

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



COURSE DESCRIPTORS

**STELLA MATUTINA COLLEGE OF EDUCATION
(AUTONOMOUS)
CHENNAI - 600083**

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.

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

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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 2023 - 2024

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 Practical.

SEMESTER - I

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 / Human Values and Professional Ethics

SEMESTER IV

Perspectives in Education

Gender, School and Society
Creating an Inclusive School

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 / Edupreneur Skills

Credit Based Semester System.

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

B. Ed DEGREE PROGRAMME

SEMESTER – I

Course Code	B231CECI
Course Title	Education in Contemporary India
Credits	4
Hours	60
Category	Perspective in Education
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive Level
I	<p>Concept and Nature of Education</p> <p>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.</p>	11	CO1, CO2	K1, K2, K3
II	<p>Policy Framework of Education in Pre & Post Independence Period</p> <p>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).</p>	13	CO1, CO2, CO3	K1, K2, K3, K4
III	<p>Diverse Indian society and Articles, Amendments related to Education</p> <p>Concept of Diversity- Diversity in Indian Society - Fundamental Rights & Duties:</p>	10	CO2, CO3, CO4	K3, K4, K5

	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 86 th Amendment - Education of Disadvantaged Groups: Women, SC, ST and Differently Abled - Issues in Equality of Educational Opportunities.			
IV	<p>Emerging Trends in Education</p> <p>National Knowledge Commission 2007 – Sarva Siksha Abiyan - Rashtriya Madhyamik Siksha Abiyan - Rashtriya Uchcharat Siksha Abiyan - Rashtriya Avishkar Abhiyan - Rights to Education Act (2010) - National Policy on Education (1986) - National Education Policy (2020) - Impact of Liberalisation, Privatization and Globalisation on Education.</p>	12	CO1, CO4, CO5	K1, K2, K5, K6
V	<p>Policy Initiatives by Central and State Government</p> <p>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, Swachbharath, Swachvidhyalaya and UDISE.</p>	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 Publishing House.

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	B231CCGU
Course Title	Childhood and Growing Up
Credits	4
Hours	60 hours
Category	Perspectives in Education
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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

Unit	Content	Hrs	COs	Cognitive Level
	Educational Psychology: Growth and			

I	<p>Development</p> <p>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</p>	13	CO1, CO2, CO3, CO5	K1,K2 K3,K4 K6
II	<p>Theories of Development</p> <p>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</p>	10	CO2, CO3, CO5	K3,K4 K6
III	<p>Heredity and Environment</p> <p>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.</p>	10	CO3, CO4, CO5	K4,K5 K6
IV	<p>Childhood and Context of Socialization</p> <p>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</p>	15	CO1, CO3, CO4, CO5	K1,K2 K4,K5 K6

	and School Achievement.			
V	<p>Personality and Adjustment</p> <p>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.</p>	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.

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

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 OUTCOMES (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	B231PPBS
Course Title	Pedagogy of Biological Science Paper I
Credits	4
Hours	60
Category	Pedagogy Course
Semester	I
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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	Hours	COs	Cognitive Level
I	<p>Knowledge of School Content I</p> <p>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.</p>	10	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
II	<p>Nature and Scope of Biological Science</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	<p>Approaches & Strategies in Teaching and Learning Biological Science</p> <p>Approaches: Scientific, Constructivist, Inductive and Deductive – Strategies: Concept Mapping, Team Teaching, Supervised Study, Co-operative, Collaborative, Experiential, Self, Mastery, Blended and Flipped learning.</p>	13	CO1, CO2, CO3, CO5	K1, K2 K3, K4 K6

IV	<p>Methods and Techniques of Teaching Biological Science</p> <p>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.</p>	13	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6
V	<p>Individualised Instruction</p> <p>Individualised Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles, and Advantages -Types of Programming: Linear, Branched, and Mathematics - Computer Assisted Instruction: Modes and Benefits, Teacher's Role - Instructional Module: Essential Features and Components, Development of a Module.</p>	12	CO1, CO4, CO5	K1, K2, K5, K6

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.

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- 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 OUTCOMES (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	B231PPCA
Course Title	Pedagogy of Commerce and Accountancy Paper I
Credits	4
Hours	60
Category	Pedagogy Course
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Knowledge of Commerce and Accountancy Content I</p> <p>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.</p>	12	CO1	K1, K2
II	<p>Nature and Scope of Commerce and Accountancy</p> <p>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 –</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

	Sources of Objectives-Interdependence of Objectives, Learning Experiences and Evaluation-General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs).			
III	<p>Approaches and Strategies in Teaching and Learning Commerce and Accountancy</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>Methods of Teaching Commerce and Accountancy</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>Individualized Instruction</p> <p>Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical bases, Principles and Advantages- Types of Programming –</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

<p>Linear, Branched and Mathematics-Computer Assisted Instruction: Modes, Benefits and Teacher's Role – Instructional Modules: Essential Features and Components - Developing a Module.</p>			
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Text Books

R.P. Singh , Imtiyaj Mansoori.(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>

Blooms Taxonomy Action Verb

<https://bit.ly/32R7xvB>

Methods and Strategies of Teaching Commerce

<https://bit.ly/3ESfEF3>

Teaching of Commerce Book

<https://bit.ly/3mYMv4T>

Programmed Instruction

<https://bit.ly/3JI9ye7>

COURSE OUTCOMES (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	B231PPCS
Course Title	Pedagogy of Computer Science Paper I
Credits	4
Hours	60
Category	Pedagogy Courses
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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. 	
Prerequisites	Thorough knowledge of secondary level Computer Science concepts.

SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	<p>Knowledge of Computer Science Content-I</p> <p>Fundamentals of Computer- Generations of Computer (First to Sixth Generation) - Operating System: Theoretical Concepts and Types- Working with Windows- Working with Linux.</p>	12	CO1, CO2, CO3, CO5	K1, K2 K3, K4, K6
II	<p>Nature and Scope of Computer Science</p> <p>Recent Developments in Computer Science- Aims of Teaching Computer Science- Instructional Objectives - 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).</p>	13	CO1, CO2, CO3, CO4 CO5	K1,K2 K3,K4 K5,K6
III	<p>Approaches and Strategies in Teaching and Learning Computer Science</p> <p>Approaches: Thematic, Scientific, Constructivist, Analytic and Synthetic -Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning.</p>	10	CO1, CO2, CO3, CO5	K1,K2 K3,K4 K6
IV	<p>Methods of Teaching Computer Science</p> <p>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</p>	12	CO1, CO2, CO3, CO5	K1,K2 K3,K4 K6

	Method, Project Method, Discussion Method, Inductive and Deductive Method and Problem SolvingMethod.			
V	<p>Individualised Instruction</p> <p>Individualized 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 Module: Essential Features and Components, Development of a Module.</p>	13	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 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 Science Teaching 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>
- Theoretical Concept of Operating System
<https://bit.ly/3QBJXFK>
- Introduction to Linux Operating System
<https://bit.ly/3BuzaJo>
- Bloom's Taxonomy of Educational Objectives
<https://bit.ly/3Hxrwy8>
- Blended and Flipped Learning
<https://bit.ly/3eJETyL>
- Teaching Strategies
<https://bit.ly/31ke5SC>
- Programmed Instruction
<https://bit.ly/3sS3h9G>

COURSE OUTCOMES (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	B231PPEE
Course Title	Pedagogy of Economics Paper I
Credits	4
Hours	60
Category	Pedagogy Course
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Knowledge of Economics Content - I</p> <p>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.</p>	12	CO1	K1, K2
II	<p>Nature and Scope of Economics</p> <p>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).</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

III	<p>Approaches and Strategies in Teaching and Learning Economics</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>Methods of Teaching Economics</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>Individualised Instruction</p> <p>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.</p>	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*. Crescent 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 OUTCOMES (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	B231PPEL
Course Title	Pedagogy of English Paper I
Credits	4
Hours	60
Category	Pedagogy Course
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive Level
I	<p>Introduction to English Language Teaching</p> <p>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.</p>	10	CO1, CO2, CO3	K1, K2, K3, K4, K5, K6
II	<p>Aims and Objectives of Teaching English as a Second Language</p> <p>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</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

	and Suggestions to Improve the Condition			
III	<p>English Pronunciation and Fluency</p> <p>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.</p>	16	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>Methods and Approaches of Teaching English</p> <p>Methods: Grammar Translation - The Direct - Bilingual - The Textbook - The Audio-Lingual – Approaches: Communicative – Structural - Situational / Oral - Eclectic – Recent Trends: Interactive Approach, Suggestopedia, Total Physical Response, The Silent Way and The Natural Approach - Theories of</p>	16	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

	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 OUTCOMES (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	B231PPGE
Course Title	Pedagogy of Geography Paper I
Credits	4
Hours	60
Category	Pedagogy Course
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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 knowledge of Geography, Basic knowledge about pedagogical skills.

SYLLABUS

Unit	Content	Hours	Course Outcomes (COs)	Cognitive Level
I	<p>Knowledge of Geography Content - I</p> <p>Earth- Resources- Disaster and Disaster Management- Agriculture and Industry – Geographical Information Systems.</p>	10	CO1, CO4	K1, K2 K5
II	<p>Nature and Scope of Geography</p> <p>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).</p>	15	CO2, CO3, CO5	K3, K4 K6
III	<p>Approaches and Strategies in Teaching and Learning Geography</p> <p>Approaches: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic -Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning.</p>	10	CO1, CO3, CO4	K1, K2 K4, K5

<p style="text-align: center;">IV</p>	<p>Methods of Teaching Geography</p> <p>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.</p>	<p style="text-align: center;">15</p>	<p style="text-align: center;">CO1, CO2, CO3, CO4</p>	<p style="text-align: center;">K1, K2 K3, K4 K5</p>
<p style="text-align: center;">V</p>	<p>Individualized Instruction</p> <p>Individualized 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 Module: Essential Features and Components, Development of a Module.</p>	<p style="text-align: center;">10</p>	<p style="text-align: center;">CO1, CO5</p>	<p style="text-align: center;">K1, K2 K6</p>

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.

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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 OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
C01	To familiarize and describe the content knowledge of Geography and recalls the basic knowledge using pedagogical skills.	K1, K2
C02	To illustrate the aims, objectives, and methodology of teaching Geography.	K3
C03	To outline the aims, objectives, and methodology of teaching Geography.	K4
C04	To assess the various strategies and approaches of teaching Geography.	K5
C05	To construct skills in framing instructional objectives and programmed instructional materials.	K6

Course Code	B231PPHS
Course Title	Pedagogy of History Paper I
Credits	4
Hours	60
Category	Pedagogy Course
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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 knowledge of History, Basic knowledge about pedagogical skills.

SYLLABUS

Unit	Content	Hours	Course Outcomes (COs)	Cognitive Level
I	<p>Knowledge of School Content - I</p> <p>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.</p>	10	CO1, CO4	K1, K2 K5
II	<p>Nature and Scope of History</p> <p>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).</p>	15	CO2, CO3, CO5	K3, K4 K6
III	<p>Approaches and Strategies in Teaching and Learning History</p> <p>Approaches: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic -Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning.</p>	10	CO1, CO3, CO4	K1, K2 K4, K5

<p>IV</p>	<p>Methods of Teaching History</p> <p>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.</p>	<p>15</p>	<p>CO1, CO2, CO3, CO4</p>	<p>K1, K2 K3, K4 K5</p>
<p>V</p>	<p>Individualized Instruction</p> <p>Individualized 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 Module: Essential Features and Components, Development of a Module.</p>	<p>10</p>	<p>CO1, CO5</p>	<p>K1, K2 K6</p>

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.

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.

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/3FR19Fo>

COURSE OUTCOMES (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	B231PPMT
Course Title	Pedagogy of Mathematics Paper I
Credits	4
Hours	60
Category	Pedagogy Course
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive level
I	<p>Knowledge of Mathematics School Content</p> <p>Significant Concepts in Mathematics from Tamil Nadu State Board Syllabus for Class ix: Set Language, Algebra, Coordinate Geometry, Trigonometry, Mensuration, Probability and Geometry.</p>	12	CO2, CO3	K1,K4
II	<p>Historical Background and Aims and Objectives of Teaching Mathematics</p> <p>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: Aryabhata, Baskara, Ramanujan, Euler, Euclid and Gauss.</p> <p>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):</p>	15	CO1, CO2 CO3	K1.K2, K3 K4

	Stating GIOs and SIOs for Teaching different Content Areas in Mathematics - Bloom's Taxonomy of Educational Objectives – Anderson's Revised Taxonomy of Educational Objectives.			
III	<p>Approaches and Strategies in Teaching and Learning Mathematics</p> <p>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.</p>	10	CO3, CO5	K4,K6
IV	<p>Methods of Teaching Mathematics</p> <p>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 Demonstration, Laboratory, Heuristic and Project Method.</p>	10	CO2, CO5	K3,K6
V	<p>Individualised Instruction</p> <p>Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles and Advantages - Types of Programmed Instruction: Linear, Branched and Mathematics - Computer Assisted</p>	13	CO3, CO5	K4, K6

	<p>Instruction (CAI): Modes, Benefits and Teacher's Role – Instructional Module: Essential Features and Components, Development of a Module.</p>			
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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 Learning Theory

<https://bit.ly/3sS8D4X>

Strategies of Teaching Mathematics

<https://bit.ly/3mSwkWR>

COURSE OUTCOMES (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	B231PPPS
Course Title	Pedagogy of Physical Science Paper I
Credits	4
Hours	60
Category	Pedagogy Courses
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive Level
I	<p>Knowledge of Physical Science Content - I</p> <p>Significant Concepts in Physical Science from Tamil Nadu State Board Syllabus for Std. IX: Measurement, Motion, Fluids, Electric Charge and Electric Current, Magnetism and Electromagnetism, 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.</p>	11	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
II	<p>Nature and Scope of Physical Science</p> <p>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.</p>	13	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
III	<p>Approaches and Strategies in Teaching and Learning Physical Science</p> <p>Approaches: Scientific, Constructivist, Inductive and Deductive - Strategies: Concept Mapping, Team Teaching, Supervised Study,</p>	12	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6

	Collaborative, Co-operative, Experiential, Self, Mastery, Blended and Flipped Learning.			
IV	<p>Methods of Teaching Physical Science</p> <p>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.</p>	13	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
V	<p>Individualised Instruction</p> <p>Individualised Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles and Advantages - Types of Programming: Linear, Branched, Mathematics - Computer Assisted Instruction: Modes, Benefits and Teacher's Role - Instructional Module: Essential Features and Components, Development of a Module.</p>	11	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
<p>Textbooks</p> <p>Mohan, R. (2010). <i>Teaching of Physical Science</i>. Neelkamal Publications.</p> <p>Nayak, A.K. (2004). <i>Teaching of Physics</i>. A.P.H. Publishing Corporation.</p> <p>Panneerselvam, A. & Rajendiran, K. (2005). <i>Teaching of Physical Science</i>. Shantha Publishers.</p>				

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 OUTCOMES (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	B231PPTL
Credits	4
Course Title	தமிழ் கற்பித்தல் தாள் I
Hours	60
Category	pedagogy course
Semester	I
Regulation	2019
Course Overview:	
<p>தமிழ்மொழியின் சிறப்பும் கற்பித்தலின் நோக்கங்களும் குறித்து எடுத்துரைக்கப்பட்டுள்ளது. நால்வகைத்திறன்களை வளர்த்தெடுக்கும் வழிமுறைகளும் மொழி கற்பித்தல் முறைகளும் இதில் விவரிக்கப்பட்டுள்ளன. மொழியாசிரியரின் பண்புநலன்கள் விளக்கப்பட்டுள்ளன.</p>	
Course Objectives	
<ul style="list-style-type: none"> • செவ்வியல் இலக்கியங்களின் சிறப்பை எடுத்துரைப்பர் • தாய்மொழி கற்பித்தலின் நோக்கங்களை அறிவர் • மொழியைப் பிழையறத் திருத்தமாகக் கேட்கவும் பேசவும் படிக்கவும் எழுதவும் பள்ளிமாணவர்களுக்கு உதவுவர் • தமிழ் பயிற்றும் முறைகளையும் உத்திகளையும் பயன்படுத்தி வகுப்பறையில் பயிற்றுவர் • மொழியாசிரியருக்குரிய பண்புநலன்களை உணர்ந்து தம்மைத் தகுதிப்படுத்திக் கொள்வர். 	
Prerequisite	தமிழ் இலக்கியங்களிலும் அடிப்படைத்திறன்களிலும் அடிப்படை அறிவு

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>செவ்வியல் இலக்கியங்கள் அறிமுகம்</p> <p>அறிமுக அளவில் செம்மொழி இலக்கியங்கள்: பதினெண் மேல் கணக்குநூல்கள், பதினெண் கீழ்க்கணக்குநூல்கள், தொல்காப்பியம், இரட்டைகாப்பியங்கள், முத்தொள்ளாயிரம், இறையனார் அகப்பொருள்.</p>	12	CO1, CO4, CO5	K1, K2, K5, K6
II	<p>தமிழ்மொழிக் கற்பித்தலின் நோக்கங்கள்</p> <p>கலைத்திட்டமும் பாடத்திட்டமும் - கலைத்திட்டத்தில் தாய்மொழிபெறுமிடம் அடிப்படைமொழித் திறன்களை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் - சிந்தனையை வளர்த்தல் - சொற்களஞ்சியத்தைப் பெருக்குதல் - எண்ணத்தை வெளியிடல் - படைப்பாற்றலை வளர்த்தல் - வாழ்க்கை நுகர்வுகளை எடுத்தியம்புதல் - கற்பனைத்திறன் வளர்த்தல் - மக்கட்பண்பாட்டை அறிதல் - ஒழுக்கஉயர்வை வலியுறுத்துதல் - மொழிப்பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - இறையுணர்வை ஊட்டல் - சமூகபண்பாட்டுமரபினை அறிதல் - பல்துறை அறிவினைப் பெறுதல் - விழுமங்களை வளர்த்தல்.</p>	8	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6
III	<p>அடிப்படைமொழித் திறன்கள்</p> <p>அ. கேட்டல் திறன் - கேட்டலின் நோக்கங்கள் - கேட்டலின் வழிக்கற்றல் - கேட்டல் பழக்கத்தினை வளர்த்தல் - கேட்டல் திறனை வளர்க்கும் போது ஆசிரியர் நினைவில் கொள்ளவேண்டியவை.</p> <p>ஆ. பேசுதல் திறன் - வாய்மொழிப் பயிற்சியின் நோக்கங்கள், பயன்கள் - திருந்தியபேச்சின் பொருந்தியநல்லியல்புகள் - திருத்தமில்லாப்</p>			

	<p>பேச்சில் தென்படும் குறைகள் - குறைகளைப் போக்கும் முறைகள் - பயிற்சிகள் : மூச்சுப் பயிற்சி, நா பிறழ் பயிற்சி, நா நெகிழ் பயிற்சி.</p> <p>இ. படித்தல் திறன் -படிக்கக் கற்பித்தலின் நோக்கங்கள் - படித்தலில் ஆர்வமுட்டுதற்குரியவழிகள் - வாய்விட்டுப் படித்தல்,வாய்க்குட் படித்தல் இவற்றின் நிறை,குறைகள் - படிக்கப் பயிற்றும் முறைகள்: எழுத்துமுறை, சொல்முறை, சொற்றொடர் முறை - ஆழ்ந்தபடிப்பு, அகன்றபடிப்பு - நிறை,குறைகள்.</p> <p>ஈ. எழுதுதல் திறன் - எழுதுதலின் நோக்கங்கள் - எழுதுதலின் இரு நிலைகள் - எழுதுவதற்குத் தரப்படும் முதற் பயிற்சிகள் - நல்ல கையெழுத்தின் இயல்புகள் - எழுத்துப் பயிற்சிமுறைகள் - எழுதுதலில் ஏற்படும் பிழைக்குரிய காரணங்களை அறிதல் - அப்பிழைகளைக் களையும் வழிமுறைகள்</p>	15	CO1, CO2	K1, K2, K3
IV	<p>பயிற்று முறைகளும் உத்திகளும்</p> <p>பண்டையோர் கண்டபயிற்றுமுறைகள் : விரிவுரை, விதிவிளக்கு, நெட்டுருமுறை - தற்காலம்: குழுக்கற்பித்தல், விதிவரு, நடிப்பு ஒப்படைப்பு, மேற்பார்வைபடிப்பு, மாற்றுமுறைகற்றல், செயல்திட்டம், திட்டமிட்டுக்கற்பித்தல், சிந்தனைகிளர்த்தல், கலந்துரையாடல், கூட்டுறவுக்கற்றல், இணைந்துகற்றல், - இம்முறைகளின் நிறை,குறைகள்.</p>	15	CO1, CO4, CO5	K1, K2, K5, K6
V	<p>தமிழாசிரியர் பண்புநலன்கள்</p> <p>கல்வித் தகுதி - மொழிப் பற்று - இலக்கியப் புலமை - பேசும் திறன் - எழுதும் திறன் - உள நூல் வல்லுநர் - கலையார்வம் மிக்கவர் - நகைச்சுவைநாட்டம் - நல்லொழுக்கம் - முன்மாதிரி - நடுவுநிலைமை - உலகப்பொதுஅறிவு - உலகத்தோடுஒட்டஒழுகல் - நற்குடிமக்களை உருவாக்கும் பொறுப்பு -</p>	10	CO1, CO4, CO5	K1, K2, K5, K6

	<p>தெரிந்ததிலிருந்து தெரியாதது, எளிமையிலிருந்து கடினம், சிறப்பிலிருந்துபொது, முழுமையிலிருந்து பகுதி, காட்சியிலிருந்து கருத்து பகுப்பிலிருந்துதொகுப்பு போன்ற பயிற்றலின் அடிப்படைவிதிகளை அறிந்தவராதல் - நன்னூலார் கூறும் நல்லாசிரியார் இலக்கணம் மற்றும் ஆசிரியராகாதோர்.</p> <p>புணி மேம்பாடு: பணியிடைப்பயிற்சி, புத்தாக்கப் பயிற்சி, கருத்தரங்கு, செயலரங்குகளில் பங்கேற்றல்.</p>			
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Text Books

- இரத்தினசபாபதி. பி., (2007). *செம்மொழிக்கல்வி கல்வி..* சாந்தாபப்ளிசர்ஸ்.
கணபதி. வி. (2007). *நற்றமிழ் கற்பிக்கும் முறைகள்.*சாந்தாபப்ளிசர்ஸ்.

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- கணபதி வி. (2004). *தமிழ் இலக்கண இலக்கியஅறிமுகம்.* சாந்தாபப்ளிசர்ஸ்.
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.
தமிழண்ணல் (2008). *இலக்கியதமிழ் வரலாறு:* மீனாட்சிபதிப்பகம்,
பரந்தாமன்.அ.கி., (2012). *நல்லதமிழ் எழுதவேண்டுமா?* . எம்.கே. கிராபிக்ஸ்.
பரமசிவம்.சொ., (2008). *நற்றமிழ் இலக்கணம்.* பட்டுப்பதிப்பகம்.
மாடசாமி.ச., (2015). *போயிட்டுவாங்கசார்.* புக்ஸ் .:பார்சில்ரன்.
மாடசாமி.ச., (2016). *எனக்குரிய இடம் எங்கே.* சூரியன் பதிப்பகம்.
வரதராசனார்.மு, (2015). *தமிழ் இலக்கியவரலாறு.* சாகித்தியஅகாடமி.
வீரப்பன்.பா, (2006). *உயர்நிலைதமிழ் கற்பித்தலில் புதிய அணுகுமுறைகள்* ஜோதிபிரியா பதிப்பகம்.
Mangal, S.K, &Mangal,U. (2009). *Essentials of Educational Technology.* PHI Learning
பள்ளிப் பாடநூல்கள்

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

Web Resources

செவ்வியல் இலக்கியங்கள் அறிமுகம்

<https://bit.ly/34dx9TC>

தமிழ்மொழிக் கற்பித்தலின் நோக்கங்கள்

<https://bit.ly/3EVmAkS>

<https://bit.ly/3mZuN1f>

அடிப்படைமொழித் திறன்கள்

<https://bit.ly/3EXewjF>

பயிற்று முறைகளும் உத்திகளும்

<https://bit.ly/3mWWWpO>

தமிழாசிரியர் பண்புநலன்கள்

<https://bit.ly/3pXi1Cw>

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

Course Code	B231TAIL
Course Title	Art Integrated Learning
Credits	3
Hours	60
Category	EPC
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Introduction To Arts Education</p> <p>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</p>	12	CO1, CO4, CO5	K1, K2 K5, K6
II	<p>Visual Arts and Crafts</p> <p>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</p>	14	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

III	<p>Performing Arts</p> <p>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</p>	14	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>Planning And Organization of Arts Education</p> <p>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</p>	10	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>Assessment in Art Education</p> <p>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</p>	10	CO1, CO2, CO3, CO4, CO5	K1, K2, 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 OUTCOMES (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	B231EYFW
Course Title	Yoga for Wellbeing
Credits	4
Hours / Week	60 Hours
Category	Enhancing Professional Capacities
Semester	I
Regulation	2019
Course Over view	
<p>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</p>	
Course Objective	
<ul style="list-style-type: none"> • 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 	
Course Prerequisite: Basic Knowledge of Yoga for wellbeing	

SYLLABUS

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
I	<p>Introduction to Yoga Yoga: Meaning, Importance, History of Yogic Practices: Objectives, General Guidelines for Yogic Practices, Common Yogic Practices - difference between Asanas and Exercise.</p>	12	CO1 CO2 CO3 CO4	K1,K2 K3, K4 K5
II	<p>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.</p>	12	CO1 CO2 CO3	K1,K2 K3, K4
III	<p>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, Chorony Heart Diseases and Back pain</p>	12	CO1 CO4	K1,K2 K5
IV	<p>Yoga for Personality Development Yogic Practices for Personality Development, Eight limbs of yoga, Surya Namaskar, Tadasana, Simhasana, Mandukasana, Kukkutasana, Matsyasana, Bhujangasana, Makarasana, Shalabhasana, Dhanurasana,</p>	12	CO4	K5
V	<p>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.</p>	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 OUTCOMES (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	B231VPPT
Course Title	பயன்பாட்டுத் தமிழ்
Credits	2
Hours	30 hours
Category	Value added course – Experience for Teachers Enrichment
Semester	I
Regulation	2019
Course Over view	
<p>நால்வகை அடிப்படைத் திறன்களில் ஏற்படுகின்ற பிழைகளைக் களைந்து, அவற்றைத் திருத்தி, படைப்பாற்றலை மேம்படுத்தும் நோக்கில் இப்பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது</p>	
Course Objectives	
<ul style="list-style-type: none"> • அடிப்படைத் திறன்களில் செம்மையுறுவர் • படைப்பாற்றலை வளர்த்துக்கொள்வர் • அன்றாடத் தேவைக்கான மொழி பயன்பாட்டைக் கைவரப்பெறுவர். பிறர் உதவியின் தனித்து இயங்குவர் 	
prerequisite	தமிழ் இலக்கணங்களிலும் அடிப்படைத் திறன்களிலும் அடிப்படை அறிவு

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	பேச்சுத்திறன் தமிழ் எழுத்துக்களின் பிறப்பும் முயற்சியும் – வரவேற்புரையளித்தல் – இணைப்புரை வழங்கல் – நன்றியுரை நவிலல் – குறிப்பிட்ட தலைப்பில் உரையாற்றல்; எடுத்தல், தொடுத்தல், முடித்தல் – மேடைப்பேச்சு – நேர்க்காணல் - பிற மொழிக்கலப்பின்றிப் பேசுதல்	7	CO1, CO2, CO3	K1, K2, K3, K5, K6
II	எழுதுதல் திறன் முதலெழுத்துக்களின் வகைகள் - தமிழ் நெடுங்கணக்கு - வல்லொற்று மிகும் இடங்கள் – வல்லொற்று மிகா இடங்கள் – மொழி முதல் எழுத்துக்கள் - மொழி இறுதி எழுத்துக்கள் – இன எழுத்துகள் அறிதல் - நிறுத்தற்குறியீடுகளின் பயன்கள் – நிறுத்தற்குறியீடுகளின் வகைகள் - படைப்பாற்றல் உத்திகள் - மெய்ப்புத் திருத்தல்	6	CO1, CO2, CO3	K1, K2, K3, K6
III	படிவம் நிரப்பல் அஞ்சலகம், வங்கி, பயணம் சார்ந்த படிவங்கள் நிரப்புதல், மின் படிவங்கள் நிரப்புதல் – கடிதம் எழுதுதல் - தமிழ் செயலிகளைப் பற்றி அறிந்து பயன்படுத்துதல், வலைப்பதிவுகளில் எழுதுதல்	5	CO1 CO2 CO3	K1, K3, K5, K6

Text Books

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

References

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

Web Resource

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 கூர்தல்ஓ வலி மிகும்ஓ மிகா இடங்களைப் பட்டியலிடுதல்ஓ 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	B231VEPS
Course Title	English Proficiency Skills
Credits	2
Hours	30
Category	Value Added Course
Semester	1
Regulation	2019
Course Overview	
<p>The certificate course on English Proficiency Skills enables the would 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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • To acquire competency over grammatical structure and skills • To able to read with correct pronunciation and diction • To Apply the learnt communication skills during interviews 	
Prerequisite	Basic knowledge on LSRW Skills in English Language.

SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	<p>Grammatical Usage</p> <p>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.</p>	10	CO2, CO4, CO5	K1, K2, K3, K6
II	<p>Reading Skills</p> <p>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</p>	10	CO1, CO2, CO3, CO4, CO5,	K1, K2, K3, K5, K6
III	<p>Communication</p> <p>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 - Communication Skills at Everyday Level – Interview Skills.</p>	10	CO1, CO3, CO4, CO5,	K1, K2, K3, K4, K5, K6

Text Books

- Balasubramanian, T. (2002). *A textbook of English phonetics for Indian students*. Macmillan Publication.
- Yule, G. (2002). *The study of language*. Cambridge University Press.
- Anand, S. (2006). *English word roots*. CBH Publishers.
- Shastri, K., & Rajee, R. (2007). *Understanding idioms*. Alpha Land Books.

References

- Cambridge English: Proficiency Handbook for Teachers.
- CIEFL. (2006). *Methods of teaching English: developing integrated skills and the elements of language, Block-IV, PGCTE Course*. Central Institute of English and Foreign Languages, Hyderabad.
- Chandra Sekhar, C. R. (2015). *The intelligibility of english sounds: A study of phonetics*. www.esp-world.info., JOUR. Issue 46.
- Neha, K. (2021). *Polish your english language skills*.

Web Resources

- <https://bit.ly/3zpzaI0>
- <https://brook.gs/3ePbFyF>
- <https://bit.ly/3qTwQF1>
- <https://bit.ly/3qPrR8H>
- <https://bit.ly/3t7BBO2>

COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

Course Outcome	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	B232CKAC
Course Title	KNOWLEDGE AND CURRICULUM
Credits	4
Hours/Week	15
Category	Perspectives in Education
Semester	II
Regulation	2019
<p>Course Overview</p> <p>Epistemological bases of Education defines 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 defines 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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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 curriculum • 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	<p>Educational Thinkers and Knowledge</p> <p>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.</p>	12	CO1 CO2 CO3	K1, K2, K3, K4
II	<p>Knowledge and its Organisation in Schools</p> <p>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.</p>	12	CO2 CO5	K3, K6
III	<p>Concepts of Curriculum</p> <p>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.</p>	12	CO1, CO3, CO4	K1, K2, K3, K5
IV	<p>Curriculum Approaches</p> <p>Curriculum Organisation: Educational Objectives and Curriculum Organisation, Subject Matter and Curriculum</p>	12	CO1, CO2, CO4	K1, K2, K3, K5

	<p>Organisation - ABC'S Curriculum Organization: Learning and Curriculum Organization – Approaches of Curriculum Organization - Types of Curriculum: Subject Centered, Co-related, Fused, Core, Student Centered and Value Oriented Curriculum.</p>			
V	<p>Curriculum Development</p> <p>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 Educationists - Role of NCERT, NCTE and NCF 2005 & NCF 2009 for Teacher Education in Curriculum Development.</p>	12	<p>CO1 CO2 CO3 CO5</p>	<p>K1, K2, K3, K4, K6</p>

Text books

- Mittal, M.L. (2005). *Education in emerging indian socieity*. International Publishing House.
- Mishra, M. (2007). *Philosophical and sociological foundation of education*. Alpha Publication.
- Sharma, Ramnath, (2000). *Textbook of educational philosophy*, Kanishka Publishers and Distributers.

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- Arulsamy, S. (2014). *Curriculum development*. Neelkamal Publications.
- Bhatia, S.K., & Sonia, J. (2016). *A text book of curriculum, pedagogy and evaluation*. Paragon International Publishers.
- Gagnon, J. G. W., & Michelle, C. (2006). *Constructivist learning design: Key questions for teaching to standards*. Corwin Press.
- Kenneth, A. L. (2006). *Teaching for deep understanding-What every educator should know?*

Corwin Press.

Mishra, M. (2007). Philosophical and sociological foundations of education. Alpha Publication.

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

Mrunalini, T. (2012). Curriculum development perspectives, principles and issues. Dorling KIndersley.

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

Roderick, M. (1977). Theory of knowledge. (2nd ed.). Prentice Hall of India.

Siddiqui, M. H. (2008). Models of teaching. APH Publishing Corporation.

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). கலைத்திட்டவளர்ச்சிசென்னை: ஸ்ரீ கிருணாபப்ளிகேன்ஸ்.
இராஜேஸ்வரி, டி. (2006). கலைத்திட்டச் செயல்பாட்டின் கோட்பாடுகள். சாந்தாபப்ளிர்ஸ்.

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

பாஸ்கரன், ஏ., ரூபத்மப்பிரியா, டி. (2008). கலைத்திட்டவளர்ச்சி. 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 OUTCOMES (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	B232CLAT
Course Title	Learning and Teaching
Credits	4
Hours	60
Category	Perspective Course
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Approaches to Learning</p> <p>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.</p>	12	CO1	K ₁ ,K ₂
II	<p>Mental process of Learning</p> <p>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.</p>	12	CO1, CO2	K ₁ ,K ₂ , K ₃
III	<p>Teaching Learning Process</p>	12	CO1,	K ₁ , K ₂ ,

	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.		CO2, CO3, CO4	K ₃ ,K ₄ , K ₅
IV	<p>Theories of Intelligence</p> <p>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.</p>	12	CO1, CO2	K ₁ ,K ₂ , K ₃
V	<p>Teaching as a Profession</p> <p>Teaching Profession: Concept, Characteristics, and Principles, Need of Professional Ethics - Professional 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.</p>	12	CO4, CO5	K ₅ ,K ₆

Text Books

- Agarwal, J.C. (2004). *Essentials of Educational Psychology*. Vikas Publishing home.
- Mangal, S.K. (2010). *Learner, Learning and cognition*. Tandon Publication.
- Nagarajan, K. & Srinivasan, R. (2014). *Psychology of Human Development* (2nd ed). Ram Publishers.

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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.
- Dandapani, S. (2013). *Hand book of Education and Psychology*. Neelkamal Publications.
- Dash, B.N. & Dash, N. (2014). *A Textbook of Educational Psychology*. Dominant Publishers.
- Kalaivani, M. & Krithika, S. (2018). *Advanced Educational Psychology*. Samyukdha Publication.
- Nirmala, J. (2014). *Psychology of Learning and Human Development*. Neelkamal Publications.
- 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 & Shika Chaturvedi. (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

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

COURSE OUTCOMES (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	B232CAFL
Course Title	Assessment for Learning
Credits	4
Hours/Week	60hrs
Category	Perspective Courses
Semester	II
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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. 	
<p>Prerequisite: Knowledge of assessment and evaluation process and basic statistical calculations.</p>	

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>Overview of Assessment and Evaluation</p> <p>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.</p>	12	CO1, CO 2	K1, K2, K3
II	<p>Classification of Assessment</p> <p>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.</p>	12	CO1, CO2, CO5	K1, K2, K3, K6
III	<p>Continuous and Comprehensive Evaluation (CCE)</p> <p>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.</p>	12	CO1, CO4, CO5	K1, K2, K4, K6
IV	<p>Construction and Standardization of an Achievement Test</p> <p>Achievement Test: Definition, Functions and Types - Types of Questions: Objective, Short Answers, Essay Questions - Characteristics of a Good Test: Validity: Face, Content, Construct,</p>	12	CO1, CO2, CO5	K1, K2, K3, K6

	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, 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, Rinehart and Winston Inc.

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

Singaravelu, G. (2017). *Assessment for Learning*. Neelkamal Publication. ISBN:9789285877865.

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Brown, Sally., & Knight, Peter. (1994). *Assessing Learners in Higher Education*. Kogan Page.

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/3eQEHOOk>

COURSE OUTCOMES(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	B232PPBS
Course Title	Pedagogy of Biological Science Paper II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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. 	
Prerequisites	Basic knowledge of Biological Science

SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	<p>Knowledge of School Content II</p> <p>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.</p>	10	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
II	<p>Teaching Skills</p> <p>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.</p>	12	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
III	<p>Planning for Instruction and Assessment</p> <p>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.</p>	12	CO1, CO2, CO4, CO5	K1, K2, K3, K5, K6

IV	<p>Learning Resources</p> <p>Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences – Classification of TLM: Audio Aids, Visual Aids, and Audio-Visual Aids - Improved 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.</p>	13	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K5
V	<p>Biological Science Laboratory</p> <p>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, 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.</p>	13	CO1, CO4, CO5	K1, K2, 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.

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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 OUTCOMES (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	B232PPCA
Course Title	Pedagogy of Commerce and Accountancy Paper II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Knowledge of Commerce and Accountancy</p> <p>Content II</p> <p>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.</p>	12	CO1, CO5	K1, K2, K6
II	<p>Teaching Skills</p> <p>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.</p>	12	CO1, CO2, CO5	K1, K2, K3, K6

<p style="text-align: center;">III</p>	<p>Planning for Instruction</p> <p>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.</p>	<p style="text-align: center;">12</p>	<p>CO1, CO3, CO4, CO5</p>	<p>K1, K2, K4, K6</p>
<p style="text-align: center;">IV</p>	<p>Learning Resources</p> <p>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, Rating Scale to evaluate a Commerce and Accountancy Text Book –e-resources: Websites, Journals, Books, Blogs, Educational Apps - Development of e-content.</p>	<p style="text-align: center;">12</p>	<p>CO1, CO3, CO4, CO5</p>	<p>K1, K2, K4, K5, K6</p>
<p style="text-align: center;">V</p>	<p>Teaching of Current Affairs and International Understanding</p> <p>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.</p>	<p style="text-align: center;">12</p>	<p>CO1, CO4, CO5</p>	<p>K1, K2, K5, K6</p>

Text Books

- R.P. Singh , Imtiyaj Mansoori.(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/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/3pTFPXG>

COURSE OUTCOMES (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	B232PPCS
Course Title	Pedagogy of Computer Science Paper II
Credits	4
Hours	60
Category	Pedagogy Courses
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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. 	
Prerequisites	Thorough knowledge of secondary level Computer Science concepts.

SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	<p>Knowledge of School Content-II</p> <p>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.</p>	10	CO1, CO2, CO3, CO4, CO5	K ₁ ,K ₂ K ₃ ,K ₄ K ₅ ,K ₆
II	<p>Teaching Skills</p> <p>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.</p>	13	CO1, CO2, CO3, CO4, CO5	K ₁ , K ₂ K ₃ ,K ₄ K ₅ ,K ₆
III	<p>Planning for Instruction</p> <p>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</p>	15	CO1, CO2, CO3, CO4, CO5	K ₁ , K ₂ K ₃ ,K ₄ K ₅ ,K ₆

	Test and Achievement Test in Computer Science.			
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). <i>Pedagogy of Computer Science</i> . Laxmi Book Depot. Devisri, K. (2018). <i>Teaching of Computer Science</i> . Laxmi Book Publication. Sandeep, M. J. M. (2014). <i>Teaching of Computer Science</i> . Neelkamal Publication.				
References Bhatnagar, A. B., & Bhatnagar, S. S. (2013). <i>Teaching of Science</i> . R. Lall Book Depot. Brian, W. K., & Dennis, M. R. (1986). <i>The C-Programming Language</i> . 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 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>
- 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 OUTCOMES (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	B232PEE
Course Title	Pedagogy of Economics Paper II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019
Course Overview	
<p>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</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Knowledge of Economics Content II</p> <p>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</p>	12	CO1, CO5	K1, K2, K6
II	<p>Teaching Skills</p> <p>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.</p>	12	CO1, CO2, CO5	K1, K2, K3, K6
III	<p>Planning for Instruction</p> <p>Year plan: Need and Advantage- Unit plan: Steps and Advantages - Lesson plan : Salient features, Principles and Merits- - Herbartian</p>	12	CO1, CO3, CO4, CO5	K1, K2, K4, K6

	Approach - Format of a lesson plan - Digital Lesson Plan – Home Assignments -Construction of Diagnostic Test and Achievement Test in Economics.			
IV	<p>Learning Resources</p> <p>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 a Economics Text Book – e-resources: Websites, Journals, Books, Blogs, Educational Apps -Development of e-content.</p>	12	CO1, CO3, CO4, CO5	K1, K2, K4, K5, K6
V	<p>Teaching of Current Affairs and International Understanding</p> <p>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.</p>	12	CO1, CO4, CO5	K1, K2, K5, K6
<p>Textbooks</p> <p>Aggarwal, J. C. (2005). <i>Teaching of economics</i>. Vinod Pustak Mandir.</p> <p>Karthick, G. S. (2004). <i>Teaching of economics</i>. Discovery publication house.</p> <p>Reference</p> <p>Mangal, S. K., & Mangal, U. (2008). <i>Teaching of social studies</i>. PHI learning.</p> <p>Misra, B. (2004). <i>Curriculum reform and educational development</i>. Muhit Publications.</p>				

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*. Cresnet 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 OUTCOMES (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	B232PPEL
Course Title	Pedagogy of English Paper II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive Level
I	<p>Acquisition of Language Skills</p> <p>Teaching Communication and Strategies of Language Skills: Nature, Mechanics, Types Principles and Sub-skills of Listening, Speaking, Reading and Writing.</p>	12	CO1	K1, K2,
II	<p>Micro Teaching Skills</p> <p>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.</p>	12	CO2, CO3, CO4, CO5	K3, K4, K5, K6
III	<p>Planning for Instruction</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

IV	<p>Resources in Teaching English</p> <p>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.</p>	12	CO3, CO4	K4,
V	<p>Teaching of Advanced Grammar</p> <p>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.</p>	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*. Neelkamal Pulication.

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>

COURSE OUTCOMES (COS) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To acquire language skills, teaching competency and the assessment process.	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	B232PPGE
Course Title	Pedagogy of Geography Paper II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019
Course Overview	
<p>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 be used in teaching Geography. This paper makes the student teachers to know about the recent trends in Geography education.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	Course Outcomes (COs)	Cognitive Level
I	<p>Knowledge of School Content</p> <p>An introduction to Oceanography – Weather and Climate - Mining – Trade – Population- Environmental Issues.</p>	10	CO1, CO2	K1, K2 K3
II	<p>Teaching Skills</p> <p>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.</p>	13	CO1, CO2, CO4, CO5	K1, K2 K3, K5 K6
III	<p>Planning for Instruction</p> <p>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</p>	15	CO1, CO2, CO4	K1, K2 K3, K5

	Diagnostic Test and Achievement Test in Geography.			
IV	<p>Teaching Learning Material and Learning Resources</p> <p>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.</p>	11	CO2, CO3, CO4	K3, K4 K5
V	<p>Trends in Geography Education</p> <p>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.</p>	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>

COURSE OUTCOMES (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	B232PPHS
Course Title	Pedagogy of History Paper II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	Course Outcomes (COs)	Cognitive Level
I	<p>Knowledge of School Content</p> <p>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.</p>	10	CO1, CO2	K1, K2 K3
II	<p>Teaching Skills</p> <p>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.</p>	13	CO1, CO2, CO4, CO5	K1, K2 K3, K5 K6
III	<p>Planning for Instruction</p> <p>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.</p>	15	CO1, CO2, CO4	K1, K2 K3, K5
IV	<p>Teaching Learning Material and</p>	11		K3, K4

	<p>Learning Resources</p> <p>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.</p>		CO2, CO3, CO4	K5
V	<p>Trends in History Education</p> <p>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.</p>	11	CO3, CO4, CO5	K4, K5 K6
<p>Text books</p> <p>Aggarwal, J.C. (2009). <i>Teaching of history - A practical approach</i>. Vikas Publishing House.</p> <p>Kochhar, S.K. (2009). <i>Teaching of history</i>. Sterling Publishers.</p> <p>Mangal, S. K. & Mangal, U. (2008). <i>Teaching social studies</i>. PHI Publications.</p> <p>NCERT Social Studies Text books for VI – XII standard.</p> <p>References</p> <p>Ahir, R. (2009). <i>A brief history of modern india</i>. Spectrum Books.</p> <p>Arora, P. (2014). <i>A democratic classroom for social science</i>. University of Delhi.</p>				

- 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 OUTCOMES (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	B232PPMT
Course Title	Pedagogy of Mathematics Paper II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive level
I	<p>Knowledge of School Content</p> <p>Significant Concepts in Mathematics from Tamil Nadu State Board Syllabus for class X: Relations and Functions, Coordinate Geometry, Trigonometry, Geometry, Mensuration and Statistics.</p>	12	CO2	K3
II	<p>Teaching Skills</p> <p>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</p>	15	CO1 CO3	K1, K2, K4
III	<p>Planning for Instruction</p> <p>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.</p>	16	CO1 CO3 CO4	K1,K2, K3

IV	<p>Learning Resources</p> <p>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.</p>	12	CO1 CO5	K1,K2 K6
V	<p>Recreational Mathematics</p> <p>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.</p>	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

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To appreciate the skills, different approaches of planning lessons and aesthetic value in 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	B232PPPS
Course Title	Pedagogy of Physical Science Paper II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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. 	
Prerequisites	Thorough knowledge of high school Science concepts.

SYLLABUS

Unit	Content	Hours	COs	Cognitive Level
I	<p>Knowledge of Physical Science Content – II</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
II	<p>Teaching Skills</p> <p>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.</p>	13	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
III	<p>Planning for Instruction</p> <p>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</p>	13	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6

	Physical Science.			
IV	<p>Learning Resources</p> <p>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.</p>	11	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
V	<p>Physical Science Laboratory</p> <p>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 - Safety in the Laboratory - Common Laboratory Mishaps and Their Remedies - Science Kit - First Aid Kit.</p>	11	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
<p>Textbooks</p> <p>Mohan, R. (2010). <i>Teaching of Physical Science</i>. Neelkamal Publications.</p> <p>Nayak, A.K. (2004). <i>Teaching of Physics</i>. A.P.H. Publishing Corporation.</p> <p>Panneerselvam, A. & Rajendiran, K. (2005). <i>Teaching of Physical Science</i>. Shantha Publishers.</p>				

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>

COURSE OUTCOMES (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	B232PPTL
Course Title	தமிழ் கற்பித்தல் தாள் II
Credits	4
Hours	60
Category	Pedagogy Course
Semester	II
Regulation	2019
Course Overview கற்பித்தல் திறன்களை அறிந்து பயிற்சி பெறும் வகையிலும் பாடங்கற்பிப்புத் திட்டம் தயாரிக்கவும் கற்பித்தல் வளமூலங்களைப் பயன்படுத்தி கற்பிக்க வழிகாட்டும் போக்கிலும் இப்பாடத்திட்டம் அமைகிறது.	
Course Objective <ul style="list-style-type: none"> • நுண்ணிலைக் கற்பித்தல் திறன்களை வகுப்பறையில் பயன்படுத்துவர் • ஐவடிவ தமிழ்ப்பாடங்களைக் கற்பித்தலின் நோக்கங்களையும் முறைகளையும் அறிந்து பயிற்றுவர் • பாடங்கற்பிப்புத் திட்டம் தயாரிப்பதற்குரிய அணுகுமுறைகளைப் பின்பற்றுவர் • துணைக்கருவிகளின் தேவையை உணர்ந்து கற்பித்தலின் போது பயன்படுத்துவர் • பாடநூல்கள். நூலகம். இணையவளங்கள். மொழிப்பயிற்றாய்வுக்கூடம் ஆகிய கற்பித்தல் வளமூலங்களைத் தமிழ் கற்பித்தலுக்குப் பயன்படுத்துவர். 	
prerequisite	கற்பித்தல், தமிழ் பாடநூல், தமிழ் .வலைத்தளம் குறித்த அடிப்படை அறிவு

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>கற்பித்தல்திறன்கள்</p> <p>அ. நுண்நிலைக் கற்பித்தல்: நுண்நிலை கற்பித்தல் கருத்து - நுண்நிலைக் கற்பித்தல் திறன்கள்: தொடங்குதல், விளக்குதல், கரும்பலகையில் எழுதுதல், பல்வகைத் தூண்டல், எடுத்துகாட்டுகளுடன் விளக்குதல், கிளர்வினா, வலுவூட்டுதல், முடித்தல் - நுண்நிலைகற்பித்தல் சுழற்சி -</p> <p>ஆ. உற்றுநோக்கல்: உற்றுநோக்கலின் பயன்கள் - உற்றுநோக்கலில் கவனிக்கத்தக்கக் கூறுகள்</p>	13	CO1, CO5,	K1, K6
II	<p>ஐவடிவத் தமிழ்ப்பாடங்களைக் கற்பித்தலின் நோக்கங்களும் முறைகளும்</p> <p>அ. செய்யுள்: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்</p> <p>ஆ. உரைநடை: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்</p> <p>இ. இலக்கணம்: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்: விதிவருமுறை, விதிவிளக்குமுறை - செய்யுள், உரைநடை, கட்டுரைப்பாடங்களுடன் இணைத்துக் கற்பித்தல்.</p> <p>ஈ. துணைப்பாடம்: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்</p> <p>உ. கட்டுரை, கடிதம்: கட்டுரை எழுதுதலின் நோக்கம் - கட்டுரை எழுதுவதன் வளர்ச்சிநிலைகள் - வகைகள் (கீழ் நிலை, மேல்நிலை, வகுப்புகளுக்கிரியை) மொழிப்பயிற்சி - பிழைகளைத் திருத்துதல் - குறியீடுகளைப் பயன்படுத்தல் - மொழிப்பிழைகளை</p>	13	CO2, CO4, CO5	K1, K5, K6

	<p>அகற்றும் வழிமுறைகள்</p> <p>கடிதம்: எழுதுதலின் நோக்கம் - கடிதங்களின் வகைகள் - கடிதம் எழுதும் முறை.</p>			
III	<p>பாடங்கற்பிப்புத் திட்டம்</p> <p>பெஞ்சமின் புளமின் கல்விசார் நோக்கங்களின் வகைப்பாடு: அறிவுசார் புலம், உணர்வுபுலம், உள-இயக்கபுலம் - ஆன்டர்சனின் திருத்தப்பட்ட கல்விசார் நோக்கங்கள் - வருடாந்திரத்திட்டம் - அலகுத்திட்டம் - பாடங்கற்பிப்புத் திட்டம் - பாடங்கற்பிப்புத் திட்டத்தின் பயனும் இன்றியமையாமையும் - பாடங்கற்பிப்புத் திட்டத்தை எழுதும்போது மனத்திற கொள்ளத்தக்கன - அதன் நிறை,குறைகள்- ஹெர்பார்டின் படிநிலைகள்- ஐவகை தமிழ்ப்பாடங்களுக்கும் பாடங்கற்பிப்புத் திட்டம் எழுதுதல் -குறையறிதேர்வும் குறைதீர்பயிற்சியும் - அடைவுத்தேர்வை வடிவமைத்தல்</p>	13	CO1, CO3	K1, K4, K6
IV	<p>மொழிக்கற்பித்தலில் துணைக்கருவிகள்</p> <p>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.</p>	9	CO3, CO5	K4, K6

V	<p>கற்பித்தல் வளமுலங்கள்</p> <p>அ. பாடநூல்கள் பாடத்திட்டமும் பாடநூல்களும் - பாடநூல்களைத் தயாரிக்கும்போது மனதில் கொள்ளத்தக்கன - பாடநூல்களின் நல்லியல்புகள் - நடைமுறையிலுள்ள தமிழ்க்பாடநூல்களைப் பற்றிய ஆய்வு (9,10-ஆம் வகுப்பிற்குரியவை)</p> <p>ஆ. நூலகம் நூலகத்தின் பயன்கள்- பயன்படுத்தும் முறைகள் - வகைகள் - பார்வை நூல்கள் - நூலகப்படிப்பும் மொழியாசிரியர் கடமையும்</p> <p>இ. இணையவளங்கள்: மின்-நூல்கள், மின்-இதழ்கள், வலைத்தளங்கள், வலைப்பதிவுகள், செயலிகள்.</p> <p>ஈ. மொழிப்பயிற்றாய்வுக் கூடம்</p>	12	CO3, CO4, CO5	K5, K6
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Text Books

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

கற்பித்தல்திறன்கள்

<https://bit.ly/3HDqwbA>

ஐவடிவத் தமிழ்ப்பாடங்களைக் கற்பித்தலின் நோக்கங்களும் முறைகளும்

<https://bit.ly/3qSdgJ>

<https://bit.ly/3F8H4a5>

பாடங்கற்பிப்புத் திட்டம்

<https://bit.ly/3FYYS1Y>

மொழிக்கற்பித்தலில் துணைக்கருவிகள்

<https://bit.ly/3F15XUJ>

கற்பித்தல் வளமுலங்கள்

<https://bit.ly/3sZI4ee>

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	நுண்நிலைக் கற்பித்தல் வரையறுத்தல் உற்றுநோக்கல் ,பெஞ்சமின்புளும் குறித்து அறிதல், பள்ளிப் பாடப்பகுதிகளைப் பழக்கப்படுத்திக் கொள்ளல், துணைக்கருவிகளின் தேவையை விவரித்தல், எட்கர் டேலின் அனுபவக்கூம்பைப் புரிந்து கொள்ளல் நூலக விதிமுறைகளைப் பின்பற்றுதல்	K1, K2
CO2	செய்யுள், உரைநடை, இலக்கணம், துணைப்பாடம், கட்டுரை, கடிதம் கற்பித்தலின் நோக்கங்களையும் முறைகளையும் விளக்குதல் மொழிப்பயிற்றாய்வுக் கூடத்தில் பயிற்சி பெறல், வலைத்தளங்களையும் செயலிகளையும் பயன்படுத்தல்	K3
CO3	நுண்நிலைக் கற்பித்தல் சுழற்சியை வரைந்து விளக்குதல், கல்விசார் நோக்கங்களை வகைப்படுத்தல், ஐவகைப் பாடங்களின் வாயிலாக மொழித்திறன்களையும் வாழ்வியல் திறன்களையும் இணைத்துக் கற்பித்தல், பாடப்பகுதிக்குரிய துணைக்கருவிகளைத் தேர்ந்தெடுத்துத் தக்க இடங்களில் பயன்படுத்தல் பெஞ்சமின் புளுமினது கல்விசார் நோக்கங்களின் வகைப்பாட்டை ஆன்டர்சனோடு வேறுபடுத்திக்காட்டல்., அடைவுத்தேர்வை நடத்துதல், செயலிகள், வலைத்தளங்களைப் பகுத்தாய்தல்	K4
CO4	தமிழ்ப்பாடநூல் குறித்தும் வலைதளம் குறித்தும் திறனாய்தல், விதிவருமுறையை, விதிவிளக்குமுறையோடு வேறுபடுத்தியும் ஒப்பிட்டுக் காணல்	K5
CO5	நுண்நிலைக் கற்பித்தல் பாட நிகழ்வு எழுதுதல், பள்ளித் தமிழ்ப் பாடநூலில் உள்ள ஐவகைப் பாடங்களுக்கும் பாடம் கற்பிப்புத்திட்டம் தயாரித்தல், துணைக்கருவிகளை உருவாக்கல், கடிதம் கட்டுரை எழுதுதல், நூலகம் செல்லும் பழக்கம் மேம்படல்,	K6

Course Code	B232EDPY
Course Title	Digital Pedagogy
Credits	4
Hours	60
Category	Enhancing Professional Capacities
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	Course Outcomes (COs)	Cognitive Level
I	<p>Knowing Computer and Operating System</p> <p>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.</p>	10	CO1, CO2, CO3, CO4	K1, K2 K3, K5
II	<p>Understanding Microsoft Office</p> <p>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.</p>	15	CO1, CO2, CO3, CO4	K1, K2 K3, K5
III	<p>ICT in Education</p> <p>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,</p>	10	CO1, CO2, CO3, CO4	K1, K2 K3, K5

	Delivery and Distribution Tools - Learning Management Systems (LMS) – Integration of ICT in Teaching and Learning.			
IV	<p>ICT for Pedagogical Innovations</p> <p>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.</p>	15	CO1, CO2, CO3, CO4	K1, K2 K3, K4 K5
V	<p>ICT for Assessment</p> <p>Role of ICT in Assessment: Computer Assisted Assessment, Computer Adaptive Testing- Assessment: Digital Tools and Options - E-portfolio: Tools for Creating 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.</p>	10	CO2, CO3, CO4, CO5	K3, K4 K5, K6
<p>Text books</p> <p>Arulsamy, S. (2009). <i>Application of ICT in education</i>. NeelKamal Publication.</p> <p>Agarwal, J.C . (2020). <i>Educational technology and school management</i> .ShriVinodPustakMandir.</p> <p>Sharma, R. A. (1996).<i>Educational technology</i>.Loyal Book Depot.</p> <p>Singh.,& Sharma. (2005). <i>E-Learning new trends and innovations</i>. Deep & Deep Publications.</p>				

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- 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.
- Sachdeva, 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>

COURSE OUTCOMES (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	B232VGCS
Course Title	Guidance and Counselling Skills
Credits	2
Hours	30
Category	Value added Course
Semester	II
Regulation	2020
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Nature and Scope of Guidance</p> <p>Meaning, Nature, Need of Guidance, Functions of Guidance-Types of Guidance - Group Guidance: Principles of Group Guidance - 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.</p>	10	CO1, CO2, CO3, CO5	K1 , K2, K3,K4, K6
II	<p>Guidance in the Educational Setting</p> <p>Purpose of Educational Guidance - Factors Contributing to Educational Problems- Guidance of the Differently Abled Students: Gifted, Slow Learners, Learning Disabilities: Dyslexia, Dysgraphia, Dyscalculia - Identification Mainstreaming and providing support services - Nature and Need for Vocational Guidance - Concept of Vocational Guidance-Factors Contributing to Vocational guidance - Difference between Vocational Guidance and Vocational counselling.</p>	10	CO2, CO3, CO4, CO5	K3,K4, K5, K6
III	<p>Process and Approaches to Counselling</p> <p>Meaning, Definition, Importance, Goals of Counselling- Counselling Process: Counselling Preparation, relationship, Content and Process-Variables</p>	10	CO1, CO2, CO4	K1 ,K2, K3,K5

	<p>affecting the counselling Process-Counsellors skills-Counselee factors -Approaches: Directive, Humanistic, Rogers self theory, Behaviouristic - Stages in Counselling Process</p>			
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Text Books

Narayana Rao,S.(1999).*Counselling and Guidance*.Tata Mcgraw –Hill Publishing Company:New Delhi

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

References

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

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: New Delhi.

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

Course Code	B232VHPE
Course Title	HUMAN VALUES AND PROFESSIONAL ETHICS
Credits	2
Hours	30
Category	Value Added Course
Semester	II
Regulation	2024
Course Overview	
<p>Human Values are the basic inherent values that define a human being to live in a society with a purpose and be a productive citizen. Professional Ethics are the moral responsibilities outlined for a particular profession specifically by authorities. The qualities required for a teacher are highlighted to be successful in the profession.</p>	
Course Objectives	
<ul style="list-style-type: none"> • To gain understanding about the significance of Values in National Development • To acquire knowledge regarding the dimensions of Ethics • To appreciate the various theories of Ethics and models of Professionalism 	
Prerequisites	Basic understanding of Values and Professionalism.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>Introduction to Value Education and Professional Ethics</p> <p>Value Education: Definition, Concept and Need for Value Education – Self-Exploration as a means of Value Education – Classification of Value Education: Understanding Personal Values, Social Values, Moral Values and Spiritual Values – Professional Ethics: Dimensions of Ethics, Profession and Professionalism, Professional Associations, Professional Risks, Professional Accountabilities, Professional Success, Ethics and Profession.</p>	10	CO1, CO3, CO4	K1, K2 K4, K5
II	<p>Value Education for Regional, National and Global Development</p> <p>Constitutional Values: Democracy, Socialism, Equality, Secularism, Justice, Liberty and Freedom – Professional Values: Knowledge Thirst, Commitment to Profession, Punctuality and Trustworthiness – Religious Values: Tolerance, Patience and Character – Aesthetic Values: Love and Appreciation for Art and Literature -Regional Values - Education for National and International Understanding.</p>	10	CO1, CO2, CO3, CO5	K1, K2 K3, K4 K6
III	<p>Theories, Principles of Ethics and Models of Professionalism</p> <p>Theories of Ethics: Utilitarianism, Deontology, Rights, Justice and Egoism. -Principles of Ethics in</p>	10	CO1, CO2, CO3, CO5	K1, K2 K3, K4 K6

	Education - Professionalism Models: Continuum of Professionalism, Professionalism in Post-Secondary Teaching and the Meta Profession Model.			
<p>References</p> <p>Arulsamy, S. (2016). <i>Peace and value education</i>. Neelkamal Publishers</p> <p>Charles, K., & Selvi, A. (2016). <i>Value education</i>. Neelkamal Publishers</p> <p>Kapoor, P. (2019). <i>Professional ethics and human values</i>. Khanna Book Publishing Company Private Limited.</p> <p>Naagarazan, R.S. (2022). <i>A Textbook on professional ethics and human values</i>. New Age International Publishers.</p> <p>Subramanian, R. (2017). <i>Professional ethics</i>. Oxford Higher Education.</p> <p>Suresh, J & Raghavan, B.S. (2022). <i>Human values and professional ethics</i>. S. Chand Publishers</p> <p>Web Resources</p> <p>Concept of Value Education https://bitly.ws/XCrn</p> <p>Education for National and International Understanding https://bitly.ws/XCvg</p> <p>Theories of Ethics https://bitly.ws/XCuF</p>				

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain understanding of the concepts of values and professional ethics.	K1, K2
CO2	To apply the Self-Exploration method as a means of Value Education.	K3
CO3	To analyse the Dimensions of Ethics.	K4
CO4	To evaluate the Principles of Ethics in Education.	K5
CO5	To make significant progress with Value Education for Regional, National and Global Development .	K6

SEMESTER IV

Course Code	B234CGSS
Course Title	Gender, School and Society
Credits	4
Hours	60
Category	Perspectives Course
Semester	IV
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Gender : Concept and perspectives</p> <p>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.</p>	12	CO1	K ₁ , K ₂
II	<p>Gender and Society</p> <p>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</p>	12	CO1, CO2	K ₁ ,K ₂ , K ₃
III	<p>Gender and School</p> <p>Gender Bias in School Environment- Perceptions of Safety at School- Understand the importance of Addressing Sexual Abuse- Reversal Abuse- Influence of Social</p>	12	CO1, CO2, CO3, CO4	K ₁ ,K ₂ K ₃ ,K ₄ K ₅

	<p>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.</p>			
IV	<p>Gender and Education</p> <p>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, Documentaries together with the Co-Participation of School, Home and Society.</p>	12	CO1, CO2	K ₁ ,K ₂ , K ₃
V	<p>Gender Equality and Empowerment in Indian Society</p> <p>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</p>	12	CO4, CO5	K ₅ , K ₆

Persons.			
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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.

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- 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	B234CCIS
Course Title	Creating an Inclusive School
Credits	4
Hours	60
Category	Perspective Courses
Semester	IV
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Introduction to Inclusive Education</p> <p>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.</p>	11	CO1, CO3	K1,K2, K4
II	<p>Identification of Children with Diverse Needs</p> <p>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.</p>	13	CO1, CO3	K1,K2, K4
III	<p>Curricular Adaptations and Strategies</p> <p>Concept and types of Curricular Adaptation -</p>	13	CO2, CO3	K3,K4

	<p>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.</p>			
IV	<p>Role of Teacher in an Inclusive School</p> <p>Counselling: Counselling to Parents, Peers, and Children with Special needs - Maintenance of records - Maintenance of resource room - Networking and Liaising with Parents, Teachers, Heads of the institutions, NGOs and Community.</p>	10	CO1, CO4, CO5	K1,K2, K5,K6
V	<p>Educational Policies on Inclusion</p> <p>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</p>	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.

References

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, & Govind 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/](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	B234PPBS
Course Title	Pedagogy of Biological Science Paper III
Credits	4
Hours	60
Category	Pedagogy Course
Semester	IV
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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	<p>Co-curricular Activities in Biological Science</p> <p>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.</p>	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4 K6
II	<p>Classroom Communication and Management</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

<p style="text-align: center;">III</p>	<p>Professional Competencies of Biological Science Teacher</p> <p>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 Teaching Effectiveness.</p>	<p style="text-align: center;">12</p>	<p>CO1, CO2, CO3, CO5</p>	<p>K1, K2, K3, K4, K6</p>
<p style="text-align: center;">IV</p>	<p>Language Across Curriculum</p> <p>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 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.</p>	<p style="text-align: center;">12</p>	<p>CO1, CO2, CO3, CO5</p>	<p>K1, K2, K3, K4, K6</p>
	<p>Understanding Discipline and Subjects</p> <p>Definition & Meaning: Curriculum, Syllabus, Academic Discipline, and School Subject - Relationship and Difference between School</p>	<p style="text-align: center;">12</p>	<p>CO1,</p>	<p>K1, K2, K4, K5,</p>

V	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.		CO3, CO4, CO5	K6
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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>

COURSE 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

Course Code	B234PPCA
Course Title	Pedagogy of Commerce and Accountancy Paper III
Credits	4
Hours	60
Category	Pedagogy Course
Semester	IV
Regulation	2019
Course Overview	
<p>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</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Co-curricular Activities in Commerce and Accountancy</p> <p>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.</p>	12	CO1, CO3	K1, K3
II	<p>Classroom Communication and Management</p> <p>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.</p>	12	CO1, CO4	K1, K4

<p style="text-align: center;">III</p>	<p>Professional Competencies of a Commerce and Accountancy Teacher</p> <p>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.</p>	<p style="text-align: center;">12</p>	<p>CO1, CO4, CO5</p>	<p>K1, K4, K5, K6</p>
<p style="text-align: center;">IV</p>	<p>Language Across Curriculum</p> <p>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.</p>	<p style="text-align: center;">12</p>	<p>CO1, CO2</p>	<p>K1, K2</p>
<p style="text-align: center;">V</p>	<p>Understanding Discipline and Subjects</p> <p>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 Commerce and Accountancy – Inculcation of Practical Knowledge, Community Knowledge and</p>	<p style="text-align: center;">12</p>	<p>CO1, CO2, CO4</p>	<p>K1, K2, K4</p>

	Intuitive Knowledge through School Subject - Careers related to Commerce and Accountancy Discipline.			
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Textbooks

R.P. Singh , Imtiyaj Mansoori.(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.

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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

<p>https://bit.ly/3G20nD1 Classroom management</p> <p>https://bit.ly/32KPUh4 Flanders Interaction analysis</p> <p>https://bit.ly/31qdWwX Co-Curricular Activities</p> <p>https://bit.ly/3sWCUQ3 Qualities of a Commerce Teacher</p> <p>https://bit.ly/3zuffrb Language Across Curriculum</p> <p>https://bit.ly/333hoxU Understanding Disciplines and Subjects</p> <p>https://bit.ly/3325QLE</p>

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

SYLLABUS

Course Code	B234PPCS
Course Title	Pedagogy of Computer Science Paper 1II
Credits	4
Hours	60
Category	Pedagogy Courses
Semester	IV
Regulation	2019
Course Overview	
<p>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. Also, this course discusses how language is used in transacting the curriculum and also the concepts of school subjects and academic disciplines.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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.

Unit	Content	Hrs	COs	Cognitive Level
I	<p>Classroom Communication and Management</p> <p>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.</p>	14	CO1, CO3, CO4, CO5	K1, K2 K4, K5 K6
II	<p>Professional Competencies of Computer Science Teacher</p> <p>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.</p>	11	CO1, CO3, CO4, CO5	K1, K2 K4, K5 K6,
III	<p>Co-curricular Activities in Computer Science</p> <p>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.</p>	11	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	<p>Language Across Curriculum</p> <p>Etymology in Content Area – Multilingualism in</p>	11	CO1, CO2,	K1, K2 K3, K4

	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.		CO3, CO4, CO5	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 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.	13	CO1, CO3, CO4, CO5	K1,K2 K4,K5 K6
Textbook				
Bharti, V. (2019). <i>Pedagogy of Computer Science</i> . Laxmi Book Depot.				
Devisri, K. (2018). <i>Teaching of Computer Science</i> . Laxmi Book Publication.				
Sandeep, M. J. M. (2014). <i>Teaching of Computer Science</i> . Neelkamal Publication.				
References				
Arulsamy, S. (2014). <i>Curriculum Development</i> . Neelkamal Publications.				
Bhatnagar, A. B., & Bhatnagar, S. S. (2013). <i>Teaching of Science</i> . R. Lall Book Depot.				
Mrunalini, T., & Sudhakar, V. (2008). <i>Curriculum Development</i> . Neelkamal Publications.				
Sharma, R. C. (2013). <i>Modern Science Teaching</i> . DhanpatRai Publication.				
Yadav, M.S. (2000). <i>Modern Methods of Science Teaching in Secondary School</i> . Anmol Publication.				
Zaidi, S. M. (2004). <i>Modern Teaching of Elementary Science</i> . Anmol Publication.				
Web Resources				
<ul style="list-style-type: none"> 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>
- Co-curricular Activities
<https://bit.ly/34I3nfS>
- 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	B234PPEE
Course Title	Pedagogy of Economics Paper III
Credits	4
Hours/Week	60
Category	Pedagogy Course
Semester	IV
Regulation	2019
Course Overview	
<p>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</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Co-curricular Activities in Economics</p> <p>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.</p>	12	CO1, CO3	K1, K3
II	<p>Classroom Communication and Management</p> <p>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.</p>	12	CO1, CO4	K1, K4

<p style="text-align: center;">III</p>	<p>Professional Competencies of a Commerce and Accountancy Teacher</p> <p>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.</p>	<p style="text-align: center;">12</p>	<p>CO1, CO4, CO5</p>	<p>K1, K4, K5, K6</p>
<p style="text-align: center;">IV</p>	<p>Language Across Curriculum</p> <p>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.</p>	<p style="text-align: center;">12</p>	<p>CO1, CO2</p>	<p>K1, K2</p>
<p style="text-align: center;">V</p>	<p>Understanding Discipline and Subjects</p> <p>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 –</p>	<p style="text-align: center;">12</p>	<p>CO1, CO2, CO4</p>	<p>K1, K2, K4</p>

	<p>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.</p>			
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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*. Crescent 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	B234PPEL
Course Title	Pedagogy of English Paper III
Credits	4
Hours	60
Semester	IV
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	Cos	Cognitive Level
I	<p>Language Across Curriculum</p> <p>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</p>	12	CO1, CO4, CO5	K1, K2, K3, K4, K5, K6

	<p>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.</p>			
II	<p>Understanding Discipline and Subjects</p> <p>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.</p>	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
III	<p>Fluency</p> <p>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.</p>	12	CO1, CO3	K1, K2, K3, K4
IV	<p>English for Specific Purpose (ESP)</p> <p>English for Science and Technology, Business Communication, Academic Purpose, Occupational Purposes, International Understanding and Digital literacy – TOEFL –</p>	12	CO1, CO2, CO4, CO5	K1, K2, K3, K4, K5, K6

	IELTS - Received Standard Pronunciation.			
V	<p>Professional Competencies of an English Teacher</p> <p>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-Service Training Programme - Organizing Events - English Literary Association</p>	12	CO2, CO4	K1, K2, K3, K4, K6

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/3eKINZv>

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 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	B234PPGE
Course Title	Pedagogy of Geography Paper III
Credits	4
Hours	60
Category	Pedagogy Course
Semester	IV
Regulation	2019
Course Overview	
<p>The course, pedagogy of Geography 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 Geography Teacher, Co-curricular Activities in Geography and Understanding Discipline and Subjects. This paper makes the student teachers to appreciate the usage of language across the curriculum.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	Course Outcomes (COs)	Cognitive Level
I	<p>Classroom Communication and Management</p> <p>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.</p>	14	CO1, CO2, CO4, CO5	K1, K2 K3, K5 K6
II	<p>Professional Competencies of Geography Teacher</p> <p>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,</p>	11	CO1, CO3, CO4, CO5	K1, K2 K4, K5 K6

	Conference, Writing Articles and Research - Evaluation of Teacher Effectiveness.			
III	<p>Co-curricular Activities in Geography</p> <p>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.</p>	11	CO1, CO2, CO4, CO5	K1, K2 K3, K5 K6
IV	<p>Language Across Curriculum</p> <p>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.</p>	11	CO3, CO5	K4, K6
V	<p>Understanding Disciplines and Subjects</p> <p>Definition and Meaning: Academic Discipline and School Subject – Relationship between School Subject and Academic Discipline – Evolution and</p>	13	CO3, CO4, CO5	K4, K5 K6

	<p>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 Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Geography Discipline.</p>			
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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 activities in 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	B234PPHS
Course Title	Pedagogy of History Paper III
Credits	4
Hours	60
Category	Pedagogy Course
Semester	IV
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Course Outcomes (COs)	Cognitive Level
I	<p>Classroom Communication and Management</p> <p>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.</p>	14	CO1, CO2, CO4, CO5	K1, K2 K3, K5 K6
II	<p>Professional Competencies of History Teacher</p> <p>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.</p>	11	CO1, CO3, CO4, CO5	K1, K2 K4, K5 K6
III	<p>Co-curricular Activities in History</p> <p>Co-curricular Activities: Concept, Importance,</p>			

	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 Knowledge and Intuitive Knowledge through School Subject - Careers related to History Discipline.	13	CO3, CO4, CO5	K4, K5 K6

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/3FSnrvv>

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	B234PPMT
Course Title	Pedagogy of Mathematics Paper III
Credits	4
Hours	60
Category	Pedagogy Course
Semester	III
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive Level
I	<p>Classroom Communication and Management</p> <p>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. .</p>	15	CO1 CO2	K1,K2 ,K3
II	<p>Research in Mathematics Education</p> <p>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.</p>	8	CO2 CO3 CO5	K3,K4 K5
III	<p>Teacher and Co-Curricular activities in Mathematics</p> <p>Mathematics Teacher: Characteristics, Personal, Professional and Social Qualities and Professional Development - Co-curricular</p>	10	CO2, CO5	K3,K6

	<p>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.</p>			
IV	<p>Language Across Curriculum</p> <p>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</p>	13	CO3 CO4	K4,K5
V	<p>Understanding Discipline and Subjects</p> <p>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 Mathematics – Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Mathematics Discipline.</p>	14	CO4 CO5	K5,K6

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	B234PPPS
Course Title	Pedagogy of Physical Science Paper III
Credits	4
Hours	60
Category	Pedagogy Courses
Semester	IV
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive Level
I	<p>Classroom Communication and Management</p> <p>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.</p>	14	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
II	<p>Professional Competencies of Physical Science Teacher</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
	<p>Co-curricular Activities</p> <p>Co-curricular Activities: Concept,</p>			

III	<p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
IV	<p>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.</p>	10	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5,K6
V	<p>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.</p>	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	B234PPTL
Course Title	தமிழ் கற்பித்தல் தாள் III
Credits	4
Hours	60
Category	Pedagogy Course
Semester	IV
Regulation	2019
Course Overview	
படைப்பாற்றலை வளர்க்கும் வழிமுறைகளை அறியும் வகையிலும் வகுப்பறையை திறம்பட மேலாண்மை செய்வதற்கான வழிகாட்டுதல்களைக் கூறும் நோக்கிலும் இப்பாடத்திட்டம் அமைகிறது.	
Course Objectives	
<ul style="list-style-type: none"> • மொழித் தோற்றக் கொள்கைகளை விவரிப்பதோடு,தமிழ்மொழியின் தனித்தன்மைகளைக் கண்டுபெருமிதம் கொள்ளுவர் • கலைத்திட்ட இணைசெயல்பாடுகளை நடத்தும் திறனைப் பெறுவர் • சிறந்த தகவல்தொடர்புதிறனையும் வகுப்பறையை மேலாண்மை செய்யும் ஆற்றலையும் பெறுவர் • கலைத்திட்டத்தில் மொழியின் பங்கினையறிந்து மொழித்திறன்களை வளர்த்துக்கொள்வர் • படிப்புத்துறைக்கும் பாடப்பொருளுக்கும் இடையேயான தொடர்பினையும் 'துறை தொடர்பான தொழில் வாய்ப்புகளையும் புரிந்து கொள்வர். 	
prerequisite:	மொழியின் தோற்றம் - கலைத்திட்ட செயல்பாடுகள் தொடர்பான அறிவு

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>மொழியின் தோற்றமும் வளர்ச்சியும் மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் -மொழியின் வளர்ச்சி-தமிழ் மொழிவரலாறு -கிளைமொழிக் கொள்கைகள் - பேச்சுமொழியும் எழுத்துமொழியும் - வரிவடிவவரலாறு - தமிழ் மொழியின் தனித் தன்மைகள்</p>	10	CO1, CO2, CO3, CO5	K1, K2 K3, K4, K6
II	<p>கலைத்திட்ட இணைசெயல்பாடுகள் கலைத்திட்ட இணைசெயல்பாடுகளின் இன்றியமையாமை - இலக்கியக்கழகங்களின் செயல்பாடுகள்: இசைப்போட்டி, பேச்சுப்போட்டி, கட்டுரைப்போட்டி கவிதைப்போட்டி, நாடகப்போட்டி ,நடனப்போட்டி, நாட்டுப்புறக் கலைகள், மரபுசார்ந்தவிளையாட்டுகள் போன்றவற்றை நடத்துதல் - சொற்பொழிவு,பட்டிமன்றம், கவியரங்கு, கருத்தரங்கு போன்ற நிகழ்ச்சிகளை நடத்துதல் - காலைவழிபாடு நடத்துதல் - பள்ளி இதழ்கள் தயாரித்தல் - கையெழுத்துப் பிரதிகள் எழுதி சேகரித்தல் - கண்காட்சி அமைத்தல் - கல்விச்சுற்றுலா, களப்பயணம் மேற்கொள்ளுதல் - விழிப்புணர்வு முகாம்கள் நடத்துதல் - விழாக்கள் மற்றும் தேசியத் தலைவர்களின் பிறந்தநாட்கள் கொண்டாடுதல் - கைவினைபொருட்கள் தயாரித்தல்.</p>	12	CO2, CO5	K3, K6
III	<p>தகவல்தொடர்பும் வகுப்பறைமேலாண்மையும் தகவல் தொடர்பு-கருத்து-தகவல் தொடர்பு</p>	14	CO3, CO5	K4, K6

	<p>கூறுகள் - தகவல் தொடர்பில் ஏற்படும் தடைகள் - (அகக்காரணி, புறக்காரணி), தகவல் தொடர்பு வகைகள் : மொழிசார்ந்தது, மொழி சாராதது-பிளாண்டர்ஸ் கருத்தளாவுதல் பகுப்பாய்வு. வகுப்பறைமேலாண்மை உத்திகள் - வகுப்பறைமேலாண்மையைப் பாதிக்கும் காரணிகள் - வகுப்பறையில் ஏற்படும் நடத்தைபிரச்சனைகள் - வகுப்பறை மேலாண்மையில் ஆசிரியர் பங்கு - பரிசுத் தண்டனையும் - வகுப்பறையில் நேரமேலாண்மை.</p>			
IV	<p>கலைத்திட்டமும் மொழியும் வகுப்பறை இடைவினையில் பன்மொழித்தன்மை - பள்ளிமொழியும் வீட்டுமொழியும் - கற்றலுக்கும் புரிதலுக்கும் எழுதுதல்: விளக்க உரை Vs. கதை உரை , கருத்துப் பரிமாற்ற வகையிலான உரை Vs. ஆழ்ந்த சிந்தனையைப் பிரதிபலிக்கும் உரை - எழுதும் செயல்முறைகள்: குறிப்பு தயாரித்தல் , குறிப்பு எழுதுதல் , சுருக்கியுரைத்தல்.</p>	12	CO1, CO4, CO5	K1, K2, K5, K6
V	<p>படிப்புத்துறையையும் பாடப்பொருளையும் புரிந்து கொள்ளல்</p> <p>வரையறையும் பொருளும்: படிப்புத்துறையும் பாடப்பொருளும் - படிப்புத்துறைக்கும் பாடப்பொருளுக்கும் இடையேயான தொடர்பு - படிப்புத்துறையின் பரிணாமமும் வளர்ச்சிப்போக்கும் - பெட்சர்-பிக்லர் வகைப்பாடு - தமிழ்த்துறைக்கும் பிற துறைக்குமானத் தொடர்பு - பள்ளிப்பாடத்திட்டத்தில் தொழில் சார்ந்த பாடத்தை உள்ளடக்குவதன் தேவை - செய்முறை அறிவு, சமூக அறிவு , உள்ளுணர்வு அறிவு இவற்றைப் பள்ளிப் பாடப்பொருளின் வழி உட்புகுத்தல் -</p>	12	CO1	K1, K2

	தமிழ்த்துறை தொடர்பான தொழில் வாய்ப்புகள்			
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Text Books

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

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

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

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

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Web Resources

மொழியின் தோற்றமும் வளர்ச்சியும்

<https://bit.ly/3JG2uib>

கலைத்திட்ட இணைசெயல்பாடுகள்

<https://bit.ly/3EX8iA>

தகவல்தொடர்பும் வகுப்பறைமேலாண்மையும்

<https://bit.ly/3JCloqb>

<https://bit.ly/3HFi0ZY>

படிப்புத்துறையையும் பாடப்பொருளையும் புரிந்து கொள்ளல்

<https://bit.ly/3ePBYEK>

கலைத்திட்டமும் மொழியும்

COURSE OUTCOME (COs) - COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	மொழித் தோற்றக் கொள்கைளை நினைவுகூர்தல். படிப்புத்துறை பாடப்பொருள் இவற்றை வரையறுத்தலும் தொடர்புபடுத்தலும், தகவல் தொடர்பின் வகைகளைப் பட்டியலிடுதல், படிப்புத்துறையின் போக்குகளை விவரித்தல், தமிழ்த்துறை தொடர்பான தொழில் வாய்ப்புகள் குறித்த அறிவைப் பெறல்	K1, K2
CO2	தமிழர் மரபுகளை அடுத்த தலைமுறைக்குப் பரிமாற்றம் செய்தல், கிளைமொழிச் சொற்களைத் சேகரித்தல். எழுதுதலில் பல்வேறு உரைவரைவுகளைப் பயன்படுத்தல்	K3
CO3	பேச்சுமொழியையும் எழுத்துமொழியையும் ஒப்பிடல், இணைசெயல்பாடுகளை நடத்துதலில் ஏற்படும் சிக்கல்களுக்குத் தீர்வு காணல், வகுப்பறை கருத்தளாவுதலைப் பகுத்தாய்தல் பெட்சர்-பிக்லர் கருத்தின்படி படிப்புத்துறையை வகைப்படுத்தல்	K4
CO4	வகுப்பறை கருத்தளாவுதலை மதிப்பிடுதல், வகுப்பறை நடத்தை பிரச்சனை முடிவு காணல், பள்ளிமொழிக்கும் வீட்டுமொழிக்கும் இடையேயான வேறுபாடுகளைக் காணல்.	K5
CO5	தமிழ் மொழியின் தனித் தன்மைகளைப் போற்றுதல், கலைத்திட்ட இணைசெயல்பாடுகளை ஒருங்கமைத்து நடத்தல் வகுப்பறையை திறம்பட நிர்வகித்தல். உயர்நிலைத் திறன்களை மேம்படுத்திக் கொள்ளல், தமிழ்த்துறையையும் பிற துறையையும் ஒருங்கிணைத்தல்	K6

Course Code	B234OEED
Course Title	Environmental Education.
Credits	4
Hours/Week	60 hrs/ 17 Weeks
Category	Elective
Semester	IV
Regulation	2020
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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	<p>Fundamentals of Environmental Education</p> <p>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.</p>	12	CO1, CO2, CO3	K1, K2, K3, K4
II	<p>Environmental Hazards and Management</p> <p>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 –</p>	12	CO2, CO5	K3, K6

	Sustainable Environmental Practices: Rain Water Harvesting, Preserving and Restoring the Environment.			
III	<p>Environmental Issues and Awareness</p> <p>Laws of Conservation and Protection - Role of Media and Ecotourism in creating Environmental Awareness</p> <p>-UNEP- Environmental Movements in India: Chipko Movement, Narmada Valley Movement, Tiger Project and Ganga Action plan - Environmental Concerns</p> <p>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.</p>	12	CO1, CO3, CO4	K1, K2, K3, K5
IV	<p>Environmental Education in Curriculum</p> <p>Dimensions of Curriculum in Environmental Education- Methods of teaching Environmental Education – Lecture, Demonstration, Discussion, Seminar, Workshop, Dialogues, Problem Solving,</p>	12	CO1, CO2, CO4	K1, K2, K3, K5

	Projects, Exhibition and Role of ICT - Major Constraints for the Implementation of Environmental Education at School Level.			
V	<p>Evaluation in Environmental Education</p> <p>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.</p>	12	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6

Text books

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

References

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

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

Catherine, J. (2011). *Environmental education*. Neelkamal Publications.

Nagarajan, K. (2009). *Environmental education*. Ram Publishers.

Naik,S.P. (2004). *Role of evaluation in education*. Anmol Publications.

Kumar, P.T. (2009). *Environmental education*. APH Publishing Corporation.

Rao,V.K., & Reddy, R. S. (2005). *Environmental education*. Common Wealth Publishers.

Mohanka, R., Ananya,S. & Singh,M.P. (2009). *Environmental education*. APH Publishing Corporation.

Sharma,V.S . (2008). *Environmental education*. Anmol Publications.

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>

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<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	B234OHPE
Course Title	Health and Physical Education
Credits	4
Hours / Week	60 Hours
Category	Optional Course
Semester	IV
Regulation	2019
<p>Course Over view</p> <p>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.</p>	
<p>Course Objective</p> <ul style="list-style-type: none"> • 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. 	
<p>Course Prerequisite: Basic Knowledge of Health and Physical Education</p>	

SYLLABUS				
Unit	Content	Hours	Cos	Cognitive Level
I	<p>Concept of Health Education</p> <p>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.</p>	12	CO1 CO2 CO3 CO4	K1, K2 K3, K4 K5
II	<p>Understanding of the Body System</p> <p>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.</p>	12	CO1 CO2 CO3 CO4 CO5	K1, K2 K3, K4 K5, K6
III	<p>Food and Nutrition</p> <p>Food Habits: Timing, Classification and Main functions of Food - Balanced Diet - Importance of Natural Food - Malnutrition: Causes of Malnutrition - Diet for Obesity and Underweight.</p>	6	CO1 CO3 CO4	K1, K2 K4, K5
IV	<p>Physical Fitness and Safety Measures</p> <p>Physical Fitness: Aims and Objectives- Components of Physical Fitness Variables:</p>	18	CO1 CO2	K1, K2 K3, K5

	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.		CO4	
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*. Sports 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.
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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.

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<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	B234OHRE
Course Title	Human Rights Education
Credits	4
Hours	60
Category	Optional Course
Semester	IV
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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. 	

<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive Level
I	<p>Concepts and theories of Human Rights</p> <p>Human Rights: Evolution – Concept, and Meaning - Fundamental Rights - Directive Principles - Fundamental Duties; Theories of Human Rights - Natural - Legal - Social Welfare - Idealist and Historical.</p>	12	CO1, CO2, CO5	K1, K2, K3, K6
II	<p>Human Rights in the International Context</p> <p>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).</p>	12	CO1. CO3. CO4	K1, K2, K4, K5
III	<p>Human Rights Commissions and International Mechanisms</p> <p>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</p>	12	CO1, CO3, CO4	K1, K2, K4, K5

	International - International Red Cross Organisation.			
IV	Issues on 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.
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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	B234EPED
Course Title	Peace Education
Credits	4
Hours	60
Category	Elective Course
Semester	1V
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Peace Education and Associated Concepts</p> <p>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.</p>	11	CO1, CO2, CO5	K1,K2, K3,K6
II	<p>Understanding Conflicts, Violence and Non-Violence</p> <p>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</p> <p>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 and Need - Non-Violence: Significance and Factors that influence Non-Violence.</p>	13	CO2, CO4, CO5	K3,K5, K6

<p style="text-align: center;">III</p>	<p>Approaches to Peace Education in Schools</p> <p>Teaching Methods: Cooperative learning, Group Discussion, Peer Teaching, Brain Storming, Role Play, Energizes, Storytelling, 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.</p>	<p style="text-align: center;">12</p>	<p style="text-align: center;">CO1, CO4</p>	<p style="text-align: center;">K1,K2, K5</p>
<p style="text-align: center;">IV</p>	<p>Empowerment of Self and Promotion of National and World Peace</p> <p>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 - Promotion of International Understanding - Non-Aligned Movement: Objectives and Principles.</p>	<p style="text-align: center;">13</p>	<p style="text-align: center;">CO3, CO5</p>	<p style="text-align: center;">K4,K6</p>
<p style="text-align: center;">V</p>	<p>Orienting Education for Peace Building</p> <p>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,</p>	<p style="text-align: center;">11</p>	<p style="text-align: center;">CO4, CO5</p>	<p style="text-align: center;">K5,K6</p>

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.			
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Text Books

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- 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*.
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- Eisler, J. (1994). *Comprehensive Conflict Result Program*. N.Y.City Board of Education.
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Conflict and Reconciliation. Snow Lion Publications.

Ian, M., Harris, & Mary Lee Morrison. (2013). *Peace Education (3rd ed.)*. McFarland Publications, ISBN 978-0-7864-7246-8.

Patel, R. S. (1956). *Educational Philosophy of Mahatma Gandhi*. Navajivan Trust.

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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	B234OPPE
Course Title	Pre - Primary Education
Credits	4
Hours	60
Category	Optional Course
Semester	IV
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive Level
I	<p>Trends in Pre-primary Education in India</p> <p>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.</p>	12	CO1, CO4, CO5	K1, K2, K5, K6
II	<p>Physical Structure and Facilities</p> <p>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.</p>	12	CO1, CO2, CO3	K1, K2, K3, K4
III	<p>Teaching Methods and Co-curricular Activities</p> <p>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.</p>	12	CO1, CO3, CO5	K1, K2, K4, K6

IV	<p>Health, Nutrition, and Problems of Pre-school Children</p> <p>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.</p>	12	CO2, CO4, CO5	K3, K5, K6
V	<p>Pre-School Teacher and Parents</p> <p>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.</p>	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.

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Berk, L. E. (2003). *Child development*. Prentice Hall of India.
 Gupta, S. & Aggarwal, J.C. (2019). *Early childhood care and education*. Shipra Publications.
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 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>

Early 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/3pMUWIJ>

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	B234OWEN
Course Title	Women's Education
Credits	3
Hours	60
Category	Optional Course
Semester	IV
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	Cos	Cognitive Level
I	<p>Need, Significance and Scope of Women's Education</p> <p>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.</p>	10	CO1, CO3	K1, K2, K4
II	<p>Women's Education and Rights</p> <p>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</p>	15	CO1, CO2	K1, K2, K3

	Convention on the Elimination of All Forms of Discriminations Against Women (CEDAW).			
III	<p>Women and Society</p> <p>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.</p>	11	CO1, CO2, CO4	K1, K2 , K3, K5
IV	<p>Empowerment of Women</p> <p>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.</p>	10	CO1, CO3, CO5	K1, K2, K4, K6
V	<p>Women Entrepreneurship in India</p> <p>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 Entrepreneurship in India - Successful Indian Women Entrepreneurs.</p>	13	CO1, CO2, CO3, CO5	K1, K2, K3, K4, K6

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.
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- D'Souza, P. (2005). *Women icon of liberation*. Better Yourself Books.
- Ganesamurthy, V. S. (2008). *Women in the Indian economy*. New Century Publications.
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- 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	B234ERRT
Course Title	Reading and Reflecting on Texts
Credits	3
Hours/Week	60 Hours
Category	Enhancing Professional Capacities
Semester	IV
Regulation	2021
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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	<p>Language Development</p> <p>Multilingualism as a resource in Indian Classrooms, Leveraging Language Skills in Learning, Language Proficiency and Subject Mastery, Acquisition of Language Skills, LSRW Skills.</p>	12	CO1, CO2, CO3.	K1, K2, K3, K4
II	<p>Effective Reading Strategies</p> <p>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.</p>	12	CO2, CO5.	K3, K6
III	<p>Study Skills and Reference Skills</p> <p>Developing Study Skills, Using Reference Materials including Thesaurus, Dictionary, Encyclopedia, Journals, etc. Textbooks and Reference Books, Note Making, Note Taking and Summarizing.</p>	12	CO1, CO3, CO4.	K1, K2, K3, K5
IV	<p>Text Comprehension</p> <p>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.</p>	12	CO1, CO2, CO4	K1, K2, K3, K5
V	<p>Reflective Reading and Writing</p> <p>Reflective Thinking, Reflection Skills: Meaning and</p>	12	CO1, CO2,	K1, K2, K3, K4,

	Purpose, Steps involved in Reflective Reading, Key Elements and Main Features of Reflective Writing, Frameworks of Reflective Practices, Skill Development in Responding to Text.		CO3, CO5	K6
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Text books

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- 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.

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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	B232VLSE
Course Title	Life Skills in Education
Credits	2
Hours	30
Category	Experience for Teacher Enrichment
Semester	IV
Regulation	2019
Course Overview	
<p>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 professional growth. The skills offered through the platform is sure to help them in their teaching career.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	Hours	COs	Cognitive level
I	<p>Introduction to Life Skill and Self-Management</p> <p>Introduction and 21st Century Life Skills of UNESCO, Meaning of Self-management, Relationship between self-management and Goals, Different Types of Goals and Action Plan to overcome hurdles and achieve Goals</p> <p>Goals: Long term and Short term, purpose of Goals - qualities for Goal setting and qualities of effective Goals Action Plan to overcome hurdles and achieve Goals</p>	10	CO1 CO2 CO3	K1, K2 K3, K4
II	<p>Inter-personal Skills</p> <p>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.</p>	10	CO1 CO2	K1, K2 , K3
III	<p>Professional Skills</p> <p>Career Skills: Resume Skills, Interview Skills, Group Discussion skills and exploring career opportunities. Team Skills: Presentation Skills, Trust and Collaboration, Leadership Skills and Managerial Skills -Team Skills:</p>	10	CO1 CO2 CO3 CO4	K1,K2, K3,K4, K5

	Presentation Skills, Trust and Collaboration, Leadership Skills and Managerial Skills			
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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

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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/31IK3OI>

Communication skills

<https://indeedhi.re/3EPpIE8>

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 accept for a change	K6

Course Code	B234VEPS
Course Title	Edupreneur Skills
Credits	2
Hours	30
Category	Value Added Course
Semester	IV
Regulation	2019
Course Overview	
<p>Edupreneur Skills is a value added course that supports the students to attain proficiency in their respective field. The aim of this course is to equip the students with the entrepreneurial mindset and abilities needed to innovate within the education sector. The modules deal with introduction to edupreneurship, marketing and networking in edupreneurship and exploring edupreneurial opportunities. The concept of edupreneurship and the skills associated with edupreneurship are discussed in this course. Also, this course deals with edupreneurial opportunities leading to educational transformation.</p>	
Course Objectives	
<ul style="list-style-type: none"> • To gain fundamental knowledge of edupreneurship. • To acquaint with the concepts of the skills associated with edupreneurship. • To identify the marketing strategies and networking in edupreneurship. • To explore the edupreneurial opportunities. 	
Prerequisites	Basic understanding of entrepreneurship.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>Introduction to Edupreneurship</p> <p>Meaning – Concept - Historical perspectives on Edupreneurship – Significance of Edupreneur in Education - Important aspects of Edupreneur Skills: Innovation and Adaptability – Technology Integration - Leadership Skills – Team Building and Management – Ethical Considerations.</p>	12	CO1, CO3, CO4	K1, K2 K4,K5
II	<p>Marketing and Networking in Edupreneurship</p> <p>EdTech Tools and Trends - Digital Marketing Strategies - Marketing and Branding for Educational Ventures - Building a Strong Educational Brand for Edupreneur - Collaborations with Educational Institutions.</p>	8	CO1, CO2, CO3, CO5	K1,K2 K3,K4,K5
III	<p>Exploring Edupreneurial Opportunities</p> <p>Role of Edupreneur in Educational Innovation - Innovative Early Childhood Learning Programs - Educational Games and Toys for Young Learners - Upskilling and Career Development Programs for Professionals – Creating Inclusive Educational Resources.</p>	10	CO1, CO2, CO3, CO5	K1,K2 K3,K4 K6
<p>Reference</p> <p style="padding-left: 40px;">Bhavya Soni. (2017). <i>Edupreneurship</i>. Indian Books and Periodicals.</p> <p>Web Resources</p> <p style="padding-left: 40px;">Meaning and Concept of Edupreneurship https://educatordynamics.com/content/what-is-an-edupreneur Edupreneur Skills</p>				

<https://www.indeed.com/career-advice/finding-a-job/what-is-edupreneur>

Marketing in Edupreneurship

<https://www.linkedin.com/pulse/our-top-5-tips-success-edupreneurship-oktopi-ai>

Role of Edupreneur in Educational Innovation

<https://fastercapital.com/content/The-Power-of-Edupreneurship--Transforming-Education-Through-Entrepreneurship>.

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To gain understanding of the concepts of edupreneurship, edtech tools and innovative learning programmes.	K1, K2
CO2	To apply the educational skills to develop new teaching methods, identifying the marketing strategies and use for young learners.	K3
CO3	To analyse the ethical considerations, digital marketing strategies and upskilling and career development programs for professionals.	K4
CO4	To evaluate the ways and methods of collaborating with educational institutions.	K5
CO5	To create inclusive educational resources for the purpose of edupreneurship.	K6

M.Ed. Overall Course Structure

Regulations with effect from the academic year 2023 - 2024

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

SEMESTER IV

Perspective Course

Educational Management
Special and Inclusive Education
Instructional Technology

Thematic Specialization (Any one)

Guidance and Counselling
Positive Psychology

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.

M.Ed DEGREE PROGRAMME – SEMESTER I

Course Code	M231CHPE
Course Title	History and Political Economy of Education
Credits	4
Hours	60
Category	Perspective Course
Semester	I
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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	<p>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).</p>	16	CO1, CO2	K ₁ , K ₂ , K ₃
II	<p>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.</p>	12	CO1, CO2, CO5	K ₁ , K ₂ , K ₃ , K ₆
III	<p>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.</p>	10	CO1, CO3	K ₁ , K ₂ , K ₄
IV	<p>Sociology of Education Approaches to Sociology in Education: Symbolic Interaction, Structural Functionalism and Conflict theory - Process of Socialization - Social</p>	10	CO1, CO3, CO4	K ₁ , K ₂ , K ₄ , K ₅

	Stratification and Education - Social Mobility and Education - Education for Women - Education and Culture, Religion and Gender.			
V	<p>Globalization and Education</p> <p>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.</p>	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	K1, K 2
CO2	To appreciate the different commissions with regard to education and also the role of education in international level	K3
CO3	To analyse the role of economics and sociology in education	K4
CO4	To evaluate the social stratification in India and the impact of globalisation in the twenty first century	K5
CO5	To reflect on the theories on political ideologies and to explore the values for mankind	K6

Course Code	M231CPEN
Course Title	Philosophy of Education
Credits	4
Hours	60
Category	Perspective Course
Semester	I
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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	<p>Introduction to Philosophy of Education</p> <p>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</p>	12	CO1, CO2	K1, K2, K3
II	<p>Perspectives of Philosophy in Education</p> <p>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.</p>	12	CO1, CO2	K1, K2, K4
III	<p>Perspectives of Western Philosophy of Education</p> <p>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.</p>	12	CO1, CO2, CO4	K1, K2, K3, K5
IV	<p>Contribution of Indian and Western Thinkers to Education</p> <p>Western Philosophers: Socrates, Plato, Aristotle, St. Thomas Aquinas, St. Augustine, John Dewey, Maria Montessori, Froebel and Ivan Illich - Indian</p>	12	CO1, CO2, CO4	K1, K2, K3, K5

	Philosophers: Gandhi, Tagore, Sri Aurobindo, Vivekananda, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule and Dr. Radhakrishnan.			
V	Contemporary Schools of Philosophy Logical Positivism, Humanism, Existentialism, Dialectical Materialism, Essentialism, Eclecticism, Feminism and their Educational Implications with respect to Aims, Methods, Curriculum, Discipline and the Role of the Teacher.	12	CO1, CO5	K1, K2, K6

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 society*.

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

Mishra, M. (2007). *Philosophical and sociological foundation of education*. Alpha Publication.

Sharma, Ramnath, (2000). *Textbook of educational philosophy*, Kanishka Publishers and Distributors.

References

Banarjee, A.C. (2007). *Philosophical and sociological foundation of education*. Independent Publishing Company.

Habib, S. (2008). *Philosophy of Education*. Independent Publishing 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/3y3hDVI>

egyankosh.ac. Unit 3 philosophical basis of education.

<https://bit.ly/3y3hDVI>

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	M231CREN
Course Title	Research in Education
Credits	4
Hours	60
Category	Perspective Course
Semester	I
Regulation	2019
Course Over view	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Research in Education: Conceptual Issues</p> <p>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.</p>	10	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>Review of related literature</p> <p>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.</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>Major Steps in Research</p> <p>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</p>	16	CO1, CO2, CO3, CO4,	K1,K2, K3, K4, K5, K6

	Proposal- Framework of the Research Proposal and Strategies for Writing the Research Proposal.		CO5	
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	M231CPTE
Course Title	Perspectives in Teacher Education
Credits	4
Hours	60
Category	Perspective Course
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>Teacher Education: Perspective, Structure and Components</p> <p>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.</p>	12	CO1, CO3	K ₁ , K ₂ , K ₃ , K ₄ , K ₅
II	<p>Agencies and Commissions of Teacher Education: Role and Functions</p> <p>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.</p>	12	CO1, CO3, CO4	K ₁ , K ₂ , K ₃ , K ₄ ,
III	<p>Equity, Diversity and Inclusion in Higher Education</p> <p>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</p>	16	CO1, CO2, CO3, CO4	K ₁ ,K ₂ , K ₃ , K ₄ , K ₅ , K ₆

	Households, Children in Vulnerable Situations, Victims of Children of Trafficking.			
IV	<p>Education for Developing Global Consciousness and Perspective</p> <p>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</p>	10	CO3, CO4, CO5	K ₁ , K ₂ , K ₃ , K ₄ , K ₅
V	<p>Applications of Multimedia and Web Content in Education</p> <p>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</p>	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.

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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)
<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.	K₁, K₂
CO2	To examine the contribution of agencies of teacher education.	K₃
CO3	To analyse equity, diversity and inclusion in higher education.	K₄
CO4	To appreciate and evaluate education for developing global consciousness.	K₅
CO5	To create innovative practices and examine various applications of multimedia and web content in teacher education.	K₆

Course Code	M231VPRE
Course Title	Publication and Research Ethics
Credits	2
Hours	60
Category	Value Added Course
Semester	I
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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/3JKVAli>

How to avoid Plagiarism in Research Papers

<https://bit.ly/3zxdgmi>

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	M232CPLD
Course Title	Psychology of Learning and Development
Credits	4
Hours	60
Category	Perspective Course
Semester	II
Regulation	2019
Course Overview <p>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.</p>	
Course Objectives <ul style="list-style-type: none">• 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	<p>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.</p>	13	CO1, CO2 CO3, CO4	K ₁ , K ₂ , K ₃ , K ₄ , K ₅
II	<p>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.</p>	10	CO1, CO2, CO4	K ₁ , K ₂ , K ₃ , K ₅
III	<p>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.</p>	10	CO1, CO2, CO3, CO4	K ₁ , K ₂ , K ₃ , K ₄ , K ₅

IV	<p>Learning Theories</p> <p>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.</p>	15	CO1, CO2	K ₁ , K ₂ , K ₃
V	<p>Personality and Adjustment</p> <p>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</p>	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.

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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.

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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.

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Vygostsky. L. (1986). *Thought and language*. MIT Press.

Web Resources

Schools of Psychology

<https://bit.ly/3Hwo4nk>

Theories of Emotion

<https://bit.ly/3G8C19H>

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	K₁& K₂
CO2	To demonstrate and apply psychological principles to understand personal as well as social issues.	K₃
CO3	To compare and analyse the role of various schools of psychology	K₄
CO4	To integrate and assess cognitive, social, emotional and moral development	K₅
CO5	To develop and implement the knowledge of personality theories for self and societal growth	K₆

Course Code	M232CSEN
Course Title	Sociology of Education
Credits	4
Hours	60
Category	Perspective Course
Semester	II
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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 Socieity*. 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.

References

- 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.
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- 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 Socialological Bases of Education*. Bharat Publications
- Siddiqui,M.H.(2009).*Philosophical and Socialological 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/3JEy6VI>

Multi - Cultural Education

<https://bit.ly/34oCqrP>

Social Theorists

<https://bit.ly/3zIEBYm>

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	M232CAER
Course Title	Advanced Educational Research and Statistics
Credits	4
Hours	60
Category	Perspective Course
Semester	II
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>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</p>	12	CO1, CO2, CO3	K ₁ , K ₂ , K ₃ , K ₄
II	<p>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.</p>	12	CO1, CO3	K ₁ , K ₂ , K ₄
III	<p>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.</p>	12	CO1, CO2, CO3, CO4	K ₁ , K ₂ , K ₃ , K ₄ , K ₅
IV	<p>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.</p>	12	CO1, CO2, CO4	K ₁ , K ₂ , K ₃ , K ₅
V	<p>Report Writing 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.</p>	12	CO1, CO5	K ₁ , K ₂ , K ₆

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

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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/3m1zozy>

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/3yjggLE>

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	M232CCDD
Course Title	Curriculum Design and Development
Credits	4
Hours	60
Category	Perspective Course
Semester	II
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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	<p>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.</p>	14	CO1, CO2	K ₁ , K ₂ , K ₃
II	<p>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.</p>	14	CO1, CO5	K1, K2, K6
III	<p>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.</p>	10	CO1, CO3	K ₁ , K ₂ , K ₄
IV	<p>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.</p>	12	CO1, CO3, CO4	K ₁ , K ₂ , K ₄ , K ₅
V	<p>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.</p>	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
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- 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	K₁, K₂
CO2	To appreciate the three bases of foundation of curriculum and the scientific and non-scientific models for curriculum development	K₃
CO3	To analyse the role of instructional media and content in curriculum organisation and various models in evaluation	K₄
CO4	To identify the barriers to curriculum, change and the participants influencing curriculum change	K₅
CO5	To design new approaches in curriculum design through innovation	K₆

SEMESTER - III

Course Code	M233CCEN
Course Title	Comparative Education
Credits	4
Hours	60
Category	Perspective Courses
Semester	III
Regulation	2019
Course Overview <p>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.</p>	
Course Objectives <ul style="list-style-type: none">• 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	K1, K2, K3, K4, K6
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	K1, K2, K4, K6
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	K1, K2, K4, K5, K6
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	K3, K4, K6
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	K1, K2, K3, K5, K6

Text books

Shrivastava. S.K. (2006). *Comparative education*. Anmol Publications.

Sodhi. T.S. (2000). *A text book of comparative education*. Vikash Publishing House

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Chaube &Chaube. (2006). *Comparative education*. Vikash Publishing House.

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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*. PravatiLibray.

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/33PUMIO>

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 indifferent developed countries and educational systems.	K₁, K₂
CO2	To apply and assess the role of different methods and approaches to comparative education.	K₃
CO3	To analyse and differentiate the importance of comparative education.	K₄
CO4	To critically examine the role of the educational activities of UNO and UNESCO in improving the quality of education among the member countries.	K₅
CO5	To develop insight regarding the various issues related to education in different developed countries and comparison with India.	K₆

Course Code	M233CDAE
Course Title	Data Analytics in Education
Credits	4
Hours	60
Category	Perspective Courses
Semester	III
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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	<p>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)</p>	12	CO1, CO3	K ₁ , K ₂ , K ₄
II	<p>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)</p>	12	CO1, CO3	K ₁ , K ₂ , K ₄
III	<p>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. Note: Interpretation of Results using SPSS. (Only for practical purposes)</p>	12	CO1, CO2, CO4	K ₁ , K ₂ , K ₃ , K ₅
IV	<p>Inferential Analysis and Interpretation of the data Hypothesis testing-Estimation: Point and Interval, Testing of difference between two Means: Test for</p>	12	CO1, CO2, CO4	K ₁ , K ₂ , K ₃ , K ₅

	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)			
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). <i>Strategies and techniques for research in education</i> . Neelkamal Publications. Mohan, R. (2004). <i>Research method in education</i> . Neelkamal Publications. Mohan, R. (2016). <i>Statistical analysis using SPSS</i> . Neelkamal Publications.				
Suggested Readings Jason W. Osborne. (2012). <i>Best practices in data cleaning</i> . Sage Publications. David Freedman, Robert Pisani & Roger Purves. (2007). 4th Edition. <i>Statistics</i> . W.W.Norton & Co. Edward Tufte. (2001). <i>The visual display of quantitative information</i> : 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	M233CSSS
Course Title	Structure and Status of Secondary Education
Credits	4
Hours	60
Category	Perspective Course
Semester	III
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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. 	
<p>Prerequisite: Basic knowledge of Secondary Education</p>	

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>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</p>	13	CO3	K4
II	<p>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.</p>	10	CO1, CO2, CO5	K ₁ , K ₂ , K ₃ , K ₆
III	<p>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</p>	10	CO1, CO2, CO4	K ₁ , K ₂ , K ₃ , K ₅
IV	<p>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, Lack of Motivation - Intervention in Relation to Access, Retention, Enrolment and Dropout.</p>	15	CO1, CO4	K ₁ , K ₂ , K ₅
V	<p>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-</p>	12	CO1, CO2, CO4	K ₁ , K ₂ , K ₃ , K ₅

	Service Teacher Education.			
<p>Text Books</p> <p>Gupta, V.K and Gupta, Ankur. (2005). <i>Development of Education System in India</i>. Vinod Publication</p> <p>S.K. (2000), <i>Secondary School Administration</i>. Sterling Publishers.</p> <p>References</p> <p>Chopra, R.K. (1993). <i>Status of Teachers in India</i>. NCERT.</p> <p>Day, C. & J. Sachs, J. (2004). <i>International Handbook on the Continuing Professional</i>.</p> <p>Gaind and Sharma. (1971). <i>Educational Secondary School Administration</i>. Ram Prasad and Sons. Govt. of India.</p> <p>Govt. of India (2005). <i>Universalisation of Secondary Education</i>. New Delhi Report of the CAFE Committee.</p> <p>Govt. of India. (1986). <i>National Policy on Education</i>. MHRD</p> <p>Indian education commission (1964-66). MHRD. Govt. of India. (2005).</p> <p>Jayapalan, N. (2005). <i>Problems of Indian Education</i>. Atlantic.MHRD</p> <p>Govt. of India (2010). Govt. of India (2005). <i>Framework for Implementation of Rashtriya Madhyamik Shiksha Abhiyan</i>. MHRD.</p> <p>Mukhopadhyay, S. and Anil Kumar, K. (2001). <i>Quality Profiles of Secondary Schools</i>. NIEPA.</p> <p>Report of Secondary Education Commission. MHRD. Govt. of India. (1996).</p> <p>Web resources</p> <p>NUEPA</p> <p>https://bit.ly/31IJggt</p> <p>NCERT</p> <p>https://bit.ly/3JvqF2C</p> <p>National policy on Education 1986</p> <p>https://bit.ly/3JBmfr2</p> <p>Different Boards of Education in India</p> <p>https://bit.ly/3ERyGvo</p> <p>RMSA</p> <p>https://bit.ly/31jLvRg</p>				

COURSE OUTCOMES (COs) & COGNITIVE LEVEL MAPPING

COs	CO Description	Cognitive Level
CO1	To understand and recall the commissions and committees related to secondary education.	K₁& K₂
CO2	To integrate and assess the policies and Schemes in Secondary Education in India	K₃
CO3	To analyse and differentiate various boards of Education based on structure and status to Secondary Education	K₄
CO4	To explain the issues and challenges in secondary education in India	K₅
CO5	To plan various methods to improve the standards for quality in Secondary Education	K₆

Course Code	M233TEES
Course Title	Education For Ecological Sensitivity
Credits	4
Hours	60
Category	Thematic Specialization
Semester	III
Regulation	2021
<p>Course Overview</p> <p>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.</p>	
<p>Course Objective</p> <ul style="list-style-type: none"> • 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	<p>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.</p>	12	CO1, CO2, CO3, CO4	K ₁ , K ₂ , K ₄ , K ₆
II	<p>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.</p>	12	CO1, CO2, CO4, CO5	K ₂ , K ₄ , K ₆
III	<p>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.</p>	12	CO1, CO3, CO4	K ₁ , K ₂ , K ₄ , K ₃ , K ₆ , K ₅
IV	<p>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 Institution in Environmental Management - Role and Responsibility of Individuals and Institutions in the Waste Management - Waste Management at house hold level.</p>	12	CO1, CO2, CO4	K ₁ , K ₂ , K ₃ , K ₆ , K ₅
V	<p>Preservation and conservation of environmental heritages Need for conservation, preservation and protection of rich environmental heritage, Traditional Knowledge about Environmental Resources,</p>	12	CO1, CO2, CO3, CO4, CO5	K ₁ , K ₂ , K ₄ , K ₆

UNESCO world heritage site with special reference to India, Laws and Policies to protect Natural Resources -International Conventions and Protocols on Global environmental issues.			
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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.

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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.

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	M233TSMA
Course Title	Stress Management and Assertiveness Training
Credit	4
Hours	60
Category	Thematic Specialization
Semester	III
Regulation	2020
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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

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 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

SEMESTER -IV

Course Code	M234CEMT
Course Title	Educational Management
Credits	4
Hours	60
Category	Perspective Course
Semester	IV
Regulation	2019
Course Overview <p>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.</p>	
Course Objectives <ul style="list-style-type: none">• 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 , K ₂ , 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 , K ₂ , 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 , K ₂ , 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, Moving, Refreezing) - The Japanese Models of Change: Just-in-Time, Poka Yoke.	10	CO1, CO2, CO3, CO4, CO5	K ₁ ,K ₂ , K ₃ ,K ₄ , K ₅ ,K ₆

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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	M234CSIE
Course Title	Special and Inclusive Education
Credits	4
Hours	60
Category	Perspective Course
Semester	IV
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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	<p>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.</p>	10	CO1, CO3	K ₁ ,K ₂ , K ₄
II	<p>Educational Policies on Inclusion New Education Policy on Inclusion (2020) - National Policy for Persons with Disabilities (2006) National Curriculum Framework (NCF2005) - 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.</p>	13	CO1, CO2	K ₁ ,K ₂ , K ₃
III	<p>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.</p>	13	CO1, CO3	K ₁ ,K ₂ , K ₄

IV	<p>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</p>	12	CO2, CO3, CO4	K ₃ ,K ₄ , K ₅
V	<p>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.</p>	12	CO1, CO4, CO5	K ₁ ,K ₂ , K ₅ ,K ₆

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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/3JGG13i>

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	M234CIST
Course Title	Instructional Technology
Credits	4
Hours	60
Category	Perspective Course
Semester	IV
Regulation	2019
<p>Course Overview</p> <p>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.</p>	
<p>Course Objectives</p> <ul style="list-style-type: none"> • 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	<p>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.</p>	12	CO1, CO3	K ₁ , K ₂ , K ₄
II	<p>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.</p>	12	CO1, CO3	K ₁ , K ₂ , K ₄
III	<p>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.</p>	12	CO1, CO2, CO4	K ₁ , K ₂ , K ₃ , K ₅
IV	<p>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</p>	12	CO1, CO2, CO4	K ₁ , K ₂ , K ₃ , K ₅
V	<p>Emerging Trends in Instructional Technology 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 -</p>	12	CO1, CO5	K ₁ , K ₂ , K ₆

Cloud Computing - Blended Learning - Mobile Learning – Web 2.0 Technology and its Applications.			
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Text books

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<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	M234CGAC
Course Title	Guidance and Counselling
Credits	4
Hours	60
Category	Thematic Specialization
Semester	III
Regulation	2019
Course Over view	
<p>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.</p>	
Course Objective	
<ul style="list-style-type: none"> • 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	<p>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</p>	10	CO1, CO2, CO3, CO4	K ₁ , K ₂ , K ₃ , K ₄ , K ₅
II	<p>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.</p>	14	CO1, CO2, CO3, CO4, CO5	K ₁ , K ₂ , K ₃ , K ₄ , K ₅ , K ₆
III	<p>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</p>	12	CO1, CO2, CO3, CO4, CO5	K ₁ , K ₂ , K ₃ , K ₄ , K ₅ , K ₆
IV	<p>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 Behaviour Therapy, Cognitive-Behavioural Therapy (Albert Ellis) and Reality Therapy (William Glasser).</p>	12	CO1, CO2, CO3, CO4, CO5	K ₁ , K ₂ , K ₃ , K ₄ , K ₅ , K ₆
	<p>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</p>	12	CO1, CO2, CO3,	K ₁ , K ₂ , K ₃ , K ₄ ,

V	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.		CO4, CO5	K ₅ , K ₆
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Text Books

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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

Course Code	B234TPPY
Course Title	Positive Psychology
Credit	4
Week	60
Category	Thematic Specialization
Semester	III
Regulation	2019
Course Overview	
<p>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.</p>	
Course Objectives	
<ul style="list-style-type: none"> • 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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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.	K₁, K₂
CO2	To apply skills, critical thinking to solve problems in life.	K₃
CO3	To enhance positive experiences and emotions to live a quality of life.	K₄
CO4	To maintain and exercise lifelong happiness in all situation.	K₅
CO5	To reconcile with oneself and with others exhibiting trust.	K₆