Academic Discipline and School Subject – Relationship between School Subject and Academic Discipline – Evolution and Emerging Trends in Academic Disciplines – Betcher and Biglan Classification of Academic Discipline – Inclusion of Work-related Subjects in School Syllabus – Interdisciplinary Nature of Physical Science – Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Physical Science Discipline.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Textbooks

Mohan, R. (2010). *Teaching of Physical Science*. Neelkamal Publications.

Nayak, A.K. (2004). *Teaching of Physics*. A.P.H. Publishing Corporation.

Panneerselvam, A. &Rajendiran, K. (2005). *Teaching of Physical Science*. Shantha Publishers.

References

Aslam, K. (2016). *Pedagogy of Physical Science*. Everest Publishers.

Jothi, A. (2009). *Teaching of Physical Science –II*. Centrum Press.

Kulshrestha, S.P., & Gaya, S. (2011). *Teaching of Physical Science*. Lal Book Depot.

Mangal, S.K., & Mangal, V. (2009). *Essentials of educational technology*. Prentice Hall of India.

Rajasekar, S. (2005). *Methods of teaching Physical Science*. Neelkamal Publications.

Veer, U. (2004). *Modern teaching of Physics*. Anmol Publications.

Vanaja, M., &Bhaskara, R. D. (2004). *Methods of teaching Physics*. Discovery Publishing House.

Yadav, M.S. (2004). *Modern teaching of Chemistry.* Anmol Publications.

Web Resources

Co-curricular Activities

https://bit.ly/3HCv4iJ

Professional Development of Teachers

https://bit.ly/3qMOnib

Classroom Management Techniques

https://bit.ly/3sTN5VB

COURSE OUTCOME(COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain acquaintance with the aspects of co-curricular activities and effective classroom management.	**K1**, **K2**
CO2	To conduct various co-curricular activities in schools and use language effectively in classrooms.	**K3**
CO3	To analyse the procedure of organising co-curricular activities and professional development programmes.	**K4**
CO4	To assess the values inculcated through time management, professional ethics, co-curricular activities.	**K5**
CO5	To create new activities that use students' potential to manage classroom effectively and write new texts to improve understanding.	**K6**

Course Code	**B214PPTL**
Course Title	**தமிழ் கற்பித்தல் III**
Credits	**4**
Hours	**60**
Category	**Pedagogy Course**
Semester	**IV**
Regulation	**2019**

Course Overview

படைப்பாற்றலைவளர்க்கும் வழிமுறைகளைஅறியும் வகையிலும் வகுப்பறையைதிறம்பட மேலாண்மைசெய்வதற்கானவழிகாட்டுதல்களைக் கூறும் நோக்கிலும் இப்பாடத்திட்டம் அமைகிறது.

ஊழரசளரு முடிதஙந உ வளைநள

- மொழித் தோற்றக் கொள்கைகளைவிவரிப்பதோடு,தமிழ்மொழியின் தனித்தன்மைகளைக் கண்டுபெருமிதம் கொள்ளுவர்
- கலைத்திட்ட இணைசெயல்பாடுகளைநடத்தும் திறனைப் பெறுவர்
- சிறந்ததகவல்தொடர்புதிறனையும் வகுப்பறையைமேலாண்மைசெய்யும் ஆற்றலையும் பெறுவர்
- கலைத்திட்டத்தில் மொழியின் பங்கினையறிந்துமொழித்திறன்களைவளர்த்துக்கொள்வர்
- படிப்புத்துறைக்கும் பாடப்பொருளுக்கும் இடையேயானதொடர்பினையும் துறைதொடர்பானதொழில் வாய்ப்புகளையும் புரிந்துகொள்வர்.

Prerequisite	மொழியின் தோற்றம் - கலைத்திட்டசெயல்பாடுகள் தொடர்பானஅறிவு

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**மொழியின் தோற்றமும் வளர்ச்சியும்** மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் -மொழியின் வளர்ச்சி–தமிழ் மொழிவரலாறு–கிளைமொழிக் கொள்கைகள் - பேச்சுமொழியும் எழுத்துமொழியும் - வரிவடிவவரலாறு - தமிழ் மொழியின் தனித் தன்மைகள்	10	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
II	**கலைத்திட்ட இணைசெயல்பாடுகள்** கலைத்திட்டஇணைசெயல்பாடுகளின் இன்றியமையாமை - இலக்கியக்கழகங்களின் செயல்பாடுகள்: இசைப்போட்டி, பேச்சுப்போட்டி, கட்டுரைப்போட்டி கவிதைப்போட்டி, நாடகப்போட்டி, நடனப்போட்டி, நாட்டுப்புறக் கலைகள், மரபுசார்ந்த விளையாட்டுகள் போன்றவற்றை நடத்துதல் - சொற்பொழிவு, பட்டிமன்றம், கவியரங்கு, கருத்தரங்கு போன்ற நிகழ்ச்சிகளை நடத்துதல் - காலை வழிபாடு நடத்துதல் - பள்ளி இதழ்கள் தயாரித்தல் - கையெழுத்துப் பிரதிகள் எழுதிசேகரித்தல் - கண்காட்சிஅமைத்தல் - கல்விச்சுற்றுலா,களப்பயணம் மேற்கொள்ளுதல் - விழிப்புணர்வு முகாம்கள் நடத்துதல் - விழாக்கள் மற்றும் தேசியத் தலைவர்களின் பிறந்தநாட்கள் கொண்டாடுதல் - கைவினை பொருட்கள் தயாரித்தல்.	12	CO2, CO5	K3, K6
III	**தகவல்தொடர்பும் வகுப்பறைமேலாண்மையும்** தகவல் தொடர்பு–கருத்து–தகவல் தொடர்பு கூறுகள் - தகவல் தொடர்பில் ஏற்படும் தடைகள் - (அகக்காரணி,புறக்காரணி),தகவல் தொடர்பு வகைகள் : மொழிசார்ந்தது,மொழி சாராதது–பிளாண்டர்ஸ் கருத்தளாவுதல் பகுப்பாய்வு. வகுப்பறை மேலாண்மை உத்திகள் - வகுப்பறை மேலாண்மையைப் பாதிக்கும் காரணிகள் –வகுப்பறையில் ஏற்படும் நடத்தை பிரச்சனைகள் - வகுப்பறை மேலாண்மையில் ஆசிரியர் பங்கு - பரிசும் தண்டனையும் - வகுப்பறையில் நேரமேலாண்மை.	14	CO3, CO5	K4, K6
IV	**கலைத்திட்டமும் மொழியும்** வகுப்பறை இடைவினையில் பன்மொழித்தன்மை–பள்ளிமொழியும் வீட்டுமொழியும் - கற்றலுக்கும் புரிதலுக்கும் எழுதுதல்: விளக்கஉரைஎழுள. கதைஉரை, கருத்துப் பரிமாற்ற வகையிலான உரைVs.ஆழ்ந்தசிந்தனையைப் பிரதிபலிக்கும் உரை– எழுதும் செயல்முறைகள்: குறிப்புதயாரித்தல், குறிப்புஎழுதுதல் சுருக்கியுரைத்தல்.	12	CO1, CO4, CO5	K1, K2, K5, K6

V	படிப்புத்துறையையும் பாடப்பொருளையும் புரிந்துகொள்ளல் வரையறையும் பொருளும்: படிப்புத்துறையும் பாடப்பொருளும் - படிப்புத்துறைக்கும் பாடப்பொருளுக்கும் இடையேயானதொடர்பு - படிப்புத்துறையின் பரிணாமமும் வளர்ச்சிப்போக்கும் -பெட்சர்-பிக்லர் வகைப்பாடு– தமிழ்த்துறைக்கும் பிறதுறைக்குமானத் தொடர்பு -பள்ளிப்பாடத்திட்டத்தில் தொழில் சார்ந்த பாடத்தை உள்ளடக்குவதன் தேவை–செய்முறை அறிவு, சமூக அறிவு,உள்ளுணர்வு அறிவு இவற்றைப் பள்ளிப் பாடப்பொருளின் வழி உட்புகுத்தல் - தமிழ்த்துறை தொடர்பான தொழில் வாய்ப்புகள்.	12	CO1	K1, K2

Text Books

கலைச் செல்வி. வெ., (2012). *கல்வியியல் சிறப்புத் தமிழ்*. சஞ்சீவ் வெளியீடு.

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கணபதி வி., (2004). *தமிழ் இலக்கண இலக்கியஅறிமுகம்*.சாந்தாபப்ளிசர்ஸ்.

கலைச் செல்வி. வெ., (2012). *தமிழபயிற்றல் நுட்பங்கள்*.சஞ்சீவ் வெளியீடு

நாகராசன். கி. (2009). *கல்விப்புதுமைகளும் மேலாண்மையும்*. இராம் பதிப்பகம்.

பரமசிவம் சொ., (2008). *நற்றமிழ் இலக்கணம்*.பட்டுப்பதிப்பகம்.

வைத்தியநாதன்.பி.கெ., ஆர். ராசகோபாலன்..(2007). *பள்ளிமேலாண்மை*. சாந்தாபப்ளிசர்ஸ்

Mangal S.K, Uma Mangal., (2009). *Essentials of Educational Technology*. PHI
    Learning

Web Resources

மொழியின் தோற்றமும் வளர்ச்சியும்
https://bit.ly/3JG2uib
கலைத் திட்ட இணைசெயல்பாடுகள்
https://bit.ly/3EX8iA
தகவல் தொடர்பும் வகுப்பறைமேலாண்மையும
https://bit.ly/3JCloqb
https://bit.ly/3HFi0ZY
படிப்புத்துறையையும் பாடப்பொருளையும் புரிந்து கொள்ளல்
https://bit.ly/3ePBYEK
கலைத் திட்டமும் மொழியும்
 https://bit.ly/3qJTbFc

COURSE OUTCOME(COs) - COGNITIVE LEVEL MAPPING

COs	CO Discription	Cognitive Level
CO1	மொழித் தோற்றக் கொள்கைகளைநினைவுகூர்தல். படிப்புத துறைபாடப்பொருள் இவற்றை வரையறுத்தலும் தொடர்புபடுத்தலும்,தகவல் தொடர்பின் வகைகளைப் பட்டியலிடுதல், படிப்புத்துறையின் போக்குகளை விவரித்தல், தமிழ்த்துறை தொடர்பான தொழில் வாய்ப்புகள் குறித்தஅறிவைப் பெறல்	K1, K2
CO2	தமிழர் மரபுகளை அடுத்த தலைமுறைக்குப் பரிமாற்றம் செய்தல், கிளைமொழிச் சொற்களைத் சேகரித்தல். எழுதுதலில் பல்வேறு உரை வரைவுகளைப் பயன்படுத்தல்	K3
CO3	பேச்சுமொழியையும் எழுத்துமொழியையும் ஒப்பிடல், இணைசெயல்பாடுகளை நடத்துதலில் ஏற்படும் சிக்கல்களுக்குத் தீர்வுகாணல்,வகுப்பறை கருத்தளாவுதலைப் பகுத்தாய்தல் பெட்சர்-பிக்லர் கருத்தின் படிபடிப்புத்துறையை வகைப்படுத்தல்	K4
CO4	வகுப்பறை கருத்தளாவு தலைமதிப்பிடுதல், வகுப்பறை நடத்தை பிரச்சனை முடிவுகாணல், பள்ளிமொழிக்கும் வீட்டுமொழிக்கும் இடையேயான வேறுபாடுகளைக் காணல்	K5
CO5	தமிழ் மொழியின் தனித் தன்மைகளைப் போற்றுதல், கலைத்திட்ட இணைசெயல்பாடுகளை ஒருங்கமைத்து நடத்தல் வகுப்பறையை திறம்படநிர்வகித்தல். உயர் நிலைத் திறன்களை மேம்படுத்திக் கொள்ளல், தமிழ்த்துறையையும் பிறதுறையையும் ஒருங்கிணைத்தல்	K6

Course Code	**B214OENE**
Course Title	**Environmental Education**
Credits	**4**
Hours	**60**
Category	**Elective Course**
Semester	**IV**
Regulation	**2020**

Course Overview

Environmental education has been considered as an important aspect of teacher education curriculum. The various dimensions of curriculum in Environmental Education and methods of teaching Environmental Education at school level are discussed. Environmental education is an elective subject that is taught to increase awareness and knowledge about environmental issues among the prospective teachers. It lies in the hands of teachers to inculcate love for nature among the student community. This will induce curiosity to learn about our environment and develop the ability to solve the problems with a scientific approach to build a sustainable planet.

Course Objectives
- To evaluate the socio-economic impacts of environmental degradation,
- To apply the remedial ways to protect the environment in daily life,
- To generate an awareness about environmental issues,
- To analyse population growth and its impact on environment,
- To design tools and techniques for the evaluation of environmental education.

Prerequisites	Basic knowledge of Environment and Education.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Fundamentals of Environmental Education** Environment – Meaning- Components (Biotic and Abiotic) - Natural Resources (Water, Forests, Wild Life, Fisheries, Biodiversity) - Concept of Ecosystem - Ecological Pyramids and Food Web - Human Ecology - Human Beings as part of the Environment and Human Adaptations to Environment- Environmental Education - Objectives, Nature, Scope, Guiding Principles and Importance of Environmental Education.	12	CO1, CO2, CO3	K1, K2, K3, K4
II	**Environmental Hazards and Management** Environmental Pollution - Air, Land, Water, Noise and Radiation - Depletion of Natural Resources - Deforestation, Soil Erosion and Ozone Depletion - Socio Economic Impacts of Degradation of Environment- Population and its effect on Environment- Environmental Problems of India : Climatic change and Loss of Bio Diversity (Extinction of Flora and Fauna) - Socio Economic Impacts of Degradation of Environment - Protection of the Environmental Heritage – Sustainable Environmental Practices: Rain Water Harvesting, Preserving and Restoring the Environment.	12	CO2, CO5	K3, K6
III	**Environmental Issues and Awareness** Laws of Conservation and Protection Role of Media and Ecotourism in creating Environmental Awareness- UNEP- Environmental Movements in India: Chipko Movement, Narmada Valley Movement, Tiger Project and Ganga Action plan - Environmental Concerns Across the Globe: Green Peace Movement (1971), Stockholm Conference (1972), Nairobi Conference (1982), RIO Declaration (1992), Kyoto Protocol (2005), Tbilisi (2007) & (2012), RIO Summit (2012) and EIA 2020.	12	CO1, CO3, CO4	K1, K2, K3, K5
IV	**Environmental Education in Curriculum** Dimensions of Curriculum in Environmental Education-Methods of teaching Environmental Education – Lecture, Demonstration, Discussion, Seminar, Workshop, Dialogues, Problem Solving, Projects, Exhibition and Role of ICT - Major Constraints for the Implementation of Environmental Education at School Level.	12	CO1, CO2, CO4	K1, K2, K3, K5

V	**Evaluation in Environmental Education** Environmental Impact Assessment: - Steps and Significance - Outcomes in Environmental Education - Estimating Awareness, Understanding and Application of Knowledge for Protection of environment - Tools and Techniques: Achievement and Performance tests, Attitudes and Value Scales, their Use and Limitations.	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6

Text books

Reddy., Thomas., (2015) *Text Book on Environmental Education*. Discovery Publications.

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Aruljothy., Balaji, D.L., & Rajesh, V. (2009). *Environmental education*. Centrum Press

Kumar, A. (2004). *A text book of environmental science*. APH Publishing Corporation.

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Shrivastava, K.K. (2004). *Environmental education: Principles, concepts & management.* Kanishka publishers.

Web Resources

https://ncert.nic.in/desm/env-edu.php

https://ncert.nic.in/desm/pdf/environment-edu/eei.pdf

https://ncert.nic.in/textbook/pdf/lebo116.pdf

https://www.ceeindia.org/

https://www.epa.gov/education/what-environmental-education

https://www.sciencedirect.com/topics/earth-and-planetary-sciences/environmental-education

https://www.toppr.com/bytes/what-is-environmental-education/

https://www.researchgate.net/publication/261133541_A_text_book_of_Environmental_Education

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To recall, describe and investigate the concept and relationship between components of ecosystem.	**K1, K2**
CO2	To understand the need and significance of Environmental Education and develop the curriculum and syllabus for imparting EE in schools.	**K3**
CO3	To identify and analyses the interactions of human beings with the environment.	**K4**
CO4	To integrate Laws of Conservation and Protection of environment in India and other places across the globe and relate the impact of climate change.	**K5**
CO5	To understand and apply the knowledge of EIA- Environmental Impact Assessment for protection of environment.	**K6**

Course code	B214OHPE
Course Title	**Health and Physical Education**
Credits	**4**
Hours	**60**
Category	**Elective Course**
Semester	**IV**
Regulation	**2019**

Course Over view

Aim of this course is to give the basic knowledge about yoga, health and physical education. In this course the importance of food and nutrition is highlighted to practice the healthy and balanced diet. In this course the prospective teachers will learn and teach the basic skills and components of physical fitness. The other modules in this course will examine the effects of exercise, injuries, postural defects, safety and security. The important aspect of this course will be yoga for health, leaning and practicing different types of asanas to improve health.

Course Objective

- To understand proficiency in the concept of Health Education
- To aware about body systems and equip them with first aid measures
- To practice healthy food habits and equip them to know their health status
- To acquire the skills for physical fitness
- To learn yogic practices to improve health.

Prerequisite	Basic Knowledge of Health and Physical Education

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Concept of Health Education** Aims and Objectives of Health Education - Dimensions and Determinants of Health - Health Needs of Children, Adolescents and Differently Abled Children - Health Education Programme – Health Instruction, Health Services, Health Supervision - Role of Teachers in Developing Health.	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
II	**Understanding of the Body System** Effects of Exercises on Various Systems of Body: Circulatory, Muscular and Digestive System –Fatigue – Injuries - Common Injuries of Muscles: Strain, Sprain, Contusion, Laceration and Abrasion - Bone Injuries: Dislocation and Fracture, Causes, Prevention and First Aid - Posture: Importance and Causes for Poor Posture - Postural Defects and Exercises for Improving Postural Defects.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Food and Nutrition** Food Habits: Timing, Classification and Main functions of Food - Balanced Diet - Importance of Natural Food - Malnutrition: Causes of Malnutrition - Diet for Obesity and Underweight.	6	CO1, CO3, CO4	K1, K2, K4, K5,
IV	**Physical Fitness and Safety Measures** Physical Fitness: Aims and Objectives- Components of Physical Fitness Variables: Strength, Muscular Endurance, Flexibility, Cardio Vascular Endurance and Body Composition - Physical Fitness Test Battery and Benefits - Safety and Security: Disasters in the Play Field, Road, Home and School (Fire Accidents, Snake and Dog Bite) - Animal Attacks: Prevention and Treatment.	18	CO1, CO2, CO4	K1, K2, K3, K5,
V	**Yoga for Health** Concept and Benefits of Yoga - Physical, Physiological, Psychological and Therapeutic - Eight Limbs of Yoga - Pranayamas and Yogasanas for Health: Sitting, Supine, Prone, Kneeling and Standing Position.	12	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6

Text books

Akila, S., &Alagesan, S. (2009). *Physical and health education.* Coimbatore Q Books.

Borkar, S.K. (2015). *Organisation and administration in physical education. S*ports Publication.

Dash, B.N. (2017). *Health and physical education*. Neelkamal Publication.

Jain, R. (2005*). Sports Injuries*. Khel Sahitya Kendra Chawla Offset Printers.

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Gopal., Rukmani., &Charles, K. (2011). *Health education for teachers from doctor's perspective*. Neelkamal publication.

Khatri, H.L., &Sumanlata. (2015). *Health and physical education*. Paragon International Publishers.

Marks, D.F., & Murray, M. (2008). *Health psychology, theory, research and practice*. Sage Publications.

Mishra, R. C. (2005). *Health and nutrition education*. A.P.H. Publishing Corporation.

Nagendra, H. R. (2011). *VyasaPushpanjali.* Vivekananda Yoga Research Foundation.

Nash, T. N. (2006). *Health and physical education.* Neelkamal Publishers.

Rawal, S.A. (2015). *History principles and foundation of physical education*. Sports Publication.

Pramanik, T. (2015). *Yoga education*. Sports Publication.

Tripathi, B.K. (2015) *Yoga a healthy way of living.* Shree Vrindavan graphics.

Web Resources

https://www.sciencedirect.com/topics/medicine-and-dentistry/determinants-of-health

https://www.cdc.gov/childrenindisasters/children-with-special-healthcare-needs

https://www.betterhealth.vic.gov.au/health/healthyliving/sports-injuries

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the concept of health education, body systems, balance diet, aims and objectives of health education, food and nutrition, safety measures and yoga.	K1, K2
CO2	To familiarize and integrate the dimensions and determinants of health, health education programme, classification of food, first aid, physical fitness test battery and disasters in the play field.	K3
CO3	To compare and analyze the health needs of children, causes of malnutrition, functions of food, common injuries, eight limbs of yoga and importance of natural food.	K4
CO4	To deduct and conclude the benefits of food habit, role of teachers in developing health, postural defects, physical fitness variables, prevention and treatment from accidents and animal attack, yoga asanas for health.	K5
CO5	To apply and assess the effects of exercise on various systems of body, pranayamas, physical, psychological and therapeutic benefits of yoga and Exercises for Improving Postural Defects.	K6

Course Code	**B214OHRE**
Course Title	**Human Rights Education**
Credits	**4**
Hours	**60**
Category	**Elective Course**
Semester	**IV**
Regulation	**2019**

Course Overview

The course provides an introduction to basic human rights philosophy, principles, instruments, and institutions which deals with the body of laws, rules, procedures, and institutions designed to respect, promote and protect human rights at the regional, national, and international levels. This course aims to explore some aspects of the diverse and increasingly complex body of international law of human rights that has both national and international applications. The course introduces the conceptual foundations of rights from a historical and philosophical perspective. It covers the International Human Rights movement beginning with its historical origins and examining the key international declarations, agreements, and instruments. It considers selected human rights issues under international and national law. A further aim is for students to learn to relate the concept of the universal right, guaranteed by international institutions, to individual rights.

Course Objectives

- To understand, respect, gender equality, and friendship among all nations, indigenous peoples, and racial, national, ethnic, religious, and linguistic groups.
- To Understand the complex relationships among globalization, human rights, and education.
- To Perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education.
- To identify potential roles for oneself in the promotion of Human Rights Education.
- To develop analytical skills to question and appraise Human Rights policies and practices at national and international levels.

Prerequisites	Basic education and required good communication skills.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Concepts and theories of Human Rights** Human Rights: Evolution – Concept, and Meaning - Fundamental Rights - Directive Principles - Fundamental Duties; Theories of Human Rights - Natural - Legal - Social Welfare - Idealist and Historical.	12	CO1, CO2, CO5	K1, K2, K3, K6
II	**Human Rights in the International Context** UN Charter (1945) - Universal Declaration of Human Rights (1948) - International covenant on Economic, Social and Cultural Rights (1966) - International Covenant on Civil and Political Rights (1966) - Covenant on the Rights of the child (1989) - UNICEF - Convention on the Rights of Persons with Disabilities (2006).	12	CO1, CO3, CO4	K1, K2, K4, K5
III	**Human Rights Commissions and International Mechanisms** National Human Rights Commission - State Human Rights Commission - Human Rights Courts - National Commission and State Commission for women, SC/ST, Backward Classes, and Minorities.International Court of Justice - International Criminal Tribunals and Criminal Courts - Amnesty International - International Red Cross Organisation.	12	CO1, CO3, CO4	K1, K2, K4, K5
IV	**Issueson Human Rights** Poverty - Population - Illiteracy - Ragging - Eve Teasing - Human Trafficking - Rape - War – Terrorism, and Genocide - Child abuse - Child Labour - Patriarchism - Domestic Violence - Sexual Harassment - Female Infanticide and Refugees.	12	CO1, CO4, CO5	K1, K2, K5, K6
V	**Methods of teaching Human Rights** Lecture - Discussion - Brain Storming - Cooperative Learning - Case study - Role Play - Puppet show - Simulation - Mock Trials and Appeals - Social Activities.	12	CO1, CO2, CO5	K1, K2, K3, K6

Textbooks

Chandohoke, Neera. (2012). *Contested secession: Rights, self-determination, democracy, and Kashmir*. Oxford University Press.

Sen. A.N. (2002). *Human rights*. Sri Sai Law Publications.

Shukla.R.P. (2004). *Value education and human rights*. Sarup& Sons.

References

Baxi, Upendra. (2010). *The future of human rights*. Oxford University Press.

Jagannaty Mohanty. (2000). *Human rights education*. Deep & Deep Publications.

Jayapalan.N. (2000). *Human rights*. Atlantic Publishers.

Kumar, Sandeep. (2012). *Human rights and Pedagogy*. Discovery publishing House.

Nayyar Shamsi. (2003). *Human rights in the new millennium*. Anmol Publications.

Nirmal.J. (2000). *Human rights in India*. Oxford University Press.

Rajashree J. Jawale& Pratibha S. Gaikwad. (2021). *Right to education in India. Notion Press*

Sankar Sen. (1998). *Human rights in a developing society*. A.P.H. Publishing Corporation.

Web Resources

Human Rights

https://bit.ly/3G31pPm

Human Rights in the International Context

https://bit.ly/3eOaJdK

Human Rights Commissions

https://bit.ly/3eQNRu9

Issues on Human Rights

https://bit.ly/3zqCsKS

Methods of teaching Human Rights

https://bit.ly/3F7DTPX

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the concept, meaning, theories, methods, and issues of human rights education in the national and international context.	**K1, K2**
CO2	To apply and assess the role of different Fundamental Duties, rights, and methods of teaching human rights.	**K3**
CO3	To analyze the need for human rights in the international context, appraise the role and functions of the National and International level institutions to enforce human rights.	**K4**
CO4	To critically examine the role of human rights commissions and international mechanisms in the national and international context and issues related to human rights.	**K5**
CO5	To develop insight regarding the theories and various issues related to human rights violations.	**K6**

Course Code	B214OPED
Course Title	Peace Education
Credits	4
Hours	60
Category	Elective Course
Semester	1V
Regulation	2019

Course Overview

The course is about peace education to promote a peaceful culture. It delves into the history of peace education and culture, as well as the contributions of key contributors. Develop a theoretical and practical understanding of effective conflict resolution education. It promotes critical pedagogy and transformative learning as approaches to peace education. It provides an outline of the components that comprise a culture of peace, as well as how peace education might help to promote that culture. The course enables students to acquire experience and improve hands-on abilities through peace education projects aimed at schoolchildren, peers, and groups.

Course Objectives

- To encourage positive action and non-violent conflict resolution in society.
- To introduce students to the culture of peace and its role and responsibilities of the UN.
- To become critical learners and reflective peace practitioners.
- To enhance students' intellectual flexibility, creativity & problem-solving capacities.
- To motivate to strong engagement as human beings and global citizens responsible for the world around them, present and future.

Prerequisite	Basic knowledge of Peace Education

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Peace Education and Associated Concepts** Nature, Concept, Need, Aims and Objectives of Peace Education - Peace as a dynamic social reality -Various personalities in promoting Peace: Mahatma Gandhi, Mother Teresa, Nelson Mandela, Martin Luther King, Dalailama, and Malala Yousafzai.	11	CO1, CO2, CO5	K1, K2, K3, K6
II	**Understanding Conflicts, Violence and Non-Violence** Conflicts: Types of Conflicts, Positive and Negative aspects of Conflicts - Conflict Management -Conflict Resolution and Conflict resolution skills - Relationship between Peace and Violence - Effectsof Violence - Exposure Conflicts: Types of Conflicts, Positive and Negative aspects of Conflicts - Conflict Management -Conflict Resolution and Conflict resolution skills - Relationship between Peace and Violence – Effects of Violence - Exposure to violence through Media – Tolerance: Concept andNeed - Non-Violence: Significance and Factors that influence Non-Violence.	13	CO2, CO4, CO5	K3, K5, K6
III	**Approaches to Peace Education in Schools** Teaching Methods: Cooperative learning, Group Discussion, Peer Teaching, Brain Storming, RolePlay, Energizes, Story telling, Peace Pedagogy, Service Learning, Experimental Teaching, Dialogues, Inquiry Based Learning and Teaching - Co Curricular Activities: Assembly, Sports, Debate, Club Activities, Cultural Meet, Uniformed Group, Teaching and Practice of Yoga, Meditation, Anger and Stress Management, Arts, Music, Dance and Drama.	12	CO1, CO4	K1, K2, K5
IV	**Empowerment of Self and Promotion of National and World Peace** Ecological thinking and respect of life - Tolerance and respect for Human Rights - Life Skills: Self Understanding, Self-Expression, Assertiveness, Active Listening-Guidance and Counseling for Developing Self-Acceptance - Family Culture - Role of World Organization in promoting Peace: UNESCO, UNICEF, WPHO, WHO-	13	CO3, CO5	K4, K6

	Promotion of International Understanding-Non-Aligned Movement: Objectives and Principles.			
V	**Orienting Education for Peace Building** Evaluation of peace building Processes: Importance of Knowledge, Attitude, Belief, Value of Peace in India - Values that foster inner Peace: Compassion, Cooperation, Love - Constitutional Peace of Justice, Equality, Freedom-Mass Education on Effective Parenting-Role of Mass Media in Popularizing ideas of great crusaders of Peace - Role of Judiciary - Role of Religious Principles -Protection of Environment.	11	CO4, CO5	K5, K6

Text Books

Arulsamy, S. (2013). *Peace and Value Education*. Neelkamal Publication.

Charles, K., &Arulselvi, V. (2013). *Peace and Value Education*. Neelkamal Publications.

Charles, K., &Arulselvi, V. (2013). *Peace and Value Education*. Neelkamal Publications.

Navarro, L., Castro, J.N., &Galace. Peace Education: *A Pathway to a Culture of peace*, (3ed.). 2019. Published by centre for Peace Education.

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Aber, J. L., Brown., & Henrich, C.C. (1999). *Teaching conflict resolution: An effective School-based approach to violence prevention*. Columbia University, National Centre for Children in Poverty.

Adams, D. (Ed) (1997). *UNESCO and a Culture of Peace: Promoting a Global Movement*. UNESCO.

Andrews, M. L. (1992). *Educating for Peacemaking Abilities (Ed. D)*. Harvard University.

Babu, Muthuja, Usharani, R., & Arun, R. K. (2009). *Peace and Value Education*. Centrum Press.

Bjerstedt, A. (1994). *Peace Education -How? A Discussion of Steps and Measures to be Taken.* School of Education.

Bondurant, J. V. (1988). *The Conquest of Violence. The Gandhian Philosophy of Conflict*. Princeton, N. Princeton University Press.

Bullard, S. (1996). *Teaching Tolerance - Raising Open minded, emphathic children*.

Seoul. (1982). Role *of education in developed and developing countries for the international understanding and peace*.

Doubleday. (2000). *Development and Civilization*. Sage Publications.

Eisler, J. (1994). *Comprehensive Conflict Result Program.*N.Y. City Board of Education.

Hopkins, J. (ed) (2000). *The Art of Peace: Nobel Peace Laureates discuss Human Rights, Conflict and Reconciliation.* Snow Lion Publications.

Ian, M., Harris, & Mary Lee Morrison. (2013). *Peace Education (3rd ed.).* Mc Far land Publications, ISBN 978-0-7864-7246-Patel, R. S. (1956). *Educational Philosophy of Mahatma Gandhi*. Navajivan Trust.

Web Resources

Peace Report 2006-1 | PDF | Peace | Communication

https://bit.ly/3eJReDf

Past peace operations | United Nations Peacekeeping

https://bit.ly/3491T8e

Peace Education

https://bit.ly/3zpAx9K

Education for peace

https://bit.ly/3FVWIqc

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquaint and explain the concept of peace education, conflict resolution skills, and the contributions of famous peace crusaders in mass media.	K_1, K_2
CO2	To demonstrate and apply critical thinking skills to build resilient communities, effective parenting, and media exposure to violence.	K_3
CO3	To compare and analyze the role of various personalities and world organization in promoting peace.	K_4
CO4	To integrate and assess school-based peace education approaches and process of peace building.	K_5
CO5	To develop and implement great thinkers' beliefs and ideas that promotes inner peace and life skills.	K_6

Course Code	**B214OPPE**
Course Title	**Pre - Primary Education**
Credits	**4**
Hours	**60**
Category	**Elective Course**
Semester	**IV**
Regulation	**2019**

Course Overview

Pre-primary Education trains teachers on teaching methodologies so that they can provide guidance to students to reach their maximum potential. Teachers get training on the understanding of the behavioral and psychological aspects of the kids. Teachers acquire skills of helping and motivating children to socialize and build cooperation with each other. Training on the latest teaching methods and classroom teaching practice combined with feedback from experienced faculties. Skills of knowledge and guidance to act as mentors to children for overall development. Training on the ability to create an interactive classroom atmosphere to get students involved in a playful manner. Lack of providing the right knowledge to students affects student learning. Pre-primary Education course incorporating the latest training curriculum is required to not only teach a child but also to encourage, guide, and inspire a child to love learning.

Course Objectives

- To enable the students, to understand the nature, aims, and objectives of Early Childhood Education.
- To acquaint with a different recommendation.
- To understand the characteristics of Pre-school Education.
- To know the trends of Pre-primary Education in India.
- To understand the qualification and responsibilities of a pre-school teacher.

Prerequisites	Basic knowledge of Teacher Skills and Education.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Trends in Pre-primary Education in India** Pre-primary education: Meaning, importance, objectives - Types of pre-school education: Kindergarten, Anganwadis, Balwadis, Nursery School, and Montessori schools - Problems of Pre-primary Education - Recommendations by the Kothari Commission (1964 - 66), National Policy on Education (1986) - Integrated Child Development Services.	12	CO1, CO4, CO5	K1, K2, K5, K6
II	**Physical Structure and Facilities** Design of a pre-school: Site and surrounding, building plan, safety precautions, setting up a pre-school classroom- Records maintained in a Pre-school: Admission record, Stock register, Attendance register, Health register- Equipment and materials in a pre-school - Pre-School admission: Age, duration, and procedure.	12	CO1, CO2, CO3	K1, K2, K3, K4
III	**Teaching Methods and Co-curricular Activities** Methods - Storytelling, Music, Clay Modeling, Drawing and Painting, Dramatization, and Games - Co-curricular activities: Celebration of festivals, field trips, gardening, Individual, and group activities- Development of self-help skills- Developing thematic curriculum: Themes found in children's environment: family, school, flowers, trees, fruits, animals and birds.	12	CO1, CO3, CO5	K1, K2, K4, K6
IV	**Health, Nutrition, and Problems of Pre-school Children** Nutrition for pre - school children - Deficiency - Diseases among pre-school children - Common childhood illness - Adjustment problems- Bedwetting, anxiety, fear, aggression, crying, stealing, withdrawal - Remedies and Preventive measures.	12	CO2, CO4, CO5	K3, K5, K6
V	**Pre-School Teacher and Parents** Pre-school teacher: Special qualities, Qualification, Teacher - pupil ratio, Role, and responsibilities - Home visit by the teacher - School visit by the parents - Parents involvement in school activities - Principles to communicate with parents.	12	CO1, CO3	K1, K2, K4

Textbooks

Aggarwal, J.C. (1983). *Methods and materials of nursery education.* DOABA House.

Suptika Biswas. (2020). *Early childhood care & education.* Doaba House.

References

Berk, L. E. (2003). *Child development*. Prentice Hall of India.

Gupta, S. & Aggarwal, J.C. (2019). *Early childhood care and education*. Shipra Publications.

Mujibul Hasan Siddiqui. (2004). *Early childhood education.* APH Publishing Corporation.

Nayak, A. &Rao,V. (2002). *Primary education*. A P H Publishing Corporation.

Pankajam, G. (2005). Pre-primary education: philosophy and practice. Concept Publishing Company.

Singh,U.& Sudarshan, K. (2006). *Primary education*. Discovery Publishing House.

Swaminathan, M. (1990). *The first three-year*: *A source book on early childhood care and education*. UNESCO.

Web Resources

Trends in Pre-primary education in India

https://bit.ly/3qES5ut

Eary Childhood Education

https://bit.ly/3zifXb0

Early Childhood Care and Education

https://bit.ly/32OYLOh

Health, Nutrition and Problems of pre-school children

https://uni.cf/3pMUWlJ

Pre-School Teacher Trainer

https://bit.ly/3HziKQf

COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the current trends, recommendations, teaching methods-curricular activities, physical structure and facilities of classrooms, and special qualities of teachers of Pre-primary education in India.	**K1, K2**
CO2	To identify the Deficiency – Diseases among pre-school children and types of records maintained in pre-school education.	**K3**
CO3	To analyze the safety precautions, Individual, group, and Parent involvement activities followed in a pre-school.	**K4**
CO4	To explain the pre-primary educational problems and adjustment problems of pre-school children.	**K5**
CO5	To develop and improve the Integrated Child services, self-help skills, Remedies, and Preventive measures to overcome adjustment behavior Problems of pre-school children.	**K6**

Course Code	**B214OWED**
Course Title	**Women Education**
Credits	**4**
Hours	**60**
Category	**Elective Course**
Semester	**IV**
Regulation	**2019**

Course Overview

Women's Education is an optional course having in the fourth semester. Women's education is an essential need to change their status in the society. Educated women can play a very important role in the society for socio-economic development. Education eliminates inequalities and disparities as the means of recovering their status within and out of their families. It is the key factor for women empowerment, prosperity, development and welfare. Education provides more strength to women. Such strength comes from the process of empowerment and empowerment will come from the education. Education plays a significant role in women empowerment inequality and vulnerability of women in the society in India. This course is an effort to capture the emerging picture with respect to women's education and the various schemes, policies and agencies on women entrepreneurs in India.

Course Objectives

- To comprehend the need, significance and scope of women's education in India
- To gain awareness on the issues related to women's education and rights
- To assess the status of women in society
- To acquire information of the concept of women's empowerment
- To explore the various schemes and agencies on women entrepreneurs

Prerequisite	Indepth Knowledge of Women's Education

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Need, Significance and Scope of Women's Education** Women's Education: Concept, Scope, Need, Significance, Genesis and Growth - Status of Women in India: Ancient, Medieval and Modern Period – Importance of Women's Education in Teacher Education.	10	CO1, CO3	K1, K2, K4
II	**Women's Education and Rights** Women's Education: Accessibility, Formal Education, Non-Formal Education and Mass Media – Women's Rights: Constitutional Rights, Fundamental Rights and UNO - Directive Principles of State Policy – Compulsory Marriage Registration Act 2009 - Dowry Prohibition Act 1961 - The Sexual Harassment at Workplace Prevention Prohibition and Redressal Act 2013 - Domestic Violence Prohibition Act 2005 - The Maternity Benefit Act 1961 and the Maternity Benefit Amendments in Tamil Nadu - Child Marriage Act 2006 - Enforcement Machinery: Policy, Judiciary and Family Courts - National Commission for Women (NCW) - State Commission for Women (SCM) and Convention on the Elimination of All Forms of Discriminations Against Women (CEDAW).	15	CO1, CO2	K1, K2, K3
III	**Women and Society** Women in Society: Economic life, Socio Economic Determinants, Employment Policy, Social Work, AIDWA and SHG - Women in Organised and Unorganised Sector - Problems of Women: Home, Work Place, Single Parent, Spinster and Widow.	11	CO1, CO2, CO4	K1, K2, K3, K5
IV	**Empowerment of Women** Concept – Importance - Women and Sustainable Development - Gender Difference in Personality - Gender and Academic Achievement - Women's Leadership and Participation in Management - Role of Women as Protector of Environment.	11	CO1, CO3, CO5	K1, K2, K4, K6
V	**Women Entrepreneurship in India** Concept and Evolution of Women Entrepreneurship - Importance of Women Entrepreneurship - Organisations Promoting Women Entrepreneurship in India - Financial Institutions Assisting Women in India - Government Agencies and Schemes for Promoting Women	13	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6

	Entrepreneurship in India - Successful Indian Women Entrepreneurs.		

Text Book

Arun, R. K. (2014). *Women's education*. Centum Press.

Dua, R. (2008). *Women education*. APH Publishing Corporation.

Kaushik, P. D. (2007). *Women rights – access to justice*. Bookwell.

Nagendra, S. (2007). *Issues in women education and empowerment*. ABD Publishing Corporation.

Singh, U. K., & Nayak, A. K. (2008). *Women education*. Common Wealth Publishers.

Vasanthagopal, R., &Santha, S. (2008). *Women entrepreneurship in india*. New Century Publications.

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Anjani, K. (2008). *Women and the law*. APH Publishing Corporation.

Dalbir, B. (2008). *Women and the law*. APH Publishing Corporation.

D'Souza, P. (2005). *Women icon of liberation*. Better Yourself Books.

Ganesamurthy, V. S. (2008). *Women in the Indian economy*. New Century Publications.

Gulati, S. (2006). *Women education in 21st century*. ABD Publishing Corporation.

Lotika, S. (1995). *Women's movement and the legal process*. Centre for women's Development Studies.

Majumdar, M. (2004). *Social status of women in india*. Dominant Publishers and Distributors.

Mary, J. (2008). *Women's studies in India: A reader*. Penguin Publications.

Mishra, R. C. (2009). *Women education.* APH Publishing Corporation.

Nagia, G. (2006). *Women education and social empowerment*. Cyber Tech Publications.

Rani, B. A., Bala, T., & Tirumala, R. (2013). *Women & empowerment women in India & emotional intelligence*. Neelkamal Publications.

Roy, A. (2003). *Women in power and decision making*. Rajat Publications.

Selvam, P. S. K. (2009). *Women education*. APH Publishing Corporation.

Sharmila, R. (2003). *Sociology of gender – The Challenge of feminist sociological knowledge*. Sage Publications.

Singh, D. P. (2005). *Women workers in unorganised sector*. Deep & Deep Publications.

Sunanda, M. G. (2012). *Self-Help groups and empowerment of rural women*. Neelkamal Publications.

Thakur B. S., Binod, C., & Agarwal. (2004). *Media utilisation for the development of women and children*. Sage Publications.

Vohra., Roopa., &Arun, K.S. (1986). *Status, education and problems of indian women*. Akshat Publications.

Web Resources

Status of Women in Indian Society

https://bit.ly/3EUh9mb

Role of Women in Environmental Conservation

https://bit.ly/3pTnVo3
Self Help Group
https://bit.ly/3sYM9yZ
Women Entrepreneurship
https://bit.ly/3qMk9w1
Successful Women Entrepreneurs
https://bit.ly/3FRAkOR

COURSE OUTCOME (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To comprehend the importance of women's Education and rights and develop women's education and empowerment	K1, K2
CO2	To state and discuss schemes, policies, the commissions and Act related to women in India	K3
CO3	To analyze and appraise the status of women in India	K4
CO4	To recognize women in society, the organized and unorganized sectors and solve the problems of women	K5
CO5	To evaluate and create the critical thinking about the contribution of women in national development (Economic & environment)	K6

Course Code	**B214ERRT**
Course Title	**Reading and Reflecting on Texts**
Credits	**3**
Hours	**60**
Category	**Enhancing Professional Capacities**
Semester	**IV**
Regulation	**2021**

Course Overview

    Reading, one of the four core language skills (listening, speaking, reading and writing) is vital to gaining a command of written language. Reading is a multidimensional process which builds cognitive, linguistic and social skills among individuals. Research suggests that reading and writing are associated with high levels of academic achievement. Reading and reflecting on texts is recommended in academic settings, as it helps the students to think about how they think. This analytical practice is very much essential for the professional teachers especially as this competency invites both the reader and the writer to introspect and examine their own thoughts and beliefs and develop conceptual and constructive knowledge in learning.

Course Objectives
- To improve proficiency in reading and writing in the language of instruction.
- To develop an interest in reading various materials like fiction and non-fiction.
- To improve ability to understand reading material and develop the study skills and reference skills.
- To enhance proficiency in constructive reading and responding to written texts.
- To critically examine the reading material and reflect on the ideas expressed in it.

Prerequisites	Basic Knowledge of Language Skills.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Language Development** Multilingualism as a resource in Indian Classrooms, Leveraging Language Skills in Learning, Language Proficiency and Subject Mastery, Acquisition of Language Skills, LSRW Skills.	12	CO1, CO2, CO3	K1, K2, K3, K4
II	**Effective Reading Strategies** Reading: Meaning and Definition, Sub Skills of Reading, Types of Reading Techniques, Meta Cognitive Awareness and Reading Process, Developing Reading Skills, Importance, Nature, Scope and Levels of Reading Comprehension in the Context Areas, Explore the Problems of Reading.	12	CO2, CO5	K3, K6
III	**Study Skills and Reference Skills** Developing Study Skills, Using Reference Materials including Thesaurus, Dictionary, Encyclopedia, Journals, etc. Textbooks and Reference Books, Note Making, Note Taking and Summarizing.	12	CO1, CO3, CO4	K1, K2, K3, K5
IV	**Text Comprehension** Nature of Academic Texts: Expository, Narrative, Transactional, Reflexive, Factual, Persuasive Literary, Argumentative, Educational, Philosophical, Psychological, Sociological and Scientific Texts. Fiction and Non-Fiction: Short Stories, Novels, Biographies, Autobiographies, Newspapers and Magazines – Effective Comprehension Strategies.	12	CO1, CO2, CO4	K1, K2, K3, K5
V	**Reflective Reading and Writing** Reflective Thinking, Reflection Skills: Meaning and Purpose, Steps involved in Reflective Reading, Key Elements and Main Features of Reflective Writing, Frameworks of Reflective Practices, Skill Development in Responding to Text.	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6

Text books

Sreekanth.,Y. (2021). Reading and and Reflecting on Texts Inter -University Centre for Teacher Education.

References

Agnihotri, R.K. (1995). *Multilingualism as a classroom resource.* Heinemann Educational Books.

Behrens, L, & Rosen, L. J. (1997). *Writing and reading across curriculum*. U. S: Longman

Corson, D. (1999). *Language policies in schools: A resource book for teachers and administrators.* Mahwah: Lawrence Erlbaum.

Eller, R.G. (1989). *Johnny can 't talk either: The perpetuation of the deficit theory in classrooms. The Reading Teacher*. 670-74.

Fichera, V.M. & Straight, H.S. (Ed.). (1997). *Using languages across the curriculum: Diverse disciplinary perspectives*. Binghamton: Centre for research in Translation

Kecht, M. &Kathrina. (2000). *Languages across the curriculum: Interdisciplinary structures and international education.* Columbus: National East Asian Language Resource Centre.

Krueger, M. and Frank. R. (Ed.) (1993). *Language and content: discipline-based approaches to language study*. Lexington: DC. Heath

Vallabi, J.E. (2015) *Methods and Techniques of Teaching English*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Wallace, M. J. (1998). *Study skills in English. Cambridge*: Cambridge University Press.Web links.

Web Resources

Critical Reading and Reading Strategy. (2020). (©. 2.-2. SkillsYouNeed.com, Producer) Retrieved December 03, 2020, from www.skillsyouneed.com: https://www.skillsyouneed.com/learn/critical-reading.html

The Air Force School. (2020). Note Making and Summary Writing. Retrieved December 17, 2020, from www.tafssp.com: https://www.tafssp.com/media/contentpage_105_157_64.pdf

Tierney, &Shannahan. (1991). Children's reading and writing abilities develop together. Retrieved December 18, 2020, from www2.ed.gov: https://www2.ed.gov/pubs/StateArt/Read/idea9.html

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To prioritize and develop an interest in reading various materials.	K1, K2
CO2	To identify and analyse the process of active reading techniques.	K3
CO3	To relate, integrate and develop the study skills and reference skills.	K4
CO4	To enhance proficiency in constructive reading and responding to written texts.	K5
CO5	To select and critically examine the reading material and reflect on the ideas expressed in it.	K6

Course Code	**B214VLSE**
Course Title	**Life Skills in Education**
Credits	**2**
Hours	**30**
Category	**Value Added Course**
Semester	**IV**
Regulation	**2019**

Course Overview

This Course offers a detailed exposure on the various skills which are essential to practice a successful career and a peaceful life. The skills offered through this course are self-management, empathy, emotional intelligence, communication, inter-personal relationship and professioal growth. The skills offered through the platform is sure to help them in their teaching career.

Course Objectives

- To orient the students towards goal setting in their life
- To enable the students to practice emotional intelligence in everyday life
- To offer inputs on the importance of communication skills
- To identify their potential in socialising with the society
- To provide exposure on the career skills and team skills towards professional growth.

Prerequisite	Basic knowledge of values and ethics

SYLLABUS

Unit	Content	Hrs	COs	Cognitive level
I	**Self-Management Skills** Meaning of Self-management – Relationship between self-management and Goals – Goals: Long term and short term, purpose of Goals - qualities for Goal setting and qualities of effective Goals – Different Types of Goals – Action Plan to overcome hurdles and achieve Goal	6	CO1, CO2, CO3	K1, K2, K3, K4
II	**Empathy and Emotional Intelligence** Empathy: Meaning, types and its role in everyday life – Emotions: Meaning and means to control in everyday life – Need for Emotional intelligence - Emotional Quotient and its benefits – Main abilities of Emotional Intelligence	6	CO1, CO2	K1, K2, K3
III	**Communication SkillsLSRW** Skills in communication – Digital Literacy – Effective use of social media – Verbal and Non-Verbal Communication – Body language – Basic workplace Etiquette	6	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
IV	**Inter-Personal Skills** Inter-Personal Behaviour and its types – Need for inter-personal relationship – Barriers to inter-personal behaviour – Developing Trust, Co-operation and Competition – Myer's Briggs Type Indicator	6	CO1, CO3, CO5	K1, K2, K4, K6
V	**Professional Skills** Career Skills: Resume Skills, Interview Skills, Group Discsussion skills and exploring career opportunities – Team Skills: Presentation Skills, Trust and Collaboration, Leadership Skills and Managerial Skills	6	CO1, CO3, CO5	K1, K2, K4, K6

Text Books

Prasadsaha, R. (2021) *Life Skills Education.* Rita Books Agency

Dudhade, B.A. (2021) *Life Skills Education.* Neelkamal Publishers

Rao, U. (2014). *Life Skills.* Himalaya Publishing House

Verma, S. (2013) *Development of Life Skills and Professional Practice.* Vikas Publishing House

References

James, L. (2006). *The first book of Life Skills.* Embassy Books

Mahajan, G. (2021). *Life Skills Education.* Shipra Publications

Wadkar, A. (2015). *Life Skills for Success.*Sage Publications

Web sources

Self Management Skills
https://bit.ly/31lK3Ol
Empathy and Emotional Intelligence
https://bit.ly/3sQORGK
Communiction skills
https://indeedhi.re/3EPplE8
Inter-Personal Skills
https://indeedhi.re/34hKCdf
Professional Skills
https://indeedhi.re/3FSMrer

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the various skills namely self-management, empathy, emotional intelligence, communication, inter-personal relationships and professionalism.	**K1, k2**
CO2	To appreciate the process of goal setting, importance of emotional quotient and LSRW skills	**K3**
CO3	To analyse the inter-personal relationships, communication skills, professional growth, self-management and empathy in their everyday life.	**K4**
CO4	To identify the hurdles for goal setting, communication, inter-personal relationship and career growth	**K5**
CO5	To mould the inner potential and accelpt for a change	**K6**

M.Ed.
DEGREE
PROGRAMME

M.Ed. Overall Course Structure

Regulations with effect from the academic year 2021 - 2022

1. Duration of the Course and Medium of Instruction

The duration of study for M.Ed., Course is two academic years comprising of four semesters. This consists of 400 working days exclusive of admission and examination with a minimum of six hours per day. The 400 instructional days (100 for each semester) will include teaching practice and school-community based activities. English and Tamil shall be the medium of instruction.

Minimum duration for practice teaching shall be for a period of 16 weeks in the final year of the course. Student teachers may opt for English or Tamil Medium for teaching practice.

2. Eligibility for Admission to Examination

A candidate shall be eligible to appear for the M.Ed., degree examination only if she forwards her application for Examination with the satisfactory evidence of having qualified herself for a degree. The candidate should have put in not less than 85 percent of attendance and should have satisfactorily completed all the course requirements as given in the syllabus. Student teachers may opt either English or Tamil Medium to write their theory examinations.

SEMESTER – I

Perspective Course
History and Political of Economics
Philosophy of Education
Research in Education
Perspectives in Teacher Education

Value Added Course
Publication and Research Ethics

SEMESTER II

Perspective Course
Psychology of Learning and Development
Sociology of Education
Advanced Educational Research and Statistics
Curriculum Design and Development

Value Added Course
Online Course – SWAYAM

SEMESTER III

Perspective Course
Comparative Education
Data Analytics in Education
Structure and Status of Secondary Education

Thematic Specialization (Any one)
Education for Ecological Sensitivity
Stress Management and Assertiveness Training
Positive Psychology

SEMESTER IV

Perspective Course
Educational Management
Special and Inclusive Education
Instructional Technology
Guidance and Counselling

Credit Based Semester System
   The College has introduced credit-based (semester) system from the academic year 2005-2006 which includes both theory and practicals. Credits for theory is 54, for practical is 30 and value added course is 4.

SEMESTER I

Course Code	M211CHPE
Course Title	**History and Political Economy of Education**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**I**
Regulation	**2019**

Course Overview

This Course offers a detailed exposure on the development of education in India from Vedic period to post independence. The various policies and commissions relating to education has been discussed elaborately. The political ideologies, sociology and economics in education has been added in the course work. The impact of Globalisation in education, knowledge, attitude and skills has been deliberated in the course.

Course Objectives

- To realize the need and importance of the history of education
- To appreciate the relationship between education and political system
- To acquire information on the role of education in economic development
- To analyse the challenges before education due to globalization
- To gain exposure regarding the social process in education.

Prerequisite	Basic knowledge about history of education and sociology of education

SYLLABUS

Unit	Content	Hrs	COs	Cognitive level
I	**History of the Education System in India** History of Education: Need and Importance – Education in Ancient and Medieval Period in India - Indian Educational System: Nature, Merits and Demerits – Committees and Commissions contributing to Teacher Education: Secondary Education Commission (1953), Kothari Education Commission (1864-66), National Policy of Education (1986), National Curriculum Framework (2005), National Knowledge Commission (2007), National Curriculum Framework for Teacher Education (2009) and National Education Policy (2020).	16	CO1, CO2	K_1, K_2, K_3
II	**Political Ideologies and Education** Perspectives of Politics of Education: Liberal, Conservative and Critical – Approaches to Understanding Politics: Theory of System Analysis and Theory of Rational Choice – Education for Political Development and Political Socialisation - Education in relation to National Integration and International Understanding – Democracy: Democratic Values and Features of Democratic Education.	12	CO1, CO2, CO5	K_1, K_2, K_3, K_6
III	**Economics of Education** Education as Investment, Consumption and Welfare Activity - Educational Finance: Concept, Micro and Macro Levels - Concept of Budgeting - Concepts of Physical Capital, Human Capital and Human Resources and their Distinctive Features.	10	CO1, CO3	K_1, K_2, K_4
IV	**Sociology of Education** Approaches to Sociology in Education: Symbolic Interaction, Structural Functionalism and Conflict theory - Process of Socialization - Social Stratification and Education - Social Mobility and Education - Education for Women - Education and Culture, Religion and Gender.	10	CO1, CO3, CO4	K_1, K_2, K_4, K_5

V	**Globalization and Education** Nature of Globalization: Social, Economic, Cultural and Political - GATT and WTO - Globalisation and Challenges in Education at Different Levels - Development and Education - Restructuring Education at different Levels due to Globalisation - Impact of Globalisation on Knowledge, Skill and Attitude.	12	CO1 CO4	K_1, K_2, K_5

Text Books

Aggarwal, J.C. (2004). *Development of education system in India*.Shipra Publishers.

Aggarwal, J.C. (2004). *Modern Indian education*.Shipra Publishers.

Banerjee, J.P. (1979). *Education in India: Past, present, future*. Gupta and Co.

Chandra, S.S., Rawat, V.S., & Singh, R.P. (2008). *Indian education development: Problems, issues and trends*. R.Lall Book Depot.

Sharma, R. L. (2006). *Comprehensive history of modern education*.Cyber Tech Publications.

Sharma,S. (2005). *History and development of higher education in free india.* ABD Publishers.

References

Akinyemi,s. (2013). *The Economics of Education*. Strategic Book Publishing Agency

Ghosh,S.C. (2013). *History of Education in Modern India.* Orient Blackswan Publishers

Kumar,M., & Rekha, N. (2020). *History and Political Economy of Education*

Sharma,R.N & Sharma,R.K. (2021). *History of Education in India.* Atlantic Publishers

Web Resources

Ancient Education system in India

https://bit.ly/3JDEmwm

Kothari Education Commission

https://bit.ly/3FRLK50

Social Stratification and Education

https://bit.ly/3mTrZTn

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the establishment of education system in India and the political ideologies, economy, sociology and globalisation concerned with Education	K_1, K_2
CO2	To appreciate the different commissions with regard to education and also the role of education in international level	K_3
CO3	To analyse the role of economics and sociology in education	K_4
CO4	To evaluate the social stratification in India and the impact of globalisation in the twenty first century	K_5
CO5	To reflect on the theories on political ideologies and to explore the values for mankind	K_6

Course Code	M211CPEN
Course Title	**Philosophy of Education**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**I**
Regulation	**2019**

Course Overview

Philosophy is the ability to arrive at clear answers to profound questions about issues such as metaphysics, knowledge and axiology by reasons and arguments. The course introduces to a range of philosophical tools and ideas by thinking through a series of tough philosophical questions This course also aims to provide a comprehensive grounding in the major philosophical approaches to the study of human thoughts and feelings. Covering philosophical theory, it aims to help students understand how philosophy is applied in real life, with the focus on the educational implications of philosophy and how to use and report appropriate philosophical methods to teaching learning process. The opportunities to develop in-depth knowledge of life of various philosophers and to relate with the pedagogical methods are provided.

Course Objectives
- To recognise the basic concepts of Philosophy of Education and to relate education with philosophy
- To realise the perspectives of the eastern schools of philosophy
- To analyse the different perspectives of the western schools of philosophy
- To appreciate the contribution made to education by eastern and western thinkers
- To acquaint with the knowledge of the contemporary schools of philosophy.

Prerequisites	Basic knowledge of Education and Philosophy.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Introduction to Philosophy of Education** Curriculum, Discipline and the Role of the Teacher. Philosophy: Concept, Scope, Nature, Branches of Philosophy: Metaphysics, Epistemology, Axiology and Education. Education: Meaning, Definition and Nature. Relationship between Philosophy and Education - Need and Importance of Philosophy of Education - Scope and Functions of Philosophy of Education - Significance of Philosophy of Education with respect to different aspects such as Aims, Methods	12	CO1, CO2	K1, K2, K3
II	**Perspectives of Philosophy in Education** Indian Schools of Philosophy: Heterodox - Charvaka, Buddhism, Jainism, Orthodox - Samkhya, Vedanta and their Educational Implications - Islamic Philosophy of Education and its Educational Implications - Christian Philosophy of Education and its Educational Implications.	12	CO1, CO2	K1, K2, K4
III	**Perspectives of Western Philosophy of Education** Idealism, Naturalism, Pragmatism, Realism and their Educational Implications with special reference to the Concept of Knowledge, Reality, Values and their Educational Implications with respect to Aims, Methods, Curriculum, Discipline and the Role of the Teacher.	12	CO1, CO2, CO4	K1, K2, K3, K5
IV	**Contribution of Indian and Western Thinkers to Education** Western Philosophers: Socrates, Plato, Aristotle, St. Thomas Aquinas, St. Augustine, John Dewey, Maria Montessori, Froebel and Ivan Illich - Indian Philosophers: Gandhi, Tagore, Sri Aurobindo, Vivekananda, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phuleand Dr. Radhakrishnan.	12	CO1, CO2, CO4	K1, K2, K3, K5
V	**Contemporary Schools of Philosophy** Logical Positivism, Humanism, Existentialism, Dialectical Materialism, Essentialism,	12	CO1, CO5	K1, K2, K6

Eclecticism, Feminism and their Educational Implications with respect to Aims, Methods, Curriculum, Discipline and the Role of the Teacher.			

Text books

Sharma, R. (2004). *Text book of educational philosophy.* Kanishka Publishers.

Dash,B.N. (2005). *A new approach to teacher and education in the emerging indian soceity.*

Mittal,M.L. (2005). *Education in emerging indian soceity.* International Publishing House.

Mishra, M. (2007). *Philosophical and socialogical foundation of education.* Alpha Publication.

Sharma, Ramnath, (2000). *Textbook of educational philosophy*, Kanishka Publishers and Distributers.

References

Banarjee,A.C. (2007). *Philosophical and sociological foundation of education.* Independant Publishing Company.

Habib,S. (2008). *Philosophy of Education.* Independant Publising Company.

Vijaya, K. K. (2004). *Education theory and practice.* Anmol Publication.

Mirunalini,T. (2008). *Philosophical foundation of education.* Neelkamal Publication.

Nath, P. (1970). *The bases of education.* S.Chand Company.

Radhakrishnan, S. (2004). *History of philosophy-Eastern and western (vol.II).* George Allen and Unwin.

Sachdeva, M.S. (2002). *Philosophical and sociological bases of education.* Bharat Publications.

Seethuraman. (1989). *Philosophies to teacher and education in the emerging indian society.* Ashish Publishing House.

Sharma,K.Y. (2004). *History and problems of education.* Kanishka Publishers.

Shrivatsava,K.K. (2003). *Philosophical foundation of education.* Kanishka Publishers.

Siddiqui,M.H. (2009). *Philosophical and sociological perspective in education.* APH Publishing Company.

Singh, B. (2004). *Modern educational theory and practice.* Anmol Practice.

Singh,Y.K. (2006). *Philosophical foundation of education.* APH Publishing Company.

Srinivasa,S. & Swarnalatha .R. (2009). *The philosphy of education.* T.R.Publication.

Talwar,M.S., & Banakanal,V.A. (2009). *Philosophical and sociological perspectives in education.* CentrumPress.

Venkataish,S. (2004). *Restructuring of teacher's work.* Anmol Publishing.

Sindu. (2005). *Philosophical and historical basis of education*, International Publishing House.

Web Resources

Meaning of philosophy & education.
https://bit.ly/31ZnsXG
egyankosh.ac. Unit 1: definition, scope and importance of philosophy.
https://bit.ly/3pR2aUz
M.A. Edu. Philosophy. Meaning, scope & functions of philosophy of education.
https://bit.ly/3DTnMVk
Bawa, B. Idealism, Naturalism, Realism and Pragmatism!
https://bit.ly/3y3hDVl
egyankosh.ac. Unit 3 philosophical basis of education.
https://bit.ly/3y3hDVl
Dinesh.cukashmir.ac. https://bit.ly/3oNZxDJ
Drishti.(2020, June 29). Schools of Indian Philosophy.
https://bit.ly/3oNZxDJ
Dash, N.R., (2015). Philosophical foundation of education.
https://bit.ly/3lZn5E2
Srivastava, Asheesh, Joshi, & Vibha,(2020). egyankosh.ac. Unit 7 contribution of Indian philosophers. https://bit.ly/3DOQ03u
The best schools, (2021, December 1). 20 Major Philosophers & Their Big Ideas.
https://bit.ly/3m1C4gG

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To comprehend and recall the core areas of philosophy and the different philosophical perspectives	K1, K2
CO2	To reflect knowledge and insight from the different kinds of philosophy	K3
CO3	To apply key concepts from philosophical theories to inclusive classroom on pedagogical practices	K4
CO4	To evaluate arguments and to question the assumptions	K5
CO5	To develop transferable skills and attributes	K6

Course code	M211CREN
Course Title	Research in Education
Credits	4
Hours	60
Category	Perspective Course
Semester	I
Regulation	2019

Course Over view

Aim of this course is to give the basic knowledge about Research in Education, conceptual issues, research methods, the types of research and problem faced in educational research will teach the issues in research in education. In this course we will learn the formulation of research problem, role of related literature, formulation and testing of hypothesis and types of sampling. The different modules of this course will examine the framework of the research proposal and strategies for writing the research proposal and qualitative, quantitative research methods. The other important aspects of Introduction to research in education that will be discussed in this course includes selection of tools.

Course Objectives

- To describe the nature, purpose, scope, areas and types of research in education
- To identify the importance of literature review and sources of review of related literature
- To explain the research problems, formulate the hypotheses and sampling strategies
- To explore the research methods in education
- To apprehend the appropriate tools for research in education

Prerequisite	Basic Knowledge of Introduction to Research in Education.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Research in Education: Conceptual Issues** Concept and Scope of Educational Research, Scientific Method: Concept, Steps, Characteristics (Replicability, Precision, Falsifiability and Parsimony) and Types (Exploratory, Explanatory and Descriptive) - Types of Research: Basic, Applied and Action - Variables: Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator - Problems Faced in Educational Research - Qualities of a Researcher.	10	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	**Review of related literature** Literature Review: Meaning, Definition, Importance of Literature Review and Purposes of Review of Related Literature - Types of Literature Reviews - Sources of Review Literature: Primary Sources and Secondary Sources - Organizing Review Literature -Steps in Conducting Review Literature and Preparing a Written Literature - Role of Literature in Research Project.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	**Major Steps in Research** Formulation of Research Problem: Defining a Research Problem - Selection of the Problem-Sources of the Research Problem - Criterion for selecting a Problem - Statement of the Problem - Research Questions in Qualitative and Quantitative Research - Delimitations of the Problem - Framing of Hypotheses: Hypotheses: Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a Good Hypothesis, Testing of Hypotheses - Sampling: Concept, Nature, and Importance - Different Types of Sampling Techniques: Probability and Non-probability - Sampling Design - Preparation of Research Proposal- Framework of the Research Proposal	16	CO1, CO2, CO3, CO4, CO5	K1,K2, K3, K4, K5, K6

	and Strategies for Writing the Research Proposal.			
IV	**Research Methods** Quantitative Research: Normative Survey, Descriptive Research and Correlation Research-Developmental Research: Cross-Sectional Research, Longitudinal Research, Trend Analysis - Qualitative Research: Concept, Steps and Characteristics - Case Studies- Historical Research: Significance and Steps - External and Internal Criticism of the Source- Content Analysis and Ethnography.	12	CO1, CO3	K1, K2, K4
V	**Selection of Tools** Criteria for Selection of Tools- Factors Related to the Construction of Tools - Tool of Different Types: Questionnaires, Rating Scales, Interview, Projective Techniques and Observation- Attitude Scale- Types of Attitude Scale: Thurstone Techniques and Likert Method, Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)	10	CO3, CO4, CO5	K4, K5, K6

Text Books

Mohan, R. (2013). *Research methods in education*. Neelkamal Publication.

Nagarajan. (2009). *Research methodology in education*. Ram Publishers.

Pamela, J.A.A. (2016). *Strategies and techniques for research in education*. Neelkamal Publication.

Parkash, R. (2009). *Encyclopaedia of educational research* (vol. I). Offset Printers.

References

Aggarwal, Y. P. (2004). *The science of educational research*. Oscar Publications.

Best, J. W., & Kahn, J.V. (2012). *Research in education*. (10th ed.). Prentice Hall of India.

Clifton, F. C., & Ronald, C. S. (2011). *Research in education*. SAGE Publication India.

Cohen, L., Manion, L., & Marrison, K. (2013). *Research methods in education* (7th ed.). Press.

Kumar,A. (2010). *Research methodology of education*. Alfa Publications.

Pathak, R. P. (2008). Methodology *of educational research*. Atlantic Publishers.

Perry, & Bellamy, C. (2012). *Principles of methodology research design in social science*. Sage Publications.

Suter, N.W. (2012). *Introduction to educational research: A critical thinking approach* (2nd ed.). Sage Publications.

Wright, R.J. (2014). *Research methods of counselling*. Sage Publications.

Web Resources

Unit - 1 Problems Faced in Educational Research
https://bit.ly/3zguB2B
Unit -1 Variables in Educational Research.
https://bit.ly/3HwhrBg
Unit – III Sampling and Hypothesis Testing.
https://bit.ly/3qEyfzh
Unit –III Format of Research Proposal
https://bit.ly/3eGYek3
Unit - IV Qualitative and Quantitative Research Methods
https://bit.ly/32LHcyO

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	COs Description	Cognitive Level
CO1	To understand the scope of educational research, meaning and concepts of variables, meaning and definition of review of literature, Formulation of research problem, framing of hypothesis, nature and importance of sampling and research methods, tools of different types.	K1, K2
CO2	To identify and comprehend the characteristics and scientific method of research, Delimitations of the problem, sources of review of literature, characteristics of a good hypothesis, in education, sources of the research problems, questions in qualitative and quantitative research, Historical research.	K3
CO3	To explain and explore the types of research, types of variables, criterion for selecting a problem, sources of primary and secondary sources, qualitative and quantitative research methods, Descriptive research, criteria of selection of tools, sampling strategies.	K4
CO4	To analyze the steps in conducting review of related literature, problems faced in research, statement of problem, steps in organizing review of literature, types of sampling techniques and types of hypotheses, factors related to the construction of tools.	K5
CO5	To compile the qualities of a research, testing of hypothesis, role of literature in research project, sampling design and develop the strategies for writing the research proposal.	K6

Course Code	**M211CPTE**
Course Title	**Perspectives in Teacher Education**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**I**
Regulation	**2019**

Course Overview

The course on perspectives, issues and concerns in teacher education discusses the concept of teacher education, perspectives, structure, components, agencies, policies, role and functions, innovative practices issues and concerns involved and teacher education as a profession.

Course Objectives

- To acquire information on nature and objectives of teacher education
- To imbibe awareness on the development of modern teacher education in India
- To analyse equity and inclusion in higher education
- To appreciate and evaluate education for developing global consciousness
- To examine the various applications of multimedia and web content in education

Prerequisite	Knowledge on various criteria and components of teacher education.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Teacher Education: Perspective, Structure and Components** Teacher Education: Concept, Nature, Objectives and Scope - Development of Teacher Education in Modern India: Pre-independence and Post-independence Period - New Experiments in Education and its Implications - Life Skills Education - Inclusive Education and e-learning - The Structure of Teacher Education: NCERT and NCTE.	12	CO1, CO3	K_1, K_2, K_3, K_4, K_5
II	**Agencies and Commissions of Teacher Education: Role and Functions** National Agencies of Teacher Education: UGC, NCERT, NCTE, NUEPA, NAAC - National Curriculum Frame Work for Teacher Education (NCFTE) - State Level Agencies: State Board of Teacher Education (SBTE) and Functions- University Departments of Teacher Education, (UDTE), The Universities Commission (1902) and Functions - SCERT – Commissions and Policies: The Hartog Committee (1928-29), The Abott-Wood Report (1937), The Sergeant Report (1944), Radhakrishnan Commission (1948), Mudhaliar Commission (1952), Kothari Commission (1964 -1966), National Policy of Education (1968), National Policy of Education (1986) and National Policy of Education 2020.	12	CO1, CO3, CO4	K_1, K_2, K_3, K_4,
III	**Equity, Diversity and Inclusion in Higher Education** Concepts of Equity – 360 Degree Student Equity Audit - Building Academic Confidence through Pre-College Programs – Redesign Curricular Pathways to Support Student Success – Mentoring – Diversity, Inclusion and Ethnic: Learning for All - Provisions for Socio-Economically Disadvantaged Groups (SEDGs) - Gender Identities: Female And Transgender Individuals - Geographical Identities: Rural, Urban, Suburban, Towns, and Aspirational Districts - Disabilities: Learning Disabilities, Socio-Economic Conditions, Migrant Communities, Low Income Households, Children in Vulnerable Situations, Victims of Children of Trafficking.	16	CO1, CO2, CO3, CO4	K_1, K_2, K_3, K_4, K_5, K_6

IV	**Education for Developing Global Consciousness and Perspective** From Teaching Globalization to Nurturing Global Consciousness - Understanding Cultural Patterns - Mind, Brain, and Education in the Era of Globalization – Globalization and Education: Challenge, Immigrant Students in a Globalized World – Human Rights – Education for world Peace	10	CO3, CO4, CO5	K_1, K_2, K_3, K_4, K_5
V	**Applications of Multimedia and Web Content in Education** Multimedia Content – Critical Analysis of Multimedia Content - Educational Implications of Media Use and Interaction – Website Educational Content: Search, Locate and Maintain Lists of Educational Web Sites - Critically Examine the Content of Websites - Using the Web as A Teaching Learning Resource - Academic and Research Content on The Web: Online Journals and Abstract Services - Online Learning: Online Courses and Learning Management Systems - Communication Through the Web: Audio and Video Applications on The Internet, Interpersonal Communication Through the E-Mail, Web Forums and Chatting Group	10	CO2, CO4, CO5	K_1, K_2, K_3, K_4, K_5, K_6

Text Books

Chaurasia Gulab (2000) Teacher education and professional organizations. Authors press.

Christopher, C. M., and Yinger, R. J. (1987). Teacher planning: In exploring teachers' thinking. James Calderhead.

Clandinin, D., & Jean. (1986). Classroom practice: Teacher images in action. Falmer Publication.

Frank, M. B. (Ed.1996). Teacher educator's handbook; building a base for preparation of teachers. Bass Publishers.

Justin, D., & Maguire, M. (1997). Becoming a teacher: Issues in secondary teaching. Open University Press.

Michael, D. J. (1987) The international encyclopaedia of teaching and teacher education. Oxford, Pergamon Press.

Mohan, R. (2011). Teacher education. PHI Learning.

Mohanty, J. (2008). Dynamics of teacher education. Neelkamal Publications.

Promila, S. (2010). Teacher education. APH Publishing Corporation.

Nizam, E. (1997). Teacher's Education in India. APH Publishing Corporation.

References

James, C., and Sharrock, S. B. (1997). Understanding teacher education: case studies in the professional development of beginning teachers. Falmer Publication.

Kathy, C. (1993). The place of story in the study of teaching and teacher education. Educational Researcher. 22 (1):5–12, 18.

Kundu, C.L. (1998). Indian year book on teacher education. Sterling Publishers.

Robert, M. F. & Herbert, J. M. (2001). Foundations of education: The challenge of professional practice.

Misra, K.S. (1993). Teachers and their education. The Associated Publishers.

National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi, Published by   Member Secretary, NCTE.

Paul, C. (1998). Systematic classroom observation. Taylor and Francis.

Sharma, S.P. (2007). *Teacher education: Principles, theories and practices*. Kanishka Publishers.

Shrivastave, R. C., & Bose, K. (1973). *Theory & practice of teacher education in India.* Chugh Publication.

Singh, U.K., & Sudershan, K.N. (2006). *Teacher education*. Discovery Publishing House.

Taggart, G.L. (2005). *Promoting reflective thinking in teachers*. Crowning Press.

Web Resources

Teacher Education: Perspective, Structure and Components
https://bit.ly/3FUn2RM
Agencies of Teacher Education: Role and Functions
https://bit.ly/3JArF5P
Equity, Diversity and Inclusion in Higher Education
https://www.coursera.org
Education for Developing Global Consciousness and Perspective
https://www.researchgate.net
Applications of Multimedia and Web Content in Education
https://www.researchgate.net

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquire information on nature and objectives of teacher education.	K_1, K_2
CO2	To examine the contribution of agencies of teacher education.	K_3
CO3	To analyse equity, diversity and inclusion in higher education.	K_4
CO4	To appreciate and evaluate education for developing global consciousness.	K_5
CO5	To create innovative practices and examine various applications of multimedia and web content in teacher education.	K_6

Course Code	M211VPRE
Course Title	**Publication and Research Ethics**
Credits	**2**
Hours	**60**
Category	**Value Added Course**
Semester	**I**
Regulation	**2019**

Course Overview

Research Ethics is a value-added course that supports the students to attain proficiency in their respective field. The aim of this course is to make the students understand the ethics of research and publication and not to indulge in any form of misconduct. The modules deal with introduction to research ethics, scientific conduct and publication ethics. The concept of reference management and style manuals are discussed in this course. Also, this course deals with plagiarism concept and tools to detect it.

Course Objectives

- To gain fundamental knowledge of ethics with respect to research.
- To acquaint with the concepts of scientific conduct and scientific misconduct.
- To identify publication misconduct and predatory publications.
- To analyse reference management and style manuals.
- To classify the types of plagiarism and acquire ways to avoid plagiarism.

Prerequisites	Basic understanding of research and research reporting.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Introduction to Research Ethics** Research Ethics: Concept, History and Evolution, Objectives – Principles of Research Ethics – Ethics with respect to Science and Research.	5	CO1, CO3, CO4	K1, K2, K4, K5
II	**Scientific Conduct** Intellectual Honesty and Research Integrity – Scientific Misconduct: Falsification, Fabrication and Plagiarism - Redundant Publications: Duplicate and Overlapping Publications - Salami Slicing - Selective Reporting and Misrepresentation of Data.	6	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
III	**Publication Ethics** Publication Ethics: Definition, Introduction and Importance - Conflicts of Interest - Publication Misconduct: Definition, Concept, Problems leading to Unethical Behaviour - Types - Violation of Publication Ethics, Authorship and Contributor ship - Identification of Publication Misconduct, Complaints and Appeals - Predatory Publishers and Journals.	7	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
IV	**Reference Management and Style Manuals** Introduction to Reference Management – Reference Management using MS Word, Mendeley and Zotero – Style Manuals- History of Style Sheets – Types of Citation Styles – APA Style.	5	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	**Plagiarism in Research** Plagiarism: Concept, Types, Ways to avoid Plagiarism – Checking for Plagiarism – Plagiarism Checking Tools	7	CO1, CO2, CO3, CO4, CO5	K1, K2 K3,K4 K5,K6

Reference

Gurumani, N. (2010). *Scientific thesis writing and paper presentation*.MJP
Publishers.

Web Resources

A Guide to Ethical Considerations in Research

https://bit.ly/3n0wCLz

Research Integrity and Scientific misconduct

https://bit.ly/335M9ma

The Importance of Ethical Conduct in Scientific Research

https://bit.ly/339taH2

Publication Ethics

https://bit.ly/3zwyocf

Style Manuals and Citation Guides for Scholarly Writing

https://bit.ly/3JKVAIi

How to avoid Plagiarism in Research Papers

https://bit.ly/3zxdgmj

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain understanding of the concepts of research ethics, scientific conduct and misconduct, publication ethics and plagiarism.	K1, K2
CO2	To apply the methods to avoid plagiarism, identifying publication misconduct and use of style manuals.	K3
CO3	To analyse the publication redundancy and plagiarism in research.	K4
CO4	To evaluate the plagiarism tools used to check the originality of any form of writing.	K5
CO5	To make creative writings without any trace of misconduct using appropriate style manuals.	K6

SEMESTER II

Course Code	M212CPLD
Course Title	**Psychology of Learning and Development**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**II**
Regulation	**2019**

Course Overview

Psychology Learning and development is the study of how humans learn and retain knowledge, primarily in educational settings like classrooms. It is a broad field that draws upon multiple perspectives to help explain and understand human functioning and behaviour. This course will allow exploring core areas of psychology specifically in relation to education, including biological, cognitive learning processes, social, and developmental psychology. Students can apply theories of educational psychology to the interpretation of classroom practices and student behaviour.

Course Objectives

- To appreciate the contribution of various schools of Psychology in Education
- To analyse the social, moral and emotional development of learners.
- To acquaint with the Perception process, attention, concept formation and thinking.
- To comprehend the theories of learning and its utility in the learning activity.
- To examine the theories of personality for understanding the individuals.

Prerequisite: Basic knowledge of Educational Psychology

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Nature and Scope of Educational Psychology** Educational Psychology: Nature and Scope of Educational Psychology - Relevance of Educational Psychology in Teaching and Learning Process-Major Schools of Psychology and their Contribution to Education: Structuralism, Functionalism, Behaviourism, Psycho -dynamism, Humanism - Methods of Study in Psychology: Introspection, Experimental, Observation, Survey, Case study and Interview.	13	CO1, CO2 CO3, CO4	K_1, K_2, K_3, K_4, K_5
II	**Social, Emotional and Moral Development** Social Development: Development of Self -Concept, Development of Group Consciousness -Factors Influencing Social Development - Erikson's Psychosocial Stages of Development - Emotional Development: Positive and Negative Emotions, Physiology of Emotion-Theories of Emotion: James - Lange Theory, Cannon-Bard Theory, Schachter-Singer Theory - Significance of Emotional Intelligence-Moral Development: Theories of Moral Development: Piaget and Kohlberg.	10	CO1, CO2, CO4	K_1, K_2, K_3, K_5
III	**Cognitive Development** Perception and Sensation: Perceptual Errors - Gestalt's Theory of Perception -Perception and Learning-Attention : Determinants of Attention, Kinds of Attention, Span of Attention- Automatic Processing: Automaticity and Reading-Memory: Memory Process -Types of Memory-Memory models-Cognitive Development Theory and Concept Formation: Piaget and Bruner-Thinking and Language: Concept of Thinking-Types of Thinking : Reasoning , Critical Thinking , Lateral Thinking-Role of Mental Images in the Thought Process –Meta Cognition - Role of Language in the Thought Process- Factors Affecting Language Development - Development of language: Views of Noam Chomsky and Vygotsky.	10	CO1, CO2, CO3, CO4	K_1, K_2, K_3, K_4, K_5

IV	**Learning Theories** Nature and Importance of Learning – Factors Influencing Learning-Theories of Learning and its Educational Implications: Pavlov Classical Conditioning-Skinner Operant Conditioning- Gagne's Hierarchy of Learning-Donald Norman's Information Processing - Discovery Theory of Learning-Meaningful learning Theory: Lewin's field theory-Social Learning Theory: Albert Bandura-Constructivism and Learning.	15	CO1, CO2	K_1, K_2, K_3
V	**Personality and Adjustment** Nature and Determinants of Personality - Theories of Personality: Trait Theory, Cattell - Psychoanalytic Theory: Freud -Neo-Psychoanalytic Theories: Carl Jung, Adler, Karen Horney, Erich Fromm: Humanistic Theory: Carl Rogers, Abraham Maslow - Adjustment and Maladjustment	12	CO1, CO2, CO5	K_1, K_2, K_3, K_6

Text Books

Chauhan, S.S (2006). *Advanced Educational Psychology*. Vikas Publishing House.

Nirmala, J. (2012). *Psychology of Learning and Human Development*. Neelkamal Publications

References

Anderman, E. (2013). *Handbook of Educational Psychology. Routledge.*

Anderson, J. R. (1985). *Cognitive psychology and its Implications.* 2nd Ed. New Freeman.

Crow.L.D .(2008*) .Human Development and Learning*. Surjeet Publications

Bandura.A.(1977). *Social Learning Theory*. Prentice Hall.

Bower, G.H. and Hilgard, E.R. (1981). *Theories of learning*. Prentice Hall.

Bruner, J.S. (1977). *Process of Education*.Harward University press.

DeCecco, JP, & Crawford, WP (1974*). The Psychology of Learning and Instruction*.Prentice-Hall.

Erickson, E.H. (1968*). Identity, Youth and Crisis*. Norton.

Good, T.L &Brophy, J.E. (1990). *Educational Psychology-A Realistic Approach*.Longman Publishers.

Hurlock E. B (1995). *Development Psychology A Life Span Approach*. Tata McGrow Hill Publishing

Hunt, R.R. & Ellis, H.C. (2006). *Fundamentals of Cognitive psychology*.Tata McGraw-Hill Publishing Company.

Kagan, J., & Lang, C. (1978*). Psychology and Education: An introduction*. Harcourt Brace Jovanovich.

Kakkar S.B (1992). *Advanced Educational Psychology*. Oxford & IBH Publishing.

Kincheloe, L. (2007). *The Praeger Handbook of Education and Psychology*. Atlantic Publishers

Mangal, S.K (1997). *Advanced Educational Psychology*. Prentice Hall of India.

Schunk, D. H. (1991*). Learning theories: An Educational perspective*. Macmillan Publishing

Singh.K.P, Trilok Chandra & A.J.S Parihar. (2011). *Advanced Educational Psychology*. VinajRakheja publishers.

Skinner, C.E. (Ed) (1974*). Educational Psychology*. Prentice Hall of India.

Vygostsky. L. (1986). Thought *and language*. MIT Press.

Web Resources

Schools of Psychology

https://bit.ly/3Hwo4nk

Theories of Emotion

https://bit.ly/3G8Cl9H

Perception, Attention, Memory and Thinking

https://bit.ly/3ESFcBV

Learning Theories

https://bit.ly/3pPlsLl

Personality and Adjustment

https://bit.ly/3zv1IQj

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquaint and explain the concept of psychological theories and methods of different psychological areas to understand the complexity of human behaviour	K_1 & K_2
CO2	To demonstrate and apply psychological principles to understand personal as well as social issues.	K_3
CO3	To compare and analyse the role of various schools of psychology	K_4
CO4	To integrate and assess cognitive, social, emotional and moral development	K_5
CO5	To develop and implement the knowledge of personality theories for self and societal growth	K_6

Course Code	M212CSEN
Course Title	**Sociology of Education**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**II**
Regulation	**2019**

Course Overview

Sociology of Education examines the structure and process of education in contemporary society. Contribution of sociology to understanding education and teaching; the relationship of education to other institutions such as the family, government, religion, and the economy; demographic changes that affect education; the effect of social change on, roles and processes and consideration of current issues in the society.

Course Objectives

- To develop the concept, nature of Educational Sociology
- To analyse social stratification, social mobility and their impact on Education
- To discuss the relationship between Education and social change
- To learn the various multicultural dimensions of education
- To examine education from different sociological perspectives and theoretical frameworks.

Prerequisite	Basic knowledge of Sociology of Education.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Sociology and Education** Educational Sociology: Concept, Nature and Scope-Relationship Between Sociology and Education with Special Reference to Aims of Education, Methods and Curriculum- Concept and Nature of Sociology of Education-Difference Between Sociology of Education and Educational Sociology- Social Agencies of Education: Home, School, Community, Religion and State.	13	CO1, CO4,	K_1, K_2, K_5
II	**Social Stratification and Social Mobility** Education and Social Stratification -Theories of Social Stratification: Functionalist and Conflict Theory - Social Mobility: Role of Education in Social Mobility-Social organization: Nature and Characteristics-Social groups: Significance, Types and Inter group relationships.	10	CO1, CO4, CO5	K_1, $K_{2,}$ K_5, K_6
III	**Social Change and Education** The Individual and Society, Mutual Needs of the Individual and Society, Social change and Education **-**Constraints of Social Change in India: Education as a Construct of Social change, meaning of social change, Factors Influencing Social Change **-**Role of Education in Promoting Desired Social Changes **-**Social Control and Education- Symbolic Interactionism	10	CO3, CO4, CO5	K_4, K_5, K_6
IV	**Multi - Cultural Education** Multi-cultural Education: Concept, Need and Scope, Principles of Teaching and Learning in Multi-Cultural Society-Dimensions of Multicultural Education: Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture - Approaches to Multi Cultural Education: Culturally Different, Human Relation, Single Group Study, Social Reconstructionist-Re-conciliation of Traditional and Technological Culture - Role of Education in the Multi-Cultural Context.	15	CO1, CO2, CO3, CO5	K_1, K_2, K_3, K_4, K_6

V	**Sociological Developmental Perspectives** Social Theorists: Auguste Comte, Emile Durkheim, Karl Marx, Max Weber- Contemporary -Sociological Perspectives: Conflict Perspectives, Social Action Perspectives -Implications in Education.	12	CO1, CO5	K_1, K_2, K_6

Text Books

Banarjee, A.C. (2007). *Philosophical and Sociological foundation of Education.* Independant Publishing Company.

Coffey, A. (2001) *Education and Social Change*. Open University Press.

Dash, B.N. (2004). *Education and Soceity.* Dominant Publishers and Distributors.

Mishra, M. (2007). *Philosophical and Sociological Foundation of Education.* Alpha Publication.

Siddiqui,M.H.(2009).*Philosophical and Sociological Perspective in Education.* APH Publishing Company.

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Banks, J. (2004). *Approaches to multicultural curriculum reform*. In J. Banks & C. Banks (Eds.).

BrockeUtne, B. (1985) *Educating for peace: A feminist perspective*. Pergamon Press.

Brookover,W.B, and Erickson. E. L. (1973) *Sociology of Education* Illinois: The Dorsey Press.

Chandra, S.S. (1996) *Sociology of Education***.** Eastern Book House.

Chesler, M. A and Cave, W.M. (1981*). Sociology of Education*. Macmillan Publishing co,Inc.

Hallinan,M.T.(ed) (2000) *Handbook of The Sociology of Education*. Springer.

Hunt,M.P. (1973) *Foundation of Education Social and Cultural Perspectives*. Halt,Rinehart and Winston.

Ivor Morrish, (1972). The *Sociology of Education: An Introduction.* George Allen and Unwin.

Meighan,R.A (1986) .*Sociology of Education*. Cassell Education.

Mirunalini,T. (2008). *Philosophical Foundation of Education.* Neelkamal Publication.

Mohanty, Jagannath (2005). *Teaching of Sociology* New Trends and Innovations. Deep and Deep Publication.

Mujibul Hasan Siddiqui (2009). *Philosophical and Sociological Perspectives in Education*. A.P.H Publishing Corporation.

Sachdeva ,M.S. (2002).*Philosophical and Socialogical Bases of Education.* Bharat Publications

Siddiqui,M.H.(2009).*Philosophical and Socialogical Perspective in Education.* APH Publishing Company.

Singh, Y. K. (2009). *Sociological Foundation of Education*. A.P.H Publishing Corporation.

Talwar,M.S & Banakanal.V.A.(2009).*Philosophical and Sociological Perspectives in Education.* Centrum Press.

Web Resources
Sociology and Education
https://bit.ly/3eNVIsp
Social Stratification and Social Mobility
https://bit.ly/3JEVFgU
Social Change and Education
https://bit.ly/3JEy6Vl
Multi - Cultural Education
https://bit.ly/34oCqrP
Social Theorists
https://bit.ly/3zlEBYm

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall sociological theories concepts and role of social mobility in education	K_1, K_2
CO2	To integrate and assess multicultural education which reflect the historical and social contexts of the times and cultures in which they were developed.	K_3
CO3	To analyse and differentiate the reciprocal relationship between individuals and society with reference to social phenomena.	K_4
CO4	To explain the diverse forms and sources of social stratification, inequality and difference that exists in society.	K_5
CO5	To apply and assess social change and co-relate with contemporary society	K_6

Course Code	M212CAER
Course Title	**Advanced Educational Research and Statistics**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**II**
Regulation	**2019**

Course Overview

The aim of this course is to enable the students to develop theoretical, methodological and research skills to plan and conduct rigorous research and reach sound analytical conclusions. The students will develop a thorough understanding of the principles, theory and epistemology of research methods. Equal emphasis is given to the teaching of qualitative and quantitative research methods and study designs. This course will provide an opportunity for students to establish their understanding of research through critical exploration of research approaches. Further the course aims to explain when to apply which statistical procedure, the concepts that govern these procedures, common errors when using statistics, and how to get the best analysis out of the collected data. The comprehensive nature of the course ensures that students not only able to understand, but also apply the course content.

Course Objectives

- To understand Experimental Research designs and its types
- To get familiarized with qualitative and quantitative research designs
- To understand the concepts behind inferential statistical analysis
- To differentiate parametric and non-parametric tests
- To develop competencies in preparing a research report

Prerequisites	Basic knowledge of educational research and statistics

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Experimental Research Designs** Experimental Research - Need and Significance - Nature and Steps-Validity; Internal and External, Use and Limitations of Different Types of Experimental Designs: Pre-Experimental, Quasi - Experimental Designs, True Experimental Research Design- Factors Affecting Internal and External Validity of Experimental Research Designs	12	CO1, CO2, CO3	K_1, K_2, K_3, K_4
II	**Qualitative Research Designs** Meaning, Steps and Characteristics - Qualitative Research Approaches: Phenomenology, Ethnography, Naturalistic Enquiry and Grounded Theory. Mixed Research – Meaning, Fundamental Principles, Types, Strengths and Weakness.	12	CO1, CO3	K_1, K_2, K_4
III	**Inferential Statistics** Concept of Parameter and Statistics – Basic ideas about Inferential Statistics: sampling error, sampling distribution- concept and calculation of standard error of mean, percentage, correlation and standard deviation-point and interval estimation-calculation of confidence intervals. Elementary Ideas of Probability- Normal Distribution-Normal Probability Curve (NPC): Properties, Conditions, Characteristics, Importance and Applications of NPC - Skewness and Kurtosis.	12	CO1, CO2, CO3, CO4	K_1, K_2, K_3, K_4, K_5
IV	**Parametric and Non-Parametric Statistics** Parametric Tests: t – test, Analysis of Variance and Co-variance (ANOVA and ANCOVA)- Linear Correlation: Meaning and its Uses – Co-efficient of Correlation - Pearson's Product Moment Method- Further Methods of Correlation: Biserial Correlation, Point Biserial Correlation, Tetra Choric and Phi Correlation- Regression Analysis: Concept, Assumptions, Significance, – Non-parametric Test: Rank Difference Method, Chi-Square, Mann-Whitney Test, Median Test, Rank Test and Sign Test.	12	CO1, CO2, CO4	K_1, K_2, K_3, K_5
V	**Report Writing**	12	CO1, CO5	K_1, K_2, K_6

Preparation of Research Report- Significance of Research Report – Format – Style - Content and Chapterization – Bibliography - Application of Style Manuals APA (7th Style) – Appendices - Structure (Preliminary, Main Body and Reference Section)- Presentation of Research Report.			

Text books

Best,L.J.W. (2005). *Research in education.* Prentice Hall of India.

Creswell, J.W. (2014). Research design: *Qualitative, quantitative and mixed methods approach.* SAGE Publication.

Creswell, J.W. (2011). *Educational research: Planning, conducting and evaluating, quantitative and qualitative research.* PHI Learning.

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches.* SAGE Publication.

Nagarajan. (2003). *Research methodology in education.* Ram Publishers.

Juliet, A.P.A. (2016). *Strategies and techniques for research in education.* Neelkamal Publications.

Mohan, R. (2004). *Research method in education.* Neelkamal Publications.

References

Aggarwal, Y. P. (1998). *Statistical methods: Concept, application and computation.* Sterling Publishers.

Anfara, V. A., & Mertz, N.T. (2006). *Theoretical frameworks in qualitative research.* SAGE Publication.

Elliott, J. (2005). *Using narrative in social research: Qualitative and quantitative approaches.* SAGE Publication.

Flick, U. (2012). *An introduction to qualitative research.* SAGE Publication.

Fraenkel, J.R., & Wallen, N.E. (1996). *How to design and evaluate research in education.* McGraw Hill.

Garrett, H. V. (1990). *Statistics in psychology and education.* Vakils, Feffer & Sons.

Gay, L.R. (2009). *Educational research. Competencies for analysis and applications.* Merrill and Pearson.

Guilford, J.P. (1978). *Fundamentals of statistics in psychology and education.* Mcgraw Hill Series.

Gupta, S. (1983). *Research methodology and statistical technique.* Deep and Deep Publisher.

Kaul, L. (1984). *Methodology of educational research.* Vikas Publications.

Leary, M. R. (2004). *Introduction to behavioural research methods* (4thed.). Pearson Prentice Hall.

Lindquist, E. F. (1970). *Statistical analysis in educational research.* Houghton Mifflin.

Mouly, G. J. (1964). *The science of educational research.* Eurasia Publishing House.

Sharma, B. (2004). *Methodology of educational research.* Vohra Publishers.

Sharma, S. R. (2003). *Problems of educational research.* Anmol Publications.

Silver, D. (2013). *Doing qualitative research.* SAGE Publication

Web Resources

Egyankosh. (2017). Introduction to statistics.

https://bit.ly/3yp3P7F

Egyankosh. (2017). Descriptive statistics.
https://bit.ly/3GUmEmv
Khan academy. Statistics and probability.
https://bit.ly/3ETGEVq
Glen, Statistics How To. Inferential Statistics: Definition, Uses.
https://bit.ly/3yjYSx5
Laird statistics. Measures of Central Tendency.
https://bit.ly/3m1zozv
McLeod, S. A. (2019, May 28). Introduction to the normal distribution (bell curve).
Simply psychology.
https://bit.ly/3pOv1sQ
Singh, G. (2018, January 15). A Simple Introduction to ANOVA (with applications in Excel). Analytics Vidhya.
https://bit.ly/3yjqgLE

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To get acquainted with the facts of Educational Research and Statistics	K_1, K_2
CO2	To comprehend and integrate the type of Statistics involved in Educational Research.	K_3
CO3	To analyse and differentiate the Research designs involved	K_4
CO4	To explain about the educational statistics and its application in undertaking research.	K_5
CO5	To develop competencies in applying and assessing the role of Educational Research and Statistics	K_6

Course Code	M212CCDD
Course Title	Curriculum Design and Development
Credits	4
Hours	60
Category	Perspective Course
Semester	II
Regulation	2019

Course Overview

This Course offers a detailed exposure on the sociological, psychological and philosophical foundations of curriculum. The scientific and non-scientific models of curriculum development have been discussed clearly. The various approaches to curriculum organisation and the models relating to curriculum evaluation is appropriately discussed. The content and Instructional media for curricular resources take its place and the curricular reforms and innovations are discussed in detail.

Course Objectives

- To comprehend the concepts and foundation of curriculum
- To acquaint with the approaches to curriculum
- To analyse the steps in curriculum organization
- To describe the methods of curriculum evaluation
- To explain the role of curriculum reforms and innovations.

Prerequisite	Basic knowledge of curriculum offered in education

SYLLABUS

Unit	Content	Hrs	COs	Cognitive level
I	**Concept and Foundations of Curriculum** Curriculum: Concept, Plan, Process, Experiences and System – Foundations of Curriculum: Philosophical, Psychological and Sociological Bases of Curriculum – Components of Curriculum – Objectives, Content, Teaching Methods and Evaluation Scheme – Basic Task for Curriculum Development.	14	CO1, CO2	K_1, K_2, K_3
II	**Approaches to Curriculum Development** Approaches to curriculum: Subject Centred, Learner Centred, Broad Field and Social Approach - Issues related to Curriculum Development - Models of Curriculum Development: Technical / Scientific Models: Ralph. W. Tyler, Hilda Taba and Hankins's model - Non - Scientific Models: Gerald Weinstein and Mario Fantini Model, Carl Rogers Model and Didier Noye Model.	14	CO1, CO5	K1, K2, K6
III	**Curriculum Organization** Curriculum Content - Criteria of Content Selection and Distribution of Instructional Time – Learning Activities: Criteria for Selection and Organization – Curriculum Material: Instructional System and Techniques, Instructional Media in Enhancing Curriculum.	10	CO1, CO3	K_1, K_2, K_4
IV	**Evaluation of Curriculum** Significance of Curriculum Evaluation - Curriculum Evaluation Models: Robert Stake's Congruence Contingency Model, CIPP (Context, Input, Process and Product) Model and Tylerian Objectives Based Model - Curriculum Analysis– Evaluation of Instructional Materials -Review of Recent Researches on Curriculum Development.	12	CO1, CO3, CO4	K_1, K_2, K_4, K_5
V	**Curriculum Reforms and Innovations** Curriculum Change: Concept, Improvement and Innovations - Emerging Trends in Curriculum Development - Barriers to Curriculum Change – Participants in Curriculum Change: Curriculum Specialists, Administrators, Teachers and Students - Teacher as a Curriculum Leader and Decision Maker – Curriculum Reforms.	10	CO1, CO5	K_1, K_2, K_6

Text Books

Aggarwal., & Deepak. (2007). *Curriculum development: Concept, methods and techniques.* Book Enclave.

Arulsamy,S.(2014).*Curriculum Development*. Neelkamal Publications.

Balsara, M. (2006*). Principles of curriculum construction.*Kanishka Publications.

Dash, B. N. (2007*) Curriculum planning and development.*Dominant Publishers.

Reddy, B. (2007). *Principles of curriculum management and development.*Arise Publications.

Sharma, R.A. (2007). *Curriculum development and inspection.R.* Lall Book Depot.

Vashist, S.R. (2007). *The theory of curriculum.*Anmol Publications.

Veer, U. (2004). *Modern teaching and curriculum management.*Anmol Publications.

Venkataiah, N. (2008). *Curriculum innovations for 2000 A.D.* APH Publishing Corporation.

Wiles, J.W., & Joseph, B. (2006*). Curriculum development:* A guide to practice.Pearson Publication.

References

Chowdhury,A., & Meta,J.(2017). *Curriculum and Development.* Kunal Books

Dudeja,G., & kour,G. (2016). *Curriculum Development and Assessment.* R Lall Publishers

Panda,S.K.(2020). *Curriculum Development: Practices and Perspectives.* Shipra Publications

Pandey,J. (2015).*Principles of Education and Curriculum Development*. KSK Publishers

Web Sources

Major Foundations of Curriculum
https://bit.ly/3mOmLIE
Models of Curriculum Development
https://bit.ly/3qCijh6
Models of Curriculum Design and Development
https://bit.ly/3zmYuyr
Curriculum Evaluation
https://bit.ly/32E0Gpl
Curriculum change and Innovation
https://bit.ly/3Hufa9L

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the concept, approaches, evaluation, organisation and innovations in curriculum design and development	K_1, K_2
CO2	To appreciate the three bases of foundation of curriculum and the scientific and non-scientific models for curriculum development	K_3
CO3	To analyse the role of instructional media and content in curriculum organisation and various models in evaluation	K_4
CO4	To identify the barriers to curriculum, change and the participants influencing curriculum change	K_5
CO5	To design new approaches in curriculum design through innovation	K_6

SEMESTER III

Course Code	M213CCEN
Course Title	**Comparative Education**
Credits	**4**
Hours	**60**
Category	**Perspective Courses**
Semester	**III**
Regulation	**2019**

Course Overview

A great deal of educational research engages in comparison, comparative education scholars utilize diverse observation techniques to extend our ability in explaining educational activities and their effects within and across nations. By studying education comparatively, educators can identify divergent and convergent trends in policies, performances, strategies, and programs. Comparative Education engages various intellectual tools to understand who and what affects current educational issues; it is a cross-system approach that explores why educational systems and processes vary and; focuses on how education relates to global social factors and forces. Comparative education can be pursued methodologically, conceptually, historically, and philosophically or through the disciplines of the social sciences (such as sociology, anthropology, political science, or economics). This course will help students to develop the essential research and writing skills needed for scholarly work in comparative and international education.

Course Objectives

- To provide an overview of the history of comparative education as a field of study.
- To discuss the education system of selected developing and developed countries.
- To familiarize with the various approaches and methods of teacher education in developing and developed Countries.
- To examine the strengths and weaknesses of the role of international agencies in comparative and international educational research.
- To identify the impact of reforms and recent developments in the developing and developed Countries.

Prerequisites	Basic education and philosophical knowledge.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Introduction of Comparative Education** Comparative Education: Meaning, Objectives, Problems, Approaches, and Methods - Historical Development of Comparative Education - Factors determining the Educational Systems of a Country – Basic Requirements of Education in Different Countries.	12	CO1, CO2, CO3, CO5	K_1, K_2, K_3, K_4, K_6
II	**Systems of Education** Systems of Education: Pre-Primary, Primary, Secondary, Vocational, and Higher Education in the selected developing and developed Countries: USA, UK, France, USSR, China, and India.	12	CO1, CO3, CO5	K_1, K_2, K_4, K_6
III	**Teacher Education- Preservice and Inservice** Teacher Education: Training, Selection of Teachers and In-Service Education in USA, UK, France, USSR, China, and India.	12	CO1, CO3, CO4, CO5	K_1, K_2, K_4, K_5, K_6
IV	**International Agencies for Comparative and International Education** Role of International Agencies: UNESCO, UN, SAARC, IEA, TIMMS, OECD, PISA, The World Bank, BRICS Bank, and Commonwealth in improving the quality of education among the member countries.	12	CO2, CO3, CO5	K_3, K_4, K_6
V	**Reforms and Recent Developments** Reforms and Recent Developments: New Trends, Educational Policies, Philosophical and Political basis of Educational Reforms in USA, UK, France, USSR, China, and India.	12	CO1, CO2, CO4, CO5	K_1, K_2, K_3, K_5, K_6

Text books

Shrivastava. S.K. (2006). *Comparative education*. Anmol Publications.

Sodhi. T.S. (2000). *A text book of comparative education.* Vikash Publishing House

References

Chaube &Chaube. (2006). *Comparative education*. Vikash Publishing House.

Ismail Thamarasseri (2014). *Comparative education.* Kaniska Publication.

Jaiswal. M.P. (2011). *Comparative education*. Saurabh Publishing House.

Mohammad Abbas Khan (2007). *Modern comparative education*. Anmol Publications

Naik. S. P. (2006). *Perspective on comparative education.* Anmol Publications.

Pratiksha Jugran (2009). *Comparative education*. Anmol Publications.

Rahaman. M. (2009). *Education of administration.* Pravati Libray.

Rai. B.C. (2010). *Comparative education.* Prakashan Kendra.

Rao. V.K. & Reddy. R.S. (2019). *Comparative education*. Arjun Publishing House.

Sharma. R.A. (2019). *Comparative education*. Anu Books.

Sharma. Y.K. (2008). *Comparative education: A comparative study of educational system*. Kanishka Publications.

Web Resources

Meaning, Nature, - Comparative Education

https://bit.ly/3eRFTAV

Education in different developed countries

https://www.bpastudies.org/bpastudies/article/view/142/273

Comparative Study of Higher Education

https://bit.ly/3JTY5sb

Approaches to Comparative Education

https://bit.ly/3zsTacF

Trends in World Education

https://bit.ly/3eSovMu

https://bit.ly/33PUMl0

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the Meaning, Nature, and Scope of comparative education, and Policies in different developed countries and educational systems.	K_1, K_2
CO2	To apply and assess the role of different methods and approaches to comparative education.	K_3
CO3	To analyse and differentiate the importance of comparative education.	K_4
CO4	To critically examine the role of the educational activities of UNO and UNESCO in improving the quality of education among the member countries.	K_5
CO5	To develop insight regarding the various issues related to education in different developed countries and comparison with India.	K_6

Course Code	M213CDAE
Course Title	Data Analytics in Education
Credits	4
Hours	60
Category	Perspective Courses
Semester	III
Regulation	2019

Course Overview

This course presents a gentle introduction into the concepts of data analysis, the role of a data analyst, and the tools that are used to solve educational problems. The students will gain an understanding of the fundamentals of data analysis, such as data gathering or data visualization. The students will learn the soft skills that are required to effectively communicate the data to stakeholders, and mastering these skills can give the option to become a data driven decision maker of research in education. The course aims to provide the key aspects of statistics such as descriptive and inferential statistics which are underpinning concepts of data analysis. The students will begin to explore the fundamentals of gathering data, and learn how to identify data sources and how to clean, analyze, and share data with the use of visualizations. This enables the researcher to complete final dissertation in the M.Ed. programme.

Course Objectives

- To identify and categorize the data
- To get familiarized with the graphical representation of the data
- To understand the concepts behind the descriptive analysis of the data
- To operate the inferential analysis of the data
- To develop competencies in doing analysis using computer software.

Prerequisites	Basic computer literacy, high school level math and statistics, and access to a modern web browser such as chrome or Firefox.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Measurement and Measurement of Data** Measurement: Concept, Scope, needs and functions, Types of Measurement, scales of measurement, merits and limitations of scales of measurement. Data: meaning, Need, and Nature of Data: Types of Data- Continuous and Discrete Data- Primary and Secondary Data- Measurement Data: Nominal, Ordinal, Interval, and Ratio Scales – norms in the measurement of data-need for norms in measurement- Types of norms. Note: Interpretation of Results using SPSS. (Only for practical purposes)	12	CO1, CO3	K_1, K_2, K_4
II	**Processing and Graphical Representation of the Data** Data: Data Collection, Editing, Coding and Classification of Data, Types of Classification: External and Internal Preparation of Frequency Distribution. Importance of Visual Presentation of Data, Diagrammatic Presentation, Rules for Preparing Diagrams, Types of Diagrams: One Dimensional Bar Diagrams: Simple Bar Diagram, Multiple Bar Diagram, Sub-divided Bar Diagram. Pie Diagram: Structure Diagrams, Organisational Charts, Flow Charts. Graphic Presentation: Graphs of Time Series- Graphs of One Dependent Variable, Graphs of More Than One Dependent Variable. Graphs of Frequency Distribution: Histograms and Frequency Polygon, Cumulative Frequency Curves. Note: Interpretation of Results using SPSS. (Only for practical purposes)	12	CO1, CO3	K_1, K_2, K_4
III	**Descriptive Analysis and Interpretation of the Data** Statistical Derivatives: Percentage, Ratio, Rate: Measures of Central Tendency: Properties, Calculation of Mean, Median and Mode and its interpretation of the data. Variation: Significance of Variation, Measures of Variation, Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation, Skewness, Relative Skewness and Interpretation of the data and its uses.	12	CO1, CO2, CO4	K_1, K_2, K_3, K_5

	Note: Interpretation of Results using SPSS. (Only for practical purposes)			
IV	**Inferential Analysis and Interpretation of the data** Hypothesis testing-Estimation: Point and Interval, Testing of difference between two Means: Test for Small and Large Samples. Tests of Significance for Population Mean–Z-test for variables. Tests of Significance for Population Proportion –Z-test for Attributes. Linear Correlation: - Pearson's Product Moment Method: Testing for the Significance of the Correlation Coefficient, Simple Linear Regression: Estimating the Linear Regression, Standard Error of Estimate, Coefficient of Determination Calculation, Interpretation and Uses. Chi-square test and its interpretation. Note: Interpretation of Results using SPSS. (Only for practical purposes)	12	CO1, CO2, CO4	K1, K2, K3, K5
V	**Inferencing and Generalisation of Results of the Data** Inference based on the Parametric test; Inference based on the non-parametric test. Mistakes in Inferencing: ignoring unstudied factors in inferencing, ignoring selective factors in inferencing, negative results. The generalization of Results: Need for generalization of research, Generalisation of Results of descriptive data, factors affecting in generalization of results. Precaution to be taken while generalizing results. Implications of the research: meaning, implications of research, and advancement of knowledge. Note: Interpretation of Results using SPSS. (Only for practical purposes)	12	CO1, CO2, CO4	K1, K2, K3, K4

Text Books

Juliet, A.P.A. (2016). *Strategies and techniques for research in education.* Neelkamal Publications.

Mohan, R. (2004). *Research method in education*. Neelkamal Publications.

Mohan, R. (2016). Statistical analysis using SPSS. Neelkamal Publications.

Suggested Readings

Jason W. Osborne. (2012). *Best practices in data cleaning.* Sage Publications.

David Freedman, Pobert Pisani & Roger Purves. (2007). 4th Edition. *Statistics*. W.W.Norten& Co.

Edward Tufte. (2001). *The visual display of quantitative* information: Graphics Press.

Web Resources

Question pro. Data analysis in research: Why data, types of data, data analysis in qualitative and quantitative research.
https://bit.ly/3DG8KSS

Scriber. An introduction to research methods.

https://bit.ly/3DD4eEI

Bajpai, G.S., & Prakash, D. Research methodology.
https://bit.ly/31GvsgE

Byjus. Scale of measurement.
https://bit.ly/338Nf0d

SPSS- tutorials. SPSS Beginners Tutorials.
https://bit.ly/3GwU3TJ

Glen, S. SPSS Tutorial (for Beginners): Intro to SPS. Statistics how to.
https://bit.ly/30bd7rf

Bhandari, P. (2020 September 4). An introduction to inferential statistics. Scriber.
https://bit.ly/3DHaACV

COURSE OUTCOMES (COs) & COGNITIVE LEVELMAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the fundamentals of various aspects of data analytics.	K_1, K_2
CO2	To assess the data and visualize the outcomes.	K_3
CO3	To analyse and compare the different types of data in Education.	K_4
CO4	To interpret the data through various statistical procedures involved	K_5
CO5	To categorize and compile the different statistical data to explain the results of the data analysis.	K_6

Course Code	M213CSSS
Course Title	**Structure and Status of Secondary Education**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**III**
Regulation	**2019**

Course Overview

To accomplish a higher level of association of corporate with the secondary education part, it is imperative that the difficulties of the secondary education segment be distinguished and tended to. Secondary education fills in as a connection between the elementary and advanced education, and plays a significant role in this regard, secondary education can be instrumental in moulding and directing the students. This phase of education serves to precede onward higher secondary stage just as to give nonexclusive competencies that cut crosswise over different domains of learning just as skills.

Course Objectives
- To learn the nature, scope and systems of secondary education
- To analyse the status and development of secondary education
- To examine the different forms and issues of inequality in education
- To identify the indicators and standards of quality in education
- To appreciate the role of teacher in secondary education.

Prerequisite: Basic knowledge of Secondary Education

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Structure and Status of Secondary Education** Nature, Scope and Status of Secondary Education in India: Central Board of Secondary Education, Secondary School Certificate Board, State Board, Indian Certificate of Secondary Education, Delhi Board- Schooling Systems: International Baccalaureate, National Open Schools, Special-Needs Schools - Organizational Structure of School in India- Types of School Education: Aided, unaided, Private and International	13	CO3	K4
II	**Commissions and Committees on Secondary Education** Constitutional Provisions Related to Education - Secondary Education Commission (1952 - 1953) - National Education Commission (1964 - 1966)- Ishwar Bhai Patel Committee (1977) Adisehiah Committee (1978) - National Policy on Education (1986) and Programme of Action (1992) -NEP 2020- SSA.	10	CO1, CO2, CO5	K_1, K_2 K_3, K_6
III	**Policies and Programmes of Secondary Education** Agencies of Policy Making: NCERT, SCERT, NUEPA -Policies and Schemes Related to Secondary and Higher Secondary Education – Draft on the National Policy of Education (1992)- National Scheme of Incentives to Girls for Secondary Education (2008) - National Programmes: Rashtriya Madhyamik Shiksha Abhiyan - National Mission for Secondary Education - Inclusive Education for Disabled at Secondary Stage- The Adolescence Education Programme	10	CO1, CO2, CO4	$K_1, K_2, K_3,$ K_5
IV	**Issues and Challenges of Secondary Education** Problems and Challenges Related to Universalization of Secondary Education- Achievement of Equalization of Educational Opportunities: Forms of Inequality, Gender Inequality, Urban, Rural and Tribal Schools, Public and Private schools -Issues of Quality in Secondary and Senior Secondary Education - Classroom Problems, Discipline, Under Achievement,	15	CO1, CO4	K_1, K_2, K_5

	Lack of Motivation - Intervention in Relation to Access, Retention, Enrolment and Dropout.			
V	**Teacher Education in India at Secondary Level** Development of Teacher Education in India at Secondary Level - Recommendations of Various Commissions Concerning Teacher Education- Impact of NPE 1986 and POA on Teacher Education -Role and Functions of IASE and CTE - Pre-Service and In-Service Teacher Education.	12	CO1, CO2, CO4	K_1, K_2, K_3, K_5

Text Books

Gupta, V.K and Gupta, Ankur. (2005*). Development of Education System in India*. Vinod Publication

S.K. (2000), *Secondary School Administration*. Sterling Publishers.

References

Chopra, R.K. (1993). *Status of Teachers in India*. NCERT.

Day, C. & J. Sachs, J. (2004). *International Handbook on the Continuing Professional.*

Gaind and Sharma. (1971). *Educational Secondary School Administration*. Ram Prasad and Sons. Govt. of India.

Govt. of India (2005). *Universalisation of Secondary Education*. New Delhi   Report of the CABE Committee.

Govt. of India. (1986). *National Policy on Education.* MHRD

Indian education commission (1964-66). MHRD. Govt. of India. (2005).

Jayapalan, N. (2005). *Problems of Indian Education*. Atlantic.MHRD

Govt. of India (2010). Govt. of India (2005). *Framework for Implementation of Rashtriya Madhyamik Shiksha Abhiyan.* MHRD.

Mukhopadhyay, S. and Anil Kumar, K. (2001). *Quality Profiles of Secondary Schools*. NIEPA.

Report of Secondary Education Commission. MHRD. Govt. of India. (1996).

Web resources

NUEPA

https://bit.ly/31lJggt

NCERT

https://bit.ly/3JvqF2C

National policy on Education 1986

https://bit.ly/3JBmfr2

Different Boards of Education in India

https://bit.ly/3ERyGvo

RMSA

https://bit.ly/31jLvRg

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the commissions and committees related to secondary education.	K_1 & K_2
CO2	To integrate and assess the policies and Schemes in Secondary Education in India	K_3
CO3	To analyse and differentiate various boards of Education based on structure and status to Secondary Education	K_4
CO4	To explain the issues and challenges in secondary education in India	K_5
CO5	To plan various methods to improve the standards for quality in Secondary Education	K_6

Course Code	M213TEES
Course Title	**Education For Ecological Sensitivity**
Credits	**4**
Hours	**60**
Category	**Thematic Specialization**
Semester	**III**
Regulation	**2021**

Course Overview

Education for Ecological Sensitivity strives to provide learners with environmental literacy. People who are environmentally literate understand how natural systems function and how humans and the environment are intertwined. It helps them to connect the classroom with that of the natural world, ecosystems, and the biosphere and to reflect greater sensitivity to the total environment and its allied problems. It allows the learners to explore environmental issues, engage in problem-solving, and take action to improve the environment with sound scientific information and the vital skills of critical thinking and decision-making. The individuals are able to develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

Course Objective

- conceptualize the vital significance of the concept, importance, scope and aims of environmental education
- comprehend the relevance of Biodiversity
- acquaint with the need for addressing environmental ethics
- develop various strategies for sustainable development with special emphasis at local level
- formulate strategies for preservation of environmental heritages.

Prerequisite	Basic Knowledge of Science, Environment and Education

SYLLABUS

Unit	Content	Hrs	COs	Cognitive level
I	**Elements of Environmental Education** Introduction to Environmental Education: Concepts, Importance and Scope, Aims and Objectives, Guiding Principles and Foundations – Biodiversity: Relationship between Man and Environment, Ecological and Psychological Perspectives - Eco Pedagogy: Importance - Drivers of ecological changes and its implication for society.	12	CO1, CO2, CO3, CO4	K_1 ,K_2, K_4 ,K_6
II	**Social perspectives in environment** Population and Resources-Relationship between Population Pressures, Resource Consumption and Sustainability - Urbanization and Environment: Science, Technology, Society and Environment, Consumption of Resources, Environmental Consequences of Urban Transformation, Energy Generation -Rural and Urban Environments- Ecological Modernization and Environmental Risk.	12	CO1, CO2, CO4, CO5	K_2, K_4 , K_6
III	**Pedagogical basis for environmental education** Environmental Education and Environmental Literacy: Need for Public Awareness. Need for a "Green Curriculum" - Methods and Strategies for EE at Elementary, Secondary and Higher Education Level - Public Participation in Conservation of Nature and Natural Resources. - Environmental Ethics and Philosophy: Ethics in Society, Environmental Consequences, Responsibility for Environmental Degradation and Pollution - Need for Cultivating Environment, Environmental Attitude among Teachers and Teacher Educators.	12	CO1, CO3, CO4	K_1 ,K_2, K_4 ,K_3 ,K_6 , K_5
IV	**Education for sustainable development** Education for Sustainable Development - Role of Teachers and Teacher Educators- Integrated Approach in Formulation and Transaction of Education for Sustainable Development - Environmental Citizenship as the ultimate goal of Education for Sustainable Development - Environmental Management- role of Individual and	12	CO1, CO2, CO4	K_1 ,K_2 ,K_3, K_6 , K_5

	Institution in Environmental Management - Role and Responsibility of Individuals and Institutions in the Waste Management - Waste Management at house hold level.		
V	**Preservation and conservation of environmental heritages** Need for conservation, preservation and protection of rich environmental heritage, Traditional Knowledge about Environmental Resources, UNESCO world heritage site with special reference to India, Laws and Policies to protect Natural Resources -International Conventions and Protocols on Global environmental issues.	12	CO1, CO2, CO3, CO4, CO5	K_1, K_2, K_4, K_6

Text Books

Shrivastva, K.A. (2007), *Global Warming.* APH Publishing Corp.

Speth., &James,G. (2006). *Global Environmental challenges: Transition to a Sustainable World*, Orient Longmann.

References

Arulsamy, S., & Jeyadevi, J. (2012). *Disaster Management.* Neelkamal Publications Private Ltd.

Arulsamy, S., & Jeyadevi, J. (2011). *Safety and Disaster Management.* Neelkamal Publications Private Ltd.

Bhall, S.C., &Khanna, H. (2007), *Environmental Education.* Regal Publication.

Bharucha, E. (2005). *Text book of Environmental Studies.* University Press.

Brown, Lester R. (2002). *Eco Economy: Building an economy for earth*, Orient Longmann.

Capra, F. (1999). *Eco-literacy: The challenge for next century.* Liver pool Schumacher Lectures.

Chanda, S.K. (1992). *Conserving Indian Environment.* Aavishar Publisher.

Choudhuri, S.K. (1996). *Environmental Legislation in India.* Oxford & IBH Publishing Co. Pvt. Ltd.

Dani, H.M. (1986). *Environmental Education.* Publication Bureau, Punjab University.

De A.K. N.C. Datta., A.K. Mitra., & T.R. Sinha (ed). (1998). *Sustainable Development of Environment,* Cosmo Publications.

Firor, John & Judith E, J. (2003). *Crowded Green House.* University Press.

Gardner, H.S. (2006). Frames of Mind. Harvard university Press.

Goleman, D. (2010). *Ecological Intelligence.* Penguin Books.

Grover, I.S & A.K. Thukral (Ed). (1998). *Environmental and Development.* Scientific Publishers.

Gupta, Das, N. (1997). *Environmental Accounting.* Wheeler Publishing.

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Gupta, Sunit., & Gupta, Mukta., (1997). *Environment, Population and Resources, Critical Challenges,* Anmol Publications Pvt, Ltd.

Web resources

https://study.com/academy/course/icse-environmental-science-study-guide-syllabus.html
https://www.bing.com/videos/search?q=ENVIRONMENTAL+STUDIES&docid=608031888792622178&mid=F0D239314F7430B1A745F0D239314F7430B1A745&view=detail&FORM=VIRE
https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf

COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To facilitate students' understanding of complex environmental issues from a problem-oriented, interdisciplinary perspective and develop scientific solutions for the problems.	K_1, K_2, K_6
CO2	To understand key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies.	K_2, K_6
CO3	To appreciate the ethical, cross-cultural, and historical context of environmental issues and develop the links between human and natural systems to preserve and conserve environmental heritages.	K_2, K_4
CO4	To assess, analyze and reflect critically about their roles and identities as individual citizens, consumers and environmental actors in a complex, interconnected world.	K_3, K_6, K_5
CO5	To apply systems, concepts and methodologies to analyze and understand interactions between social and environmental processes.	K_2, K_4, K_6

Course Code	M213TSMA
Course Title	**Stress Management and Assertiveness Training**
Credit	**4**
Hours	**60**
Category	**Thematic Specialization**
Semester	**III**
Regulation	**2020**

Course Overview

This course on Stress Management designed to make the student aware of stress and how it can impact the quality of life. It will provide methods for identifying stressors and strategies to effectively manage them. Students will be able to construct a personalized life style management program. This course will enable participants to consider the management of workplace stress at an individual and organisational level. There will be lots of opportunities to relate the content to the participants and to consider a range of practical stress management techniques that can help to execute and manage healthy and safety responsibilities.

Course Objectives

- To interpret the impact of Stress on behaviour
- To examine the factors associated with nervous system and stress
- To create awareness on stress related diseases
- To implement various stress management techniques
- To apply coping mechanisms to promote holistic wellbeing of oneself

Prerequisite	Basic knowledge of Stress Management and Assertiveness Training

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Introduction to Stress Management** Meaning and Definition- Nature of Stress-Symptoms of Stress: Biological, Psychological, Spiritual and Sociological -Sources of Stress -Types of Stress -Stages of Stress-Components of Stress Process-Effect of Stress on Behaviour.	13	CO1, CO2, CO3, CO5	K_1, K_2, K_3, K_4, K_6
II	**Stress Physiology** Nervous system-Human Brain: Vegetative, Limbic, Neo Cortical level, Autonomic Nervous System - Parasympathetic Nervous System - Gastrointestinal System - Endocrine System- Hypothalamus, Cerebral Cortex--Effect of Stress on Immune System	10	CO2, CO3, CO5	K_3, K_4, K_6
III	**Stress and Health** Health Illness Related to Stress-General Adaptive Syndrome (GAD), Quality of Sleep, Diet and Health Effects -Psychological Impact of Stress: Impaired Mental Functions, Poor Memory - Social Impact of Stress.	10	CO3, CO4, CO5	K_4, K_5, K_6
IV	**Assertiveness Training Techniques** Relaxation Techniques - Role of Meditation – Physiological Aspect of Meditation- Cognitive Behaviour Therapy-Mindfulness Based Stress Reduction-REBT- Role of Exercise in Stress-Yoga-Coping Mechanisms-Life situation- Intrapersonal: Assertiveness, time management.	15	CO1, CO3, CO4, CO5	K_1, K_2, K_4, K_5, K_6
V	**Assessment of Stress** Assessment of Stress: Stress Diary, Becoming Change Skilled, Healthy Life Style, Right Attitude, Self-Awareness- Value and Goal Planning- Stress Response: Fight or Flight Response, Stress Warning Signals.	12	CO1, CO3, CO4, CO5	K_1, K_2, K_4, K_5, K_6

Text Books

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge. DiMatteo

Weller S. (2000) *The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue*, Thorsons.

Davis M. (2000) *The Relaxation and Stress Reduction Work Book*, New Harbinger in

References

Cooper C.L., Cooper R.D., Eaker L.H. (1987) *Living with Stress*, Penguin

Lehrer P.M., Woolfolk R.L. (1993) *Principles and Practices of Stress Management*. The Guildford Press.

M.R. & Martin, L.R. (2002). *Health psychology*.New Delhi: Pearson Neiten,

Neiten,W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

Palmer S., Dryden W. (1995) *Counselling for Stress Problems,* Sage.

Seaward B.L. (1999) *Managing Stress: Principles and Strategies for Health and Wellbeing,* 2nd edition, Jones and Bartlett Publishers.

Web Resources

Stress Management techniques

https://bit.ly/34ugJ9P

Assertiveness training Techniques

https://bit.ly/3pZpPDM

COURSE OUTCOMES (Cos) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To Identify and describe the stages and components of Stress	K1, K2
CO2	To explain and differentiate the types of stress and a holistic management of stress.	K3
CO3	To analyse and implement various techniques involved in managing the stress	K4
CO4	To assess and describe the impact of stress on one's own body, mind, spirit and emotions.	K5
CO5	Develop a personal lifestyle plan incorporating coping strategies to decrease the impact of stress	K6

Course Code	**B213TPPY**
Course Title	**Positive Psychology**
Credit	**4**
Week	**60**
Category	**Thematic Specialization**
Semester	**III**
Regulation	**2019**

Course Overview

The course content would enhance the learners to imbibe knowledge and become aware of living life with positive thinking, happiness, self-awareness, forgiveness and to live physically and emotionally quality of life.

Course Objectives
- To become holistic thinkers and lifelong learners.
- To apply skills, critical thinking to solve problems in life.
- To enhance positive experiences and emotions to live a quality of life.
- To maintain and exercise lifelong happiness in all situation.
- To reconcile with oneself and with others exhibiting trust.

Prerequisite	Previous knowledge on the significance of enhancing quality of life.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive level
I	**Introduction to Positive Psychology.** Concept, History, Nature, Dimension and scope of Positive Psychology Seligman's PERMA - Positive Leadership - Creativity and Problem Solving.	12	CO1, CO4	K_1, K_2, K_3, K_4, K_5, K_6
II	**Positive Emotional States and Processes:** Positive Emotions and wellbeing: Hope & Optimism, Love - The Positive Psychology of Emotional Intelligence - Influence of Positive Emotions -Positive Thinking and Living	12	CO2, CO3, CO5	K_1, K_2, K_3, K_4, K_5, K_6
III	**Strengths and Virtues.** Character Strengths and Virtues - Resilience in the Phase of Challenge & Loss - Empathy and Altruism - Optimism and Success Resilience - Well Being: Quality of Health & Life.	12	CO3, CO5	K_1, K_2, K_3, K_4, K_5, K_6
IV	**Happiness.** Introduction to Psychology of happiness: Wellbeing and Scope - Types of Happiness: Eudaimonic and Hedonic - History of Happiness - Theories, Measures and Positive Correlates of Happiness - Traits Associated with Happiness - Setting Goals for Life and Happiness - The Science of Happiness.	12	CO1, CO2, CO4	K_1, K_2, K_3, K_4, K_5, K_6
V	**Forgiveness and Gratitude** Forgiveness and Gratitude - Personal Transformation - Role of suffering - Trust and Compassion - Competency Development for Life.	12	CO4, CO5	K_1, K_2, K_3, K_4, K_5, K_6

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Baumgardner, S. R. & Crothers, M. K. (2009). *Positive psychology*. New Delhi: Pearson Education.

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Carr, A. (2004). *Positive psychology: The science of happiness and human strengths*. London: Routledge.

Crompton, W.C. (2005). *An introduction to positive psychology*. Singapore Press.

Goleman, D. (2015). *Emotional intelligence: Why it can matter more than IQ*. Paperback.

Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*. Basic Books.

Peterson, C. (2006). *A primer in positive psychology*. Oxford University press.

Snyder, C.R.& Lopez. S. (2007). *Positive psychology. The scientific and practical explorations of human strengths*. Sage Publications

Synder, C.R.& Lopez. S. (2007). *Handbook of positive psychology*. Oxford Publications.

Seligman, M.E.P. (2002). *Authentic happiness*. Free Press.

Thomson, S. C.R. and Lopez, S. J. (2005), *Handbook of positive psychology*. Oxford University Press.

Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011): *Positive psychology: The scientific and practical explorations of human strengths* (2nd Ed). Sage Publication, Inc.

Tal, B. S. (2007). *Happier: learn the secrets to daily joy and lasting fulfilment*.
Web Resource

Introduction to Positive Psychology
https://bit.ly/3EUXQt8
Positive Emotional States and Processes
https://bit.ly/32TgAMp
Strengths and Virtues
https://bit.ly/3pSXPBB
Happiness
https://bit.ly/3ztDXby
Forgiveness and Gratitude
https://bit.ly/3mYdPjQ
https://bit.ly/3FVC21O

COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To become holistic thinkers and lifelong learners.	K_1, K_2
CO2	To apply skills, critical thinking to solve problems in life.	K_3
CO3	To enhance positive experiences and emotions to live a quality of life.	K_4
CO4	To maintain and exercise lifelong happiness in all situation.	K_5
CO5	To reconcile with oneself and with others exhibiting trust.	K_6

SEMESTER IV

Course Code	M214CEMT
Course Title	**Educational Management**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**IV**
Regulation	**2019**

Course Overview

Educational Management is a subject that helps the teacher trainees to understand the functions of the institution to run the programmes in an effective manner. This course aims at discussing all the management functions that an administrator should be aware of. The different modules of this course examine the management models, administration models and leadership models. In this course, the trends in management like stress, change, conflict and time are discussed. This course also deals with the quality performance indicators expected of by the various accreditation councils.

Course Objectives

- To identify the principles and approaches of educational management
- To analyse the trends in educational administration
- To accustom with leadership behaviours to be maintained by the administrators
- To familiarize with the methods and strategies of quality management in education
- To acquaint with the modern trends in educational management and administration

Prerequisites	Basic understanding about the functioning of educational institutions.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Educational Management** Educational Management: Concept, Principles, Importance, Functions: POSDCORB and Types – Institution Building – Project Evaluation and Review Technique (PERT) – Critical Path Method (CPM) – Management as a System – Taylorism (Scientific Management Theory).	12	CO1, CO2, CO3, CO4, CO5	K_1, $K2$, K_3, K_4, K_5, K_6
II	**Educational Administration** Educational Administration: Concept, Need and Functions – Difference between Management and Administration – Administration as a Process – Administration as a Bureaucracy – Human Relations Approach to Administration – Organisational Compliance – Organisational Development – Organisational Climate - SWOC Analysis.	10	CO1, CO2, CO3, CO4, CO5	K_1, $K2$, K_3, K_4, K_5, K_6
III	**Leadership in Educational Management** Leadership: Concept, Functions and Characteristics – Approaches to Leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic - Models of leadership: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Situational Leadership Theory, Leader-Member Exchange Theory.	14	CO1, CO2, CO3, CO4, CO5	K_1, $K2$, K_3, K_4, K_5, K_6
IV	**Quality Management in Education** Concept of Quality in Education -Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM) - Six Sigma - Academic Audit - National Assessment Accreditation Council [NAAC] - Quality Council of India [QCI] - International Network for Quality Assurance Agencies in Higher Education [INQAAHE] - Cost of Quality: Appraisal, Failure and Preventable - Cost Benefit Analysis - Cost Effectiveness Analysis.	14	CO1, CO2, CO3, CO4, CO5	K_1,K_2, K_3,K_4, K_5,K_6
V	**Trends in Educational Management** Stress Management: Definition, Causes, Types, Coping Stress - Time Management - Conflict Management: Types, Causes and Consequences of Conflict - Conflict Resolution - Change Management: Meaning, Need for Planned Change, Three Step-Model of Change (Unfreezing,	10	CO1, CO2, CO3, CO4, CO5	K_1,K_2, K_3,K_4, K_5,K_6

Moving, Refreezing) - The Japanese Models of Change: Just-in-Time, Poka Yoke.			

Textbooks

Chauhan, S. (2012). *Educational management*. Dorling Kindersley.

Dash, B.N. (2004). *School organisation, administration and management.* Neelkamal Publications.

References

Anamika. (2009*). Primary and secondary education.* Centrum Press.

Bhatnagar, & Agarwal, V. (2001). *Educational administration*. Surya Publications.

Bush, T., & Les, B. (2002). *The principles and practices of educational management*. Paul Chapman Publishing.

Bush, T. (2008). *Leadership and management development in education*. Sage Publications.

Decenzo, D.A. (2015*). Human resource management* (11th ed.). John Wiley.

Gupta, B.L. (2011). *Academic audit*. Concept Publishing Company.

Kalaivani, M., & Krithika. (2018). *Planning and administration of secondary education.* Samyukdha Publications.

Krishnaiah, R. (2017*). School organisation and management*. Neelkamal Publications.

Mahajan, Baldev & Khullar,K.K. (2002). *Educational administration in central government: Structures, processes, and future prospects.* Vikas Publication House.

Mishra, R.C. (2009). *School administration and organisation*. APH Publishing Corporation.

Mukhopadhyay, M. (2005). *Total quality management in education*. Sage Publications.

Muthuja, B. (2009). *Educational innovations and management*. Centrum Press.

Nelson, D.L., Campbell, J.Q., & Khandelwal, P. (2016*). ORGB: A south Asian perspective* (2nd ed.). Cengage Learning.

Web Resources

PERT Analysis
https://bit.ly/3HECFgF
Leadership Models: Theory and Practice
https://bit.ly/3mUXUCV
Quality management in Education
https://bit.ly/3eRI9Ik

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain understanding of the concepts of educational management, educational administration, leadership, and quality management.	K1 , K2
CO2	To manage the school effectively, perform SWOC analysis, exhibit different leadership styles and to lead the students by employing different models.	K3
CO3	To analyse the leadership approaches, interpret the quality performance indicators and the ways of managing conflict in the institution.	K4
CO4	To evaluate the functions of management, administration, leadership, inspection and change management in institutions.	K5
CO5	To make innovations in managing, administering and leading styles for maintaining quality in education and facing the challenges that arise in institutions.	K6

Course Code	M214CSIE
Course Title	**Special and Inclusive Education**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**IV**
Regulation	**2019**

Course Overview

This course will help educators in adapting to the changing roles and demands of their teachers in schools. It will give students hands-on experience working in an inclusive environment with children with special needs. It will consist with Environmental barrier identification and removal/management would play an important role in the course. Teachers must pay attention to all pupils in the classroom, regardless of their learning styles or personalities. Of course, students with vision impairment, physical and intellectual disabilities, emotional and behavioural issues, and learning challenges require extra attention, assistance, training and research priorities in Inclusive Education.

Course Objectives
- Familiarize the need for promoting inclusive practices in education.
- Understand the trends and developments in inclusive education
- Develop critical understanding of the policies and legislations related to inclusive education.
- Develop an understanding of the educational approaches and measures to meet the diverse needs of students.
- Identify the various aspects of teacher preparation and research priorities in inclusive education.

Prerequisite	Basic knowledge of Inclusive Education

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Introduction to Inclusive Education** Concept, Need and Importance of Inclusive Education - History of Inclusion - A Paradigm Shift from Segregation to Inclusion - Difference between Special Education, Integrated Education and Inclusive Education - Benefits of Inclusive Education - Beneficiaries of Inclusive Education: Socially Disadvantaged Children, Socio-cultural Diversity, Caste, Tribe, Educationally Backward, Transgender, Juvenile Delinquent, Leprosy cured, HIV /Aids Children and Differently-abled Children – Challenges and Opportunities of Inclusive Education - Teacher Preparation for Inclusive Education.	10	CO1, CO3	$K_1,K_2,$ K_4
II	**Educational Policies on Inclusion** New Education Policy on Inclusion (2020) - National Policy for Persons with Disabilities (2006) National Curriculum Framework (NCF 2005) - National Commission for Education of SC, ST - National Acts: The Persons with Disabilities Act (PWD Act, 1995), National Trust Act (1999), Rehabilitation Council of India Act (1992), Right of Children to free and compulsory Education (RTE Act 2009) - Role of Sarva Shiksha Abhiyan (SSA) - Features of United Nations Convention on the Rights of Person with Disabilities (UNCRPD) - Government schemes, facilities, educational concessions and allowances for differently - abled children.	13	CO1, CO2	$K_1,K_2,$ K_3
III	**Children with Diverse Needs** Concept of Diverse needs – Definition, Causes, Characteristics, Educational programmes of Visual Impairment, Hearing Impairment, Loco motor disability, Intellectual Disability, Attention Deficit Hyperactivity Disorder, Learning Disability, Autism Spectrum disorder, Cerebral palsy and Epilepsy - Functional assessment for development of compensatory skills - Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.	13	CO1, CO3	$K_1,K_2,$ K_4

IV	**Curriculum planning, Teaching Methodology, Assessment** Concept of curriculum planning - Teaching methodology: Universal Design for learning, Differentiated Instruction, Collaborative Teaching, Visual Arts, Music, Dramatics – Integrating Multiple intelligence in the teaching learning process – Accommodations and adaptations in the teaching learning process - Individualized educational plan - Role of assistive technology for children with special needs - Flexibility in Assessment and Evaluation	12	CO2, CO3, CO4	$K_3,K_4,$ K_5
V	**Training and Research in Inclusive Education** Skills and Competencies of teachers and teacher educators for inclusive settings - Roles, responsibilities and professional ethics of teachers in inclusive setting - Networking and Liaising with Parents, Teachers, Heads of the institutions, NGOs and Community - Research priorities in inclusive education: Girl's education, Teaching learning practices and social inclusion, Least Restrictive Environment, Community Based Rehabilitation.	12	CO1, CO4, CO5	$K_1,K_2,$ K_5,K_6

Text books

Aslam, K. (2018). *Creating an Inclusive School*. Everest Publishers.
Dash Neena. *(2006) Inclusive Education for Children with Special Needs.* Atlantic Publishers. ISBN:9788126906871, 8126906871.
Govinda Rao, L. (2010). *Perspectives on Special Education* Volume-2, Neelkamal Publications.
Handbook for Teachers on inclusive Education, First Edition 2020, Central board of secondary education, Delhi.

References

Barki, B.G., & Mukhopadhyay, B. (2008). *Guidance and Counselling a Manual.* Sterling Publishers.
Biggie, J., & Sirvis, B. (1986). *Physical and Health Impairments. In N.G. Having Exceptional Children and Youth.* OH Mernil.
Chauhan, S.S. (1996). *Advanced Educational Psychology*. Vikas Publishing House.
Evans, P., & Verma, V. (1990). *Special Education: Past, Present and Future*. The Falmer Press.

Hockings, C. (2010) Inclusive learning and teaching in higher education: A synthesis of research. York: Higher Education Academy.

Kumari, Meena. (2009). *Education for the children with Special needs.* Centrum press.

Lindsay Peer, & Govid Reid, (2012), Special Educational Needs. Sage Publications

Mani, M. N. G. (2000). *Inclusive Education in Indian Context*. A publication of Sri Ramakrishna mission Vidyalaya International Resource Development Centre (IHRDC) for the disabled, Coimbatore.

Pankajam, G. (2009). *Care and Education of Differently Abled*. Concept Publishing Company.

Puri, Madhumita. Abraham, & George. (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners*. Sage Publications.

Sharma, R. A. (2013). Fundamentals of Special Education (Integrated Teaching for mainstreaming). Vinay Rakheja.

Singh, Bharat. (2004). *Modern Special Education*. Anmol Publication.

Stefani, L., & Blessinger, P. (Eds.). (2017). *Inclusive leadership in higher Education: International perspectives and approaches*. Routledge.

Toby J. Karten, (2011). *Inclusive Practices,* Corwin USA.

Web resources

What is the Difference Between Special Education Integrated Education and
Inclusive Education
https://bit.ly/3zrlqwu.
Teachers' Perceptions of Inclusion in a Pilot Inclusive Education
Program: Implications for Instructional Leadership
https://bit.ly/3pPvlsf
Barriers and Benefits of Inclusive Education
https://bit.ly/3JGGl3i

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	Define and describe the concept of inclusive education and National Initiatives in Inclusive Education.	**K1, K2**
CO2	Demonstrate and utilize assistive technology and Teaching methodology strategies for promoting inclusive practise.	**K3**
CO3	Differentiate and analyse the concepts of special, integrated and inclusive education and children with diverse needs and Research priorities in inclusive education	**K4**
CO4	Appreciate the role of teachers in giving roles, responsibilities and professional ethics of teachers in inclusive setting guidance, counselling, maintain records, networking and liaising	**K5**
CO5	Integrate and create appropriate assessment and evaluation in inclusive classroom	**K6**

Course Code	M214CIST
Course Title	Instructional Technology
Credits	4
Hours	60
Category	Perspective Course
Semester	IV
Regulation	2019

Course Overview

The aim of this course is to enable the students to explore new trends in Instructional Technology, develop theoretical, methodological and technological skills to plan and reach to sound use of technology in the classroom. The students will develop a thorough understanding of the principles, theory and epistemology of various methods followed to deliver instructions through technological mode. Equal emphasis is given to prepare content using blended and flipped mode. This course will provide an opportunity for students to establish their understanding of importance of researches conducted in instructional technology. Further the course aims to explain how to integrating Technology in Curriculum Transaction and about e-learning and the approaches to e-learning. The comprehensive nature of the course ensures that students not only able to understand, but also apply the course content.

Course Objectives
- To recognize the nature and scope of Instructional Technology
- To effectively use technology in the teaching- learning process
- To identify the types of educational television in India
- To comprehend the need and importance of researches in Instructional Technology
- To explore new trends in Instructional Technology.

Prerequisites	Basic knowledge of ICT

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	**Instructional Technology** Concept, Meaning and Scope of Instructional Technology - Difference Between Technology of Education and Technology in Education – Approaches to Instructional Technology: Hardware Approach, Software Approach and System Approach - Teleconferencing and its Types - Models and Principles of Instructional Design: ADDIE, Morrison and Kemp, Dick and Carey, Moore's Transactional Distance Model.	12	CO1, CO3	K_1, K_2, K_4
II	**Integrating Technology in Curriculum Transaction** Transactional Usage of Instructional Technology: Integrated, Complementary, Supplementary, Standalone - Technology Integrated Instructional Design - Instructional Technologies Used in Class Room: Use of Documentaries, Animation Films and CCTV in Instruction and Training - Satellite Instruction and Multimedia Approach.	12	CO1, CO3	K_1, K_2, K_4
III	**e-learning and Instructional Process in Teacher Education** Concept of e-learning: Definition, Objectives and Need for e-Learning - Approaches to e- Learning: Offline, Online, Synchronous and Asynchronous - Ethical Issues for e- Learner and e- Teacher - Factors Influencing e-Learning Practices: Gilly Salmon's Five Stage Models - e-Inclusions: Concept of e-Inclusion, Application of Assistive Technology in e -Learning.	12	CO1, CO2, CO4	K_1, K_2, K_3, K_5
IV	**Research in Instructional Technology** Relationship Between Research in Education and Instructional Technology - Application of Research in Instructional Technology - Areas of Research in Instructional Technology - Relevance and Feasibility of Research in Instructional Technology - Educational Resources for Research: e-content, e-book, e-tutoring, e-journal, e-paper, e-library - Virtual University	12	CO1, CO2, CO4	K_1, K_2, K_3, K_5
V	**Emerging Trends in Instructional Technology**	12	CO1, CO5	K_1, K_2, K_6

	Social Networking: Sites, Blogs, Chats, Discussion Forum - Recent Trends in Instructional Technology: Flipped Classroom, Virtual Classrooms and Virtual Laboratories - Open Educational Resources: Swayam - MOOC and its types – Modular Object-Oriented Dynamic Learning Environment (MOODLE)– Learning Management System - Cloud Computing - Blended Learning - Mobile Learning – Web 2.O Technology and its Applications.			

Text books

Bhatnagar,A.B., & Anurag, B. (2016).*Teacher, teaching and technology*. R.Lall Educational Publisher.

Bhushan, A. & Ahuja, M. (1992). *Educational technology*. Vikas Publication.

Das, R. C. (1993). *Educational technology – A basic text.* Sterling Publishers.

References

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Ledford, B.R., &Sleeman,P.J. (2001). *Instructional design: A primer.* Information Age Publishing.

Mangal,S.K., &Mangal,V.(2009).*Essentials of educational technology*. Prentice Hall of India.

Rao,V. K. (2008). *Instructional technology*. APH Publishing Corporation.

Singh,Y. K. (2008). *Instructional technology in education.* APH Publishing Corporation.

Vanaja,M.(2014).*Educational technology and computer education*. Neelkamal Publications.

Web Resources

Specialeducationnotes.co.in. Educational and instructional technology – meaning, nature, scope, definition, objectives and significance.

https://bit.ly/3JBKCFa
Wawasan Open University. EED502/05 ICT in Education.

https://bit.ly/3eIKNQL

Kaynat, H. Integrating technology into the curriculum. Slide share.

https://bit.ly/3mOohuj

Behera, S. K.(2013). E-Learning in Teacher Education. Pedagogy of Learning, 1 (2), 17-22.

https://bit.ly/3ETxBDq

UPCT. E-learning: an approach.

https://bit.ly/3eHxKin

Mccarroll, N., & Curran K. (2015, July). Social Networking in Education. International Journal of Innovation in the Digital Economy 4(1):1-15. DOI:10.4018/jide.2013010101

Moudgalya, K. (2020). Moodle Learning Management System.

https://bit.ly/32TCCyc

https://bit.ly/3HtkSJb

https://bit.ly/344UQxm

https://bit.ly/3mOYPVq

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the technology in the teaching-learning Process	K1, K2
CO2	To comprehend and integrate the technology in the classroom	K3
CO3	To differentiate and analyze the different technologies used in the classroom	K4
CO4	To explain about the processes in Instructional Technology	K5
CO5	To develop competencies in applying and assessing the role of technology in Education	K6

Course code	**M214CGAC**
Course Title	**Guidance and Counselling**
Credits	**4**
Hours	**60**
Category	**Perspective Course**
Semester	**III**
Regulation	**2019**

Course Over view

Aim of this course is to give the basic knowledge about the nature, scope, objectives, principles and functions of guidance. In this course the types of guidance and roles and functions of school guidance committee will teach the importance and place of guidance in school curriculum. The different modules of this course will examine the learners with difficulty of learning, psychological guidance for special learners, counselling theories and enrichment programme for the gifted, slow learner and exceptional children and also will examine the relationship between the guidance and counselling, Professional ethics and qualities of an effective counsellor. The other important aspects of guidance and counselling that will be discussed in this course includes peer counselling, functions of counselling goals and stages and skills of counselling.

Course Objective

- To understand the meaning, nature, principles and scope of guidance
- To familiarize the concept and importance of educational and vocational guidance
- To explain the need of guidance for the special children
- To analyse the nature of counselling and the relationship between guidance and counselling
- To compile the stages of counselling and become acquainted with the skills of counselling.

Prerequisite	Basic Knowledge of Guidance and Counselling.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive level
I	**Nature and Scope of Guidance** Concept, Need and Significance of Guidance - Basic Principles of Guidance: Physiological, Sociological and Educational – Scope, Aims and Objectives of Guidance - Functions of Guidance Services - Orientation, Information, Counselling, Placement, Follow-up, Research and Evaluation	10	CO1, CO2, CO3, CO4	K_1, K_2, K_3, K_4, K_5
II	**Educational and Vocational Guidance** Types of Guidance: Individual and Group Guidance, Advantages of Group Guidance – Basic Principles of Educational Guidance - School Guidance Committee: Constitution, Roles and Functions - Placement Services - Research and Evaluation Services - Place of Guidance in School Curriculum - Role of Principal and Teachers in School Guidance Programmes – Vocational Guidance: Concept and Importance - Process of Vocational Guidance - Fantasy Stage, Tentative Stage and Realistic Stage - Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Corner, Career Conference, Bulletin Board and Role Play.	14	CO1, CO2, CO3, CO4, CO5	K_1, K_2, K_3, K_4, K_5, K_6
III	**Guidance to Special Children** Guidance: Special Learners, Gifted Learner, Creative Learner, Slow Learners and Learners with Difficulty for Learning - Psychological Guidance for Problematic Students, Backward Children, Dull or Deficient Children, Delinquent Children and Obstinate Children - Enrichment Programme for the Gifted, Slow Learner and Exceptional Children	12	CO1, CO2, CO3, CO4, CO5	K_1, K_2, K_3, K_4, K_5, K_6
IV	**Understanding Counselling** Counselling: Nature, Scope and Objectives - Resolution of Problems - Modification of Behaviour - Promotion of Mental Health – Relationship between Guidance and Counselling - Skills and Qualities of an Effective Counsellor – Professional Ethics of a Counsellor - Teacher as a Counsellor, Approaches in Counselling: Characteristics, Steps, Advantages and Limitations of Directive, Non - directive, Eclectic Counselling and Group Counselling. Counselling Theories – Person-Centred Therapy (Carl Rogers), Rational- Emotive	12	CO1, CO2, CO3, CO4, CO5	K_1, K_2, K_3, K_4, K_5, K_6

	Behaviour Therapy, Cognitive-Behavioural Therapy (Albert Ellis) and Reality Therapy (William Glasser).			
V	**Stages and Skills of Counselling** Rapport Building - Goal Setting - Assessment and Diagnosing - Selection of Intervention Strategy - Planning and Conducting Sessions – Termination - Developing Counselling Goals - Functions of Counselling Goals - Obstacles in Developing Specific Goals - Skills Associated with Goal Setting - Peer Counselling: Concept and the relevance to the Indian situation - Steps and Skills in Group Counselling Process.	12	CO1, CO2, CO3, CO4, CO5	$K_1, K_2,$ $K_3, K_4,$ K_5, K_6

Text Books

Bala, R. (2006). *Guidance and counseling: Modern review*. Alfa Publications.

Charles, K., & Jyothsna, N. G. (2011). *Guidance and counselling.* Neelkamal Publications

Sharma, R. A. (2007). *Career information in career guidance.* Raj Printers.

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Barki,B.G., & Mukhopadhyay,B.(2008). *Guidance and counseling: A manual*. Sterling Publishers.

Chauhan, S. S. (2008). *Principles and techniques of guidance.* Vikas Publishing House.

Chaturvedi, R. (2008). *Guidance and counselling techniques*. Crescent Publishing Corporation.

Jones, A. J. (2008). *Principles of guidance* (5th ed.). Surjeet Publications.

Rajendiran, E. K. (2008). *Guidance and counselling*. Shantha Publishers.

Rao, N.S. (2002). *Counselling and guidance.* Tata McGraw-Hill Publishing Company.

Sharf, R. S. (2005). *Applying career development theory to counselling*. Wads Wort Company.

Sharma, R. N. (2008). *Vocational guidance and counselling*. Surjeet Publications.

Vashist, S. R. (2008). *Principles of guidance.* Anmol Publications.

Web Resources

Unit – 1 Principles of Guidance
https://bit.ly/3zvs3xT
Unit – 1 Functions of Guidance Service.
https://bit.ly/3JwRm73
Unit- III Guidance to Special Children
https://bit.ly/3mMR0PS.
Unit – IV Stages of Counselling
https://bit.ly/3pLX3WZ
Unit – IV Types of Counselling
https://bit.ly/3qzkr9m

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the meaning, nature need of Guidance and Counselling, Types of Guidance, Special learners and Steps in group Counselling process.	K1, K2
CO2	To familiarize the aims, scope and basic principles of guidance, advantages of group guidance, psychological problematic students, modification of behaviour, assessment and diagnosing and functions of counselling goals.	K3
CO3	To explain and integrate the educational principles of guidance, school guidance committee roles and functions, creative learners and slow learners, professional ethics of a counsellor, and developing counselling goals.	K4
CO4	To analyze the functions of guidance services, role of principal and teachers in school guidance programme, learners with difficulty of learning, process of vocational guidance. Relationship between guidance and counselling, approaches in counselling, peer counselling.	K5
CO5	To formulate the group guidance techniques, enrichment programme for the gifted, slow learner and exceptional children, skills associated with goal setting and Counselling theories.	K6

B.ED. PROGRAMME RUBRICS

SCHOLASTIC ACTIVITIES

Practicum Code	B212PMT
Practicum Title	**Microteaching (Level I & II)**
Semester	**II**
Category	**Scholastic Activities**
Credit	**2**
Marks	**40**

Practicum Overview

This practicum component is in the second semester which is helped to develop the teaching skills as it is based on practicing each and every skill separately. It enhances the proficiency of teaching and builds up the self-confidence levels of student-teachers. It advocates the choice and practice one skill at a time. The students are provided with immediate feedback which will help to improve the teaching skills

Practicum Objective

- To be acquainted of the concept of Microteaching.
- To construct micro lesson plan for the teaching skills for developing teaching skills in student teachers.
- To apply the steps in teaching Science concepts to high school students and creating an action plan to teach the subject effectively with appropriate use of teaching aids.

RUBRICS FOR ASSESSMENT

Rating Area	Excellent (12)	Very Good (10)	Good (8)	Average (7)	Poor (5)
Components	Practiced all the components of the microteaching skills.	Not Practiced one component of the microteaching skills.	Not Practiced two components of the microteaching skills.	Completed only half of the components of the microteaching skills.	Not practiced all the components.
Micro Lesson Plan	Well-designed micro lesson plan prepared for all	Micro lesson plan is not prepared for few	Micro lesson plan is not prepared for half of the components	Micro lesson plan is prepared with minor errors.	Does not follow the format.

	microteaching skills and their components.	components of microteaching.	of microteaching		
Feedback	Constructive feedback is given for all the components.	Feedback is given only for few components	Refeed back is given for all the components.	Refeed back is given only for few components.	Immediate feedback is not provided

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain thorough understanding of the components of all the microteaching skills.	**K1, K2**
CO2	To apply the pedagogical knowledge and content knowledge to plan for the microteaching.	**K3**
CO3	To do content analysis of the topics to be taught and note down each and every learning points.	**K4**
CO4	To check the effectiveness and suitability of different steps and components based on the criteria.	**K5**
CO5	To create an appropriate microteaching plan for practicing the microteaching skills.	**K6**

Practicum Code	B213PDCN
Practicum Title	**Demonstration**
Semester	**II**
Category	**Scholastic Activities**
Credit	**1**
Marks	**20**

Practicum Overview

The teacher trainee should observe five demonstration classes one by teacher educator, two by school teachers, one by alumnus and one peer trainee. Trainees write the analysis report and the feedback. In this practicum component, the teachers demonstrate the way of teaching the school concepts by following all the steps and exhibit the usage of teaching aids and content presentation in an ideal way.

Practicum Objective

To apply the steps in teaching concepts to high school students by observing the model classes demonstrated by competent teachers.

RUBRICS FOR ASSESSMENT

Rating / Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
Develop capacity to work independently	Observes all the techniques of handling classes, interacts with the teacher and peer for improvement	Observes the techniques and tries to connect it to their own atmosphere	Observes the classes and understands the techniques	Observes with less involvement
Acquire new knowledge and skills	Look into the different strategies and methods used by different teachers for different levels and reflects it in their classes.	Listens to the techniques of presentation and gain new techniques.	Observes the varieties of methods and strategies adopted by the teachers with interest	Plainly observes the knowledge transmission methods
Be productive	By observation, creates new ways of presentation,	Tries to implement the observed	Make use of the observed methodologies	Follows the same procedure of

	demonstration and questioning techniques	ideas in their classes	for effective presentation of concepts	class presentation with not much impact.
Understanding how to improve	Schedule the to be done and not to be done behavior patterns to become an efficient and effective teacher	Observes the effective and ineffective strategies and reflects	Understands the ineffective tricks and tries to avoid such situations.	Observes the teacher's handling and mishandling situation and comments, but will not link with their own ideas.

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To observe and understand the way of teaching Science concepts.	**K1**, **K2**
CO2	To apply the observed strategies in real classroom.	**K3**
CO3	To analyse the dos and don'ts of strategies followed in classrooms.	**K4**
CO4	To judge the effectiveness of the methods followed by teachers.	**K5**
CO5	To plan proper strategies and create own style of handling students in the teaching-learning process.	**K6**

Practicum Code	B213OBS
Practicum Title	Observation (Level I & II)
Semester	III
Category	Scholastic Activities
Credit	1
Marks	25

Practicum Overview

 This practicum component aims that the trainees are expected to observe 10 lessons in level I and 10 lessons in level II. For each observation lesson, the student teachers fill the observation check list and submit it to the teacher educator. The students do have the scope to observe the real classroom teaching practice by the guide teacher, peer group other discipline.

Practicum Objective

 To apply the observed components required for teaching and transact in classroom.

RUBRICS FOR ASSESSMENT

Rating Area	Excellent (6)	Very Good (5)	Good (4)	Average (3)
Develop capacity to work independently	Observes all the techniques of handling classes, interacts with the teacher and peer for improvement	Observes the techniques and tries to connect it to their own atmosphere	Observes the classes and understands the techniques	Observes with less Involvement
Acquire new knowledge and skills	Look into the different strategies and methods used by different teachers for different levels and reflects it in their classes.	Listens to the techniques of presentation and gain new techniques.	Observes the varieties of methods and strategies adopted by the teachers with interest	Plainly observes the knowledge transmission methods
Be productive	By observation, creates new ways of presentation, demonstration and	Tries to implement the observed ideas in their classes	Make use of the observed methodologies for effective	Follows the same procedure of class presentation

	questioning techniques		presentation of concepts	with not much impact.
Understanding how to improve	Schedule the to be done and not to be done behavior patterns to become an efficient and effective teacher	Observes the effective and ineffective strategies and reflects	Understands the ineffective tricks and tries to avoid such situations.	Observes the teacher's handling and mishandling situation and comments, but will not link with their own ideas.

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To identify the components that need to be observed.	**K1, K2**
CO2	To apply the observed skills of teaching components in Teaching and learning.	**K3**
CO3	To analyze the problems – solving activities for the Class rooms.	**K4**
CO4	To adopt the ability to manage the classroom effectively.	**K5**
CO5	To develop a competency of the Teacher.	**K6**

Practicum Code	B214PTC
Practicum Title	**Test Construction and Analysis (Level I & II)**
Semester	**IV**
Category	**Scholastic Activities**
Credit	**2**
Marks	**50**

Practicum Overview

The practicum component enhances the student teacher to construct a standard question paper to test the student's level of understanding and also to test the teacher's effectiveness in teaching. The student teacher is made clear of the construction of questions based on the outcome-based education using blooms taxonomy and the level of knowledge attainment of the students.

Practicum Objective

- To gain knowledge on the conduct of test and assessment procedures and construction on question paper using blueprint.
- To enable the student teachers to construct the suitable questions to test students understanding over the content taught.

RUBRICS FOR ASSESSMENT

Ratings \ Area	Excellent (15)	Very Good (13)	Good (12)	Average (9)
Preparation of Blueprint and Question Paper	The answer key and the question paper were excellent and the construction of the question paper was based on blueprint.	The answer key was relevant, but the question paper was according to the blueprint.	The answer key and the questions were framed appropriately But too simple for evaluation of content	The answer key and blueprint were not clear.
Qualitative Analysis	The critical analysis of the questions is remarkable and all the aspects given in the blooms taxonomy has been met out. The	The choice of the questions for evaluation is appropriate and all the components has been considered	The choice of question was not evenly distributed through the entire content. The marking	All the components in the question paper was not considered for evaluation and the allotment

	suggestions for betterment has been given. Item analysis was relevant	for item analysis.	scheme of questions was not clearly mentioned.	of marks for the Item analysis is inappropriate.
Quantitative Analysis of marks secured	The statistical analysis was appropriate, and the marks were well organized for calculation.	The marks were organized in a proper manner, statistical analysis was done but steps not clearly displayed	The marks were not properly collected, and the statistical calculations were not properly carried out	The marks were not arranged in order and the calculations were not properly done

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain knowledge on the conduct of test and assessment procedures and construction on question paper.	**K1, K2**
CO2	To appreciate the content to frame objectives and type of questions	**K3**
CO3	To analyse the scores of the students achievement using statistical measures	**K4**
CO4	To assess the question paper using Item analysis.	**K5**
CO5	To determine remedial measures for improvement in test construction.	**K6**

Practicum Code	B214EI
Practicum Title	**Evaluation and Interpretation**
Semester	**IV**
Category	**Scholastic Activities**
Credit	**2**
Marks	**30**

Practicum Overview

This practicum component is in the third semester when they go for teaching practice for 16 weeks. The trainees are instructed to teach 30 lessons in level I and 30 lessons in level II under the mentoring of school teachers. For each lesson, they prepare lesson plans and submit it to the mentor teacher and with their approval, they teach the classes.

Practicum Objective

To apply the steps in teaching Science concepts to high school students and creating an action plan to teach the subject effectively with appropriate use of teaching aids.

To create an appropriate evaluation plan for teaching at different levels.

RUBRICS FOR ASSESSMENT

Rating / Criteria	6	5	4	3
Knowing & Understanding Having a clear knowledge of the statistical calculations to be carried out	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is either questionable or incomplete. Information is not presented in a logical order, making it difficult to follow.

Application Carrying out the Statistical calculations with a clear and sequential order	Clear in the steps for calculations	Clear but unorganized way of the calculations	Average understanding over the procedures and patterns	Poor understanding of the concept of steps for calculating
Analyze Organized way of data collection.	Data collected and presented in an organized manner	Data collection is done but unorganized.	Complete but inappropriate data collection method	Incomplete data collection
Evaluate Interpretation of the data using statistical calculations	Proper statistical analysis done	Proper statistical analysis done but calculations not evident.	Have confusions in statistical calculations but can perform with few clarifications.	Unable to do statistical calculation by self, even after clarifications.
Create Presentation of the entire process of the practical in the file.	Presentation is colorful and creative. Information is interesting and accurate.	The overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding.	Presentation is unorganized. Tools are not used in a relevant manner.

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain thorough understanding of the statistical concepts in evaluating.	K_1, K_2
CO2	To apply the statistical knowledge and content knowledge to plan for the evaluation.	K_3
CO3	To do analysis of the test items prepared for evaluation.	K_4
CO4	To check the effectiveness and suitability of questions and evaluation strategies based on the criteria.	K_5
CO5	To create an appropriate question paper to evaluate at different levels.	K_6

REFLECTIVE PRACTICES

Practicum Code	B211PP
Practicum Title	**Psychology Practicals**
Semester	I
Category	**Reflective Practices**
Credit	**2**
Marks	**30**

Practicum Overview

Psychology practical's aims at Making the student teachers aware of the application of few psychological components to understand students and their own abilities in the due course. The mechanism for enhancing memory, multiple intelligence and the ability of self as well as the peers.

Practicum Objective

To apply the Psychological Practicals for the betterment of teaching & learning.

To classify students based on their performance, interest and aptitude.

To construct and administer a psychological test.

To apply the statistical methods to process and interpret the test scores and provide suggestive measures for student's betterment.

RUBRICS FOR ASSESSMENT

Rating / Criteria	6	5	4	3
Knowing & Understanding Having a clear knowledge of the Practicals to be carried out	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is either questionable or incomplete. Information is not presented in a logical order, making it difficult to follow.
Application Carrying out the practicals in a clear and sequential order	Clear in the procedure of experiments	Clear but unorganized way of the procedure	Average understanding over the procedures and patterns	Poor understanding of the concept of practical procedures
Analyse	Data collected and presented in an organized manner	Data collection is done but unorganized.	Complete but inappropriate data collection method	Incomplete data collection

Organized way of data collection.				
Evaluate Interpretation of the data using statistical calculations	Proper statistical analysis done	Proper statistical analysis done but calculations not evident.	Have confusions in statistical calculations but can perform with few clarifications.	Unable to do statistical calculation by self, even after clarifications.
Create Presentation of the entire process of the practical in the record note	Presentation is neat, clean, well- organized and presented in a creative way. Presentation is colorful and creative. Information is interesting and accurate.	Presentation is mostly neat and clean. Information is organized in a logical manner and shows some degree of creativity. The overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding. Each member's information is represented and identified with their name.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking some of the members' information/ and or information is not identified

COURSE OUTCOMES(COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the basics of psychology.	**K1, K2**
CO2	To integrate the measures of psychological concepts in teaching process.	**K3**
CO3	To analyze and differentiate the individual needs and interests	**K4**
CO4	To apply the findings of item analysis in setting of questions in future	**K5**
CO5	To create and access the psychological tools, statistical techniques for evaluation.	**K6**

Practicum Code	**B212PSUPW**
Practicum Title	**Socially Useful Productive Work (SUPW)**
Semester	**II**
Category	**Reflective Practices**
Credit	**1**
Marks	**25**

Practicum Overview

SUPW in our institution is tailored to meet individual student needs and they generally include a focus on basic academic skills which shift towards more functional programming and preparing students for independent living and working. The student teachers are instructed to do main crafts and at least one subsidiary. The instruction and demonstration for doing the activities was done by the instructors. The students have to do the activities in the allotted time. Based on their activities, the assessment will be carried out.

Practicum Objective

- To get acquainted with the basic knowledge about Socially Useful Productive Work
- To understand the concept of world of work and services to the community
- To apply the knowledge of work experience in their classroom activities
- To perform manual work individually and collectively
- To make the community conscious of scientific advancements.

RUBRICS FOR ASSESSMENT

Ratings \ Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
Preparation	Student is almost always prepared for class with required materials for doing the activities	Student is usually prepared for class with required materials for doing the activities	Student is sometimes prepared for class with required materials for doing the activities	Student is rarely prepared for class with assignments and required class materials

Attendance and Punctuality	Students is always prompt and regularly attends Classes	Students is late to class once in every week and regularly attends Classes	Students is late to class more than once in every week and regularly attends Classes	Students is late to class and/or poor attendance of Classes
Skills	The skills include the students' abilities to follow the processes or methods of the craft are always effective in all the activities.	The skills include the students' abilities to follow the processes or methods of the craft are usually effective in all the activities.	The skills include the students' abilities to follow the processes or methods of the craft are sometimes effective in all the activities.	The skills include the students' abilities to follow the processes or methods of the craft are rarely effective in all the activities.
Usefulness and Interest	Students' show interest always constancy and conscientiousnesss with regard to the productive work	Students' show usually interest, constancy and conscientiousness with regard to the productive work	Students' show sometimes interest, constancy and conscientiousnesswith regard to the productive work	Students' show rarely interest, constancy and conscientiousnesswith regard to the productive work
Behaviour	Student never displays disruptive behavior during class	Student rarely displays disruptive behavior during class	Student occasionally displays disruptive behavior duringclass	Student are often disruptive during class

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquaint with understanding of socially usefulproductive work.	**K1, K2**
CO2	To apply one's classroom and vocationalised knowledge to solve day-to-day problems of the community	**K3**
CO3	To analyze of the goals of the state and nationaldevelopment.	**K4**
CO4	To assess the positive attitudes of team work and socially desirable values.	**K5**
CO5	To develop socially useful products.	**K6**

Practicum Code	B212PTA
Practicum Title	**Text Book Analysis**
Semester	**II**
Category	**Reflective Practices**
Credit	**1**
Marks	**25**

Practicum Overview

This Practicum component elaborates on the components of the text book and the importance of its organization to the learners. The students would get the complete understanding about the various features to be focused while using a text book with the help of the various assessment scales used for text book analysis. This practicum would develop the students to classify and benefited of the various books in the society.

Practicum Objective

To enable the student teachers to identify the suitable books for study and to imbibe the spirit of article writing in them.

RUBRICS FOR ASSESSMENT

Rating / Area	Average (8)	Good (7)	Excellent (5)
Presentation and Language	The order of presentation, written content and language are not compatible with the expectedlevel.	The conceptual clarity, order of presentation and the writing skills with the usage of words meet out the demands of the practicum	The novelty in presentation and the choice of content are remarkable. The logical arrangement in providing the information with refined language is highly appreciable
Analysis using Vogel's	All the components in the	The choice of the scale for	The critical analysis of the text

	scale was not considered for evaluation and the allotment of marks for the quantitative component is inappropriate.	evaluation is appropriate and all the components has been considered for qualitative and quantitative evaluation.	book is remarkable and all the aspects given in the scale has been met out. The suggestions for betterment has been given.
Spot Check Evaluation Scale			
Consolidation and Conclusion	The summary of the text book and its attributes are not presented.	The merits and limitations of the text book are clear along with the qualitative andquantitative inputs.	The conclusion is presented with merits, limitations, score for the text book and suggestions for improvements in the content areas.

COURSE OUTCOMES (Cos) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain knowledge on the organisation of a text book	**K1, K2**
CO2	To appreciate the content presented in the text book	**K3**
CO3	To analyse the text book based on a text book evaluation scale	**K4**
CO4	To predict the units with inadequate content	**K5**
CO5	To suggest content areas requiring additional inputs	**K6**

Course Code	B212MP
Course Title	**MODULE PREPARATION**
Credits	**1**
Hours	**2**
Category	**Practicum**
Semester	**II**
Marks	**25**

Practicum Overview

The practicum components on module preparation enables the student teachers to imbibe knowledge on how to plan effectively and prepare modules on various topics fulfilling the scope of school students need, thus enabling the teaching learning process meaningful and a real experience.

Practicum Objectives

- To develop relevant knowledge on module preparation.
- To apply the knowledge of module preparation in real classroom situation.
- To analyse the components of module preparation.
- To examine the various features and steps of planning and writing a module.
- To enable the student teachers to prepare a relevant module for a particular topic.

RUBRICS FOR MODULE PREPARATION

Rating Criteria	Average (2.5)	Good (3)	Very Good (4)	Excellent (5)
Framing Objectives	Drafting objectives in a haphazard way	Drafting a few objectives relevantly	Drafting objectives accordingly	Drafting all the objectives relevantly and meaningfully
Cohesive and Coherence Devices	Lack of application of cohesive and coherence devices	Application of a few cohesive and coherence devices	Application of cohesive and coherence devices accordingly	Application of a few cohesive and coherence devices relevantly and meaningfully

New Dictions with Relevant Semantics	Lack of new dictions with relevant semantics	Application of a few new dictions with relevant semantics	Application of new dictions with relevant semantics accordingly	Application of new dictions with relevant semantics relevantly and meaningfully
Relevant Structure	Application of incorrect grammatical structures	Application of a few correct grammatical structures	Application of correct grammatical structures accordingly	Application of correct grammatical structures relevantly and meaningfully
Exercise	Introducing irrelevant and incorrect exercises	Introducing a few incorrect exercises	Introducing relevant exercises accordingly	Introducing relevant, incorrect and meaningful exercises

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To have thorough knowledge of drafting module preparation.	**K1, K2**
CO2	To apply systematically the cohesive and coherence devices in the module.	**K3**
CO3	To analyse the correct grammatical structures and apply the same while drafting a module.	**K4**
CO4	To examine and apply relevant new dictions accordingly.	**K5**
CO5	To draft a meaningful and relevant module incorporating all the features of drafting a module.	**K6**

Practicum Code	B212PPEC
Practicum Title	**Preparation of e-Content**
Semester	**II**
Category	**Reflective Practices**
Credit	**1**
Marks	**25**

Practicum Overview

The advancements in technology and the plethora of powerful and innovative digital devices and tools have a great potential to improve educational outcomes. This module is meant to understand the meaning and standards of E-content, learning objects, designing and development ofdigital resources for teaching and learning. It aims at providing the knowledge and skill for student teachers to cater to present day learners and their learning styles.

Practicum Objective

To encourage the student teacher to develop educational content in electronic format, suitable for use in various teaching and learning programmes.

RUBRICS FOR ASSESSMENT

Rating Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
Analysis	A detailed learning goals, needs analysis, learner analysis, task analysis, and context for instruction has to be present	The analysis included each required component, but needed to be more thorough and detailed.	The analysis was missing some of the required components and needed to be more thorough and detailed.	The analysis didnot include the required components andwas not at all thorough or detailed.

Design	The design included goals, prerequisites, evaluation plan, feedback strategies, and instructional strategies, creating an overall unit plan that was clearly tied to the data gathered in the Analysis phase.	The design included each required component, but needed to be more thorough and detailed. It was difficult to see the connections to the data gathered in the Analysis phase.	The design was lacking some of the required components and needed to be more thorough and detailed.	The design did not include the required components and was not at thorough or detailed.
Development	The development included complete, thorough, and detailed instructor/student guides (lesson plans) and student materials. It should correlate to the data gathered in the Analysis phase and the planning done in the Design phase.	The development included each required component, but needed to be more thorough and detailed.	The development was not adequate of some of the required components and needed to be more thorough and detailed. There did not seem to be any connection to the data gathered from the Analysis phase and the planning done in the Design phase.	The development did not include the required components and was not thorough or detailed. There was no connection to the data gathered from the Analysis phase nor the planning done in the Design phase.

Implement	The student teacher implemented at least a portion of their Thematic Unit with students. They conducted a thorough evaluation of the effectiveness of their instruction, including the use of student assessments tied to the data gathered in the Analysis phase and the planning done in the Design phase.	The student teacher implemented at least a portion of their Thematic Unit with students. The evaluation of the effectiveness of instruction needed lacks more improvement.	The portion of the Thematic Unit that was implemented by the student teacher with students was too small and their evaluation of the effectiveness of their instruction needed to be more thorough.	The Thematic Unit was not implemented by the student teacher with students. Their evaluation of the effectiveness of their instruction was not There was no connection between the student assessments and the data gathered in the Analysis phase and the planning done in the Design phase conducted.
Evaluation	The student teacher has shown evidence of ongoing evaluation and revision throughout the creation of their Thematic Unit as well as an overall evaluation of the effectiveness of their use of the ADDIE model.	The student teacher has shown some evidence of ongoing evaluation and revision throughout the creation of their Thematic Unit as well as an overall evaluation of the effectiveness of their use of the ADDIE model.	The student teacher has shown very little evidence of ongoing evaluation and revision throughout the creation of their Thematic Unit as well as an overall evaluation of the effectiveness of their use of the ADDIE model.	The student teacher has shown no evidence of ongoing evaluation and revision throughout the creation of their Thematic Unit nor an overall evaluation of the effectiveness of their use of the ADDIE model.

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To state and explain the process of designing and development of e-content.	**K1, K2**
CO2	To use various tools for editing graphics, audio and video.	**K3**
CO3	To analyze the various Open Educational Resources for classroom teaching and learning.	**K4**
CO4	To assess the various Open Educational Resource repositories.	**K5**
CO5	To develop e-content for a particular topic.	**K6**

Practicum Code	B213PTC
Practicum Title	**Teaching Competency (Level I & II)**
Semester	**III**
Category	**Reflective Practice**
Credit	**10**
Marks	**200**

Practicum Overview

This Practicum will help the student teacher to analyze their teaching skills and Competency with various aspects such as Subject Competency ,Topic and related Objective ,Clarity and Organization of the content ,Teaching Method ,Delivery and Presentation ,Interaction with Students, Use of technology, Use Of Teaching Learning Material, Student Teacher Mobility and Conclusion and follow up .To ensure transparency and objectivity in evaluation, assessments done by mentor teachers & Teacher Educators in prescribed format.

Objectives

- To recall the teaching skills and the need for planning
- To identify the criteria for teaching competency
- To adapt various teaching methods and strategies
- To organise the classroom environment more conducive for effective teaching and learning process
- To plan and execute appropriate lesson plan and teaching learning materials

RUBRICS FOR ASSESSMENT

Rating Area	Highly Effective (16)	Effective (15)	Needs Improvement (14)	Does not Meet Standards (12)
Subject Competency	Student teacher is very knowledgeable in content and delivery of instruction without errors	Student teacher is very knowledgeable in content with no visible errors,	Student teacher is knowledgeable in content with few errors and nervousness	Student teacher is unsure of the content knowledge and makes several errors with total dependency on written material
Objectives	Clearly stated General and Specific Instructional Objectives.	Relevant General and Specific Instructional objectives.	General and specific Instructional Objectives with few errors.	General and specific Instructional Objectives with errors.

Clarity and organization of Content (lesson plan)	Lesson plan is framed with explicit reference to objectives, presentation, classroom work, assignments and recapitulation in the session allotted.	Lesson plan is framed with a fair reference to objectives, presentation, classroom work, assignments and recapitulation in the session allotted.	Lesson plan is framed with a brief reference to objectives, presentation, classroom work assignments and recapitulation in the session allotted.	Lesson plan does not meet out the expectations of the required level.
Delivery and Presentation	Remarkable introduction and motivation Clear and audible speech Assertive and confident in Classroom Good eye-contact Noticeable enthusiasm Good body language Attire appropriate for the classroom Teaching /methods strategies and assessments were very well aligned to the objectives	Relevant introduction and motivation Clear and audible speech, Mostly assertive and confident in Classroom Adequate eye-contact, Noticeable enthusiasm Attire appropriate for classroom, Good body language. Teaching methods/ strategies and assessments methods used were appropriate to the objectives.	Relevant introduction and motivation Not clear and audible speech Somewhat confident, but may be lacking assertiveness, Somewhat enthusiastic Attire not appropriate for classroom Poor body language Teaching methods/ strategies or assessments methods were not aligned to the objectives.	Irrelevant introduction and motivation Unclear and/or inaudible speech Not confident or assertive Lacks enthusiasm Inappropriate attire Poor body language. Teaching methods/ strategies and assessments methods were not aligned to the objectives.
Interaction with Students	Provided several opportunities for students to formulate and ask questions Paused to give students time to respond to questions	Provided some opportunities for students to formulate and ask questions Mostly paused to give students time to respond to questions	Provided very few opportunities for students to formulate and ask questions Did not pause for students to respond to questions.	Did not provide any opportunity for students to formulate and ask questions Did not question the students Was impatient and eager to move on with the

	Affirmed student responses and encouraged students who struggle to respond Was patient, used inclusive language, and modeled respectful written and oral communication	Affirmed student responses Was generally patient and respectful while interacting with students.	Did not acknowledge student responses Was generally respectful while interacting with students.	content and sometimes disrespectful while interacting with students.
Use of technology	Uses technology effectively to enhance instruction and involves students in a meaningful way	Technology is effectively used only to enhance instruction	Technology is used but does not enhance instruction and appears forced	Available technology not utilized
Use Of Teaching Learning Material	Materials very well organized and promote learning and teaching	Materials well organized, and add to the presentation	Materials mostly organized, appropriate	Materials unorganized and inappropriate
Student Teacher Mobility	Student teacher moves with purpose, reaches all parts of the classroom	Student teacher moves around intentionally with purpose	Student teacher moves but mobility seems to have limited purpose	Student teacher stays in one spot and movement restricted
Classroom Management	Excellent maintenance of discipline, sustained pupil interest and effective dealing of situation	Good maintenance of discipline, sustained pupil interest and effective dealing of situation	Average maintenance of discipline, sustained pupil interest and effective dealing of situation	No maintenance of discipline, sustained pupil interest and effective dealing of situation

COURSE OUTCOMES (COs) AND COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To choose appropriate learning objectives, teaching learning materials, teaching methods/strategies	K1, K2
CO2	To practice the teaching skills and use effective teaching learning materials and technologies	K3
CO3	To experiment different teaching methods, strategies and present the subject content effectively	K4
CO4	To validate teaching competency and classroom management	K5
CO5	To develop and produce effective lesson plan, teaching learning materials, teaching methods/strategies and teaching skills	K6

Practicum Code	B213PLNP
Practicum Title	**Lesson Plan (Level I & II)**
Semester	**III**
Category	**Reflective Practices**
Credit	**4**
Marks	**100**

Practicum Overview

  This practicum component is in the third semester when they go for teaching practice for 16 weeks. The trainees are instructed to teach 30 lessons in level I and 30 lessons in level II under the mentoring of school teachers. For each lesson, they prepare lesson plans and submit it to the mentor teacher and with their approval, they teach the classes.

Practicum Objective

  To apply the steps in teaching concepts to high school students and creating an action plan to teach the subject effectively with appropriate use of teaching aids.

RUBRICS FOR ASSESSMENT

Rating Areas	Excellent (18)	Very Good (16)	Good (15)	Average (13)
Instructional Objectives	Lesson demonstrates strong achievement targets and objectives	The lesson displays an acceptable objective that meet the lesson's intent	The lesson includes objectives but lacks attainability	The lesson includes ineffective objectives to meet lesson's intent
Motivation	Uses most appropriate motivational technique and flow of content is excellent	The motivation technique is good with adequate questions to recall the students knowledge	Lesson demonstrates thoughtful consideration to motivation.	The motivation technique is less interesting and appropriate.
Presentation of the Topic	The learning experiences provided helps to get deep insight & understanding of concepts.	It displays a well-organized presentation and suits for diverse students	Presentation of content and teaching aids are good and effective	The presentation lacks content mastery and teaching aids are less effective

Recapitulation	Closing activity gives a well thought out finish to the lesson and the questions are thought provoking	Closing activity gives adequate finish to the lesson and questions are framed correctly.	Summarizing of the topics covered is good and questions asked helps to recall the concepts.	Does not have a clear closing activity and the questions does not cover the entire portion taught
Assignment / Follow up	Home assignment provided promotes creativity among the learners	Home assignment helps to gain firsthand experience	The follow-up assignments help recalling the content and does not require much effort	The home assignments help the students to read the content and gain understanding

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain thorough understanding of the concepts in the high school syllabus and also the methodologies for teaching.	**K1**, **K2**
CO2	To apply the pedagogical knowledge and content knowledge to plan for the lessons.	**K3**
CO3	To do content analysis of the topics to be taught and note down each and every learning points.	**K4**
CO4	To check the effectiveness and suitability of different methods and strategies based on the criteria.	**K5**
CO5	To create an appropriate action plan for teaching the subject at different levels.	**K6**

Practicum Code	B213PIM
Practicum Title	**Instructional Material (level I &II)**
Semester	**III**
Category	**Reflective Practices**
Credit	**2**
Marks	**50**

Practicum Overview

   This Practicum component elaborates on the preparation and presentation of the teaching aids prepared by the students in accordance with the content allotted by their respective mentors during internship with respect to Level I and Level II. The teaching aids include charts, flash cards, albums, booklets, Improvised apparatus, programmed learning materials, working and non-working models and power point slides. The science students are expected to prepare specimens and Herbarium as their practical activity. The students are expected to prepare teaching aids for at most sixty hours of instruction during internship and record the instructional materials prepared.

Practicum Objective

   To enable the student teachers to gain proficiency in the preparation of various teaching - learning materials and create an environment conducive for learning.

RUBRICS FOR ASSESSMENT

Criteria	Average (12)	Good (13)	Excellent (15)
Appropriateness and Materials used	The materials chosen for preparation is of poor quality and do not facilitate understanding	The mode of preparation was clear and depicted clarity and enabled the beneficiaries to gain conceptual understanding	The choice of the material and content area is novel and not prepared by others earlier. The selection of improvised material for preparation is appreciable
Relevance of Content Area for model	The frequently prepared and repeated content area has been chosen.	A step ahead in choosing a new content for model preparation.	An innovative idea and unfocussed content area has been chosen for

preparation			preparation of Models
Scope of conveying the content	The utility and scope of the teaching materials prepared is not durable	The quality of the models and materials for delivering the content are very much adequate for the beneficiaries to use it over again	Remarkable quality and utility value is very high and the working models and charts are very appealing and induce the spirit of learning

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain knowledge and understanding in school curriculum	**K1, K2**
CO2	To apply the conceptual understanding in preparing teaching aids	**K3**
CO3	To analyse the prepared teaching material for precision	**K4**
CO4	To determine content areas with less scope for teaching aids	**K5**
CO5	To create effective teaching aids in the unfocussed areas	**K6**

Practicum Code	B213PRC
Practicum Title	**Reflection on Co teaching with Mentor Teachers**
Semester	III
Category	**Reflective Practices**
Credit	1
Marks	25

Practicum Overview

Reflective Journal on Co Teaching with Mentor Teachers aims to get high-quality instruction to the students and it creates an opportunity to learn from Mentor teachers who may have different teaching styles, ideas and perspectives. Students can acquire greater academic achievement, more time and attention from teachers, a stronger focus on cognitive methods and social skills.

Practicum Objectives

- To be acquainted the concept of co-teaching
- To describe the rationale for using co teaching
- To classify the six co-teaching strategies and examples
- To construct a lesson plan with mentor teachers for co-teaching reflections

RUBRICS FOR ASSESSMENT

Ratings \ Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
Planning and Preparation for Co -teaching	Lessons are planned and prepared for Co-teaching in order to be highly effective.	Lessons are planned and prepared for Co - teaching in order to be effective.	Lessons are planned and prepared for Co-teaching are meet out the expectations of the practicum	Lessons are planned and prepared for Co-teaching is not very effective
Collaboration with mentor teacher	The rapport between the mentor teacher and the student trainee was very much effective and fruitful	The rapport between the mentor teacher and the student trainee was appreciable	The rapport between the mentor teacher and the student trainee was up to the expected level	The rapport between the mentor teacher and the student trainee was not up to the expected level
Lesson Plan	Lesson Plan was written according to the objectives and	Lesson Plan was written according to the objectives and the	Lesson Plan was written according to the objectives and the	Lesson Plan was written according to the objectives and

	the presentation of the content with methods and materials was excellent	presentation of the content with methods and materials was fruitful	presentation of the content with methods and materials was up to the expectations,	the presentation of the content with methods and materials was not up to the expectations
Delivery of Content	The sequential and logical presentation of the Content was highly effective	The sequential and logical presentation of the Content was appreciable	The sequential and logical presentation of the Content was up to the expectations	The sequential and logical presentation of the Content was not up to the expectations
Use of Teaching Learning Materials and technology	The usage of high-quality learning materials and technology in teaching is highly effective.	Appropriate use of materials and technology for optimum instruction	Appropriate use of materials and technology is good.	Appropriate use of materials and technology is average.
Classroom Environment	Class room arrangement, materials, and displays to Support unit and lesson goals is highly effective	Class room arrangement, materials, and displays to Support unit and lesson goals is effective	Class room arrangement, materials, and displays to support unit and lesson goal are Good.	Class room arrangement, materials, and displays to Support unit and lesson goals is average.
Activities	Meaningful, motivating, objective based, open ended and inquiry based.	Objective based, meaningful and student centred.	Objective based, and meaningful.	Limited activity related to objective.
Monitoring, Assessment and follow up	A variety of assessment strategies are included and monitored for student learning and regular follow up was carried out with the students.	A fair number of assessment strategies are included and monitored for student learning and regular follow up was carried out with the students.	A minimum number of assessment strategies are included and monitored for student learning and regular follow up was carried out with the students.	A low level of assessment strategies is included and monitored for student learning and regular follow up was carried out with the students.

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To comprehend the concept of co-teaching	K1, K2
CO2	To use the co teaching strategies in instructional process.	K3
CO3	To analyze and integrate a variety of instructional methods and technology into the teaching process.	K4
CO4	To assess the student teaching skills in co teaching.	K5
CO5	To develop a lesson plan for co-teaching reflections with mentor teacher.	K6

Practicum Code	B213PCS
Practicum Component	Case Study- Individual & Institutional
Semester	III
Category Credit	2
Category	Reflective Practices
Marks	30

Practicum Overview

The information is mainly biographical and relates to events in the individual's past as well as to significant events which are currently occurring in everyday life. Case study provides a description of the student behaviour. This comes from interviews and other sources, such as observation. The student teacher also reports detail of events from her point of view. Then writes up the information from both sources above as the case study, and interprets the information.

Practicum Objectives

- To describe an individual situation (case) a person or institution, in detail
- To identify the key issues of the case (your assignment question should tell you what to focus on)
- To analyse the case using relevant theoretical concepts.

RUBRICS FOR ASSESSMENT

Rating Area	Excellent (6)	Very Good (5)	Good (4)	Average (3)
Uniqueness of Case	The important aspects of the background of the case that demonstrates all unique features of the case and identifies all problems in the case	The important aspects of the background of the case that demonstrates most unique features of the case identifies most problems in the case	To some important aspects of the background of the case and demonstrates some unique features of the case and identifies some problems in the case	Few of the important aspects of the background of the case demonstrates few unique features of the case and identifies a few problems in the case

Analysis of the Issue	In-depth and critical assessment of the facts of the case in relation to available research and assesses a variety of alternative actions that address multiple issues in the case, all of which are realistic options	Mostly thorough assessment of the facts of the case in relation to available research and assesses a variety of alternative actions that address multiple issues in the case, most of which are realistic options	Somewhat thorough assessment of the facts of the case in relation to available research and assesses a limited variety of alternative actions that address multiple issues in the case, some of which are realistic options	A sparse assessment of the facts of the case, and some are not based on available research and assesses only one alternative solution for the case
Recommend ations	Proposes a detailed action plan of final recommendations and justifies final decisions with specific evidence	Proposes an action plan of final recommendations and justifies some final decisions with specific evidence	Proposes a limited action plan of final recommendati ons and justifies some final decisions with specific evidence	Proposes a limited action plan of final recommendations and justifies few decisions with specific evidence
Conclusions	Provides a detailed description of the outcomes of the case and appropriate conclusions for the case	Provides a clear description of the outcomes of the case provides appropriate conclusions for the case	Provides an adequate description of the outcomes of the case and mostly appropriate conclusions for the case	Provides a limited description of the outcomes of the case provides limited and somewhat appropriate conclusions for the case
Presentation Skills	The presentation is extremely well and easy to understand within the parameters	The presentation is well easy to understand within parameters	The presentation is somewhat easy to understand most of the parameters	The presentation: is not very well not easy to understand either it is too short or too long

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To Identify and describe the main issues and purpose of case studies with its parameters	**K1, K2**
CO2	To apply the strategies and ideas for action to their skills in Problem solving	**K3**
CO3	To do each step of contemporary phenomenon within its real-life context with empirical inquiry	**K4**
CO4	To evaluate critical and extraneous factors and engages in reflective discussion	**K5**
CO5	To Plan a systematic approach to case study of learned facts and particularly useful where situations are complex and solutions are uncertain.	**K6**

Practicum Code	B213PAR
Practicum Title	Action Research
Semester	III
Category	Reflective Practices
Credit	1
Marks	25

Practicum Overview

This practicum component is in the third semester when they go for teaching practice for 16 weeks. The trainees are instructed to identify the problem faced by the school students under the mentoring of school teachers, develop the action plan by collecting the data, analyse the data, give recommendations and submit a report.

Practicum Objectives

- To develop the required confidence and ability to carry out research for solving problem
- To inculcate the desire and attitude for bringing excellence in their work
- To make the school environment more conducive for effective teaching and learning

RUBRICS FOR ASSESSMENT

Rating / Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
Uniqueness of Case	The important aspects of the background of the case that demonstrates all unique features of the case and identifies all problems in the case	The important aspects of the background of the case that demonstrates most unique features of the case identifies most problems in the case	Some important aspects of the background of the case and demonstrates some unique features of the case and identifies some problems in the case	Few of the important aspects of the background of the case demonstrates few unique features of the case and identifies a few problems in the case
Analysis of the Issue	In-depth and critical assessment of the facts of the case in relation to available research and	Mostly thorough assessment of the facts of the case in relation to available	Somewhat thorough assessment of the facts of the case in relation to available research and	A sparse assessment of the facts of the case, and some are not based on available research and assesses

	assesses a variety of alternative actions that address multiple issues in the case, all of which are realistic options	research and assesses a variety of alternative actions that address multiple issues in the case, most of which are realistic options	assesses a limited variety of alternative actions that address multiple issues in the case, some of which are realistic options	only one alternative solution for the case
Recommendations	Proposes a detailed action plan of final recommendations and justifies final decisions with specific evidence	Proposes an action plan of final recommendations and justifies some final decisions with specific evidence	Proposes a limited action plan of final recommendations and justifies some final decisions with specific evidence	Proposes a limited action plan of final recommendations and justifies few decisions with specific evidence
Conclusions	Provides a detailed description of the outcomes of the case and appropriate conclusions for the case	Provides a clear description of the outcomes of the case provides appropriate conclusions for the case	Provides an adequate description of the outcomes of the case and mostly appropriate conclusions for the case	Provides a limited description of the outcomes of the case provides limited and somewhat appropriate conclusions for the case
Presentation Skills	The presentation is extremely well and easy to understand within the parameters	The presentation is well easy to understand within parameters	The presentation is somewhat easy to understand most of the parameters	The presentation: is not very well not easy to understand either it is too short or too long

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To Identify and describe the main issues and purpose of action research	**K1, K2**
CO2	To plan strategies and ideas for action to their skills in Problem solving	**K3**
CO3	To prepare and construct each step in the action research	**K4**
CO4	To decide the effectiveness and suitability that engages in reflective discussion	**K5**
CO5	To create a systematic approach of learned facts	**K6**

CO-SCHOLASTIC ACTIVITIES

Practicum Code	B211PCT
Practicum Title	**Citizenship Training Camp**
Credits	**2**
Category	**Co-Scholastic Activities**
Semester	**I**
Marks	**50**

Practicum Overview

The Citizenship Training Camp aims to raise community awareness of citizenship, social responsibility, participation in civic and cultural affairs and economic productivity. It helps the student trainees in self – development, reflective thinking, rational problem solving, decision making and social work.

Practicum Objectives

- To promote awareness regarding health, hygiene and environment among the Teacher trainees.
- To create awareness about the social responsibility among the teacher trainees.
- To appreciate the significance of Community living.
- To develop leadership qualities and team spirit among the student teachers.
- To develop skills associated with self-discipline among the student teachers.

RUBRICS FOR ASSESSMENT

Rating Area	Excellent (9)	Very Good (8)	Good (7)	Average (6)
Attendance, Punctuality and Honesty	Has full attendance and always on time. displays integrity	Has 99% of Attendance and displays integrity	Possess 98 Percent of Attendance, Integrity Compromised	90% of Attendance, showing low Integrity
Leaders / Assists Peers	Volunteers to assist Peers. Takes leadership in group work is very effective	Willing to assist Peers when asked willingly Participates in Group work is effective	Willing to assist Peers when asked willingly Participates in Group work is good	Lethargic attitude towards others when working in teams
Participates	Contributes and works very	contributes and work	Occasionally contributes	Rarely Contribute or work in all the

Daily	efficiently in all the daily camp activities	efficiently in all the daily camp activities	and work in all the daily camp activities	daily camp activities
Completes tasks on time	Responsibility in Completing all the tasks and work in timely manner	Responsibility in Completing most of the tasks and work in timely manner	Struggles in Completing all the tasks and work in timely manner	Shows Lack of Responsibility
Positive Attitude	Very effective Participation and develop positive attitude in Camp activities and willing to learn	Effective Participation and develop positive attitude in Camp activities and willing to learn	Participation and develop positive attitude in Camp activities and willing to learn	Lacks Motivation towards camp activities

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and identify the activities related the responsibility of citizens.	**KI, K2**
CO2	To adapt and collect the information related to all the activities for the individual and social development.	**K3**
CO3	To analyse and experiment different ways and means to carry out the activities among the groups.	**K4**
CO4	To appraise all the activities carried over among the group girls and compare the best activities and the least involved activities and carry out the Changes.	**K5**
CO5	To create the situation to develop positive attitude among each individual and values through the camp and live as a responsible citizen.	**K6**

Practicum Code	**B213PFT**
Practicum Title	**Field Trip**
Semester	**I**
Category	**Co-Scholastic Activities**
Credit	**1**
Marks	**25**

Practicum Overview

This Practicum gives positive enrichment, curriculum expansion, strengthening of observation skills, subject wise knowledge expansion along with raising awareness. This practicum provides opportunities for student teachers to a new way of learning and gaining information.

Objectives

- To record and reproduce the practical experience
- To visualize theoretical knowledge in different places.
- To build bonds with peer members and develop Communication and interaction skills
- To explore the local area and gain information
- To discover the potential and explore new things.

RUBRICS FOR ASSESSMENT

Rating \ Area	Excellent (5)	Very Good (4)	Good (3)	Fair (2.5)
Preparation	Preparedness to go on a trip with a fair prior knowledge about the place with all necessary items required	Preparedness to go on a trip with adequate knowledge about the place and brings some necessary items required	Preparedness to go on a trip with limited knowledge about the place and brings few necessary items required	Preparedness to go on a trip with poor knowledge about the place and brings no necessary items required
Interest and Curiosity	Has excellent interest and curiosity. Pays full attention to the explanation given and questions during the visit to the guide/presenter during the visit	Very good interest and curiosity. Pays good attention to the explanation and. questions during the visit to the	Good interest and curiosity Pay full average to the explanation given and questions during the visit to the	Less interest and curiosity Pay less attention to the explanation given and questions during the visit to the

		guide/presenter during the visit	guide/presenter during the visit	guide/presenter during the visit
Social Interaction	Has excellent social interaction	Very good social interaction	Good Social interaction	Average Social interaction
Social Awareness	Has excellent social awareness	Very good social awareness	Good Social awareness	Average Social awareness
Report Submission	Submits on time with the detailed report	Submits on time with very brief report	Submits on time with the brief report	Submits on time with the less information report

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To read and observe about the place of visit for better preparation	K1, K2
CO2	To show interest and attention during the visit	K3
CO3	To compare the theoretical concept and practical experience	K4
CO4	To justify the need for field visit in the teaching learning process	K5
CO5	To plan and organize filed trip	K6

Practicum Code	B211PIV
Practicum Title	Institutional Visit
Credits	1
Category	Co-Scholastic Activities
Semester	I
Marks	25

Practicum Overview

Aim of this institutional visit is to raise awareness about teaching- learning methods in special schools, social responsibility, develop reflective thinking, encourage rational problem solving, decision making and social work.

Practicum Objectives

- To promote awareness among teacher trainees about the working method of the special school.
- To understand and learn the methodologies used in teaching and learning of special school can be used in inclusive Class room.
- To create awareness about the social responsibility among the teacher trainees how they have to handle the special children.

RUBRICS FOR ASSESSMENT

Rating Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
Attendance Promptness	Students are always prompt and very regular to Classes	Students are prompt and regularly attends Classes	Students are not prompt always and regularly attends Classes	Students are late to class and has very low record in attendance
Level of Engagement in class	Student proactively contributes to class by offering ideas asking questions.	Student contributes to class by offering ideas asking questions.	Student rarely contributes to class by offering ideas asking questions.	Student has low contribution to class by offering ideas asking questions.
Listening Skills	Excellent listening skills when others talk. Student incorporates and builds the ideas of others	Very Good listening when others talk, both in groups and in class.	Fair listening when others talk, both in groups and in class.	Average listening when others talk, both in groups and in class. Students interrupt when others speak.

	Displays Positive behaviour during all the classes	Displays expected behaviour during the classes	Displays Good behaviour during the classes	Displays up to the mark behaviour during the classes
Behaviour				
Preparation	Students preparation for assignments and required class materials is very effective	Students preparation for assignments and required class materials is effective	Students preparation for class with assignments and required class materials meet out the expectation	Students preparation with assignments and required class materials is average

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the Teaching learning methods of special school.	**KI, K2**
CO2	To adapt and collect the information related to teaching learning and about daily activities	**K3**
CO3	To analyse and experiment the teaching styles of Blind and Deaf Children.	**K4**
CO4	To assess and compare the Normal and Special School children Teaching and learning Methods.	**K5**
CO5	To compile and design a lesson plan to use in the inclusive Class Room.	**K6**

Practicum Code	B213PIA
Practicum Title	**Internship Activities**
Semester	**III**
Category	**Co-Scholastic Activities**
Credit	**1**
Marks	**25**

Practicum Overview

This practicum helps to gain insight about the co-scholastic activities in school. This practicum makes to understand about the aspect of co-scholastic activities such as literacy, leisure, social, civic values cultural, aesthetic and social welfare activities.

Objectives

- To choose and sort out the duties among the organizing committee
- To adapt to the challenging situations during the internship activity
- To build bonds with peer members and develop communication and social skills
- To select appropriate internship activity
- To plan and prepare material for internship activity

RUBRICS FOR ASSESSMENT

Rating / Area	Excellent (5)	Very Good (4)	Good (3)	Fair (2.5)
Appropriateness of internship activity selected	Very Appropriate and all aspects of internship activities are selected	Appropriate and some aspects of internship activities are selected	Less Appropriate and only three aspects of internship activities are selected	Very Less Appropriate and only two aspects of internship activities are selected
Planning for the internship activity	High level of involvement is shown during planning of internship activity	Minimal involvement is shown during planning of internship activity	Less involvement is shown during planning of internship activity	Very Less involvement is shown during planning of internship activity
Involvement of students	High level of involvement is shown and	Minimal of involvement is shown and participated	Less involvement level of involvement is	Very Less involvement is shown and participated in

	participated in all the activities	in few the activities	shown and participated in less all the activities	very less all the activities
Reflections made on the internship activity	Explained the process, their role, what they have learnt and how they are going to improve in the reflection part in an efficient manner	Explained the process, their role, what they have learnt in the reflection part in an elaborate manner	Explained the process, their role in the reflection part in a fair manner	Explained briefly about the activities in the reflection part in a brief manner
Quality of Presentation in the report	Excellent presentation with creativity and neatness and submission on time with the detailed report	Presentation to the expected level with creativity and neatness and submission on time with the detailed report.	Presentation with less creativity and neatness and submission on time with the detailed report.	Average presentation with no creativity and neatness and late submission with few pages report

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To list and discuss the internship activities	**K1, K2**
CO2	To show interest implementing the internship activities	**K3**
CO3	To reflect experience of organizing internship activities.	**K4**
CO4	To evaluate the internship activity by collecting feedback on the effectiveness of the internship activity from the mentor and the students	**K5**
CO5	To plan and organize internship activity	**K6**

Practicum Code	B214PRRS
Practicum Title	Records and Registers in Schools
Semester	IV
Category	Co-Scholastic Activities
Credit	1
Marks	25

Practicum Overview

School records and registers store and update school activities and ensure that this is very efficient system for keeping and passing on information.it contains information about various aspects of a school operations, including data about its students, teacher, classes, facilities and welfare schemes.

Practicum Objective

- To be acquainted of the concept of different types of register and records maintained in schools.
- To gain understanding of the functioning of a school for teacher trainees in a real setting.
- To acquire knowledge about the types of registers maintained in school.

Course Prerequisite: Information about various aspects of a school operations.

RUBRICS FOR ASSESSMENT

Rating \ Criteria	Need Improvement (8)	Average (7)	Proficient (6)	Highly Proficient (5)
About the institution	The information provided will not give the picture of the institution.	Inadequate information is gathered.	The details collected are presented in a systematic way.	Candidate collects complete details of the institution.
Analysis Report	Inadequate reporting.	Report does not include the required details.	Report is not based on the headings.	Report includes adequate analysis of all the headings.
Supporting Authorized Documents	Candidate does not provide supporting documents from the institution.	Inadequate supporting documents provided from the institution.	Candidate provided the supporting documents systematically from the institution.	Candidate provide the supporting documents very systematically.

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain thorough understanding of the registers and records maintained in the school.	**K1, K2**
CO2	To apply, explain and remove the undesirable conditions of the school.	**K3**
CO3	To analyses the types of registers and records maintained in the school.	**K4**
CO4	To check the effectiveness of important registers and records maintained in the school.	**K5**
CO5	To create an appropriate report on registers and records maintained in school.	**K6**

Practicum Code	**B213PSP**
Practicum Title	**Students Portfolio**
Semester	**III**
Category	**Co- Scholastic Activities**
Credit	**1**
Marks	**25**

Practicum Overview

Students Portfolio shows learners' artistic, creative, innovative, rational, comprehensive and conceptual growth. Students' portfolio represents their systematic efforts to achieve the excellent points. In the Students Portfolio, the student teachers learn how to create portfolio and also available tools for creating students portfolio. They have to apply theirknowledge of creating students portfolio during their internship.

Practicum Objective

To gain the knowledge and create Portfolio contents as well as in developing the criteriafor selection of the contents of the learners.

RUBRICS FOR ASSESSMENT

Rating \ Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
Content	Entries are varied in both subject and style. All entries demonstrate attainment of outcomes.	Portfolio contains multiple entries, a few of which showvariety. Most entries demonstrate attainment of outcomes.	Portfolio contains multiple entries,but most are similar in level and style	Portfolio contains onlytwo or three entries. Noneof the entries demonstrate sattainment ofoutcomes

Organization	Portfolio content is wellorganized with headings and subheadings. Text and graphics are neatly organized in the project	Portfolio is organized with headings and subheadings. Text and graphics are not well placed in the project	Most of the portfolio is organized and the placement of text and graphics are satisfactory.	Portfolio contains no clear structure. Textand graphics are randomly placed, and navigation is incomplete
Creativity	Design is unique and interesting. While meeting the evaluationcriteria, the design demonstrates the personality of the student, reflecting his/her interests and style	Portfolio contains additional images, colour or design elements that go beyond the requirement for content	Portfolio contains one ortwo examples of colour and images relevant to the content	Portfolio contains no changes in colour, layout, navigation or content.
Reflection	Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.	Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.	Reflections illustrate an attempt to critique work, and to suggest alternatives.	Reflections illustrate a minimal ability to critique work.
Overall Presentation	Items are clearly introduced, well organized, and creatively displayed,showing connectionbetween items.	Items are introduced andwell organized, showing connection between items.	Items are introduced andsomewhat organized, showing some connection between items.	Items are not introduced and lack organization.

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To know and compare the student's progress from beginning of academic session to the end of an academic session.	**K1, K2**
CO2	To apply the knowledge of student portfolio increating students' portfolio during their internship.	**K3**
CO3	To reflect upon pedagogical practices throughouttheir teaching career.	**K4**
CO4	To evaluate student's growth, reflects on strengthand weakness.	**K5**
CO5	To develop student portfolio for their students.	**K6**

M.ED. PROGRAMME RUBRICS

SCHOLASTIC ACTIVITIES

Practicum Code	M211PFIC
Practicum Title	**Field Internship in a Teacher Education Institution**
Semester	**I**
Category	**Scholastic Activities**
Credit	**4**
Marks	**75**

Practicum Overview

This practicum component is in the first semester where they go for field internship in any one teacher education institution for 3 weeks. The trainees are instructed to teach B.Ed. classes, prepare content materials, observe teacher educators and collect information regarding the institution. This practicum helps them to gain real experience on the functioning of a teacher education institution.

Practicum Objective

To gain understanding of the functioning of a teacher education institution and practice teaching for teacher trainees in a real setting.

RUBRICS FOR ASSESSMENT

Ratings Area	Excellent (5)	Very Good (4)	Good (3)	Average (2.5)
Content Knowledge	In addition to proficiency, candidate displays extensive knowledge of the content and incorporates key concepts in instruction.	Candidate demonstrates content knowledge and rectifies areas of confusion or student misconceptions.	Candidate demonstrates content knowledge but does not rectify areas of confusion or student misconceptions.	Candidate's teaching includes content inaccuracies that will lead to student misunderstandings
Classroom Management Skills	Candidate implements proactive	Candidate uses classroom management skills	Candidate uses classroom management	Candidate has weak classroom management skills

	management strategies that anticipate and prevent misbehavior	to maintain consistent standards of behavior with clarity and patience.	skills but behavior expectations are not clearly stated or consistently enforced.	that allow disruptive behavior to interrupt student learning.
Instructional Support	In addition to proficient, candidate provides supports that address the needs of specific individuals or groups.	Candidate provides instructional supports that assist students in meeting the learning objective(s) with attention to the characteristics of the class as a whole.	Candidate provides supports that do not assist students in meeting the learning objective(s).	Candidate does not provide instructional supports.
Gathering Information	Candidate collects complete details of the institution	The details collected are presented in a systematic way	Inadequate information is gathered	The information provided will not give the picture of the institution

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

Course Outcome	CO Description	Cognitive Level
CO1	To gain understanding of functioning of a teacher education institution.	**K1** , **K2**
CO2	To apply the method of teaching and practice teaching for trainees.	**K3**
CO3	To analyse the roles of administrative staff, teaching faculty and teacher trainees in an institution.	**K4**
CO4	To evaluate the activities performed in the institution and its effectiveness.	**K5**
CO5	To prepare a schedule of curricular and co-curricular activities of an institution.	**K6**

Practicum Code	M212PFIS
Practicum Title	Field Internship in a Secondary School
Semester	II
Category	Scholastic Activities
Credit	4
Marks	75

Practicum Overview

This practicum component is in the second semester for one week. The students are instructed to visit a school of secondary level and observe the teaching learning process and other activities and collect all the information and submit a report The student is expected to work out her satisfactory must complete the internship in the same semester.

Practicum Objectives

- To inculcate the desire and attitude for bringing excellence in their work.

- To provide students an opportunity to gain experience in leadership, supervision, and administrative functions.

- To help students gain an understanding and appreciation of the role, duties, and responsibilities.

- To make the school environment more conducive for effective teaching and learning.

- To provide students with experiences that will enable them to develop good interpersonal skills.

RUBRICS FOR ASSESSMENT

Ratings \ Area	Excellent (4)	Very Good (3)	Good (2)	Average (1)
Academic Learning & Application	Explains all the related ideas, concepts in the field of study during Internship	Explains most of the related ideas, concepts in the field of study during Internship	Explains some related ideas, concepts in the field of study during Internship	Very few important related ideas, concepts in the field of study during Internship

Skill Development	Provide excellent oral and written communication, problem-solving, decision-making, teamwork and skills specific to their profession	Provide very good oral and written communication, problem-solving, decision-making, teamwork and skills specific to their profession	Provide good oral and written communication, problem-solving, decision-making, teamwork and skills specific to their profession	Provide only some extent of oral and written communication, problem-solving, decision-making, teamwork and skills specific to their profession
Personal Development	100% attendance, Self-confidence, sensitivity, time management and appreciation for diversity, clarification of values / goals set for the internship.	98% attendance, Self-confidence, sensitivity, time management and appreciation for diversity, clarification of values / goals set for the internship.	90% attendance, Self-confidence, sensitivity, time management and appreciation for diversity, clarification of values/goals set for the internship.	75% attendance, Self-confidence, sensitivity, time management and appreciation for diversity, clarification of values/goals set for the internship.
Presentation of the final report	Presentation is highly appreciated and the quality of work is very reliable it reflect a very good understanding of how the principles and practices from coursework connect with real world practice.	Presentation is appreciated and the quality of work is very reliable it reflect a very good understanding of how the principles and practices from coursework connect with real world practice	Presentation is up to the average and the quality of work is very reliable it reflect a very good understanding of how the principles and practices from coursework connect with real world practice	Presentation is acceptable to some extent and the quality of work is very reliable it reflect a very good understanding of how the principles and practices from coursework connect with real world practice
Overall Evaluation of the Student Internship	Provided all the detailed description on the extent	Provided a detailed description on the extent	Provided some detailed description on the extent	Provides a few detailed description on the extent

	involvement in each activity and assess the benefit to the school and the internship experience.	involvement in each activity and assess the benefit to the school and the internship experience	involvement in each activity and assess the benefit to the school and the internship experience	involvement in each activity and assess the benefit to the school and the internship experience

COURSE OUTCOMES (Cos) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To Identify and describe the main purpose of school internship at secondary level	**K1, K2**
CO2	To apply various trends in the school that may reveal inequitable outcomes for various student groups.	**K3**
CO3	To prepare the students to analyze their own practice to determine successes that takes place in the school Internship	**K4**
CO4	To assess the interests and abilities in their field of study and to enhance the student's learning experience	**K5**
CO5	To Exhibit professional ethics by displaying positive disposition during internship and to enhance the student's learning experience	**K6**

CO-SCHOLASTIC ACTIVITIES

Practicum Code	M211PIV
Practicum Title	Institutional Visit
Semester	I
Category	Co-Scholastic
Credit	4
Marks	25

Practicum Overview

This Practicum component elaborates on the various exposure provided to the post graduate students towards various types of Schools inclusive of special schools and regular and Colleges of Education to receive inputs regarding various instructional practices, curriculum and disciplinary measures adopted. Moreover, exposure to various libraries are given to gain information regarding the educational resources available and to make use of them in their research work.

Practicum Objective

To enable the students to identify the various teaching methods and administrative procedures in various Schools and Colleges of Education.

RUBRICS FOR ASSESSMENT

Criteria	Below Expected Level	On the Expected Level	Above Expected Level
Visit to various Educational Institutions	One visit in each category of Government, Aided and Self-financing Schools and Colleges.	More than one visit in regular and special schools and colleges in Government, Aided andSelf-financing.	The choice of visit of schools and colleges inclusive of regular, special and innovativeschools

	One Library visit with a detailed report about its inception and various sources of availability	Two visits to Libraries and a report with various details and photographs.	More than three Library visits with a detailed report of availability of various journals and reference books for research with photographs
Library Visit			
Recording of Visit	The means of knowledge acquired during the visit and the information recorded in the practicum is inadequate.	The information gathered during various visits to schools and education colleges has been presented with adequate inputs	The various sources of information gathered during visit to different places has been synthesized mentioning the merits and limitations

Excellent - Above 85%   Good - 71 - 80%   Average - 51 - 60%

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

Course Outcomes	CO Description	Cognitive Level
CO1	To gain knowledge about the various Educational Institutionsand Resource Centres	**K1, K2**
CO2	To appreciate the curriculum and administrative structure invarious institutions	**K3**
CO3	To analyze the teaching and learning methodologies invarious disciplines	**K4**
CO4	To determine the difference between regular and specialschools	**K5**
CO5	To suggest new areas of knowledge exposure in academicareas.	**K6**

RESEARCH

Practicum Code	M212PRP
Practicum Title	Research Proposal
Semester	II
Category	Scholastic Activities
Credit	2
Marks	50

Practicum Overview

This practicum aims to train the students to perform research on a selected theme in Education and to prepare a detailed plan mentioning the topic, research objectives, research hypotheses, sample, statistical procedures and tools for the study. The research proposal is prepared in order to have an idea of the plan to be carried out throughout the research period.

Practicum Objective

To prepare a plan for initiating research with the expected format in order for the researcher to accomplish within the given period of time

Score \ Area	Exemplary (15)	Good (13)	Satisfactory (12)
Research Topic	Topic is more innovative, manageable and more relevant for the education field	Manageable and relevant for the Education field	Not relevant for the educational field
Statement of the problem	Statement of the problem should address issues in a timely and efficient manner and clearly state why the current research problem has chosen and how future work matters.	A problem statement should address issues in a timely and efficient manner	A problem statement does not address the issues in a timely and efficient manner
Need and significance of the study	Stated very clearly and explains all the causes leading to significance or need for the study in detailed manner	Stated clearly	Not stated clearly

Review of related literature	Collects and discusses prior research relevant to topic and methods	Discusses enough prior research to support methods and procedures	Collects and discusses irrelevant literature
Objectives of the study	Very much Specific, Measurable, Attainable, Realistic, & Time- bound	Specific, Measurable, Attainable, Realistic, & Time- bound	Not specific, Measurable, Attainable, Realistic, & Time- bound
Hypotheses of the study	Stated very clearly and appropriately.	Stated clearly	ambiguous or not stated clearly
Tools used for the study	Identifies appropriate research tools and describes their use and application for the study	Identifies appropriate research tools	Not identifies a appropriate research tools
Variables used for the study	Consistent with the goal, measurable replicable and affordable for the study	measurable replicable and affordable for the study	Not consistent with the goal, measurable replicable and affordable for the study
Sample selection	Most suitable for the study	Appropriate for the study	Not suitable for the study
Research Methodology	Discusses the appropriate research methods and fully describes their use and application to the topic	Identifies appropriate research methods to some extent	Identifies inappropriate research methods

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the concepts of variables and formulate the research problem.	**KI, K2**
CO2	To identify and comprehend the characteristics of scientific method of research and frame hypothesis.	**K3**
CO3	To analyse the factors related to construction of tools.	**K4**
CO4	To appraise the different types of Sampling Techniques.	**K5**
CO5	To develop the strategies for writing the research proposal.	**K6**

	Course Code	M213DRT
	Course Title	**Development of Research Tool**
	Credits	**2**
	Hours	**30**
	Category	**Practicum**
	Semester	**III**
	Marks	**50**

Practicum Overview

The practicum paper on the Development of Research Tool enables the research scholars to understand the specific mechanisms to collect the data required for research purpose. Research tool enables the research scholars to follow the correct path in research in order to produce accurate outputs.

Practicum Objectives

To imbibe relevant information on developing research tool

To instil systematically the various aspects of writing questions.

To analyse the various concepts involved in developing a research tool

To apply the learnt knowledge to prepare a research tool for data collection.

To distinguish the difference between the various types of research tool.

RUBRICS FOR ASSESSMENT

	Excellent-4	**Good-3**	**Average-2**	**Poor-1**
Focus	All questionnaire items are related with the area of the research question	Most questionnaire items are related with the area of the research question	Most questionnaire items are not related with the area of the research question or the relation is very vague.	Almost all questionnaire items are not related with the area of the research question or the relation is very vague
Responses	The predefined responses, their formats, and their scaling are appropriate to the question item	The predefined responses, their formats, and their scaling are appropriate to	The predefined responses, their formats, and their scaling are not appropriate to the question item in	The predefined responses, their formats, and their scaling are not appropriate to the question item

	across the questionnaire	the question item in the majority of the questionnaire	the majority of the questionnaire	across the questionnaire.
Clarity	All question items are clear and easy to understand. Furthermore, there are no negatively framed questions	Most of the question items are clear and easy to understand. A couple of questions are ambiguous or not precise allowing for multiple interpretations.	Most of the question items are ambiguous or not precise allowing for multiple interpretations.	Almost all question items are ambiguous or not precise allowing for multiple interpretations.
Writing style	Language is simple and natural. There are no excess words and jargon is avoided	Language is simple and natural in most question items. In some question items there is use of jargon and/or excess words.	Language is not simple in most question items. Jargon and/or excess words are used often.	Language is not simple in almost all question items. Jargon and excess words are used often
Length	All questions are as short and simple as possible	Most questions are as short and simple as possible	some questions are either long or complex	Most questions are either long or complex or both. Almost all questions are either long or complex or both
Bias	All questions are unbiased. Further more, when opinion or experience is requested, a "no opinion" or "I don't want to answer" alternative is provided in the responses.	Most questions are unbiased. Some questions encourage a particular response. In some question items a "no opinion" or "I don't want to answer" alternative is not provided, although it is necessary.	Most questions encourage a particular response. In most question items a "no opinion "or "I don't want to answer" alternative is not provided, although it is necessary.	Almost all questions encourage a particular response. A "no opinion" or "I don't want to answer" alternative is not provided although it is necessary.

Double - barrelled questions	Each of the questions addresses only one issue or concept.	Most of the questions address only one issue or concept. Some questions are double-barrelled.	Most of the questions are double-barrelled	Almost all questions are double-barrelled
Spelling & Grammar	There are no misspellings or grammatical errors.	There is a couple of spelling and/or grammatical errors.	There are some spellings and/or grammatical errors	There are several errors in spelling and/or grammar.

COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

Course Outcome	CO Description	Cognitive Level
CO1	To Identify and describe the main area to develop a questionnaire	**K1, K2**
CO2	To identify strategies and ideas for action to their skills in Problem solving	**K3**
CO3	To analyze each item framed in the questionnaire	**K4**
CO4	To evaluate the difficulty levels of the questionnaire	**K5**
CO5	To Plan a systematic approach to conducting a survey	**K6**

Course Code	M213JW
Course Title	**JOURNAL WRITING**
Credits	**2**
Hours	**30**
Category	**Practicum**
Semester	**III**
Regulation	**2019**
Marks	**50**

Practicum Overview

The practicum paper on journal writing enables the research scholars to imbibe knowledge on the nuances of writing journal. This helps them understand the techniques and strategies in journal writing. This allows them to explore different options for handling routine chores.

Practicum Objectives

To understand the basic importance of journal writing.

To instil systematically the various aspects of writing journals.

To analyse the various concepts of critical thinking and implement in journal writing.

To apply the process of journal writing and develop effective strategies of teaching.

To facilitate reflective practices in journal writing for educational setting.

RUBRICS FOR JOURNAL WRITING

Rating \ Criteria	Average -1	Good -2	Excellent -3	Outstanding -4
Clarity	Lack of clarity in the process of analysis, interpretation, and evaluation.	Somewhat clear in the process of analysis, interpretation, and evaluation.	Clear in the process of analysis, interpretation, and evaluation.	Very clear in the process of analysis, interpretation, and evaluation.
Completeness	Expresses few ideas, with limited support by relevant evidence or rationales	Expresses some ideas, supported by relevant evidence or rationales	Expresses ideas, supported by relevant evidence or rationales	Presents accurate information and insightful ideas supported effectively by

	Asks few questions.	Asks some questions	Asks good questions.	relevant evidence or rationales.
Descriptive / Logical Writing	Generate personal ideas. Shows limited sense of purpose with rationality and logical thinking.	Generate personalized ideas. Shows some sense of purpose with rationality and logical thinking.	Generate clear personal ideas. Shows clear sense of purpose with rationality and logical thinking.	Generate engaging ideas. Shows strong sense of purpose with rationality and logical thinking.
Technicality	Lack of critical questions and understanding of judgement.	Raises a very few critical questions with little understanding of judgement.	Raises a number of critical questions with clear understanding of judgement.	Vast critical thinking and clear understanding of judgement. Follows proper mechanism of effective communication.
Sequencing, and Recording Reflections	Lack of connections and cohesiveness in writing.	Makes some personal connections with little cohesion in writing.	Makes considerable personal connections with proper cohesive writing style.	Connecting ideas and cohesive writing style is followed perfectly.

COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To thoroughly acquaint with the facts on journal writing.	K_1, K_2
CO2	To apply the collected information and data relevantly in writing an article.	K_3
CO3	To analyse the data and the conceptual ideas while drafting an article.	K_4
CO4	To evaluate the various methods of journal writing in experiential education.	K_5
CO5	To systematically observe the situation and reflect with the feedback obtained from the stakeholders.	K_6

Course Code	M213HT
Course Title	**Hands-on Training**
Credits	1
Hours	30
Category	**Practicum**
Semester	III
Regulation	2019

Practicum Overview

The practicum paper on Hands on Training enables the student teachers to imbibe the knowledge of the nuances of SPSS. It enables the researcher to understand the steps in data analysis, the appropriate statistics involved in the topic of selection and how to interpret the data. The student teachers will be able to complete the dissertation to come out with the research findings to the topic selected to complete the M.Ed. programme.

Practicum Objectives

To imbibe relevant information about the data collected.

To instil the various aspects involved in data analysis.

To analyse the various types of statistics involved in analysing the data.

To apply the learnt knowledge to the collected data.

To distinguish the difference between various statistical methods.

RUBRICS FOR ASSESSMENT

Criteria	Excellent-4	Good-3	Average-2	Poor-1
Organization of the data	There is a logical organisation of the data. The researcher is guided through the chain of reasoning or progression of ideas.	Some aspects of the data are effectively integrated.	There may be parts of the data that are not coherently arranged.	Some aspects of the data are poorly integrated.
Description of the data set	what are the data; who compiled the data set; who is	Answers every reasonable question someone could	describing data set: answers some of those questions, but only about half	doesn't clearly tell where the data are from, and who compiled it.

	covered in the data set, etc.	have about the data set itself.		
Visualizations of the data	All tables and graphs are appropriately used and statistically sound. Graphs are properly labelled and visually pleasing.	Graphs and tables are included to some extent at appropriate points.	The table is easy to follow and clearly presented. Graphs are not properly labelled and not visually pleasing.	tables and graphics are not cohesively woven and not always appropriately applied. Graphs may make poor choices in terms of colours, data types, or fail to include proper labels. Some tables are missing, or is presented in a very jumbled way.
Analysis of the data	well thought out analysis; reasonable and thoughtful; well-done analysis	identifying the logical relations is good. The researcher is guided through the chain of reasoning or progression of ideas	Some aspects of the data are okay, but not effectively integrated.	There may be parts of the data have no clear analysis.
Presentation of analysis of the data	The presentation follows a logical structure, makes a compelling argument, and is interesting to and appropriate.	The presenter clearly presented the data and delivers their results confidently.	The presentation may presuppose familiarity with the data at hand.	The presenter shows a combination of lacking in presentation or understanding of the data
Written Explanation of analysis of the data	The explanation is clear, easy to follow, complete, and makes sense.	The written explanation has moments of clarity, occasionally difficult to follow the logic	The written explanation has moments of clarity, but also has moments of confusion;	no explanation or no clear explanation

COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To Outline the importance of data in making a decision	K_1, K_2
CO2	To Describe the people and processes involved in the collected data	K_3
CO3	To Get guided, hands-on experience with SPSS to analyse data	K_4
CO4	To Learn how to use descriptive, predictive and prescriptive analytics to drive growth	K_5
CO5	Use analytics to extract insights from datasets and draw conclusions	K_6

Practicum Code	M212PSW
Practicum Title	**Synopsis Writing**
Semester	**II**
Category	**Research**
Credit	**2**
Marks	**50**

Practicum Overview

The student is expected to submit the overall structure of the research work in the form of a synopsis before the submission of the Research work to be carried out within the two- year duration. The synopsis should contain the objectives, hypotheses, topic of the study, research variables, tools for the study, sample of the study, statistical procedures and findings of the study.

Practicum Objective

To train the students to select a topic in the field of Education and enable to frame a plan and accomplish the Research work.

RUBRICS FOR ASSESSMENT

Score / Area	Excellent (5)	Good (4)	Satisfactory (3)	Average (2.5)
Title	more innovative and more relevant	innovative and relevant	Relevant to some extent	Relevant
Abstract	Precise and concise summary of the entire thesis.	concise summary of the entire thesis	summary of entire thesis to the expected level	Very less concise summary of a entire thesis.
Introduction	Stated very clear with the need and significance of the study	Clearly explained and mentioned the significance of the study	Write up with few modifications	More explanation needed to support the introduction

Literature review	Very much recent, apt, logical and related to current study	Concise, logical and related to current study	Focussed, concise, logical and related to a certain extent with the current study	Not related very much with the current study
Objectives	Very much Specific, Measurable, Attainable, Realistic, & Time-bound	Specific, Measurable, Attainable, Realistic, & Time- bound	specific, Measurable, Attainable, Realistic, & Time- bound to some extent	Less specific, Measurable, Attainable, Realistic, & Time- bound
Hypotheses	Stated the hypotheses clearly and appropriately.	Stated the hypothesis clearly	Stated the hypotheses to some extent	Stated the hypotheses in an ambiguous manner
Methodology	Discusses appropriate research methods and fully describes their use and application to the topic	Identifies appropriate research methods describes their use and application	Identifies appropriate research methods to some extent	Identifies inappropriate research methods
Results and Interpretation	Specific recommendations are completely aligned with the results and other findings	Specific recommendations are substantially aligned with the results and other findings	Specific recommendations are related to the results and other findings	Specific recommendations are unrelated to the results and other findings
Conclusion	Includes the summarization of all the chapters with the main points of the research and make the context clear	Includes the summarization of the chapters with the main points of the research and make the context clear	Includes the summarization of the chapters with some points of the research and make the context clear	The summarization of the chapters with very few points of the research and the context is not clear
Bibliography	Includes all literature cited; uses consistent, standard format and lists additional references with annotations	Includes all literature cited and uses consistent, standard format	Includes all literature cited and uses inconsistent or non-standard format to some extent	Does not include all literature cited and uses inconsistent or non-standard format

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand the concept of the format of synopsis writing	**KI, K2**
CO2	To identify and analyse the tools and statistical methods	**K3**
CO3	To synthesise and present the need and significance of the study	**K4**
CO4	To identify in how about the study stands unique from other studies	**K5**
CO5	To develop the strategies for writing synopsis	**K6**

GENERAL RUBRICS B.ED. AND M.ED.

Practicum Title	Seminar/Assignment

Practicum Overview

    Assignments are essential for effective evaluation of understanding of concepts. Assignments are provided for each unit to evaluate the understanding and to enable student teachers to acquire more knowledge on the topics. Seminars enhances the teaching skill of student teachers.

Practicum Objective

    To gain the knowledge as well as skills to apply various methods appropriate to disseminate the content.

RUBRICS FOR ASSESSMENT

Criteria/ Recommended Scores	Excellent (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Introduction of the of given topic and significance	In-depth knowledge about the topic	Comprehension of the topic	Adequate knowledge of the topic	Minimal level of Knowledge on the topic	Inadequate Knowledge of the topic
Body of the content and flow of content	Main idea is focused and supported with detailed information	Main idea is clear and supported with general information	Main idea is fairly clear and supported with limited information	Main idea is not clear and random collection of information	Main idea is not clear and unorganized collection of information
Relevance to the content	Relevant and comprehensive information to substantiate the topic given with current updates and case studies	Relevant information supported with strong evidences	Relevant information with sufficient supporting evidences	Relevant information with insufficient supporting evidence	Inappropriate information with insufficient supporting evidence
Conclusion, Reference and recent updated and Supportive materials	Strong conclusion exhibiting in-depth knowledge on the subject. More than 15 references and pictures / paper clippings	Recognizable conclusion with supportive suggestions and Reference 5-10 without / with paper clippings	Inadequate conclusion Less than 5 references without supportive evidences	Irrelevant conclusion No originality, inappropriate reference and Supportive evidences	Absence of conclusion No originality, No reference and Supportive evidences

Grammar/ Spelling	Use of precise and descriptive language with no grammar or spelling errors	Use of descriptive language with 2 or 3 grammar or spelling errors	Use of some descriptive language with 4 or 5 grammar or spelling errors	Simple sentences with grammar or spelling errors	

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To know and compare the student's progress from beginning and at end each unit.	K1, K2
CO2	To apply the knowledge of gained in creating deeper understanding of concepts.	K3
CO3	To reflect upon knowledge acquired and discriminate the same effectively.	K4
CO4	To evaluate student's growth, reflects on strengthand weakness of organizing content in a sequential order.	K5
CO5	To develop better understanding of concepts and teaching practice	K6

Practicum Title	Practical Oriented Assignment

Practicum Overview

    Practical Oriented Assignments (POA) are essential for effective evaluation of understanding of concepts. POA are provided to evaluate the understanding and to enable student teachers to acquire more knowledge on the course.

Practicum Objective

    To gain the knowledge as well as skills to apply various methods appropriate to disseminate the content.

RUBRICS FOR ASSESSMENT

Marks / Area	Excellent 5	Very Good 4	Good 3	Average 2	Poor 1
Content Knowledge	The exploration of content from reference books and social networking sites was beyond expectation	The exploration of content from reference books and social networking sites was commendable	The exploration of content from reference books and social networking sites was meeting the expectations of the course	The exploration of content from reference books and social networking sites is satisfactory	The exploration of content from reference books and social networking sites needs improvement
Quality of Information	Explanation was very clear and easy to understand	Explanation was clear and easy to understand	Explanation was adequate for the course expectation	Explanation and quality of information is satisfactory	Not explained in a logical manner
Creativity	Creativity and innovative ideas were remarkable	Creativity and innovative ideas were appreciable	Creativity and innovative ideas met the expectations	Creativity and innovative ideas are limited	Lack of creativity and innovative ideas
On time Submission	Completion of POA Submitted by the assigned due date.	POA was submitted a day late.	POA was submitted two days late	POA was submitted Four days late.	POA was submitted a week late.

Overall presentation	The subject matter, artistic skills and written language are very much appealing	The subject matter, artistic skills and written language are appealing	The subject matter, artistic skills and written language are satisfactory	More time and effort could have been put into improving the presentation	Needs to be neatly improved and lack of Presentation

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To analyze student's understanding of content.	K1, K2
CO2	To apply the knowledge of gained in creating deeper understanding of concepts.	K3
CO3	To reflect upon knowledge acquired	K4
CO4	To evaluate creativity and depth of content knowledge	K5
CO5	To develop interest and apply knowledge acquired in their performance.	K6