THE GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)
காந்திகிராம கிராமிய நிகர்நிலைப் பல்கலைக்கழகம் | गांधीग्राम ग्रामीण संस्थान (मानित विश्वविद्यालय)
கிராமம் உயர நாடு உயரும்
Ministry of Education (Shiksha Mantralaya), Government of India.
Accredited by NAAC with 'A++' Grade (4th Cycle)

CURRICULUM WITH OUTCOME BASED EDUCATION

for

B.Ed., - TWO YEAR PROGRAMME

(2025-2026 Onwards)

DEPARTMENT OF EDUCATION

School of Social Sciences

Gandhigram, Dindigul – 624 302

Tamil Nadu, India.

Two Year B.Ed. Programme - Syllabus (2025-2026)

S. No	Category	Course Code	Title of the Course	No. of Credits	Hours	CFA	ESE	Total
	Semester - I							
1	Core Paper	25EDNU0101	Education in Contemporary India	4	4	40	60	100
2		25EDNU0102	Childhood and Growing Up	4	4	40	60	100
3		25EDNU0103	Basics of Teaching and Learning	4	4	40	60	100
4	Ability Enhancement Course (AEC)	25EDNU01A1	Assessment and Evaluation	4	4	40	60	100
		25EDNU01A2	Guidance and Counselling					
		25EDNU01A3	Health and Yoga Education					
5	Optional I	25EDNU01O1	Teaching of Language English - I	4	4	40	60	100
		25EDNU01O2	Teaching of Language Tamil - I					
		25EDNU01O3	Teaching of Mathematics - I					
		25EDNU01O4	Teaching of Physical Science - I					
		25EDNU01O5	Teaching of Biological Science - I					
6	Optional II	25EDNU01O6	Teaching of English Education - I	4	4	40	60	100
		25EDNU01O7	Teaching of Tamil Education - I					
		25EDNU01O8	Teaching of Mathematics Education- I					
		25EDNU01O9	Teaching of Physical Science Education - I					
		25EDNU01OA	Teaching of Biological Science Education - I					
7	Non-Credit Course	25EDNU01F1	Remedial Teaching in Schools	-	-	50	-	50
8	VAC	24GTUV1001	Let us Know Gandhi	2	2	50	-	50
	Semester - II							
9	Core Paper	25EDNU0204	Learner and Learning	4	4	40	60	100
10		25EDNU0205	Critical Understanding of Information and Communication Technology	4	4	40	60	100
11		25EDNU0206	Psycho –Social and Philosophical bases of Education	4	4	40	60	100
12	Ability Enhancement Course (AEC)	25EDNU02A1	Cognitive Science in Education	4	4	40	60	100
		25EDNU02A2	Vocational Education and Training					
		25EDNU02A3	Gender Issues in Education					
13	Optional I	25EDNU02O1	Teaching of Language English - II	4	4	40	60	100
		25EDNU02O2	Teaching of Language Tamil - II					
		25EDNU02O3	Teaching of Mathematics - II					
		25EDNU02O4	Teaching of Physical Science - II					
		25EDNU02O5	Teaching of Biological Science - II					
14	Optional II	25EDNU02O6	Teaching of English Education - II	4	4	40	60	100
		25EDNU02O7	Teaching of Tamil Education - II					
		25EDNU02O8	Teaching of Mathematics Education - II					
		25EDNU02O9	Teaching of Physical Science Education - II					
		25EDNU02OA	Teaching of Biological Science Education- II					
15	AUC	25ENGD00C1	Communication & Soft Skills	2	2	50	-	50
16	Non-Credit Course	25EDNU02F2	Field Visit in Schools	-	-	50	-	50
	Semester - III							
17	Core Paper	25EDNU0307	Curriculum and School	4	4	40	60	100
		25EDNU0308	School Management, Leadership and Action Research	4	4	40	60	100
18	Practical	25EDNU03P1	School Internship (Phase - I)	6	6 Weeks	75	75	150
19	Practical	25EDNU03P2	Evaluation of Teaching Competence	4	4 Weeks	40	60	100
20	Modular Course (Any one)	25EDNU03M1	Teaching Learning Materials (TLM) Preparation	2	2	50	-	50
		25EDNU03M2	Environmental Education					
25	VAC	25EDNU3VA1	Human Values and Professional Ethics in Education	1	1	50	-	50
22	Non-Credit Course	25EDNU03F3	Extension Work in Villages	-	-	50	-	50
23	VPP	25VPPU0301	Village Placement Programme	2	2	100	-	100
	Semester - IV							
24	Core Paper	25EDNU0409	Practices in Inclusive Education	4	4	40	60	100
25	VAC	25EDNU4VA2	Soft Skills for Teacher Education	1	1	50	-	50
26	Practical	25EDNU04P3	School Internship (Phase-II)	6	6 Weeks	75	75	150
27	Practical	25EDNU04P4	Evaluation of Teaching Competence	4	4 Weeks	40	60	100
28	Project	25EDNU0410	Project Report	4	4	40	40+20	100
			Total	**94**	**---**	**1340**	**1260**	**2600**

In place of Ability Enhancement Course (AEC), a student can opt for MOOC-SWAYAM/NPTEL or other online courses conforming to the stipulations of credit transfer policy of the institute. The student teachers should complete at least one SWAYAM course in a year.

MINUTES OF MEETING OF THE BOARD OF STUDIES IN EDUCATION THROUGH HYBRID MODE HELD ON 09.06.2025 AT 10.30 AM IN THE DEPARTMENT OF EDUCATION, GRI (DEEMED TO BE UNIVERSITY), GANDHIGRAM

Members Present:

1. Dr.P.S.Sreedevi
   Associate Professor & Head
   Department of Education, GRI. - Chairperson

2. Dr.E.Ramganesh
   Senior Professor
   Department of Educational Technology
   Bharathidasan University, Trichy - External Expert

3. Dr.P.Srinivasan
   Professor
   Department of Education
   Central University of Tamil Nadu,
   Thiruvaruru-610 005. - External Expert

4. Dr.A.Jahitha Begum
   Senior Professor
   Department of Education, GRI. - Member

5. Dr.N.Devaki
   Associate Professor
   Department of Education, GRI. - Member

6. Dr.R.Bagdha Vatchala Perumal
   Assistant Professor
   Department of Education, GRI. - Member

7. Dr.P.Ponnusamy
   Assistant Professor
   Department of Education, GRI. - Member

The Chairperson introduced the Faculty Members of the Department and highlighted the accomplishments and the Programmes offered such as B.Ed., M.Ed. B.Sc.B.Ed. and Ph.D. in the Department at present. Dr.N.Devaki, was unable to attend the meeting due to her preoccupation. Dr.P.Srinivasan, Professor joined the meeting online through Google Meet: **https://meet.google.com/gce-ptmt-tqf**

The following agenda were taken for discussion.

- To approve the revised syllabus for Two Year B.Ed. Programme to be offered from the academic session 2025-2026.
- To approve the revised B.Sc.B.Ed. (Four Year Integrated) Syllabus offered from the academic Session 2025-2026.

09.06.25

- To approve the revised M.Ed. curriculum offered from the academic Session 2025- 2026.
- To approve the revised curriculum for Ph.D. programme for the academic session 2025-2026 onwards.
- To finalize and approve the Panel of Experts.
- Any other matter.

The experts have given the following suggestions.

- Skill based learning outcomes in Ph.D. Curriculum be framed.
- Repetition of concept in B.Ed. and M.Ed. for common Courses be avoided.
- Future of learning and Higher Education by Daniel Ehler be incorporated into the curriculum.
- National credit framework for Higher Education and Vocational Education be incorporated.

The following Resolutions were made in the BOS Meeting:

1. The Board finalized and approved the revised curriculum of B.Ed., M.Ed. B.Sc.B.Ed. (four Year Integrated) and Ph.D. programme from the academic session 2025-2026.
2. The B.Ed., M.Ed., and B.Sc.B.Ed. curriculum were thoroughly discussed and fine tuned as per the suggestions emerged in the Board of Studies meeting, NEP 2020 inputs, feedback from Alumni and stakeholders.
3. The Ph.D. Course Work Syllabus be approved as per the Ph.D. Regulations, 2024 of GRI.
4. The Board suggested to update the references and websites for all the papers, wherever necessary.
5. The Board finalized and approved the Panel of Examiners presented in the meeting.
6. The Board permitted the Chairperson to carry out the necessary modifications in the courses offered by the Department of Education comply with CBCS regulations of GRI.

The meeting came to end by at 1.30 PM.

09.06.25

			Signature
1.	Dr.P.S.Sreedevi	- Chairperson	9/6/25
2.	Dr.E.Ramganesh	- External Expert	9/6/25
3.	Dr.P.Srinivasan	- External Expert	09.06.25
4.	Dr.A.Jahitha Begum	- Member	9/6/25
5.	Dr.N.Devaki	- Member	
6.	Dr.R.Bagdha Vatchala Perumal	- Member	09/06/25
7.	Dr.P.Ponnusamy	- Member	09/06/25

Two Year B.Ed Programme

Preface

The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system. The prosperity of a nation depends on its enlightened human resource, which depends on the quality of education. Quality relies on a teacher which in turn relies on quality of teacher education. The two year B.Ed course is a pre-service teacher training programme offered by GRI as per NCTE Regulation, 2014 with basic objective to prepare quality secondary school teachers in Science and Mathematics in Indian school system. The programme aims at Science and Professional studies comprising foundations of education, pedagogy of school subjects and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme. The course also ensures opportunities for higher learning of the students. The syllabus is designed in four semesters.

Unique Features of the Programme

- Choice Based Credit System **(**CBCS)
- Outcome Based Education
- Indian Knowledge System
- NEP – 2020
- ICT & e–Content Development Training
- Compulsory Course on Gandhian Life.
- Educational Cognitive Science
- Group Project
- Village Placement Programme (VPP)
- Soft skills and Communication skills training
- Vocational Training and Experiential Learning

Duration of the Course:

Duration of the programme shall be of two academic years comprising four semesters with 200 days per year.

Medium of Instruction

The medium of instruction is English.

Eligibility for Admission

- A pass in UG / PG degree with 55% marks in Mathematics, Physics, Chemistry, Botany, Zoology, English and Tamil.
- Engineering graduates specialization in Mathematics, Physics and Chemistry with 55% marks.

Relaxation and Admission for SC/ST/OBC/PWD candidates as per the norms of Govt. of India/ State Government.

Practicum

- **School Internship**
- **Records**
- **Psychology Practical**

I. School Internship:

School internship is an integral component of a teacher preparation program to help student teachers learn and enhance their professional competences. The school experience is designed to help teacher candidates observe and understand the fundamentals of practice and to gradually assume full responsibility for classroom teaching during the internship in teaching experience. During the programme, the duration of internship will be 20 weeks.

Objectives: The prospective teacher will get,

- ✓ Exposure on macro-teaching
- ✓ Opportunity to observe the teaching of experienced teachers.
- ✓ Training from mentor teachers.
- ✓ Opportunity to participate in all school activities.
- ✓ Practice on professional ethics and values.

Duration of internship will be 20 weeks

SEMESTER	NUMBER OF WEEKS
III - Semester	6+4
IV - Semester	6+4
Total	20

II. List of Records

SEMESTER	List of Records to be Submitted
III - Semester	1. Observation Record - I&II 2. Lesson Plan Record- I&II 3. Micro Teaching Record - I&II 4. Test and Measurement Record - I&II 5. Programmed Learning Material Record - I&II 6. Physical Education and Yoga Record

	7. Reflective Journal 8. Instructional Material Record
IV - Semester	
	1. Subject Practical Record - I&II 2. Psychology Practical Record 3. School Internship Record 4. Field Visit and Activity Record 5. Vocational Training Record 6. Case Study Record 7. VPP Record 8. SUPW Record 9. Remedial Teaching Record 10. Album - I&II 11. Gurukula Record

III. Psychological Experiments

The student teachers should perform **any five Psychological Experiments and any five Psychological Tests** from the following and the activities regarding this shall be carried out from the first semester and the completed practical record should be submitted at the time of practical examinations

Sl.No	Psychological Experiments	Sl.No.	Psychological Test
1.	Span of Attention - Tachistoscope	**1.**	Wallace-Kohan-Creativity Test
2.	Tweezer Dexterity-Interest and Aptitude	**2.**	Eyesenk Personality Test
3.	Illusion Board-Illusion	**3.**	Teacher Aptitude Test
4.	Card Sorting Tray-Transfer of Learning	**4.**	Job Satisfaction
5.	Mirror Drawing Apparatus- Learning	**5.**	Interest Inventory
6.	Bhatia's Battery- Intelligence	**6.**	Happiness Inventory
7.	Vygotsky's 22 Wodden Block- Concept Formation		

Examination

Semester examinations will be held twice in a year

A. Theory- End Semester Exams
B. Practical – Evaluation of Teaching Competence will be assessed in Third and Fourth Semesters.

Evaluation

The Rules and regulations of Choice Based Credit System (CBCS) are applicable to evaluation

OBE Elements: Bachelor of Education (B.Ed)

Programme Educational Objectives (PEO)

PEO 1:	Promote capabilities to become a secondary school teacher.
PEO 2:	Integrate content knowledge (Mathematics, Science and Languages) and pedagogical knowledge with professional studies (Teacher Education) and provide a good foundation to the prospective teachers
PEO 3:	Develop mastery of the subject content along with needed teaching skills
PEO 4:	Provide excellence in the field of teacher education resulting in quality teachers
PEO 5:	Inculcate Gandhian values and principles for the sustainable rural development
PEO 6:	Promote capabilities by inculcating national values and goals mentioned in the constitution of India

Programme Outcomes (PO)

The POs are the statements that describe what the students graduating from any of the educational programmes should be able to do.

PO 1:	Acquire knowledge and skills in ***Teacher Education*** and apply the teaching competence according to the needs of the Employer/Institution / Society
PO 2:	Gain pedagogical and technological skills in the area of ***Teaching –Learning.***
PO 3:	Inculcate the values of community living and nation building initiatives among school students
PO 4:	Succeed as a teacher through team work, ethical values, positive attitude and commitment in teaching profession
PO 5:	Demonstrate ICT knowledge and skills in facilitating learning process and evaluate learning outcomes
PO 6:	Utilize the student-centered teaching methods to maximize achievement in school subjects
PO 7:	Demonstrate communicative skills, problem solving skills and critical thinking skills among the school students
PO 8:	Analyse problems and challenges in teaching learning and provide remedial measures

Note: PO1, PO2 and PO3 can be common to all the departments. The respective department can add the rest.

Programme Specific Outcomes (PSO)

The PSOs are the statements that describe what the graduates of a specific educational programme should be able to do.

Graduates will be able to:

PSO 1:	Apply pedagogical and content knowledge in the domain of ***Teaching Learning*** to emerge as successful teachers
PSO 2:	Predict and solve the complex problems in **Teaching, Learning** and **Evaluation**
PSO 3:	Execute teaching competence to transact school curriculum successfully in the classrooms
PSO 4:	Implement innovative teaching and evaluation strategies for optimizing learning among students
PSO 5:	Formulate the curricular and co-curricular activities based on the individual differences of the students
PSO 6:	Prepare themselves as a lifelong learners to excel in teaching profession

Note: PSO3: Here the distinctiveness of the Department/Programme can be brought in. That is, by incorporating a unit/module/a course or any other component(s), in a unique way, into the curriculum (Teaching, Learning and Evaluation), the Department can give an edge to its graduates in the competitive environment.

25EDNU0101: EDUCATION IN CONTEMPORARY INDIA

Semester	: I	Course Code	:25EDNU0101
Course Title	: Education in Contemporary India		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum20%)	: 44
Category	: Core		
Scope of the Course	• Basic skill • Value added course in teacher education field • Employability		
Cognitive Levels addressed by the Course	• K-1 (Remember) • K-2 (Understand) • K-3 (Apply) • K-4 (Analyze) • K-5 (Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student-teachers

- know our educational heritage and policy frameworks of India.
- explore the thoughts and contributions of Indian and Western Educational thinkers.
- develop awareness on social diversity and constitutional values.
- identify the role of education in ensuring access, equity, skill development, and social transformation across all levels.
- understand the quality, planning, and financing concerns in education, along with its global implications related to environmental and educational issues.

Course Content:

Unit	Content	No. of Hours
I	**Educational Heritage and Policy Frameworks** Education in India – Education in pre-independent and post-independent periods – Salient features of Vedic, Buddhist, Jain, Islamic and Christianity systems of education – Characteristics of Basic education and its relevance to the present-day context –Detailed study of NEP 2020, NCF 2023, NCFSE, Samagra Shiksha, PM SHRI schools, Indian Knowledge Systems (IKS), Nai Talim	13

II	**Educational Thoughts and Contribution** Educational thoughts and contribution of Indian Philosophers: Thiruvalluvar, Rabindranath Tagore, Vivekananda, Mahatma Gandhi, Aurobindo Ghosh, J. Krishnamurti, Dr. S. Radhakrishnan, and A.P.J. Abdul Kalam – Western Philosophers: Plato, Rousseau, Dewey, Froebel, Montessori - Integration of value-based and experiential education.	12
III	**Social Diversity and Indian Constitutional Values in Education** Social diversity – Meaning and definition – Levels of social diversity: Individual, regional, linguistic, religious, caste and tribes – Preamble of the Constitution – Fundamental rights and duties – Directive Principles of State Policy – Challenges to constitutional obligations – RTE Act-2009.Multilingual education, CWSN, classroom implementation of constitutional values	13
IV	**Quality Concerns in Education** Pre-primary Education - Programme of Pre-primary Education-universalization of Primary Education- Equality of opportunity- Secondary and Higher Secondary Education-Need for uniform pattern-Non-formal and Adult Education-Functional Literacy Programme- Programmes for workers in Industry- Programme for dropouts-Role of Educational Institutions in Non-formal Education-Open School/Open University, Quantity and Quality of Education- State and National level-Unemployment and underemployment- Delinking employment from degrees- Skill development-Vocational Skill oriented education- Man Power planning and education – Brain drain – Special problems of rural and tribal people – Illiteracy and poverty- Eradication of poverty through Education.	13
V	**Global Concerns in Education** Quality concerns – Employability – Distance and open learning systems – ABL, ALM, SALM and CCE – Educational policy making and budgeting – Digital initiatives like DIKSHA, SWAYAM, NISHTHA, Outcome-based planning. Education for social justice, communal conflict management and racism – National and international understanding – Lifelong learning – Environmental conservation and regeneration. SDG-4, GCED, ESD, climate literacy, green skills, and sustainability education.	13

References

1. Sharma R.N., Sharma R.K. (2012) History of Education in India, Atlantic Publishers, New Delhi.
2. Ehlers, U.-D. (2020). *Future Skills: The future of learning and higher education*. Books on Demand publishers

3. Anand, C.L, et al, (1993). Teacher and Education in the Emerging Indian Society, New Delhi: NCERT.
4. Chaube. S.P, Akhilesh Chaube, (2002). Western Educational Thinkers, Concept Publishing Company, New Delhi.
5. Patak, R.P.(2007). Education in the Emerging India, Atlantic Publishers & Distributors (Pvt) Ltd, New Delhi.

Course Outcomes

On completion of the course, student-teachers should be able to

CO: 1 apply the educational heritage and policy recommendations of education in teaching-learning.

CO: 2 adopt the Indian and western philosophies in teaching- learning

CO: 3 explain the social diversity and constitutional values.

CO: 4 understand the role of education in promoting access, equity, skill development, and social transformation across all levels of the education system.

CO: 5 use innovative methods of teaching and adapt to the impacts of liberalization, privatization, and globalization in education.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	2	3	2	2.5
CO2	2	2	3	2	2	2	2.2
CO3	3	2	3	3	3	2	2.7
CO4	3	3	2	2	3	1	2.3
CO5	2	3	2	3	2	3	2.5
Average	2.6	2.4	2.6	2.4	2.6	2	2.4

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU0102: CHILDHOOD AND GROWING UP

Semester	: I	Course Code	**25EDNU0102**
Course Title	: Childhood and Growing Up		
No. of Credits	: 04	No. of contact hours per Week	:04
New Course/ Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	: 28
Category	**:** Core		
Scope of the Course	• Life Skills • Psychological Skills • Value-Added Courses imparting transferable and life skills		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student-teachers

- develop an understanding on Psychology of childhood.
- acquaint with the various theories on growth and development.
- familiarize with the concept of Motivation and Learning.
- understand importance of Intelligence and Creativity.
- orient on the Personality and Mental Health.

Course Content:

Unit	Content	No. of Hours
I	**Educational Psychology and Childhood** Psychology: Meaning, Definition, Scope and Branches - Educational Psychology: Concept, Definition, and principles - Stages of development: Infancy, childhood and adolescence- Dimensions of development: Physical, Cognitive, Moral, Emotional and Social, Significance of Educational Psychology.	**13**
II	**Growth and Development** Human Growth and Development: Concept, Principles, Characteristics - Theories of child development: Erickson Psycho Social Theory, Kohlberg's stages of Moral development, Piaget theory of Cognitive development, Vygotsky Socio-cultural approach to cognitive development- ZPD-Zone of Proximal Development.	**12**

III	**Motivation and Learning** Motivation: Meaning, Definition, Types, and Factors influencing Motivation, Theories of Motivation and its implications: Maslow's hierarchy of Needs, Behavioral Learning Theories: Trial and Error learning, Classical Conditioning, Operant Conditioning, Gestalt Theory– Bruner's Cognitive theory of Learning - Constructivist Theory: John Dewey – Humanistic Theory: Carl Rogers – Transfer of Learning, Remembering and Forgetting.	**13**
IV	**Intelligence and Creativity** Intelligence: Concept, Nature, Theories of Intelligence: Two Factor, Group, Multi-Factor and Structure of Intelligence, Multiple Intelligences – Intelligence Quotient (IQ) – Assessment of Intelligence –Emotional Intelligence - Creativity: Meaning, Definition, Process, and Factors foster creativity in children – Assessment of creativity.	**13**
V	**Personality and Mental Health** Personality: Meaning, Definitions, determinants - Theories of Personality: Type, Trait and Psychoanalytical Theory - Integrated Personality - Assessment of Personality - Mental Health and Mental hygiene: Definition, Characteristics, Teachers Role in promoting Mental health and Mental hygiene-Resilience and Mental health.	**13**

References

1. Devaki,N.(2015),Psycho pedagogy, Shanlax Publications,Madurai.
2. Dandapani, S. (2007), A text book of Advanced educational Psychology: Anmol Publications Pvt Ltd,New Delhi.
3. Mangal, S.K. (2002). *Advanced educational psychology* (2nd ed.). PHI Learning Pvt. New Delhi.
4. Chauhan S.S, (2005). Advanced Educational Psychology 7th edition, vikas publishers house Pvt Ltd, Noida.
5. BertLaura.E.(2014).*Child development*. NewDelhi: PHI Learning.
6. Hurlock,Elizabeth.B.(1980).*DevelopmentPsychology.*NewDelhi:McGrawHillEducation

Course Outcomes

On completion of the course, the student-teachers should be able to

CO1: identify the stages of development, Apply the knowledge of dimension of development in Teaching and Learning.

CO2: analyse the educational implication of theories of development in Classroom.

CO3: enhance the students' achievement by motivational strategies

CO4: improve students' intelligence and creativity.

CO5: develop the traits of Personality among the learners.

Mapping of Cos with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	2	3	2	3	2	**2.5**
CO2	2	3	3	2	3	2	**2.5**
CO3	3	2	2	3	3	2	**2.5**
CO4	3	3	2	2	3	3	**2.7**
CO5	2	3	3	3	2	3	**2.7**
Average	**2.6**	**2.6**	**2.6**	**2.4**	**2.8**	**2.4**	**2.6**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU0103: BASICS OF TEACHING AND LEARNING

Semester	: I	Course Code	25EDNU0103
Course Title	: Basics of Teaching and Learning		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course /Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:41
Category	**:** Core		
Scope of the Course	• Basic Skill • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student-teachers

- acquaint with basic concepts of teaching and its components.
- develop an understanding of learning and its components.
- familiarize with constructivism in learning
- gain knowledge and skills in different teaching methods.
- critically analyse teaching as a profession

Course Content:

Unit	Content	No. of Hours
I	**Teaching** Teaching: Concept, Meaning, Definition, Nature, Phases, Principles, Characteristics of Good teaching. Reflective teaching: concept, Meaning and strategies, Theories of Teaching – Levels of Teaching. Meaning of diverse classroom-Teaching in a diverse classroom.	**13**
II	**Learning** Learning: Concept, Meaning, Definition, Nature, Goals, Characteristics, Types. – Principles- Significance of learning. Concepts of Intelligence, Social intelligence, multiple intelligence and emotional intelligence Factors	**13**

	influencing learning. Teaching and Learning: Relationship. Theories of Learning	
III	**Theories of Constructivism and Learning in and out of School** Constructivism: Meaning and Definition-The nature of constructivist learners and the nature of learning process-pedagogical approaches to constructivism-Purpose of learning in and out of school-advantages of learning outside the classroom-importance of observation in learning-Modern strategies of learning..	**13**
IV	**Teaching Methods** Teaching Methods: Meaning, characteristics, – Selection of Teaching Methods. Various Teaching methods: Lecture, Demonstration, Discussion, Project, Assignment, Seminar, Brainstorming, Team Teaching, Computer Assisted Instruction, Artificial Intelligence and Augmented Reality.	**13**
V	**Teaching Profession** Profession: Meaning, definition, characteristics. - Teaching as Profession: Characteristics and Professional traits and ethics, Effective Teacher: Qualifications, qualities, Duties and Responsibilities. - Training of teachers: Pre-service and In-service. ICT Integration and Innovation in Teacher Education.	**12**

Reference Books

1. Mangal.S.K, (2012). Essentials of Teaching-Learning and Information Technology. Ludhiana: TandonPub.
2. Mahesh Kumar, (2013). Modern teaching of Information Technology, Anmol Publication Pvt.Ltd, NewDelhi.
3. Saxena.V.K, (2010). Technology of teaching and essentials of teaching learning, Anmol Publication Pvt. Ltd,Delhi.
4. Nayak.A.K and Rao.V.K, (2011). Classroom Teaching Methods and Practices, APH Publishing Corporation. NewDelhi.
5. Bhattacharya S, (1996). Foundation of Education, Atlantic Publishers, Delhi.

Course Outcomes

On completion of the course, students-teachers should be able to

CO1: use the components of teaching in school internship.

CO2: explain the concept of learning and relationship between Teaching and learning.

CO3: apply various constructivism in learning

CO4: identify and use a variety of teaching methods during school internship.

CO5: exhibit the professional qualities of a teacher.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	3	2	2	2.7
CO2	3	2	3	3	2	3	2.7
CO3	3	2	3	3	2	2	2.5
CO4	3	3	3	3	2	2	2.7
CO5	3	2	3	3	2	2	2.5
Average	3	2.4	3	3	2	2.2	2.6

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01A1: ASSESSMENT AND EVALUATION

Semester	:I	Course Code	: **25EDNU01A1**
Course Title	: Assessment and Evaluation		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:30
Category	Ability Enhancement Course (AEC)		
Scope of the Course	• Employability • Skill Development		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student-teachers

- grasp the basic Concepts of Measurement and Assessment
- acquaint with concepts of educational evaluation
- develop skills and competencies for test construction
- understand the principles of standardization of tests
- apply the process of continuous and comprehensive evaluation in education

Course Content:

Unit	Content	No. of Hours
I	**Concepts of Measurement and Assessment** Measurement: Meaning, definition, objectives and importance - assessment: meaning, definition, purpose – difference between measurement and assessment - tools & techniques for classroom assessment: observation, self-reporting, and check lists - scales of measurement / levels of measurement.	**13**
II	**Evaluation in Education** Evaluation: Meaning, concept and importance. – Measurement Vs Evaluation - Role of evaluation in teaching and learning process: Teaching, Curriculum, Society, Parents. - Formative and summative	**13**

	evaluation – Trends in educational evaluation: internal assessment, grading, semester system.	
III	**Test Construction** Test: Meaning, definition, importance and types - Teacher made test and standardized test - test construction: principles, steps, planning and designing - Preparation of blue print - Interpretation of tests: norm reference test (NRT), criterion reference test (CRT).	**13**
IV	**Standardization of Tests** Characteristics of good test: validity, reliability, objectivity, practicability - Standardized Tests: Concept, Steps and Advantages - Item analysis: discrimination power, difficulty index - Graphical representations of data.	**13**
V	**Continuous and Comprehensive Evaluation (CCE)** Continuous and comprehensive evaluation: aim, objective and characteristics – scholastic areas – co-scholastic areas – recording and reporting of student's achievements – students' feedback mechanism – Assessment Reforms in NEP 2020: transforming assessment for optimizing learning and development	**12**

References

- Nagarajan. K, Research methodology in Education, 2012, Ram Publication, Chennai
- Ramamanickam, M,(2009), Statistical methods in psychological and Educational Research, New Delhi: Concept publishing company.
- Cohen, Jay, Ronald et al, 2005, Psychological Testing and Assessment and Introduction to Tests and Measurement, Mayfield publishing Company, California.
- John W. Best(2008), Research In Education, printice hall of India Pvt.Ltd, New Delhi
- Rawat, D.S, (2009), Measurement Evaluation and Statistics in Education, New Raj Book Depot, New Delhi.

Course Outcomes

On completion of the course, students should be able to do

CO1: Understand the principles and purposes of educational assessment.

CO2: Acquaint with key concepts of educational evaluation and related terminology.

CO3: Develop competencies in designing and constructing educational test items.

CO4: Apply principles of test standardization in educational measurement.

CO5: Implement continuous and comprehensive evaluation strategies in classroom settings.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	3	3	2	2	**2.7**
CO2	3	2	3	3	2	3	**2.7**
CO3	3	2	3	3	2	2	**2.5**
CO4	3	3	3	3	2	2	**2.7**
CO5	3	2	3	3	2	2	**2.5**
Average	**3**	**2.4**	**3**	**3**	**2**	**2.2**	**2.6**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01A2: GUIDANCE AND COUNSELLING

Semester	: I	Course Code	**25EDNU01A2**
Course Title	: Guidance and Counselling		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum20%)	:25
Category	Ability Enhancement Course (AEC)		
Scope of the Course	• Basic Skill/Advanced Skill • Skill Development • Employability • Entrepreneurship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6(Create)		

Course Objectives

The Course aims to make student - teachers

- know the concept, principles and types of guidance.
- apprise the various factors in learning and guidance.
- analyse the principles of counselling and techniques of guidance.
- develop skills of practicing the counselling services in schools.
- practice on guidance and counselling programme for special groups.

Course Content:

Unit	Content	No. of Hours
I	**Introduction to Guidance** Guidance: Meaning, nature, principles, purpose of guidance - guidance an integral part of education–types of guidance–scope and functions of educational, vocational, personal and social guidance. Group guidance: need, significance and principles–organizing group guidance activities in educational institution.	**12**
II	**Guidance in Schools** Guidance and Curriculum: Concept of Curriculum, Criteria for a Relevant and Meaningful Curriculum, Integration of Guidance and Curriculum, Guidance	

	through School Curriculum. Guidance and Learning - nature of Learning Process, Importance of Learning Material and Teacher, Importance of Learner, Psychological Factors in Classroom Learning and Guidance. Guidance and Discipline: Classroom Discipline and Guidance Methods, Behaviour and Misbehaviour, New Ways in Discipline - Guidance and other Curricular Areas - Guidance and the Virtual World.	**12**
III	**Principles and Techniques in Guidance and Counselling** Counseling: Meaning, definition, nature and principles of counselling.- Phases of counselling process-approaches to counseling: directive, non - directive, eclectic -characteristics, role and functions of counselor-counseling areas, professional preparation of counselor-teacher as a counselor. Testing techniques: Types of tests used in guidance - tests of intelligence, aptitude, interest, achievement and personality – strengths and limitations of testing techniques in guidance. Non-testing techniques: observation, interview, anecdotal record, cumulative record, and case study.	**14**
IV	**Counselling in Schools** Introduction - Objectives - Individual Counselling - Group Counselling: Meaning, - Process of Group Counselling - Advantages and Limitations - Structuring of Groups - Peer Counselling - Family Counselling - Career Counselling. Guidance Services: Types -orientation service, occupational information service, follow up service. Evaluation of Counselling programme–need, steps and methods.	**13**
V	**Guidance for Inclusive Population** Guidance for gifted and slow learners – differently abled children including orthopedic impairment, visually disabled-person with hearing and speech impairment maladjusted and juvenile delinquents - Counselling for Prevention of Substance Abuse – Placement service, remedial services and role of the counselor. Recent trends of research in guidance and counseling in India – dyslexia, dyscalculia, dysgraphia.	**13**

References

1. Sharma R.A (2009), Fundamentals of Guidance & Counseling, Lall Book Depot, Meerut.
2. Ram Nath Sharma, Rachana Sharma (2007), Guidance and Counseling in India,Atlantic Publishers &Distributors(p)LTD, NewDelhi
3. Chauhan S.S, Principles and techniques of guidance, Vikas publishing house PVTLTD
4. Crow & Crow, (1992), An introduction to Guidance, Eurasia Publishing House,ND.
5. Freeman E.S, (1995), Theory and Practice of Psychological Testing, ND: HenryHolt.

Course Outcomes

On completion of the course, student - teachers should be able to

CO1: Know the concept and principles of guidance and counseling

CO2: organize school guidance and counseling service

CO3: develop skills in rendering guidance and counseling to students

CO4: practice different techniques in Guidance programme

CO5: acquaint with the guidance and counseling programme for special groups.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	2	3	3	3	3	2	**2.7**
CO2	2	3	3	3	3	2	**2.7**
CO3	3	3	3	3	3	3	**3**
CO4	2	3	3	3	3	3	**2.8**
CO5	3	3	3	3	3	2	**2.8**
Average	**2.4**	**3**	**3**	**3**	**3**	**2.4**	**2.8**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01A3: HEALTH AND YOGA EDUCATION

Semester	: I	Course Code	**25EDNU01A3**
Course Title	: Health and Yoga Education		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/ RevisedCourse	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:25%
Category	Ability Enhancement Course (AEC)		
Scope of the Course	• Basic Skill/Advanced Skill • Skill Development • Value added and life skills		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6(Create)		

Course Objectives

The Course aims to make student - teachers to

- Orient on Physical Education, physical fitness components and understand the importance and relation between them.
- Identify the methods of administrating the physical education programmes in schools.
- Understand the concepts of health and hygiene and importance of safety practices at schools.
- Administers and organize health programmes, and maintain the health status of school.
- Learn the importance of yoga, and experience the benefits and practices of asanas and meditation.

Course Content:

Unit	Content	No. of Hours
I	**Introduction to Physical Education and Fitness** Physical Education: Meaning and definition - Objectives - Scope - Need and importance - Foundations of Physical Education: Olympic Movements-	

	Physical Fitness: General fitness - Health related components – Motor ability- Motor Educability – Physical Activities: Stretching - Aerobic - Anaerobic – Effects of physical Exercise on systems of body - Growth and development – Development of Physical – Mental - Social - Emotional - Spiritual -Wholesome development.	**13**
II	**Physical Education Programmes in Schools** Physical Education programmes: Objectives - Methods of teaching physical activities - Competitions: Intramural and Extramural Competitions–Types of tournaments - Drawing of Fixtures - Annual sports Meet: Duties and responsibilities – Organizing camps and recreational activities. Games Rules and Specifications: Hockey – Kabaddi - Kho-Kho - Volleyball – Badminton — World beater's talent spotting scheme - Assessing battery test.	**12**
III	**Concept of Health and Hygienic Practices** Health: Need and importance - Role of International health Organizations (WHO, UNICEF), Principles - cause of ill health - Risk factors of cardiac diseases- Obesity management. Diseases: Communicable Diseases - Infectious Diseases - Deficiency Diseases - National Health Portal (NHP). Personal Hygiene: cleanliness – Mental Health – Counselling against use of artificial stimulants - Ill effects of drug abuse – Drug addiction - Safety Education: First Aid - Injuries - Symptoms - Care and treatment. Food and Nutrition – Balanced diet.	**13**
IV	**Planning and Practice of Health Education** Health Education: Need and importance – Importance with reference to rural schools – Health services in rural schools - Swachh Bharath mission. School health Education: Curriculum Planning, - Principles - Methods of imparting- Health Instruction - Health supervision - Health Appraisal - Health guidance and counselling - Teacher's role and responsibilities.	**13**
V	**Yogic Practices** Yoga: meaning - Definition - Need and importance - Schools of yoga - Eight limbs of yoga – Astanga yoga- Difference between yoga and physical	**13**

	exercise - General guidelines for practicing asanas - Cultural asanas - Meditative asanas – Relaxative asanas, Pranayama - Mudras – Introduction to Bandhas and Kriyas - Preventive and curative effects of asanas, Meditation: Meaning - Definition, types of meditation: Santhi - mantra - Object - Gandhian way of meditation/silent meditation, Effect of yogic practices: Circulatory - Respiratory - Muscular - Nervous systems.	

References

- Grace Nirmala. D.& Dr.T.Krishnammal. T. (2007), *Physical Education and Health Education*, Priyakamal Publication.
- Chandrasekaran, (1999), *Sound Health through Yoga*, Madurai: Prem Kalyan Publications, Sedipatti.
- Ravi saxena, (2005) *Health And Physical Education*, Anmol Publications Pvt Lts., New Delhi,2005.
- NCTE (2015) *Yoga Education* Bachelor of Education Programme. NewDelhi.

Course Outcomes

On completion of the course, student - teachers should be able to

- Develops dimensional ideas about Physical Education, and recognize the physical fitness components.
- Able to carry out and coordinate planning and administrating Physical education curriculum and programmes.
- Understand the concepts of health and hygiene and importance of safety practices at schools.
- Plan, and organize the health programmes, and maintain the health status of school.
- Experience and teach the importance of yoga, and the benefits and practicing asanas and pranayama and meditation.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	2	1	2	**2.2**
CO2	2	3	2	2	2	2	**2.2**
CO3	2	2	2	3	2	1	**2**
CO4	2	3	2	3	1	2	**2.2**
CO5	1	1	3	1	1	2	**1.5**
Average	**2**	**2.4**	**2.2**	**2.2**	**1.4**	**1.8**	**2**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01O1: TEACHING OF LANGUAGE ENGLISH – I

Semester	I	Course Code	**25EDNU01O1**
Course Title	Teaching of Language English - I		
No. of Credits	04	No. of Contact Hours per Week	4 Hours
New Course / Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum 20%)	28
Category	Optional - I		
Scope of the Course	• Employability • Basic Skill		
Cognitive Levels addressed by the course	• K-1Remember) • K-2 (Understand) • K-3 (Apply) • K-4 (Analyze) • K-5(Evaluate) • K-6(Create)		

Course Objectives:

The Course aims to make student - teachers to

- know about basic concepts of Language Learning.
- critically analyze different Approaches, Methods of Second Language Teaching
- improve competency in the teaching of Prose, Poem and Vocabulary.
- develop skills in teaching of Grammar, Composition and Supplementary reader.
- orient with various evaluation techniques of Language Teaching.

Course Content:

Unit	Content	No. of Hours
I	**Language Education** Language: Concept, meaning, definition, nature, functions, and importance – Place of English language and its significance – English language teaching: Principles, aims, and objectives –at junior, senior, secondary, and university stages – First language acquisition vs. second language learning – Three-language formula – Language as a skill subject – Language skills: LSRW –Rationale for learning English – Role of CIIL,	13

	CIEFL, and RIE in strengthening language education – Promotion of Indian languages and multilingual classrooms in NEP 2020 - Indigenous Knowledge System and language learning.	
II	**Approaches and Methods of English Language Teaching** Approaches: Meaning and definition – Structural, situational, communicative approaches – Methods: Grammar-translation method, direct method, bilingual method, Dr. West's new method, Gamification Method, Pimsleur method, Silent Way, Suggestopedia, Digital Story Telling – Difference between approaches and methods - current trends**:** Task-Based Language Teaching **(**TBLT**)**, Content and Language Integrated Learning **(**CLIL**) –** Use of ICT and digital tools in methods **-** Micro-teaching skills	12
III	**Teaching of Prose, Poem and Vocabulary** Prose: Meaning, characteristics, objectives, types, steps of teaching prose – Poem: meaning, characteristics, principles, aims, steps of teaching poem – Figures of speech**:** meaning and types– Difference between teaching of prose and poem – Vocabulary: types, expansion, selection, grading – 21st-century vocabulary learning strategies– Word formation.	13
IV	**Teaching of Grammar, Composition and Supplementary Reader** Grammar: Definition, characteristics, types, principles, objectives, methods of teaching grammar – Composition: meaning, objectives, principles - types: controlled, guided, free – different methods– Supplementary reader: meaning, characteristics, objectives, methods – Integration of creative writing, and reflective writing**.**	13
V	**Evaluation of Language Learning** Evaluation: Concept, definition, need, importance – Types: formative, summative – Tools and techniques: diagnostic, prognostic, aptitude, proficiency, achievement, oral and written tests, rubrics, peer assessment, digital portfolios – Blueprint: construction and application – Question bank – NTA-Competency-based assessment aligned with NEP 2020.	13

References:

- Adrian Doff, (2004). *Teach English: Cambridge teacher training and development*, Cambridge: Cambridge University press.
- Begum Jahitha, A. (2010). *English Language Education*, Neelkamal Publications, Hyderabad.
- Billows.F.L, (2001). *The techniques of Language teaching*, Longman, London.
- Devaki, N. (2016). English Language Pedagogy. Delhi: Kalpaz Publications.

- Evangelin Arulsevi, (2012). Teaching of special English, Tamil Nadu Teacher Education University, Gowtra Agencies,Chennai.
- Mowla sheikh, Prabakar Rao, sarojini (2012). Methods of Teaching English, Neelkamal Publications Pvt. Ltd., Hyderabad.
- Nawale, Deepti and Garg, Sheenam (2014).Teaching Techniques in English. New Delhi: Pacific Books International.

Course Outcomes:

On completion of the course, students-teachers should be able to

CO1: describe the basic concepts of Language learning.

CO2: apply different Approaches, Methods of Second Language Teaching

CO3: utilize the competency in teaching Prose, Poem and Vocabulary.

CO4: apply the skills of teaching in Grammar, Composition and Supplementary reader

CO5: evaluate the language learning of the students

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	2	3	3	2	2	**2.5**
CO2	3	2	3	3	2	2	**2.5**
CO3	3	3	3	3	3	3	**3**
CO4	3	3	3	3	3	3	**3**
CO5	3	3	3	3	3	2	**2.8**
Average	**3**	**2.6**	**3**	**3**	**2.6**	**2.4**	**2.8**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01O2: TEACHING OF LANGUAGE TAMIL – I

Semester	**I**	Course Code	**25EDNU01O2**
Course Title	**TEACHING OF LANGUAGE TAMIL – I**		
No. of Credits	**04**	No. of Contact Hours per Week	**04**
New Course / Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum 20%)	**20**
Category	Optional - I		
Scope of the Course	• Skill Development • Employability		
Cognitive Levels addressed by the course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6(Create)		

Course Objectives:

The Course aims to make student - teachers to

- மொழி வரலாற்று பண்புகளை அறிதல்
- தாய்மொழி கற்பிப்பதில் பல்வேறு பயிற்று முறைகளை அறியச்செய்தல்
- செய்யுள், உரைநடை மற்றும் இலக்கண பாடங்களிலுள்ள கற்பித்தல் திறன்களை வளர்த்தல்.
- துணைப்பாடம் மற்றும் பல்வேறு வகையான கட்டுரைப் பாடங்களுக்கான கற்பித்தல் முறைகளை வேறுபடுத்தி அறியச்செய்தல்
- தமிழ் மொழி கற்பிப்பதில் மதிப்பீடலின் நுட்பங்களை பயன்படுத்துதல்.

Course Content:

Unit	Content	No. of Hours
I	**மொழி அறிமுகம்** மொழி: பொருள், வரையறை, நோக்கங்கள், பயன்கள், பண்புகள். மொழித் தோற்றக் கொள்கைகள்: மொழியின் வளர்ச்சி - எழுத்துருவாக்கம் - புதுமையாக்கம் - கலைச்சொற்கள். திராவிட மொழிகள். வட்டார மொழிகள்: கிளை மொழிகள் - வடக்கு கிளைமொழி – மத்தியக் கிளைமொழி – மேற்கு கிளைமொழி – தெற்கு கிளைமொழி - சமூக கிளைமொழி – தொழில்சார் சிறப்பு வழக்குகள். தாய்மொழி: வரையறை, நோக்கங்கள், பயன்கள், கல்வி ஏற்பாட்டில் தாய்மொழி பெறும் இடம்.	12
II	**தாய்மொழி பயிற்று முறை** சங்ககால பயிற்றுமுறை: குருகுலமுறை, சொற்பொழிவு, உரையாடல், வினாவிடை பயிற்சி, நெட்டுரு முறை. நவீன முறைகள்: விளையாட்டு முறை, நடிப்பு முறை, தனிப் பயிற்சி, மேற்பார்வை படிப்பு முறை, செயல்திட்ட	

	முறை, விரிவுரை முறை, களஆய்வுமுறை, வரலாற்று முறை, இடைவினையாற்றகற்றல் திட்டமிட்டுக் கற்றல். கெல்லர் திட்டம்,புளூமின் வகைபாடு: பொது நோக்கங்கள், சிறப்பு நோக்கங்கள். வகைகள்: அறிவு பகுதி, உணர்வு பகுதி, உள இயக்கப் பகுதி,நுண்ணிலைக் கற்பித்தல் திறன்கள்.	13
III	**செய்யுள், உரைநடை மற்றும் இலக்கணம் கற்பித்தல்** செய்யுள்: பொருள், வரையறை, நோக்கங்கள், கற்பிக்கும் முறை மற்றும் வழிமுறைகள். செய்யுள்நயம் பாராட்டல். உரைநடை: பொருள், வரையறை, நோக்கங்கள், கற்பிக்கும் முறை, செய்யுள் - உரைநடை வேறுபாடுள். இலக்கணம்: விளக்கம், வரையறை, கற்பித்தல் நோக்கங்கள், பயிற்று முறை: விதிவருமுறை, விதி விளக்க முறை, விளையாட்டு முறையில் இலக்கணம் கற்பித்தல்.	13
IV	**பாடத்திட்டமும் பாடநூலும்** பாடத்திட்டம்: வரையறை, உயர்நிலைப் பள்ளி பாடத்திட்டமிடுதற்கான காரணிகள்: தனிநபர் வேறுபாடு - மாறிவரும் சமுதாயம். பாடநூல்கள்: பாடநூல்களின் அடிப்படை, பாடநூலின் பண்புகள். சிறந்தப் பாடநூல்களைத் தயாரிக்கும்பொழுது மனதிற்கொள்ளத்தக்க செய்திகள். தற்போது நடைமுறையில் உள்ள பாடநூல் பற்றிய பார்வை: நூலகப்படிப்பு, வகுப்பு நூலகம், கருவி நூலகம்.	13
V	**மதிப்பீடு** மதிப்பிடுதல்: விளக்கம், வரையறை, பயன்கள், முறைகள்: உற்றுநோக்கல்முறை, வாழ்க்கை துணுக்குப்பதிவேடு, யார்எனஊகித்தல்முறை, குறிப்பிடுபட்டியல்முறை, நேர்காணல்முறை. தேர்வுகள்: தரப்படுத்தப்பெற்றதேர்வுகள், நல்லதேர்வுகள் நற்பண்புகள்: நம்பகத்தன்மை, ஏற்புடைமை, புறவயப்பாடு, எளிமைப்பாடு, பயன்பாடு, குறையறிச்சோதனை, குறைதீர் சோதனைகள். தமிழில் அடைவுத்தேர்வு தயாரித்தல்: படிகள் - திட்டப்படம் - வினாத்தாள் - வினாக்கேட்டலின் இன்றியமையாமை, வினவுதல் நோக்கங்கள், பயன்கள், வினவும் முறைகள், சிறந்த வினாக்களின் சிறப்பியல்புகள்.	13

References

1. கலைச்செல்வி. வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிசர்ஸ்,ஈரோடு.
2. முனைவர். ஞ. பழனிவேலு (2006) செந்தமிழ் கற்பிக்கும் முறைகள், அய்யா நிலையம், தஞ்சாவூர்.
3. வேணுகோபால் இ. பா. (1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீடு, வேலூர்.
4. கணபதி. வி. (1997) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிசர்ஸ், சென்னை.

Course Outcomes

On completion of the course, students-teachers should be able to

CO1: மொழியின் தோற்றம் மற்றும் வரலாற்று பண்புகளை விளக்க முடியும்.

CO2: தாய்மொழி கற்பிப்பதில் சரியான பயிற்று முறைகளை தெரிவு செய்து பயன்படுத்த முடியும்.

CO3: செய்யுள், உரைநடை மற்றும் இலக்கண பாடங்களுக்கான சரியான பயிற்று முறைகளை தெரிவு செய்து பயன்படுத்த முடியும்.

CO4 துணைப்பாடம் மற்றும் பல்வேறு வகையான கட்டுரைப் பாடங்களுக்கான கற்பித்தல் முறைகளை வேறுபடுத்தி அறியமுடியும்.

CO5: தமிழ் மொழி கற்பிப்பதில் சரியான மதிப்பீடலின் நுட்பங்களை பயன்படுத்த முடியும்.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	2	3	2	**2.7**
CO2	3	2	2	2	3	2	**2.8**
CO3	2	3	3	2	2	2	**2.8**
CO4	3	3	2	3	2	3	**2.7**
CO5	3	3	3	2	3	2	**2.8**
Average	**3**	**3**	**2.8**	**3**	**2.8**	**2**	**2.8**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01O3: TEACHING OF MATHEMATICS - I

Semester	: I	Course Code	**25EDNU01O3**
Course Title	: TEACHING OF MATHEMATICS-I		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/ Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:33
Category	**:** Optional-I		
Scope of the Course	• Skill Development • Employability		
Cognitive Levels addressed by the Course	• K-1 (Remember) • K-2 (Understand) • K-3 (Apply) • K-4 (Analyze) • K-5 (Evaluate) • K-6(Create)		

Course Objectives

The Course aims to make student - teachers to

- acquire knowledge about the nature and scope of mathematics
- understand the objectives of teaching mathematics
- develop competency in structuring lesson plans
- apply the different methods and techniques of teaching mathematics
- know the various evaluation procedures in learning mathematics

Course content:

Unit	Content	No. of Hours
I	**Nature and Scope of Mathematics** Mathematics: Meaning, definitions, and its importance- characteristics of mathematics: logical sequence, structure, precision, abstractness, symbolism – values of mathematics- relationship with other disciplines – mathematics in Indian Knowledge System- contribution of eminent mathematicians: Ramanujam, Aryabhatta, Euler, Gauss, Bhaskaracharya, Pythagoras.	**13**
II	**Objectives of Teaching Mathematics** Taxonomy of educational objectives - objectives of teaching mathematics at primary, secondary and higher secondary levels – objectives of cognitive process in revised Bloom's taxonomy- objectives of teaching Mathematics	**13**

	with reference to NCF 2005 and NCFTE 2009 – key aspects mentioned in NEP 2020 related to teaching and learning of mathematics - Instructional Vs Behavioural objectives of teaching Mathematics.	
III	**Lesson Planning** Developing year plans, unit plans, lesson plans - lesson planning: meaning, definition and importance - basic steps in lesson planning – principles of good lesson planning- Herbation steps: writing and analysis of lesson plans- teaching skills - micro and macro teaching skills for mathematics- model episode - Preparing lesson plans using AI (Chat GPT, Deep Seek, Teachy app etc.,)	**13**
IV	**Methods of Teaching Mathematics** Teaching methods: analytic and synthetic, induction and deduction, lecture method -project method - heuristic approach – laboratory method- dalton plan – problem solving method- techniques of teaching mathematics: Brainstorming, Computer Assisted Instruction (CAI), group discussion, seminar, team teaching, cooperative learning, supervised study, programmed instruction, computer aided instruction and Scenario building Technique - blended learning, flipped classroom, artificial intelligence and extended reality - STEM, STEAM, and STREAM in education.	**13**
V	**Evaluation in Mathematics Teaching** Evaluation: Definition, need, importance - tests and its types: criterion and norm referenced tests –formative and summative evaluation- prognostic test -diagnostic testing and remedial teaching – Comprehensive and Continuous Evaluation in mathematics (CCE) - principles of good mathematics test - construction of standardized achievement test in mathematics: blue print and question bank- item analysis: reliability, validity - AI Tools for Assessment (Kahoot, Quizizz, etc.)	**12**

Reference

1. Aruljothi, (2013). Teaching of Mathematics – I, Centum Press, New Delhi.
2. Kulbir Singh Sidhu, (2012). The Teaching of Mathematics, New Delhi: Sterling Publications.
3. Aggarwal, J.C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.
4. Anice, J.(2005). Teaching of Mathematics. Hyderabad: Neelkamal Publication Pvt.Ltd
5. Servas, W., Varga, T., (1995). Teaching School Mathematics, UNESCO.

Course Outcomes

On completion of the course, the student - teachers will be able to

CO1: explain the nature, structure, and scope of mathematics as a discipline and its relevance in everyday life.

CO2: identify and interpret the aims and specific objectives of teaching mathematics at various school levels.

CO3: design effective lesson plans incorporating instructional objectives, teaching aids, and assessment strategies.

CO4: demonstrate the use of appropriate methods, strategies, and techniques for teaching mathematics effectively.

CO5: utilize various assessment tools and techniques to evaluate mathematical understanding and skills.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	3	2	3	2	**2.7**
CO2	3	3	3	3	3	2	**2.8**
CO3	3	3	3	3	3	3	**3**
CO4	3	3	3	3	3	3	**3**
CO5	3	3	3	2	3	3	**2.8**
Average	**3**	**3**	**3**	**2.6**	**3**	**2.6**	**2.9**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01O4: TEACHING OF PHYSICAL SCIENCE - I

Semester	: I	Course Code	**25EDNU01O4**
Course Title	: Teaching of Physical Science-I		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:30
Category	**:** Optional-I		
Scope of the Course	• Skill Development • Employability • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1(Remember) • K-2 (Understand) • K-3 (Apply) • K-4 (Analyze) • K-5 (Evaluate) • K-6(Create)		

Course Objectives

The Course aims to make student - teachers to

- learn the nature and scope of Physical Science.
- understand the objectives of teaching Physical Science.
- gain the skill of writing and analyzing lesson plans.
- practice various methods of teaching Physical Science.
- identify various evaluation procedure in physical science teaching.

Unit	Content	No. of Hours
I	**Nature of Physical Science** Science: Meaning, definition and nature of science-importance of science -scientific method - development of scientific attitude and temper-Indian Knowledge System (IKS): Concepts and Applications in Science-interdisciplinary approach -Impact of Physical Science on modern communities - Physical Science for: environment, health, peace, equity and society - contribution of eminent scientists-Isaac Newton, Marie Curie, C. V. Raman and J.C.Bose.	**13**
II	**Objectives of Teaching Physical Science** Objectives: Meaning – criteria for the selection of objectives - Bloom's Taxonomy - Revised Bloom's Taxonomy 2001- Instructional Vs Behavioral objectives-objectives and values of teaching Physical Science	**13**

	at different levels of schools - objectives of teaching science with reference to NCF2005, NCFTE2009 and NEP 2020.	
III	**Lesson Planning** Teaching skills: Micro and macro teaching skills for physical science - Model episode - Introduction to year plan, unit plan, lesson plan–Lesson planning: meaning, definition, importance, format- Herbartian steps-writing and analysis of lesson plans, preparing lesson plans using AI (Chat GPT, Deep Seek, Teachy etc).	**13**
IV	**Methods of Teaching Physical Science** General methods of teaching Physical Science: scientific method, induction & deduction, lecture method -lecture cum demonstration method - project method- heuristic approach – laboratory method – Dalton Plan-modern methods of teaching Physical Science: group discussion, panel discussion, simulation, seminar, workshop, team teaching, cooperative learning, supervised study, programmed instruction, Computer Aided Instruction, personalized system of instruction- Blended Learning, Flipped Classroom, Artificial Intelligence and Extended Reality, STEM, STEAM, and STREAM Education.	**12**
V	**Evaluation in Physical Science Teaching** Evaluation: Definition, need, importance – Types of Evaluation: criterion and norm referenced tests – formative and summative evaluation - prognostic test - diagnostic testing and remedial teaching - principles and criteria of good test - construction of standardized achievement test in physical science: blue print and question pattern- item analysis-reliability, validity. AI Tools for Assessment (Kahoot, Quizizz, etc.,).	**13**

References

1. Panner Selvam, A.,(2013), Rajendran. Teaching of Physical Science, Shantha Publishers. Chennai.
2. Sivarajan K. (2012), Trends and developments in Modern Educational Practices Calicut University.
3. Gupta S.K.(2012), Teaching of Physical Science in Secondary Schools, sterling Publications.
4. Nair, C.P.S, (2010), Teaching of Science in our Schools, Sulthan Chand & Coltd.
5. Radha Mohan (2011), Teaching of Physical Science, Neelkamal Publications PVT. LTD, Hyderabad.

Course Outcomes

On completion of the course, students-teachers should be able to

CO1: utilize the knowledge of Physical Science in day-to-day life.

CO2: write the instructional objectives for teaching Physical science.

CO3: write lesson plans for Physical Science.

CO4: identify and use a variety of teaching methods for teaching Physical Science at various levels of school.

CO5: apply various evaluation techniques for teaching-learning of Physical Science at secondary school.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	3	2	2	**2.5**
CO2	3	3	3	3	2	3	**2.8**
CO3	3	2	3	3	2	3	**2.7**
CO4	3	2	3	3	2	3	**2.7**
CO5	3	2	3	3	2	3	**2.7**
Average	**3**	**2.4**	**2.8**	**3**	**2**	**2.8**	**2.7**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01O5: TEACHING OF BIOLOGICAL SCIENCE - I

Semester	: I	Course Code	: 25EDNU01O5
Course Title	: Teaching of Biological Science-I		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum20%)	:26
Category	**:** Optional-I		
Scope of the Course	• Skill Development • Employability • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6(Create)		

Course Objectives

The Course aims to make student - teachers to

- learn the nature and scope of Biological Science.
- understand the objectives of teaching Biological Science.
- gain the skill of writing and analyzing lesson plans.
- practice various methods of teaching Biological Science.
- know the various evaluation procedures in Biological Science teaching.

Course Content:

Unit	Content	No. of Hours
I	**Nature of Biological Science** Biological Science*:* Meaning- Need and Significance of Teaching Biological Science – Nature – Scope. Related areas of knowledge - Inter Disciplinary Approach-Impact of biological science on modern communities.	**13**
II	**Objectives of Teaching Biological Science** Objectives of teaching Biological Science: Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains. Revised Bloom's Taxonomy. Values of Teaching Biological Science in schools at primary, secondary and higher secondary levels - objectives of	**12**

	teaching Biological Science - Instructional Vs Behavioural objectives of teaching Biological Science.	
III	**Lesson Planning** Developing year plans, unit plans Approaches of Teaching Biological Science: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach lesson plans - lesson planning: meaning, definition, importance, steps, types and format - principles of lesson planning - science process skills- Micro and macro teaching skills for Biological Science.	**13**
IV	**Methods of Teaching Biological Science** General methods of teaching Biological Science: scientific method, induction and deduction, lecture method - lecture cum demonstration method – project method - heuristic approach – laboratory method - historical and biographical approaches, Dalton Plan - Modern methods of teaching Biological Science: group discussion, panel discussion, simulation, seminar, workshop, team teaching, cooperative learning, supervised study, programmed instruction, computer aided instruction, and personalized system of instruction. Multimedia and AI in teaching Biological Science.	**13**
V	**Evaluation in Biological Science Teaching** Evaluation: Definition, need, importance - tests and its types: criterion and norm referenced tests – formative and summative evaluation - prognostic test -diagnostic testing and remedial teaching - principles of good science test- achievement test in biological science: blue print.	**13**

References

1. Ameetha. P, Kamakshi. J &Srinivas. K. (2014). Methods of Teaching Biological Science, Neelkamal Publications, New Delhi.
2. Gupta S.K. (2012.), Teaching of Biological Science in Secondary Schools, Sterling Publications.
3. Panner Selvam, A, (2013), Rajendran.K *Teaching of Physical Science, Shantha Publishers.* Chennai.
4. Sharma, Y.K. (2003). Teaching of Physical Science, Kanishka Publishers, New Delhi.
5. Zaidi, S.M. (2004). Modern Teaching of Life Sciences, Anmol Publications, New Delhi.

Course Outcomes

On completion of the course, students-teachers should be able to do

CO1: utilze the knowledge of biological science in day-today life.

CO2: explain and write the instructional objectives for teaching Biology at secondary school level.

CO3: write lesson plans for Biology at secondary school level.

CO4: identify and use a variety of teaching methods for teaching Biology at secondary school level.

CO5: apply various evaluation techniques for teaching-learning of Biology at secondary school level.

Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	3	2	2	**2.5**
CO2	3	3	3	3	2	3	**2.8**
CO3	3	2	3	3	2	3	**2.7**
CO4	3	2	3	3	2	3	**2.7**
CO5	3	2	3	3	2	3	**2.7**
Average	**3**	**2.4**	**2.8**	**3**	**2**	**2.8**	**2.7**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01O6: TEACHING OF ENGLISH EDUCATION - I

Semester	I	Course Code	25EDNU01O6
Course Title	**TEACHING OF ENGLISH EDUCATION – I**		
No. of Credits	04	No. of Contact Hours per Week	04
New Course / Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum 20%)	20
Category	Optional - II		
Scope of the Course	• Employability • Basic Skill		
Cognitive Levels addressed by the course	• K-1 (Remember) • K-2 (Understand) • K-3 (Apply) • K-4 (Analyze) • K-5 (Evaluate) • K-6(Create)		

Course Objectives:

The Course aims to make student - teachers to

- identify the role of English Language Education in India.
- familiarize with speech sounds of English Language.
- acquaint with meaning and concepts of English Language Curriculum.
- understand the principles of Communicative Language Teaching.
- orient with the procedure of English Text book analysis.

Course Content:

Unit	Content	No. of Hours
I	**INTRODUCTION TO ENGLISH LANGUAGE** The status of English in India - Aims of teaching English at Elementary, Secondary and Higher Secondary level - Objectives of teaching English as a second language - Teaching English as skill subject - Learning mother tongue vs second language learning - Contribution psychology to teaching of English - The Scope of B.Ed. English Course, Multilingualism in India and the status of English- Role of English at different school levels (NEP 2020 Focus)-Experiential Language Learning (NEP -2020: 22.7) – Promotion of Indian Languages (NEP – 2020: 22).	**12**

II	**PHONETICS AND FLUENCY IN ENGLISH LANGUAGE** Element of English Language: Phonology, Morphology, Grammar - Phonetics: Meaning, Phoneme – Vowels - Consonants – Diphthongs - Speech organs and their Roles - Role of digital tools for pronunciation improvement-Phonetic transcription – Speech drill, tongue twisters, Audio-Lingual activities. Syllabification – Stress – Intonation – Rhythm - Use of convention formulae: Greeting, Apology, Invitation, Refusal, Accepting, Thanking.	13
III	**ENGLISH LANGUAGE CURRICULUM** English Language Curriculum: Meaning, Definition, Principles of curriculum construction, Difference between syllabus and curriculum, Curriculum Designing: Types – Limitation in the existing English Language Curriculum-Guidelines by NCF (2005, 2009,2023) on English Language Curriculum. Guidelines by NCF (2005, 2009) on English Language Curriculum.	13
IV	**COMMUNICATIVE LANGUAGE TEACHING** Communication: Meaning, Definition, Types, Barriers and Significance – Communicative approaches: Meaning, Principles, Procedures, Merits and Demerits -Dyadic Communication: Face to face conversation, Telephonic Conversation, Interview- CLT: Meaning, Definition, Concept Digital Integration in CLT-Use of language learning apps for speaking practice (Duolingo, Hello English, Elsa Speak)- Communicative tasks and activities: Extempore speech, Role play, Drama, Quiz, Elocution, Language games.	13
V	**ENGLISH TEXT BOOK ANALYSIS** Text Book Analysis: Meaning, Definition, Concept, Need and Significance. Analysis criteria: Cover page, Content, Pictures, Illustration, Number of pages, Assignments, Follow-up work, Language, Level of vocabulary, Designing teacher-made worksheets and support materials Grammar, Competencies - Analysis of VI to VIII std English text books.	13

References:

1. Devaki, N. (2016). English Language Pedagogy. Delhi: Kalpaz Publications.
2. Nanda, K. (1989). Developing English Comprehension, Sterling Publishers, New Delhi.
3. Shaila Mahan, (2013). Teaching Englsih Communicatively, Principles, Practices and Perspectives Y king Books, Jaipur.

4. Begum Jahitha, A. (2007). Enhancing *Communicative Competence*. Agra. Bhargava Book House.
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7. Mowla sheikh, prabakar Rao, sarojini (2012). Methods of Teaching English, Neekamal Publications Pvt. Ltd. New Delhi, Hyderabad.
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Course Outcomes:

On completion of the course, students-teachers should be able to

CO1 understand the English Language.

CO2 familiarize with speech sounds.

CO3 develop English Language Curriculum.

CO4 apply Communicative Language Teaching.

CO5 analyze English Text books.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	2	3	2	3	2	3	2.5
CO2	3	3	2	2	3	2	2.5
CO3	2	1	2	3	3	2	2.17
CO4	3	1	3	2	2	2	2.17
CO5	2	2	3	2	2	1	2
Average	2.4	2	2.4	2.4	2.4	2	2.27

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01O7: TEACHING OF TAMIL EDUCATION – I

Semester	I	Course Code	**25EDNU01O7**
Course Title	**TEACHING OF TAMIL EDUCATION – I**		
No. of Credits	04	No. of contact hours per Week	04
New Course/ Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum 20%)	20
Category	Optional – II		
Scope of the Course (may be more than one)	• Skill Development • Employability		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6(Create)		

Course Objectives

The Course aims to make student - teachers to

- தமிழ் மொழிதோற்றம் மற்றும் வளர்ச்சி பற்றி விளக்குதல்.
- தமிழ் எழுத்துக்களின் பிறப்பு மற்றும் ஒலிகளின் பிறப்பு முறைகளை பற்றி அறிதல்.
- தமிழ் மொழி பாடத்திற்கான கலைத்திட்டம் உருவாக்குதல் பற்றிய கொள்கைகளை அறியச்செய்தல்.
- உரையாடல்களுக்கனை திறன்களை வளர்த்தல்.
- தமிழ் மொழி பாடப்பொருளின் தன்மைகளை வேறுபடுத்தி அறிதல்

Course Content:

Unit	Content	No .of Hours
I	**தமிழ் மொழி அறிமுகம்:** தமிழ் மொழி: பண்புகள், மொழித்தோற்றம், கொள்கைகள், மொழியின் வளர்ச்சிநிலை, மொழிவரலாறு, தமிழ் வரிவடிவ வரலாறு, எழுத்து சீர்திருத்தம். கிளைமொழி கொள்கைகள், பேச்சு மொழி, எழுத்து மொழி, தமிழ் மொழியின் தனித்தன்மைகள். செம்மொழியின் பண்புகள்.	12

II	**மொழியியல் கோட்பாடுகள்** ஒலி: பொருள், ஒலி மொழியாதல், எழுத்துக்களின் பிறப்பு, தமிழ் ஒலிகளின் பிறப்பு. நன்னூலார் கொள்கைகள், மொழியியலார் கொள்கைகள், மொழியின் அமைப்பு, ஒலியனியல், உருபனியல், தொடரியல், ஒலியை ஆராயும் முறைகள், கோட்பாடுகள். உயிரொலிகள், மெய்யொலிகள்.	13
III	**கலைத்திட்டமும் மொழியும்** கலைத்திட்டம்: வரையறை, கலைத்திட்டம் உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள், புதிய தேசிய கல்விக் கொள்கைகள் பள்ளிக் கலைத்திட்டத்திற்கும் தேசியக் கல்வி குறிக்கோளுக்குமுள்ள தொடர்பு, கலைத்திட்டத்தில் தாய்மொழியின் இடம், தேசியக் கல்விக் கொள்கையில் கலைக்கல்வி.	13
IV	**உரையாடல் வழி மொழி கற்பித்தல்** உரையாடல்: பொருள், வரையறை, நோக்கங்கள், பயன்கள், உரையாடல் பயிற்சியினை பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள், தலைப்புகளைப் பற்றி உரையாடல், கதைசொல்லுதல், கலந்துரையாடல், சொற்போர், சொற்பொழிவுகள், நாடகம், நேர்காணல். நாடகம்: தோற்றமும் வளர்ச்சியும். நாடக வகைப்பாடு, இக்கால நாடகங்கள், எழுத்து நாடகங்கள், வட்டாரமொழி நாடங்கள், செய்யுளை நாடகமாக்கிக் கற்பித்தல்.	13
V	**பாடப்பொருள் பகுப்பாய்வு** பாடப்பொருள்: வரையறு, பொருள், 6 ஆம் வகுப்பு முதல் 9ஆம் வகுப்பு வரையுள்ள மொழிப்பாட நூல்களின் பாடப்பொருள் பற்றி பகுப்பாய்வு.	13

References

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2. மீனாட்சி சுந்தரம் (2013) பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல் (பொதுத் தமிழ்), காவ்யமாலா பப்ளிசர்ஸ், திண்டுக்கல்.
3. தண்டபானி. சு (2013) தமிழ் கற்பித்தல், மீனா பதிப்பகம், மதுரை.
4. முனைவர். ஞ. பழனிவேலு (2006) செந்தமிழ் கற்பிக்கும் முறைகள், அய்யா நிலையம், தஞ்சாவூர்.
5. கலைச்செல்வி. வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிஷர்ஸ், ஈரோடு.

Course Outcomes

On completion of the course, students-teachers should be able to do

CO1: தமிழ் மொழிதோற்றம் மற்றும் வளர்ச்சி பற்றி விளக்கி கூறமுடியும்.

CO2: தமிழ் எழுத்துக்களின் பிறப்பு மற்றும் ஒலிகளின் பிறப்பு முறைகளை வேறுபடுத்தி அறியமுடியும்

CO3: தமிழ் மொழி பாடத்திற்கான கலைத்திட்டம் உருவாக்குதல் பற்றிய கொள்கைகளை விளக்கமுடியும்.

CO4: பல்வேறு வகையான உரையாடல்களுக்கான திறன்களை பயன்படுத்த முடியும்

CO5: தமிழ் மொழி பாடப்பொருளை வேறுபடுத்தி அறிய முடியும்.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	2	3	2	3	2	3	2.5
CO2	3	3	2	2	3	2	2.5
CO3	2	1	2	3	3	2	2.17
CO4	3	1	3	2	2	2	2.17
CO5	2	2	3	2	2	1	2
Average	2.4	2	2.4	2.4	2.4	2	2.27

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01O8: TEACHING OF MATHEMATICS EDUCATION - I

Semester	: I	Course Code	**25EDNU01O8**
Course Title	: Teaching of Mathematics Education -I		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/ Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum20%)	:33
Category	**:** Optional-II		
Scope of the Course	• Skill Development • Employability • Field Project & Internship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6(Create)		

Course Objectives

The Course aims to make student - teachers to

- acquire knowledge about the nature and scope of mathematics
- understand the objectives of teaching mathematics
- develop competency in structuring lesson plans
- apply the different methods and techniques of teaching mathematics
- know the various evaluation procedures in learning mathematics

Course Content:

Unit	Content	No. of Hours
I	Nature and Scope of Mathematics Mathematics: Meaning, definitions, and its importance- characteristics of mathematics: logical sequence, structure, precision, abstractness, symbolism – values of mathematics- relationship with other disciplines – mathematics in Indian Knowledge System- contribution of eminent mathematicians: Ramanujam, Aryabhatta, Euler, Gauss. Bhaskaracharya, Pythagoras.	**13**
II	Objectives of Teaching Mathematics Taxonomy of educational objectives - objectives of teaching mathematics at primary, secondary and higher secondary levels – objectives of cognitive process in revised Bloom's taxonomy- objectives of teaching Mathematics	**13**

	with reference to NCF 2005 and NCFTE 2009 – key aspects mentioned in NEP 2020 related to teaching and learning of mathematics - Instructional Vs Behavioural objectives of teaching Mathematics.	
III	Lesson Planning Developing year plans, unit plans, lesson plans - lesson planning: meaning, definition and importance - basic steps in lesson planning – principles of good lesson planning- Herbation steps: writing and analysis of lesson plans- teaching skills - micro and macro teaching skills for mathematics- model episode -Preparing lesson plans using AI (Chat GPT, Deep Seek, Teachy app etc.,)	**13**
IV	Methods of Teaching Mathematics Teaching methods: analytic and synthetic, induction and deduction, lecture method-project method - heuristic approach – laboratory method- Dalton plan – problem solving method- techniques of teaching mathematics: Brainstorming, Computer Assisted Instruction (CAI), group discussion, seminar, team teaching, cooperative learning, supervised study, programmed instruction, computer aided instruction and Scenario building Technique - blended learning, flipped classroom, artificial intelligence and extended reality - STEM, STEAM, and STREAM in education.	**13**
V	Evaluation In Mathematics Teaching Evaluation: Definition, need, importance - tests and its types: criterion and norm referenced tests –formative and summative evaluation- prognostic test -diagnostic testing and remedial teaching – Comprehensive and Continuous Evaluation in mathematics (CCE) - principles of good mathematics test - construction of standardized achievement test in mathematics: blue print and question bank- item 12 analysis: reliability, validity - AI Tools for Assessment (Kahoot, Quizizz, etc.).	**12**

References

- Aggarwal, J.C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.
- Anice, J.(2005). Teaching of Mathematics. Hyderabad: Neelkamal Publication Pvt.Ltd
- Aruljothi, (2013). Teaching of Mathematics – I, Centum Press, New Delhi.
- Kulbir Singh Sidhu, (2012). The Teaching of Mathematics, New Delhi: Sterling Publications.
- Servas, W., Varga, T., (1995). Teaching School Mathematics, UNESCO.

Course Outcomes

On completion of the course, the student teachers will be able to

CO1: explain the nature, structure, and scope of mathematics as a discipline and its relevance in everyday life.

CO2: identify and interpret the aims and specific objectives of teaching mathematics at various school levels.

CO3: design effective lesson plans incorporating instructional objectives, teaching aids, and assessment strategies.

CO4: demonstrate the use of appropriate methods, strategies, and techniques for teaching mathematics effectively.

CO5: utilize various assessment tools and techniques to evaluate students & #39; mathematical understanding and skills.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	3	2	3	2	**2.7**
CO2	3	3	3	3	3	3	**3**
CO3	3	3	3	3	3	2	**2.8**
CO4	3	3	3	3	3	3	**3**
CO5	3	3	3	2	3	3	**2.8**
Average	**3**	**3**	**3**	**2.6**	**3**	**2.6**	**2.9**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01O9: TEACHING OF PHYSICAL SCIENCE EDUCATION - I

Semester	: I	Course Code	**25EDNU01O9**
Course Title	: Teaching of Physical Science Education-I		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:30
Category	**:** Optional-II		
Scope of the Course	• Skill Development • Employability • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1 (Remember) • K-2 (Understand) • K-3 (Apply) • K-4 (Analyze) • K-5 (Evaluate) • K-6(Create)		

Course Objectives

The Course aims to make student - teachers to

- learn the nature and scope of Physical Science.
- understand the objectives of teaching Physical Science.
- gain the skill of writing and analyzing lesson plans.
- practice various methods of teaching Physical Science.
- identify various evaluation procedure in physical science teaching.

Course Content:

Unit	Content	No. of Hours
I	**Nature of Physical Science** Science: Meaning, definition and nature of science - importance of science - scientific method - development of scientific attitude and temper – Indian Knowledge System (IKS): Concepts and Applications in Science-interdisciplinary approach -Impact of Physical Science on modern communities. - Physical Science for: environment, health, peace, equity and society - contribution of eminent scientists — Isaac Newton, Marie Curie, C. V. Raman and J.C.Bose.	**13**
II	**Objectives of Teaching Physical Science** Objectives: Meaning – Criteria for the selection of objectives - Bloom's Taxonomy - Revised Bloom's Taxonomy 2001, Instructional Vs	

	Behavioral objectives - objectives and values of teaching Physical Science at different levels of schools – objectives of teaching science with reference to NCF 2005, NCFTE 2009 and NEP 2020.	**13**
III	**Lesson Planning** Teaching skills: Micro and macro teaching skills for physical science - Model episode - Introduction to year plan, unit plan, lesson plan. – Lesson planning: meaning, definition, importance, format - Herbartian steps, - writing and analysis of lesson plans, preparing lesson plans using AI (Chat GPT, Deep Seek, Teachy etc.,).	**13**
IV	**Methods of Teaching Physical Science** General methods of teaching Physical Science: scientific method, induction & deduction, lecture method -lecture cum demonstration method - project method-heuristic approach – laboratory method - Dalton Plan - Modern methods of teaching Physical Science: group discussion, panel discussion, simulation, seminar, workshop, team teaching, cooperative learning, supervised study, programmed instruction, Computer Aided Instruction, personalized system of instruction. Blended Learning, Flipped Classroom, Artificial Intelligence and Extended Reality, STEM, STEAM, and STREAM Education.	**12**
V	**Evaluation in Physical Science Teaching** Evaluation: Definition, need, importance – Types of Evaluation: criterion and norm referenced tests – formative and summative evaluation - prognostic test - diagnostic testing and remedial teaching - principles and criteria of good test - construction of standardized achievement test in physical science: blue print and question pattern- item analysis- reliability, validity-AI Tools for Assessment (Kahoot, Quizizz, etc.,).	**13**

References

1. Panner Selvam, A., (2013), Teaching of Physical Science, Shantha Publishers Chennai.
2. Sivarajan K. (2012), Trends and developments in Modern Educational Practices Calicut University.
3. Gupta S.K.(2012), Teaching of Physical Science in Secondary Schools, sterling Publications.
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Course Outcomes

On completion of the course, student-teachers should be able to do

CO1: utilize the knowledge of Physical Science in day-to-day life.

CO2: write the instructional objectives for teaching Physical science at secondary school level.

CO3: write lesson plans for Physical Science at secondary school level.

CO4: identify and use a variety of teaching methods for teaching Physical Science at secondary school level.

CO5: apply various evaluation techniques for teaching-learning of Physical Science at secondary school level.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	3	2	2	**2.5**
CO2	3	3	3	3	2	2	**2.7**
CO3	3	2	3	3	2	2	**2.5**
CO4	3	2	3	3	2	3	**2.7**
CO5	3	3	2	3	2	3	**2.7**
Average	**3**	**2.6**	**2.6**	**3**	**2**	**2.4**	**2.6**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01OA: TEACHING OF BIOLOGICAL SCIENCE EDUCATION - I

Semester	: I	Course Code	**25EDNU01OA**
Course Title	: Teaching of Biological Science-I		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/ Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:26
Category	**:** Optional-II		
Scope of the Course	• Skill Development • Employability • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1 (Remember) • K-2 (Understand) • K-3 (Apply) • K-4 (Analyze) • K-5 (Evaluate) • K-6(Create)		

Course Objectives

The Course aims to make student - teachers to

- learn the nature and scope of Biological Science.
- understand the objectives of teaching Biological Science.
- gain the skill of writing and analyzing lesson plans.
- practice various methods of teaching Biological Science.
- know the various evaluation procedures in Biological Science teaching.

Course Content:

Unit	Content	No. of Hours
I	**Nature of Biological Science** Biological Science*:* Meaning- Need and Significance of Teaching Biological Science – Nature – Scope. Related areas of knowledge - Inter Disciplinary Approach-Impact of biological science on modern communities.	**13**
II	**Objectives of Teaching Biological Science** Objectives of teaching Biological Science: Bloom's Taxonomy. - of Instructional Objectives: Cognitive, Affective and Psychomotor Domains. Revised Bloom's Taxonomy. Values of Teaching Biological Science in schools at primary, secondary and higher secondary levels - objectives of teaching Biological Science - Instructional Vs Behavioral objectives of teaching Biological Science. NEP-2020.	**12**

III	**Lesson Planning** Developing year plans, unit plans, Approaches of Teaching Approaches of Teaching Biological Science: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach lesson plans - lesson planning: meaning, definition, importance, steps, types and format - principles of lesson planning - lesson plans - their importance - writing and analysis of lesson plans - science process skills and micro and macro teaching skills for Biological Science.	**13**
IV	**Methods of Teaching Biological Science** General methods of teaching Biological Science: scientific method, induction and deduction, lecture method - lecture cum demonstration method – project method - heuristic approach – laboratory method - historical and biographical approaches, Dalton Plan - Modern methods of teaching Biological Science: group discussion, panel discussion, simulation, seminar, workshop, team teaching, cooperative learning, supervised study, programmed instruction, computer aided instruction, and personalized system of instruction. Multimedia and AI in teaching Biological Science.	**13**
V	**Evaluation in Biological Science Teaching** Evaluation: Definition, need, importance - tests and its types: criterion and norm referenced tests – formative and summative evaluation - prognostic test -diagnostic testing and remedial teaching - principles of good science test- achievement test in biological science: blue print.	**13**

References

1. Ameetha. P, Kamakshi. J &Srinivas. K. (2014). Methods of Teaching Biological Science, Neelkamal Publications, New Delhi.
2. Gupta S.K. (2012.), Teaching of Biological Science in Secondary Schools, Sterling Publications.
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Course Outcomes

On completion of the course, student-teachers should be able to do

CO1: utilize the knowledge of biological science in day-today life.

CO2: explain and write the instructional objectives for teaching Biology at secondary school level.

CO3: write lesson plans for Biology at secondary school level.

CO4: identify and use a variety of teaching methods for teaching Biology at secondary school level.

CO5: apply various evaluation techniques for teaching-learning of Biology at secondary school level.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	3	2	2	**2.5**
CO2	3	3	3	3	2	3	**2.8**
CO3	3	2	3	3	2	3	**2.7**
CO4	3	2	3	3	2	3	**2.7**
CO5	3	2	3	3	2	3	**2.7**
Average	**3**	**2.4**	**2.8**	**3**	**2**	**2.8**	**2.7**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero)score	

25EDNU01F1: REMEDIAL TEACHING IN SCHOOLS

Semester	I	Course Code	25EDNU01F1
Course Title	Remedial Teaching in Rural Schools		
No. of Credits	0	No. of Contact Hours per Week	04
New Course / Revised Course	Revised Course	If revised, % of revision effected	20
Category	Non Credit Course		
Scope of the Course	• Basic Skill/Advanced Skill • Skill Development • Employability		
Cognitive Levels addressed by the course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives:

- Familiarize the concept and need for remedial teaching in rural contexts.
- Identify learning gaps among rural learners and design appropriate strategies.
- Apply various tools, methods, and resources for remedial teaching.
- Evaluate the effectiveness of remedial teaching interventions.

Course Content:

Unit	Content
I.	**Familiarize Remedial Teaching in Rural Contexts** Concept of remedial teaching - Differences between regular and remedial instruction - Learning gaps and academic backwardness in rural schools - Causes of underachievement in rural learners - Importance of remedial teaching for inclusive education.
II.	**Identifying Learners' Needs in Rural Schools** Diagnostic testing: Tools and techniques - Continuous and comprehensive evaluation (CCE) methods - Socio-economic and cultural factors affecting learning - Role of teachers in identifying struggling learners - Individualized Education Plans (IEPs)

III.	**Pedagogical Strategies for Remedial Teaching** Multi-grade and multi-level teaching strategies - Activity-based learning (ABL) -Peer tutoring and mentoring - Use of storytelling, local games, and TLMs in rural contexts - Language and math-focused remediation techniques
IV.	**Designing and Implementing Remedial Programs** Planning short-term and long-term remedial programs - Time-table and scheduling in rural schools - Role of community, parents, and local volunteers Use of ICT and low-cost resources - Monitoring and feedback mechanisms
V.	**Assessment and Evaluation of Remedial Programs** Formative and summative assessment tools - Student progress tracking techniques - Rubrics and checklists - Case studies and action research in rural schools - Best practices and innovations in remedial teaching
	Suggested Activities and Practicum ● Conduct a diagnostic survey in a rural school. ● Develop an IEP for two students. ● Design low-cost TLMs for math or language remediation. ● Implement a mini-remedial session and document outcomes. ● Present a case study of a successful remedial intervention.

References

1. Aggarwal, J.C. (2009). *Principles, Methods & Techniques of Teaching*. Vikas Publishing.
2. UNESCO (2014). *Teaching and Learning: Achieving Quality for All*.
3. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
4. Dash, M. (2005). *Inclusive Education for Children with Special Needs*. Atlantic Publishers.
5. NCERT (2008). *Position Paper on Teaching of Mathematics*. New Delhi: NCERT.
6. RTE Forum (2013). *Status of Implementation of the Right to Education Act*.
7. Pratham Foundation (2020). *ASER Reports*.
8. SSA (Sarva Shiksha Abhiyan) Manual. (2009). *Remedial Teaching Guidelines*.
9. Rao, D.B. (2004). *Remedial Teaching: Theory and Practice*. Discovery Publishing.
10. NIPUN Bharat Guidelines (2021), MoE, Govt. of India.

24GTUV1001- LET US KNOW GANDHI (VAC)

Course Code & Title	24GTUV1001- LET US KNOW GANDHI (VAC)		
Class	**ALL UG**	**Semester**	**First**
Cognitive Level	• K-1 (Remember) • K-2 (Understand) • K-3 (Apply)		
Course Objectives	**The Course aims** 1. To enable students to understand and appreciate the principles and practices of Mahatma Gandhi and their relevance in the contemporary times. 2. To develop a Pro-active character and positive attitude to follow Gandhian values and responsibilities in their personal and social life.		

UNIT	Content	No. of Hours
I	**Gandhiji's Life in Brief**: Early Life of Gandhi – London Learning Phase - South African Phase : Racial Discrimination, Transformation and Satyagraha - Indian Phase : Social reformation and Indian Independence - Martyrdom.	8
II	**Understanding Gandhian Principles**: Eleven Ashram Vows - Truth and Nonviolence, Ends and Means, Right and Duties, Simple Living and High Thinking	6
III	**Applications of Gandhian Principles**: Sarvodaya - Welfare of all, Satyagraha - Peace and Justice, and Training for Nonviolent Action : Shanti Sena as an alternative Defence.	6
IV	**Societal Reformation**: Influence of Seven Social Sins - Communal Harmony : Pluralism - Religions and Inter-faith Relations, Removal of Untouchability, Prohibition and Gender Equality - Governance : Decentralization of Power and Panchayati Raj - Economics : Trusteeship, Bread Labour and Self Reliance (Swadesi)	7

V	**Gandhian Alternative to Education**: Basic Education (Nai Talim), - Multi-lingualism - Adult Education, - Education on Health, Sanitation and Hygiene : Village Sanitation, Balanced and Healthy Diet, Nature Cure.	5
	Reference Books: • Arunachalam: (1985), Gandhi: The Peace Maker, Gandhi Samarak Nidhi, Madurai. Bose, N.K,(2021) Studies in Gandhism , Navajivan Publishing House, Ahmadabad. Louis Fischer, (2002), The Essential Gandhi: An Anthology of His Writings on His Life, Work and Ideas, Vintage, New York. Nanda B.R., (1958), Mahatma Gandhi: A Biography, Oxford University Press, New Delhi. M.K. Gandhi: (1983), An Autograph or the Story of My Experiments with Truth, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (1951), Satyagraha in South Africa: Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (1983), Constructive Programme - Its Meaning and Place.Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (1948) Key to Health, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (1949), Diet and Diet Reforms, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: Basic Education, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (2004), Village Industries, Navajivan Publishing House, Ahmadabad. M.K.Gandhi:(1962), Hind Swaraj or The Indian Home Rule, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (2004), Trusteeship, Navajivan Publishing House, Ahmadabad.	

	M.K. Gandhi: (2001), India of my Dreams, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: Self Restraint Vs. Self Indulgence, Navajivan Publishing House, Ahmadabad. R.R. Prabhu & UR Rao. The Mind of Mahatma Gandhi, Navajivan Publishing House. Louis Fischer, (2002), *The Essential Gandhi: An Anthology of His Writings on His Life, Work and Ideas,* Vintage, New York. Nanda B.R., (1958), *Mahatma Gandhi: A Biography*, Oxford University Press, New Delhi. M.K. Gandhi: (1983), *An Autograph or the Story of My Experiments with Truth*, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (1951), *Satyagraha in South Africa*: Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (1983), *Constructive Programme - Its Meaning and Place*.Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (1948) *Key to Health,* Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (1949), *Diet and Diet Reforms*, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: *Basic Education,* Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (2004), *Village Industries*, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (1962), *Hind Swaraj or The Indian Home Rule*, Navajivan Publishing House,Ahmadabad. M.K. Gandhi: (2004), *Trusteeship*, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: (2001), *India of my Dreams*, Navajivan Publishing House, Ahmadabad. M.K. Gandhi: *Self Restraint Vs. Self Indulgence*, Navajivan Publishing

	House, Ahmadabad. o R.R. Prabhu & UR Rao. *The Mind of Mahatma Gandhi*, Navajivan Publishing House. Web Link: - www.mkgandhi.org Films: - Richard Attenborough, **Gandhi.** - Syam Benegal**, Making of The Mahatma.**
	Course Outcomes On completion of the Course, students should be able: 1. To understand the life and work of Gandhi. 2. To identify the Gandhi in each of us. 3. To know the relevance of Gandhi. 4. To apply the knowledge of Gandhi in a multi-dimensional context. 5. To know the Gandhian innovations and its relevance today.

Mapping of CoS with PSOs & Pos:

CO/PO/ PSO		PO								PSO				
		1	2	3	4	5	6	7	8	1	2	3	4	5
		Become knowledgeable in the subject of Gandhian Thought and apply the principles of the same to the needs of the Employer / Institution / Enterprise / Society .	Gain Analytical skills in the field/ area of Gandhian Studies.	Understand and appreciate the Gandhian Principles through Nation Building initiatives	Gain necessary skills and knowledge to become a best Shanti Sainik /Constructive Worker.	T Train to become sincere Peace Maker on Gandhian lines.	Acquire enough expertise during filed visits and Internship to Gandhian Institutions and become a suitable Shanti Saimik in the society at large.	Besides getting a degree the student gets enough motivation, counseling skill and Gandhian values to emerge as a humane citizen	Experience gained from Village Placement Programme ,Special camps, Extension work, Non-violence Shanti Sena training, etc., students are eligible to become best Gandhian activists/Peace makers and leaders of the bottom- up sections.	Acquired knowledge in the Gandhian domain and apply the principles to individual and society at large to become a Peace maker.	Gain problem solving skills and be ready to face and resolve any kind of socio- economic and political issues.	Experiences gained from the classroom interactions and learning from seminars/workshops/ Symposia/ Conferences and interaction with Gandhian Constructive workers, the students are able to cope up with the changing scenario in the Society.	Through Internship and extension activities students acquire enough experience and knowledge to face and handle any societal problems and emerge as an efficient Shanti Sainik .	The evaluative process during the study facilitates the students to have clear idea to become a Gandhian Constructive worker/ Shanti Sainik, to involve in the Peace Making process.
CO1	Understand the life and work of Gandhi	3	3	2	3	3	3	3	2	3	3	3	3	2
CO2	Identifying the Gandhi in each of us	3	3	2	3	3	3	3	2	3	3	3	3	2
CO3	Know the relevance of Gandhi	3	2	3	3	3	2	2	3	3	3	3	2	3
CO4	Apply the knowledge of Gandhi in a multi-dimensional context	2	3	2	3	3	3	2	3	3	3	3	2	3
CO5	Know the Gandhian innovations and its relevance today	3	3	2	2	2	3	3	2	3	2	3	3	2

Strongly Correlations (S) - 3 marks
Moderately Correlations (M) - 2 marks
Weakly Correlating (W) - 1 mark
No Correlation (N) - 0 mark

25EDNU0204: LEARNER AND LEARNING

Semester	: II	Course Code	**25EDNU0204**
Course Title	: LEARNER AND LEARNING		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/ Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:28
Category	**:** Core		
Scope of the Course	• Employability. • Entrepreneurship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student - teachers to

- distinguish different types of learning.
- differentiate levels and approaches of learning strategies.
- acquaint the process of concept formation through different techniques.
- identify various influencing factors for learning
- design the constructivist modules of learning for different learners.

Course Content:

Unit	Content	No. of Hours
I	**Learning and Knowledge** Learning: meaning and definition - Elements of learning – basic principles of learning and their implications – rote learning- meaningful learning – understanding vs reflective learning, principles and techniques of active learning and their implications – self learning - Aspects of Learning- Various ways of Learning -	**13**

	Cognitive readiness for learning-Learning in and outside the school -knowledge and understanding - Recreating knowledge - Manifesto for learning – foundations of learning - NEP 2020- Holistic Learning.	
II	**Types, Levels and Approaches to Learning** Types of learning - Learning Hierarchy - Signal learning stimulus - Response learning - Motor and verbal - chain learning - Multiple discriminations concept learning-Learning rules and problem–solving- Learning Levels from imprint to intuition - Examples of learning at different levels. Approaches - Behaviourist - Cognitivist - Constructivist - humanistic approaches.	**13**
III	**Concepts and Constructs** Concepts and constructs – Concept–Formation-use of materials activities - scheme pictures - real life experiences-Bruner model of concept formation - Construct mental representations of external reality-Connecting ideas generated by students due to exposure to peers- media and community-Concept mapping.	**12**
IV	**Factors Contributing to Learning** Personal - Psychological–Social-Emotional factors and School related factors–Learning style-teaching strategies–media-technology in Teaching Learning Process - Teacher's personality traits.	**13**
V	**Constructivist Approach to Learning** Learners construct knowledge for themselves - Constructing meaning is learning- Focus on the learner not on the lesson taught -Personal and social construction of meaning-Learning to Learn-Learning is a meaning making concept– Three areas of Zone of Proximal Development (ZPD) and scaffolding.	**13**

References

1. Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.
2. Dandapani. S. (2001). A textbook of Advanced Educational Psychology. New Delhi: Anmol Publications.
3. MathurS.S.(2001),Educational Psychology,Vinod PustarMandir,Agra.
4. MangalS. K. (2000),An Introduction to Psychology. PrakashBrothers, Ludhiana.
5. Aggarwal J. C. (1996), Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd, NewDelhi.
6. Onyehalu, A.S (1988). Psychological Foundations of Education. Meks-Unique (Nig.) Publishers, Awka.
7. Woolfolk, A., Winne, P. H., & Perry, N. E. (2006). Educational psychology. Toronto: Pearson Allyn and Bacon.

Course Outcomes

On completion of the course, students should be able to do

CO1: collaborate the active and creative learners based on the principle of learning and processes.

CO2: apply different levels of behaviouristic and cognitive strategies.

CO3: categorize different concept formation through various techniques

CO4: connect the various influencing factors for learning.

CO5: create constructivist Modules

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	2	3	3	2	3	**2.7**
CO2	3	3	3	2	2	3	**2.7**
CO3	3	2	3	3	2	2	**2.5**
CO4	3	3	3	2	2	3	**2.7**
CO5	3	2	3	3	2	2	**2.5**
Average	**3**	**2.4**	**3**	**2.6**	**2**	**2.6**	**2.6**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU0205: CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY

Semester	: II	Course Code	**25EDNU0205**
Course Title	: Critical Understanding of Information and Communication Technology		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:25
Category	**:** Core		
Scope of the Course	• Advanced Skill • Skill Development		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student - teachers to

- acquire the knowledge of educational technology and ICT in education
- manage and assess the students through ICT
- develop basic skills to use internet in teaching and learning.
- acquire the skill of using educational software.
- explore the Online Learning and Digital Resources in India.

Course Content:

Unit	Content	No. of Hours
I	**Educational Technology and ICT in Education** Educational Technology: Meaning, Definition, Objectives, Need, Scope, Nature, Components and Limitations - Hardware, Software and Systems Approach - Information and Communication Technology (ICT): Meaning, Characteristics and challenges- ICT in Education: Need,	**13**

	Objectives and Importance- Major Institutions of Educational Technology in India and UNESCO-ICT Competency Framework for Teachers - Legal and ethical issues of ICT use in education - ICT for Professional Development of Teachers	
II	**Assessment and Management through ICT** ICT and Assessment - Electronic assessment portfolio: Concept, types, tools - Creating and use of electronic rubrics for assessment - Online and offline assessment tools: survey tools, puzzle makers, test generators, reflective journal, question bank - ICT applications for CCE - Learning analytics and feedback- ICT for personal management: e-mail, task, events, diary, networking- ICT for educational administration: Scheduling, record keeping, student information, electronic grade book, connecting with parents and community	**13**
III	**Internet and Communication** Internet: Introduction, E-mail, Search Engines, Info-Savvy Skills, Digital Age Skills, Safe Surfing - Internet resources for different disciplines like natural sciences, social sciences, Humanities, and Mathematics - Communication: Meaning, Concept, Types, Elements -Process of communication -Models of Communication - Barriers of Communication - Factors affecting Communication	**12**
IV	**ICT Enriched Teaching Learning** Educational Multimedia: Basics, Advantages, Functions, Elements, Multimedia development - Introduction to e-content - Educational Software (Geogebra, PhET , Stellarium , Open Street Map, Marble, Turtle Art etc.) - Creating Blogs, Hyperlinks, Web Pages.	**13**
V	**Online Learning and Digital Initiatives in India** E-learning: Meaning, categories, Modalities, Characteristics, Advantages and Disadvantages - Online learning: MOOCs, MOODLE, e-LMS, Virtual Classroom teaching and Cloud Computing in Education - Digital Initiatives in India: NME-ICT, Sakshat Portal , SWAYAM,	**13**

	SWAYAM Prabha, National Digital Library, FOSSEE, ePGPathshala, NPTEL, Spoken Tutorial, Virtual Lab, eGyankosh, DIKSHA, PM e-Vidya, e-acharya, NDL, DAISY (Digital Accessible Information System)	

References

1. Sampath.K (1992). Introduction to Educational Technology. New Delhi: Sterling Publishers
2. Vanaja,M. and Rajasekar, S. (2010). Educational Technology & Computer Education. Hyderabad: Neelkamal Publication.
3. Aggarwal J.C., (2013). Essentials of Educational Technology. New Delhi: Vikas Publishing House.
4. Usha V.Reddi and Sanjaya Mishra (Eds.). (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: CEMCA.
5. Mangal.S.K and Uma Mangal.(2012).Essentials of Educational Technology. New Delhi: PHI Learning Private Limited.

Course Outcomes

On completion of the course, students-teachers should be able to

CO1: use ICT in teaching-learning.

CO2: Assess the Students through ICT

CO3: apply the knowledge of Internet and communication for classroom teaching

CO4: identify and use appropriate software for teaching-learning.

CO5: enroll and complete online courses in education.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	2	3	3	2	2	**2.5**
CO2	2	2	3	2	2	3	**2.3**
CO3	3	2	3	2	2	2	**2.3**
CO4	3	3	2	2	2	3	**2.5**
CO5	3	2	3	3	2	3	**2.7**
Average	**2.8**	**2.2**	**2.8**	**2.4**	**2**	**2.6**	**2.5**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU0206: PSYCHO SOCIAL AND PHILOSOPHICAL BASES OF EDUCATION

Semester	: II	Course Code	25EDNU0206
Course Title	: Psycho Social and Philosophical Bases of Education		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:28
Category	**:** Core		
Scope of the Course	1. Basic Skill 2. Value added course in teacher education field 3. Employability		
Cognitive Levels addressed by the Course	• K-1(Remember) • K-2(Understand) • K-3(Apply) • K-4(Analyze) • K-5(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student - teachers to

- know the concept of education and teaching.
- relate the terms Philosophy and education.
- use Educational psychological concepts in teaching learning.
- explore the concept of sociological bases of education.
- familiarize with the pedagogical concepts and its application in teacher education.

Course Content:

Unit	Content	No. of Hours
I	**Basics of Education** Education: Concept, meaning, definition, characteristics, aims, functions and scope - various forms of Teaching: Teaching, Instruction, Training and Indoctrination - education as science – education as a social process – education for human resources development.	**12**

II	**Philosophical Bases** Philosophy: Meaning, definition and scope-relationship between education and philosophy – Western philosophies – Idealism- naturalism-pragmatism- realism and existentialism.	**13**
III	**Psychological Bases** Psychology: Meaning, definition, scope - relationship between education and psychology - educational psychology: meaning, definition, nature and characteristics and scope-concept of growth, development and maturation - individual difference–motivation–group dynamics–Personality traits and types- Mental health and hygiene.	**13**
IV	**Sociological Bases** Sociology: Meaning, definition, characteristics - educational sociology: concept, definition, importance and scope - agencies of education – education for socialization - social change - social mobility-horizontal and vertical - social stratification-school as a social sub system-community schools and colleges- education for social justice, democracy and citizenship.	**13**
V	**Pedagogical Basis** Taxonomy of educational objectives – Benjamin Bloom's classification cognitive, affective and psychomotor domains - teacher and classroom behavior – characteristics of good teacher behaviour-Different types of Teaching Models Bruce Joyce's Models-Flanders interaction analysis-role and functions of teachers, as a planner, facilitator, counselor and researcher.	**13**

References

1. Bhattacharya S, (1996). Foundation of Education, Atlantic Publishers, Delhi.
2. Banerjee A.C. & Sharma S.R (1999). Sociological and Philosophical Issues in Education, Book Enclave, Jaipur.
3. Chaube.S.P, Akhilesh Chaube, (2002), *Western Educational Thinkers*, Concept Publishing Company, NewDelhi.
4. Dash.B.N, (2000). Teacher and Education in the emerging Indian society,

Neelkamal Publications, NewDelhi.

5. Hemlata, T. (2002). Sociological Foundation of Education, Kanishka Publisher, NewDelhi

Course Outcomes

On completion of the course, student-teacher should be able to

CO1- explain the basic concepts of education.

CO2- adopt the philosophical bases in teaching-learning.

CO3- apply the psychological bases of education in teaching-learning.

CO4 - interpret the social changes and its impact on education

CO5– use the theories of teaching and learning in practice.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	2	1	3	**2.3**
CO2	2	2	2	2	3	2	**2.2**
CO3	2	2	2	2	3	2	**2.2**
CO4	2	2	3	3	3	1	**2.3**
CO5	2	2	1	2	2	3	**2**
Average	**2.2**	**2.2**	**2**	**2.2**	**2.4**	**2.2**	**2.2**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have"0"(Zero)score	

25EDNU02A1: COGNITIVE SCIENCE IN EDUCATION

Semester	: II	Course Code	25EDNU02A1
Course Title	: Cognitive Science in Education		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:34
Category	**:** Ability Enhancement Course (AEC)		
Scope of the Course	• Employability • Basic Skill		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student - teachers to

- know the fundamental aspects of Cognitive Science
- identify the Brain parts associated with Learning
- analyze the role of Emotions in Learning
- understand Cognitive Processes in Learning
- Familiarize with importance of cognitive science in teaching and learning.

Course Content:

Unit	Content	No. of Hours
I	**Basics of Cognitive Science** Cognitive Science: Meaning, Definition, Scope and Evolution–Branches of Cognitive Science – Fundamental Concepts of Cognitive Science: Mental Representations, Analogies, Computational Processes, Formal Logic, Modeling and Simulation–Educational Cognitive Science: Meaning, Importance and Scope.	**12**

II	**Brain and Learning** Brain: Structure, Parts – Hemisphity of Brain – Neurons: Types and Functions, Neural Networks - Synapse: Meaning, Structure, Synaptogenesis – Brain Mapping-Brain Based Teaching (BBT):Concept, Definition, Principles and Classroom strategies - Role of Teacher in BBT.	**13**
III	**Cognitive Skills** Cognitive Skills: Meaning, Definition, Importance in Learning– Attention – Perception –Thinking – Memory - Reasoning - Problem Solving – Decision Making – Metacognition – Self regulation – Cognitive Flexibility –Visual and Auditory Recognition - Information Processing.	**13**
IV	**Neuro Aspects of Learning** Neuroplasticity: Meaning, Definition and its types – Nervous System: Central Nervous System (CNS), Peripheral Nervous System (PNS) and Autonomous Nervous system (ANS). Neurotransmitters: Meaning, Definition and Role in Teaching and Learning - Limbic system: Structure, Functions of Amygdala, Hippocampus, Thalamus and Hypothalamus - Role of Emotions in learning.	**13**
V	**Applications of Cognitive Science** Application of Cognitive Science in Teaching and Learning– Artificial Intelligence –Human and Computer Interaction - Recent Research in Cognitive Science – Cognitive Science Programs in India–Reputed Cognitive Scientists in India and Abroad.	**13**

References

- Paul Thagard. (2005). Mind Introduction to Cognitive Science. Second Edition – New Delhi: Prentice Hall of India.
- Begum, Jahitha A. & Subburaman, R. (2017). Cognitive Science. New Delhi: APHPublications.
- Begum, A. J. (2025). *Cognitive control skills for educational success: Theory and practice* (1st ed.). Singapore: Springer.

- Srinivasan, N., Gupta, A.K., & Pandey, J. (2008). Advances in Cognitive Science: Volume 1. New Delhi: SagePublications.
- Srinivasan, N., Kar, B. R., & Pandey, J. (2010) Advances in Cognitive Science: Volume 2. New Delhi: SagePublications.
- Stephen K Reed (2007). Cognitive theories and Applications. New Delhi: Pearson Education Dorling Kindersley Publishing.
- Ronald T Kellog (2007). Fundamentals of Cognitive Psychology. New Delhi: SagePublications.

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: apply the knowledge of cognitive science in teaching.

CO2: utilize the role of brain in Teaching-Learning.

CO3: Cope up with emotions and encourage positive emotions.

CO4: enhance the cognitive skills of students.

CO5: appreciate the knowledge of cognitive science and gain skills in Teaching-Learning.

Mapping of Cos with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	2	3	3	2	3	**2.7**
CO2	2	3	3	2	2	2	**2.3**
CO3	3	2	2	2	2	2	**2.2**
CO4	3	3	3	3	2	3	**2.8**
CO5	3	2	2	3	2	3	**2.5**
Average	**2.8**	**2.4**	**2.6**	**2.6**	**2**	**2.6**	**2.5**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02A2: VOCATIONAL EDUCATION AND TRAINING

Semester	: II	Course Code	**25EDNU02A2**
Course Title	: Vocational Education and Training		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum20%)	:32
Category	**:** Ability Enhancement Course (AEC)		
Scope of the Course	• Basic Skill/Advanced Skill • Skill Development • Employability • Entrepreneurship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student - teachers to

- gain knowledge and practice skills in vocational education, technical education and training.
- know the major vocational education courses and curriculum in India.
- identify the basic scheme in multipurpose schools, SUPW and work experience activities.
- practice the various types administrative methods of vocational training and guidance.
- know the self-employment policy and features of small-scale industry.

Course Content:

Unit	Content	No. of Hours
I	**Concept of Vocational and Technical Education** Vocational education: concept, objectives, need and importance - relation between general and vocational education – technical education: concept, objectives, need and importance – highlights of NCF (2005) and NEP (2020) on vocational and technical education	**12**

	– present status of vocational and technical education in India - problems for vocational and technical education implementation in India.	
II	**Vocational Education at School Level** Vocational education at School level: pre-independence and post-independence period – vocational education: course of study - list of vocational courses – syllabus, scheme of examination – training for vocational course teachers - functions of NCVT - national vocational qualification frame work – role and responsibilities of vocational education teachers - National Professional Standards for Vocational Teachers (NPSVT).	**13**
III	**Vocational Programmes** Work Experience: concept – distinction between work experience and vocational education - basic education – concept – merits – criticism, need and importance, scheme of multipurpose schools - S.U.P.W: concept – objectives – selection of activities programme – types of activities and their advantages.	**13**
IV	**Technical Institutions and Courses** Technical institution: Meaning, scope, need and importance – technical institutions: ITI and Polytechnic – admission process– organization and administration at state level – vocational training: administrative methods – guidance and counseling – need and importance-vocational fitness and appraisal-recent trends in technical education.	**13**
V	**Occupational Training** National Policy for Skill development and Entrepreneurship (NPSDE) 2015 - salient features - co-operation with industries and organizations - vocational training - government schemes - self-employment policies small scale village industry: training for self-employment - vocational trades: food processing bakery, handmade paper – textiles - khadi and handloom, cottage industries: – diary – agriculture products – handicrafts – herbal products – painting – construction – leather works.	**13**

Reference Books

1. Aggarwal J.C.Aggarwal S.P, (1987), Vocational Education, Doaba House Publishers, New Delhi.
2. Dhirendra Verma, (2001), Administration of Vocational Education, Concept

Publication, New Delhi.

3. Kothari Commission report, (1964-66). Ministry of Education, New Delhi.
4. Govt of India New Delhi (2006). Report of the working group on Skill development and training.

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: understand the basic concept and ideas of vocational education technical education and training.

CO2: recognize the various types of vocational curriculum and training courses.

CO3: understand the concept of SUPW and selection of activity programmes and its purposes.

CO4: analyze and adopts the different forms of administrative techniques of vocational training and guidance.

CO5: create ideas and make products and trade by use of the vocational training

Mapping of Cos with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	2	3	3	2	3	**2.7**
CO2	2	3	3	2	2	2	**2.3**
CO3	3	2	2	2	2	2	**2.2**
CO4	3	3	3	3	2	3	**2.8**
CO5	3	2	2	3	2	2	**2.3**
Average	**2.8**	**2.4**	**2.6**	**2.6**	**2**	**2.4**	**2.5**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02A3: GENDER ISSUES IN EDUCATION

Semester	: II	Course Code	25EDNU02A3
Course Title	: Gender Issues in Education		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:35
Category	**:** Ability Enhancement Course (AEC)		
Scope of the Course	• Basic Skill/Advanced Skill • Skill Development • Employability		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student - teachers to

- explain the basic concepts of gender and sex.
- acquaint about various laws related to gender
- diagnose gender identity and discriminations in school
- identify gender role in different aspects of text-books and curriculum
- analyze ways to combat sexual abuse and female body objectification

Course Content:

Unit	Content	No. of Hours
I	**Introduction to Gender Issues** Gender, sex, sexuality, patriarchy, masculinity and feminism – meaning, definition - gender-bias, gender stereotyping and empowerment - reasons for gender inequalities – gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state: film, advertisements, songs, etc - Substantive Citizenship	**13**

II	**Gender and Law** Theories on gender and education: socialization theory-gender difference-structural theory - deconstructive theory, Laws and schemes related to women, Constitutional and Legal aspects related to women, programmes and plans for gender equality-Legal right of men	**12**
III	**Gender Identity and Education** Gender identity: meaning, definition, Types - gender socialisation and Agents of Gender Socialisation- Gender Concerns Related to Access, Enrolment, Retention, Participation, and Achievement - girls with disability-doubly discriminated. transgender: providing opportunities for education, employment and life skills. Role of School in Gender Equality	**13**
IV	**Gender Issues in Curriculum** Curriculum and Gender Issues, Gender Equal Curriculum, gender and the hidden curriculum - gender in text and context: textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy - teacher as an agent of change – NEP 2020-developing school curriculum for gender equality, Gender audit in school.	**13**
V	**Sexual Abuse and Violence** Sexual abuse and violence: role of education in preventing them - body objectification: meaning and concept- role of teachers and parents combating female body objectification-linkages and differences between reproductive rights and sexual rights. Cyber-Crimes. Gender in Mass Media	**13**

References

- Dr. Mahabaleshwar Rao, Gender, School Education(2017), VismayaPrakashana.
- Nirmala Jayaraj, (2001), Women and Society – Lady Doak College Madurai625002.
- Indira Kulishreshtha ‘Noopur’ (1989), Women’s Studies in School Education- Sterling Publishers private limited.
- Ram Shankar Singh, (2009), Encyclopedia on women and children

Trafficking –Volume1 to 3- AnmolPublications.

- Nalini Mishra, (2008), Woman Laws against Violence and abuse- Pearl Books – NewDelhi.
- Manju Gupta, (2006), Handbook of Women Health - Khel Sahitya Kendra – NewDelhi.
- NEP 2020 Document of Ministry of Education, GoI, NewDelhi.

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: appraise the basic concepts of gender and sex.

CO2: explain about various Laws related to Gender

CO3: diagnose gender identity and discriminations in school

CO4: understand gender issues in different aspects of curriculum

CO5: analyze ways to combat sexual abuse

Mapping of Cos with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	2	3	3	3	3	3	**2.8**
CO2	3	3	3	3	3	2	**2.8**
CO3	3	2	3	3	3	3	**2.8**
CO4	3	3	3	3	3	3	**3**
CO5	2	3	3	3	3	2	**2.7**
Average	**2.6**	**2.8**	**3**	**3**	**3**	**2.6**	**2.8**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: Nocoursecanhave"0"(Zero)score	

25EDNU02O1: TEACHING OF LANGUAGE ENGLISH - II

Semester	II	Course Code	25EDNU02O1
Course Title	Teaching of Language English - II		
No. of Credits	04	No. of Contact Hours per Week	4 Hours
New Course / Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum 20%)	27
Category	Optional - I		
Scope of the Course	• Employability • Basic Skill		
Cognitive Levels addressed by the course	• K-1 (Remember) • K-2 (Understand) • K-3 (Apply) • K-4(Analyze) • K-5(Evaluate) • K-6 (Create)		

Course Objectives:

The Course aims to make student - teachers to

- know the skill of listening comprehension and speaking
- familiarize to learn reading comprehension and writing skills
- acquaint with various resources and instructional materials for teaching English.
- improve skills in lesson planning and know about text book in ELT
- orient the students with the recent trends of language Teaching.

Course Content:

Unit	Content	No. of Hours
I	**Listening Comprehension and Speaking Skills** Listening skills:Aims of teaching Listening, sub skills, phases of listening activities, Problems in teaching listening-Strategies to improve listening skills-Speaking skills: aims of teaching Speaking-sub skills, techniques in teaching speaking, Strategies to improve, Speaking skills-Task-centred fluency practices: individual, pair and group- Parallel sentences, Conversation, Dialogues, Play Reading, Group Discussion, Storytelling, Narration, Description, Games, Debate - ICT tools to enhance listening and speaking - Pronunciation skills .	12

II	**Reading Comprehension and Writing Skills** Reading skills: Meaning, Aims, Importance, Stages-Types: Skimming,Scanning,intensiveandExtensivereading,LoudandSilentreading-Methods of teaching Reading: Alphabet method, Phonetic Method, Word method, Phrase method, Sentence Method - Reading for perception and Comprehension - Strategies to develop oral reading and Silent reading-Writing Skills:Grammatical skills, Judgemental skills, Discourse skills, Mechanical skills–Type, Letter, Resume and Cover Letter, Speech Writing, Summary, Note-making and Note-taking, Paraphrasing- 21st-century writing skills. Characteristics of good hand writing-Strategies for developing good handwriting–Digital reading and writing tools**.**	13
III	**Resources and Instructional Materials for Teaching of English** TLM: Definition, Meaning, importance, and types (Zero Cost to High Tech TLM)- Audio resources, - Literary Activities: symposium, declamations, reading club, dramatization, Open Educational Resources (OERs), e-content creation, - Teacher as a human resource: Qualities, Qualification and professional competencies of English Teacher-Creating global teachers: IELTS, TOFEL – relevance.	13
IV	**Planning and Text Book in ELT** Revised Bloom's Taxonomy: cognitive, affective and psychomotor domains and its implications for language teaching-Lesson plan: meaning, aims, importance, characteristics, steps, and advantages of lesson plan - Model lesson plan for prose, poetry, grammar, composition–Remedial Teaching - Differentiated instruction-Text Book and Workbook: Meaning, Definition, importance and characteristics, evaluation criteria-Reference materials.	13
V	**Recent Trends in Language Teaching** Computer Assisted Language Learning(CALL)-Community Language Learning(CLL)- Total Physical Response(TPR)-Task Based Language Teaching(TBLT)-English for Specific Purpose (ESP) - English for	13

	Academic Purpose (EAP) - ABL Method - Active Learning Method(ALM) - Mind Mapping Method (MMM) - Brain Based Teaching (BBT) - Blended Learning-Flipped Classroom-SWAYAM,MOOCs– experiential English language Learning-NEP2020 - Gamification in Language Learning - Mobile Assisted Language Learning - Artificial Intelligence in Language Education - Multilingualism and Translanguaging - Digital Storytelling.	

References:

- Baruah, T.C. (1993). The English Teacher's Handbook, New Delhi: Sterling Publishers.
- Begum Jahitha, A. (2007). Enhancing *Communicative Competence*. Agra. Bhargava Book House.
- Devaki, N. (2016). English Language Pedagogy. Delhi: Kalpaz Publications.
- Tondon, K.K. (2009). A guide to English Language Teaching. Jaipur: Mark Publications.
- Prakash, Nita and Sinha, Kamala (2014). Advanced English Language Teaching, New Delhi: Pacific Books International.
- Aggarwal, J.C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt.Ltd.
- Nawale, Deepti and Garg, Sheenam (2014).Teaching Techniques in English. New Delhi: Pacific Books International.
- Vallabi (2012). Teaching of English. New Delhi: Neelkamal Publications.

Course Outcomes:

On completion of the course, student-teachers should be able to

CO 1 develop the listening comprehension and speaking skills

CO 2 apply with reading comprehension and writing skills

CO 3 use various types of teaching resources & language teacher's competencies.

CO4 prepare lesson plan and describe textbooks.

CO5 utilize the recent trends of language Teaching.

Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	3	2	2	2.5
CO2	3	2	3	3	2	2	2.5
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3
Average	3	2.6	3	3	2.6	2.6	2.8

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02O2: TEACHING OF LANGUAGE TAMIL – II

Semester	II	Course Code	25EDNU02O2
Course Title	TEACHING OF LANGUAGE TAMIL – II		
No. of Credits	04	No. of Contact Hours per Week	04
New Course / Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum 20%)	20
Category	Optional - I		
Scope of the Course	• Skill Development • Employability		
Cognitive Levels addressed by the course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives:

The Course aims to make student - teachers to

- தமிழ் கற்பித்தலில் கேட்டல் மற்றும் படித்தல் திறன்களை வளர்ப்பதற்கான வழிமுறைகளை பயிற்றுவித்தல்
- தமிழ் கற்பித்தலில் பேசுதல் மற்றும் எழுதுதல் திறன்களை வளர்ப்பதற்கான வழிமுறைகளை பயிற்றுவித்தல்
- மொழியாசிரியருக்கான தகுதிகளை விளக்குதல்.
- பாடதிட்டம் மற்றும் பாடநூல் தயாரிப்பு சார்ந்த காரணிகளை அறியச்செய்தல்
- தமிழ் கற்பித்தலில் பல்வேறு வகையான துணைக்கருவிகளின் பயன்பாடு பற்றி நுட்பக்கூறுகளை தெரிந்துகொள்ளுதல்.

Course Content:

Unit	Content	No. of Hours
I	**அலகு –1: கேட்டல் மற்றும் படித்தல் திறன்கள்** கேட்டல்: வரையறை, கேட்டல் திறனை வளர்த்தலுக்கான நோக்கங்கள், வழிமுறைகள்: வானொலிக் கேட்டல், ஒலிப்பதிவுக் கேட்டல், கதைக்கூறல், விடுகதைகள், புதிர்கள் கேட்டல், சுருக்கியெழுதுதல், பாடப்பகுதிகளைப் படித்து வினாக் கேட்டல், கேட்டலின் வழிக் கற்றல்.படித்தல்: நோக்கங்கள், தொடக்க வகுப்பில் படிக்கக் கற்பிக்கும் முறைகள்: எழுத்து முறை படிப்பு, சொல் முறை படிப்பு, சொற்றொடர் முறை படிப்பு, நிறை - குறைகள். படிக்கும் முறைகள்: சொற்களஞ்சியப் பெருக்கம், வாய்க்குள் படித்தல்,	13

	வாய்விட்டுப் படித்தல், வகைகள்: அகன்ற படிப்பு, ஆழ்ந்த படிப்பு - நோக்கங்கள் - நிறை - குறைகள்.	
II	**அலகு –2: பேசுதல் மற்றும் எழுதுதல் திறன்கள்** பேசுதல்: வரையறை, நோக்கங்கள், பயன்கள், திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள். திருந்திய பேச்சினை வளர்க்க துணையாகும் இலக்கியங்கள்: நாடகங்கள், சொற்போர், கலந்துரையாடல், வினாடி வினா, இலக்கிய மன்றங்களில் பேசுதல், மனப்பாடம் செய்தல். உச்சரிப்பில் ஏற்படும் சிக்கல்கள், பயிற்சிகள்: நாநெகிழ்ப் பயிற்சி, நாப்பிறழ்ப் பயிற்சி, மூச்சுப் பயிற்சி. எழுதுதல்: நல்ல கையெழுத்தின் நல்லியல்புகள்: தெளிவு, அளவு, அழகு, இடைவெளி, விரைவு. எழுத்துப் பயிற்சி முறைகள்: வரியொற்றி எழுதுதல், பார்த்து எழுதுதல், சொல்வதை எழுதுதல். பிழையின்றி எழுதப் பயிற்சி அளித்தல் - பிழைகள் தோன்றக் காரணங்கள் - பிழைகளைக் களையும் முறைகள் - நிறுத்தற்குறிகளைப் பயன்படுத்துதல் -வலி மிகும் இடம் - மிகா இடம்.	13
III	**அலகு –3: மொழியாசிரியரும் வாய்மொழிப் பயிற்சியும்** மொழியாசிரியர்: கல்வித்தகுதி, பண்புநலன்கள், மொழிப்பற்று, இலக்கண இலக்கியப் புலமை, குரலில் ஏற்ற இறக்கத்துடன் பேசுதல், உளநூல் வல்லுநர், படைப்பாற்றல் திறன், முன்மாதிரியாக விளங்குதல், கடமை உணர்வுடன் செயல்படல், சமூக உறவு கொளல், பிற ஆசிரியருடன் பழகுதல், பயிற்றலின் அடிப்படை விதிகளைக் கையாளல். வாய்மொழிப் பயிற்சி: வரையறை, இன்றியமையாமை, நோக்கங்கள், பயன்கள், வாய்மொழிப் பயிற்சியினை பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள்: சிறுவர் பாடல்கள், கலந்துரையாடல், கதை சொல்லுதல், சொற்பொழிவுகள். உச்சரிப்பில் ஏற்படும் சிக்கல்கள் - மனப்பாடம் செய்தலின் முக்கியத்துவங்கள்-	13
IV	**அலகு –3: துணைப்பாடம், கட்டுரை மற்றும் மொழிபெயர்ப்பு கற்பித்தல்** துணைப்பாடம்: வரையறை, கற்பித்தல் நோக்கங்கள், கற்பித்தல் முறை. கட்டுரைப் பாடம்: கற்பித்தல் நோக்கங்கள், கற்பித்தல் முறைகள். வகைகள்: வாழ்க்கை வரலாற்றுக் கட்டுரை, வருணனைக் கட்டுரை, விவாதக்கட்டுரை, வரலாற்றுக் கட்டுரை, ஆய்வுக் கட்டுரை, உரையாடல் கட்டுரை. (கீழ்நிலை, உயர்நிலை, மேல்நிலை, வகுப்புகளுக்குரியன).	13

	மொழிபெயர்ப்பு: விளக்கம், வரையறை, நோக்கங்கள், பயன்கள், பிற மொழிகளிலிருந்து தாய்மொழியில் மொழிபெயர்ப்பு, தாய்மொழியிலிருந்து பிற மொழிகளில் மொழிபெயர்ப்பு, மொழிபெயர்ப்பால் எழும் சிக்கல்கள், மொழிபெயர்ப்பு வகைகள்.	
V	**அலகு –5: மொழிக்கற்பித்தலின் நுட்பக்கூறுகள்** துணைக்கருவிகளைப் பயன்படுத்துதல்: வசிப்பு வேகத்தை அளவிடல்(டாசிஸ்டாஸ்கோப்), வானொலி, ஒலிப்பதிவு நாடா, ஒளிப்பதிவு, தொலைக்காட்சி, மொழிப்பயிற்றாய்வுக்கூடம், கணிப்பொறி, இணையதளம், மின்கற்றல் (E-Learning) தகவல் தொடர்பு செயற்கைக்கோள்,செயற்கை நுண்ணறிவு (Artificial Intelligence), மெய்நிகர் தோற்றம் (Augmented reality), இணைத்துக் கற்றல் (Blended Learning), இணைய நூலகம்,- இணைப்பு நிஜமாக்கம் (Virtual reality) பல்லூடகம், விண்ணரங்கம், காணொலி,	12

References

1. கலைச்செல்வி. வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிசர்ஸ்,ஈரோடு.
2. முனைவர். ஞ. பழனிவேலு (2006) செந்தமிழ் கற்பிக்கும் முறைகள், அய்யா நிலையம், தஞ்சாவூர்.
3. வேணுகோபால் இ. பா. (1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீடு, வேலூர்.
4. கணபதி. வி. (1997) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிசர்ஸ், சென்னை.
5. வேணுகோபால் இ. பா சாந்தகுமாரி (1991) பொதுத்தமிழ் கற்பித்தல் , சகுந்தலா வெளியீடு,வேலூர்.

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: தமிழ் கற்பித்தலில் கேட்டல் மற்றும் படித்தல் திறன்களை சரியாக பயன்படுத்த முடியும்

CO2: தமிழ் கற்பித்தலில் பேசுதல் மற்றும் எழுதுதல் திறன்களை சரியாக பயன்படுத்த முடியும்

CO3: மொழியாசிரியருக்கான தகுதிகளை வெளிப்படுத்த முடியும்.

CO4 எளிய பாடதிட்டத்தை உருவாக்க முடியும்

CO5: தமிழ் கற்பித்தலில் சரியான துணைக்கருவிளை தெரிவு செய்து பயன்படுத்த முடியும்.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	3	2	3	**2.8**
CO2	3	3	3	3	2	2	**2.7**
CO3	3	2	2	3	3	3	**2.7**
CO4	3	2	2	2	3	3	**2.5**
CO5	3	3	3	2	3	3	**2.8**
Average	**3**	**2.6**	**2.6**	**2.6**	**2.6**	**2.8**	**2.7**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02O3: TEACHING OF MATHEMATICS - II

Semester	: II	Course Code	25EDNU02O3
Course Title	: Teaching of Mathematics-II		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course /Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:33
Category	: Optional-I		
Scope of the Course	• Skill Development • Employability • Field Placement / Field Project Internship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student - teachers to

- know the importance of resources in teaching and learning of mathematics.
- understand the principles of curriculum construction with emphasis on content and organization
- acquaint with the library resources for teaching mathematics.
- gain the knowledge of good mathematics laboratory
- acquaint the skills of a good mathematics teacher

Course Content:

Unit	Content	No. of Hours
I	**Learning Resources in Mathematics** Teaching Learning Materials – Self Learning Materials - Edgar Dales cone of experiences – projected Vs non-projected aids – learning resources in mathematics – different types of boards: black board/chalk boards, flannel board, magnetic / bulletin boards, smart/ interactive white board - uses of educational e-resources - extended reality, mathematics softwares (geogebra, mathlab, ARC geometry), virtual labs.	**13**

II	**Curriculum Construction in Mathematics** Mathematics Curriculum: definition, need, importance and types - principles of curriculum construction- criteria for selection and organization of content - critical evaluation of Tamil Nadu school mathematics curriculum and NCERT school mathematics curriculum – highlights of mathematical curriculum construction in NEP 2020.	**13**
III	**Mathematics Text Book** Mathematics text book: need, importance, and its qualities - evaluation of mathematics text book - content analysis of mathematics text book up to X/XII standard - mathematics libraries: meaning, objectives, organization – e- library resources and its utilization – steps to make mathematics library popular among the students.	**13**
IV	**Math Laboratory & Co-curricular Activities** Mathematics laboratory: need, features and its structure - planning and organization of mathematics laboratory- rules, regulations and discipline to be maintained in laboratory - co-curricular activities: objectives and its different types – planning and organization of activities.	**13**
V	**Competencies of Mathematics Teacher** Mathematics teacher: general and specific qualities and professional competencies - improvement of professional competencies of mathematics teacher - teacher preparation: pre service and in-service training of mathematics teacher – classroom management : attention to individual differences and giving importance to problems raised by students - evaluation of mathematics teachers: meaning, objectives and need - modes of teacher evaluation : portfolio, peer, self-evaluation, evaluation by pupils - tools used for teacher evaluation : informal talk and administering questionnaire – maintenance of records.	**12**

References

- Aggarwal, J.C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.
- Anice, J.(2005). Teaching of Mathematics. Hyderabad: Neelkamal Publication Pvt. Ltd
- Arul jothi, (2013). Teaching of Mathematics – I, Centum Press, New Delhi.
- Kulbir Singh Sidhu, (2012). The Teaching of Mathematics, New Delhi: Sterling Publications.
- Servas, W., Varga, T., (1995). Teaching School Mathematics, UNESCO.

Course Outcomes

On completion of the course, student teachers should be able to

CO1: explain the significance and effective use of various resources in mathematics teaching and learning.

CO2: analyze the principles of curriculum development and critically evaluate the organization of mathematics content.

CO3: identify and utilize various library resources and reference materials to enhance mathematics instruction.

CO4: describe the features, functions, and utilization of a well-equipped mathematics laboratory.

CO5: demonstrate the essential professional skills, attitudes, and competencies of an effective mathematics teacher.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	2	3	2	2.7
CO2	3	3	3	3	3	3	3
CO3	3	2	3	2	2	3	2.5
CO4	2	3	2	3	3	3	2.7
CO5	3	3	3	2	3	3	2.8
Average	2.8	2.8	2.8	2.4	2.8	2.8	2.7

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02O4: TEACHING OF PHYSICAL SCIENCE – II

Semester	: II	Course Code	25EDNU02O4
Course Title	: Teaching of Physical Science-II		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:25
Category	: Optional-I		
Scope of the Course	• Skill Development • Employability • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student - teachers to

- Explore various Teaching Learning Resources in Physical Science
- understand the components of Physical Science Curriculum
- gain the skill of analyzing content of Science Text Books at various levels.
- Learn the organization of laboratory
- Infer competencies of Science Teacher

Course Content:

Unit	Content	No. of Hours
I	**Learning Resources in Physical Science** Teaching Learning Materials (TLM) and Self Learning Materials (SLM): meaning, importance and characteristics - Edgar Dale's Cone of Experience- Projected Vs Non-Projected aids- Traditional TLM: charts, OHP, slide and film projectors, models (static and working), flash cards, pictures, different types of boards - modern TLM: Educational Broadcasts: Radio and TV, Computers, Multimedia, Teleconferencing, Video Conferencing, Edu sat and Internet- Extended reality, Science software	**13**

	(Chem draw, Chemix, Ph ET, Physion, ACD Lab), virtual labs, social networking sites – Improvised apparatus- meaning, importance.	
II	**Curriculum Construction in Physical Science** Curriculum: definition, need, importance and types - principles of curriculum construction- criteria for selection and organization of content- Critical evaluation of Tamil Nadu Secondary School Physical Science curriculum and NCERT school curriculum - curriculum improvement projects in India and abroad: Indian Education Commission, New Policy on Education (NPE 1986), National Education Policy 2020, Nuffield Physics and Chemistry Project	**13**
III	**Science Text Book** Physical science text book: qualities, need, importance -evaluation of science text book (Hunter's Score Card)-science libraries: meaning, objectives, organization, important library resources and its utilization– steps to make science library popular among the students - content analysis of Physical science text book from VIII to X/XII standard.	**13**
IV	**Physical Science Laboratory** Physical Science laboratory: need, importance, as a learning resource - planning and organization of science laboratory-storage of apparatus and chemicals—records and registers to be maintained – rules, regulations in the laboratory -inclusive laboratory environment – accidents and first aid -co-curricular activities: objectives, organization and activities of science clubs, science fairs and exhibitions; fieldtrips and excursions.	**12**
V	**Competencies of Science Teacher** Science teacher: qualification, qualities and professional competencies. professional development of science teacher -role of reflective journal. pre service and in-service training –types of in-service training - management of science class: attention to individual differences - teacher as a researcher - evaluation of science teachers: meaning, need - modes and tools: higher authorities, peer, self-evaluation, evaluation by pupils, by informal talk and	**13**

	admin - maintenance of records. Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Field Engagement using Rubrics.	

References

1. Aggarwal J.C, (2007), Essentials of Educational Technology. Innovations in Teaching- Learning. Vikas Publications House, NewDelhi.
2. Edger Dale, Audio-Visual Methods in Teaching, Revised Edition, Dryden Press, NewYork.
3. Guptha, *S.K. (*2001), Teaching of Physical Science in Secondary Schools, Sterling Publications.
4. Sharma.R.C. *(*2008), Modern Science Teaching. Dhanpat Rai Publishing Company (P) Ltd., New Delhi.
5. Sivarajan K. (2006), Trends and developments in Modern Educational Practices,

Course Outcomes

On completion of the course, students should be able to

CO1: use appropriate TLM's for teaching Physical Science.

CO2: analyze the components of Physical science curriculum at secondary level.

CO3: evaluate the content of science text books at secondary level

CO4: set up appropriate laboratory for teaching-learning of Physical science.

CO5: exhibit appropriate competencies and good qualities of a Physical Science teacher.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	2	3	2	2	2.5
CO2	3	3	3	3	2	3	2.8
CO3	3	2	3	3	2	2	2.5
CO4	3	2	3	3	2	3	2.7
CO5	3	2	3	3	2	3	2.7
Average	3	2.4	2.8	3	2	2.6	2.6

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02O5: TEACHING OF BIOLOGICAL SCIENCE – II

Semester	: II	Course Code	25EDNU02O5
Course Title	: Teaching of Biological Science-II		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:20
Category	**:** Optional-I		
Scope of the Course	• Skill Development • Employability • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student-teachers to

- choose appropriate TLM's forteaching biological science.
- explain the principles of curriculum construction.
- verify the qualities of a good biological science text book.
- gain the knowledge of establishing a good biological science laboratory.
- understand the qualities and competencies of a good science teacher.

Course Content:

Unit	Content	No. of Hours
I	**ICT IN Biological Science Teaching** Teaching Learning Materials (TLM): Meaning, importance and characteristics. Self-Learning Materials (SLM): Meaning, importance and characteristics. Edgar Dale's cone of Experience-Projected aids Vs Non-Projected aids. Traditional TLM: Charts, OHP and transparencies, Slide and Film projectors, Charts, Flash Cards, Pictures, Black board and Chalk, Flannel, Magnetic and Bulletin boards. Models in teaching Biological	**13**

	Science and its educational values. Modern TLM: Uses of Educational Broadcasts: Radio and TV Lessons and educational values in teaching Biological Science. Computers, Multimedia, Animations - QR Code/ VR/AR- in Teaching Biology- Teleconferencing, Video Conferencing, Use of Internet in teaching Biological Science	
II	**Curriculum Construction In Biological Science** Biological Science Curriculum: Definition, need, importance and types. Principles of Curriculum construction- Criteria for selection and Organization of content. - Critical evaluation of Tamil Nadu Secondary School Biological Science curriculum and NCERT school curriculum. Curriculum improvement projects in India and Abroad: Indian Education Commission.	**12**
III	**Science Text Book** Biological Science text book: Qualities, need, importance. Characteristics and Criteria of a good biological science text book. - Evaluation of Biological Science text book (Hunter's Score Card) - Science Libraries: Meaning, objectives, organization, important library resources and its utilization. – Steps to make science library popular among the students. - Content analysis of Biological Science text book up to X/XII standard	**13**
IV	**Biological Science Laboratory** Biological Science laboratory: Need, Importance, Administration, Features and Structure. - Planning and organization of science laboratory- Storage of apparatus and chemicals. - Improvisation of apparatus - Records and Registers to be maintained – Rules, regulations and discipline in the laboratory -Accidents and first aid.	**13**
V	**Competencies of Science Teacher** Biological Science teacher: General and specific Qualities and Professional Competencies. Various professional developmental programmes - Inservice training - seminars and conferences. Field visits - Exploration on ICT based on-line platforms- Reflective practices -	**13**

	Collaborations of schools with colleges, universities and institutes of Higher Education. Teacher as a researcher: Action research in teaching-learning of Biology. Co-curricular Activities*:* Objectives, organization and activities of science clubs, science fairs and exhibitions; fieldtrips and excursions. Evaluation of science teachers: meaning, need. - Modes and tools: Higher authorities, Peer, Self-Evaluation, Evaluation by pupils, by informal talk and administering questionnaire - Maintenance of records	

Reference Books

1. Aggarwal J.C, (2007), Essentials of Educational Technology. *Innovations in Teaching-Learning*. Vikas Publications House, New Delhi.
2. Ameetha. P, Kamakshi. J &Srinivas. K. (2014). Methods of Teaching Biological Science, Neelkamal Publications, New Delhi.
3. Guptha, *S.K. (*2001), *Teaching of Physical Science in Secondary Schools*, Sterling Publications.
4. Sharma, Y.K. (2003). Teaching of Physical Science, Kanishka Publishers, New Delhi.
5. Zaidi, S.M. (2004). Mmodern Teaching of Life Sciences, Anmol Publications, New Delhi.

Course Outcomes

On completion of the course, students should be able to

CO1: use appropriate TLM's for teaching Biology.

CO2: analyze the components of Biology curriculum at secondary level.

CO3: evaluate the content of Biology text books at secondary level

CO4: set up appropriate laboratory for teaching-learning of Biology

CO5: exhibit appropriate competencies and good qualities of a biology teacher.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	3	3	3	2.83
CO2	3	2	3	2	1	3	2.3
CO3	3	3	3	2	3	3	2.8
CO4	2	3	3	2	3	3	2.7
CO5	3	3	3	2	3	2	2.7
Average		2.8	2.8	2.8	2.2	2.6	2.8

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02O6: TEACHING OF ENGLISH EDUCATION – II

Semester	II	Course Code	25EDNU02O6
Course Title	**TEACHING OF ENGLISH EDUCATION - II**		
No. of Credits	04	No. of Contact Hours per Week	4 Hours
New Course / Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum 20%)	20
Category	Optional - II		
Scope of the Course	• Employability • Advanced Skill		
Cognitive Levels addressed by the course	• : K-1 (Remember) • K-2 (Understand) • K-3 (Apply) • K-4 (Analyze) • K-5 (Evaluate) • K-6:(Create)		

Course Objectives:

The Course aims to make student-teachers to

- familiarize with the concepts Pedagogy of English.
- know the importance of reference and study skills.
- understand role of Brain in language learning.
- identify and use technological resources for ELT.
- acquire knowledge on content analysis and analyze the principles of evaluation in English Language Teaching

Course Content:

Unit	Content	No. of Hours
I	**ENGLISH LANGUAGE ACQUISITION** Language acquisition: Meaning, Characteristics of a Language - Theories: Cognitivism, Nativism, Organic Theory, Discourse and Neuro functional theory - Communicative Competence: Meaning, Grammatical Competence, Discourse Competence, Strategic Competence, And Socio-linguistic Competence, Strategies to develop Communicative Competence Communicative Competence and 21st century skills-	13

	Language across the curriculum and inclusive education practices– essential learning and critical thinking (NPE,2020- 4:5) – Service Environment and Culture in schools ((NPE,2020: 5.9, 5.10, 5.11)	
II	**REFERENCE AND STUDY SKILLS** Teaching Reference Skills: Dictionary, Thesaurus, Encyclopedia – Bibliography - Annotated Bibliography - Library: Meaning, Definition, Sections in Library – Classification of Books - General Instructions for using a library. Teaching Study Skills: Note Taking and Note Making: Characteristics, Process and Advantages – AI tools for research and referencing (eg. , Grammarly, Quilbot, ChatGPT for research)	13
III	**BRAIN AND LANGUAGE LEARNING** Brain and Language – Language areas –brain and Language learning - Learning difficulties: Meaning, Definition, Types - Dyslexia: Meaning, Definition, Causes, Remedies - Dysgraphia: Meaning, Definition, Causes, Remedies - ADHD: Meaning, Definition, Causes, Remedies - Aphasia: Meaning, Definition, Causes, Remedies. Role of teachers to handle students with language learning difficulties.	13
IV	**TECHNOLOGICAL RESOURCES FOR ELT** Computer Assisted Instruction CAI - e-learning - m-learning (Mobile) – Skype – PPT - Digital Scrap Book - e-books – Internet – Webpages – Multimedia - Social networks: Face book, Twitter, Whatsapp.	12
V	**CONTENT ANALYSIS AND EVALUATION IN ENGLISH** Understanding relation between curriculum, syllabus and text book - Content Analysis of IX to X std. books prescribed by Tamil Nadu Text Book Society - Evaluation: Purpose, Principles, Characteristics of good test - Techniques of Evaluation: Portfolio, Self-evaluation, Objective type test, Remedial test, Peer Evaluation, Socio metric, Open-book tests: Strengths and Limitations, Continuous and Comprehensive Evaluation (CCE), TET Exam.	13

References:

1. Begum Jahitha, A. (2007). Enhancing *Communicative Competence*. Agra. Bhargava Book House.
2. Devaki, N. (2016). English Language Pedagogy. Delhi: Kalpaz Publications.
3. EvangelinArulsevi, (2012). Teaching of special English, Tamil Nadu Teacher Education University, Gowtra Agencies, Chennai.
4. David Nunan (2010) Research methods in Language Learning Cambridge University press.
5. Nanda, K. (1989). Developing English Comprehension, Sterling Publishers, New Delhi.
6. Shaila Mahan, (2013). Teaching Englsih Communicatively, Principles, Practices and Perspectives Y king Books, Jaipur.
7. Baruah, T.C. (1993). The English Teacher's Handbook, New Delhi: Sterling Publishers.
8. Tondon, K.K. (2009). A guide to English Language Teaching. Jaipur: Mark Publications.

Course Outcomes:

On completion of the course, students should be able to

CO 1 apply the theories of English language acquisition in teaching.

CO 2 acquire reference and study skills.

CO 3 explain the Brain and language learning techniques.

CO 4 identify the appropriate technological resources for ELT.

CO 5 analyze the Content of Text Books and evaluate in English language learning.

Mapping of Cos with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	2	3	2	3	2	3	2.5
CO2	3	3	1	2	3	2	2.33
CO3	2	2	2	2	3	2	2.17
CO4	3	3	3	2	2	2	2.5
CO5	2	2	2	2	1	2	1.83
Average	2.4	2.6	2	2.2	2.2	2.2	2.27

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02O7: TEACHING OF TAMIL EDUCATION – II

Semester	**II**	Course Code	**25EDNU02O7**
Course Title	**TEACHING of TAMIL EDUCATION– I**		
No. of Credits	**04**	No. of Contact Hours per Week	**04 Hours**
New Course / Revised Course	Revised Course	If revised, % of revision effected	**20**
Category	Optional - II		
Scope of the Course	• Skill Development • Employability		
Cognitive Levels addressed by the course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student-teachers to

- மொழிக்கற்பித்தலின் வளங்களை அடையாளம் காணுதல்.
- மொழிக்கற்றலிலுள்ள இடர்பாடுகளை பட்டியலிட்டு அறிதல்
- கணிப்பொறி மற்றும் அறிவியலில் தமிழ்மொழியின் தாக்கம் பற்றி ஆராய்தல்
- மொழியாற்றலை வளர்ப்பதற்கான நுட்பங்களை பயன்படுத்த வாய்ப்பளித்தல்
- மேல்நிலை வகுப்பு மொழிப் பாடங்களை பகுப்பாய்வு செய்யும் முறைகளை விளக்குதல்.

Course Content:

Unit	Content	No. of Hours
I	**மொழிக்கற்பித்தலில் வளங்கள் மொழிக்கற்றல்** மொழிக்கல்வியின் இன்றியமையாமை, மொழியும் சமூகமும், மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு, மொழிகற்றலுக்கான உளவியல் கொள்கைகள்: காக்னே, ப்ரூனர், பியாஜி. வளங்கள்: பாடநூல் தொடர்பான பார்வை நூல்கள், இலக்கணஇலக்கியங்கள், நிகண்டுகள், அகராதிகள், கலைக்களஞ்சியங்கள், இலக்கிய வரலாறு, இலக்கிய திறனாய்வு, பொதுஊடகங்கள், விழுமிய பதிவு, மனிதவளம், உரைநூல்கள், தமிழ்	13

	சொற்களஞ்சியம், ஆய்வு கட்டுரைகள், ஆய்விதழ்கள்.	
II	**.மொழிக்கற்றலில் ஏற்படும் இடர்பாடுகள்** இடர்பாடுகள்: விளக்கம், பிழைகள்: விளக்கம், வகைகள்: பேச்சுப்பிழை: விளக்கம், தவறாக ஒலித்தல், திருத்தமான சொல் அறியாமை, பொருள்வேறுபாடு அறியாமை, சந்திப்பிழை, மயங்கொலிப்பிழை. எழுத்துப்பிழை: விளக்கம், ஒருமை, பன்மை, மயக்கம், திணை, பால் முடிவுகளில் பிழை. வலி மிகுமிடம் - மிகா இடம். நிறுத்தற்குறிகள்.	13
III	**கணிப்பொறி மற்றும் அறிவியலில் தமிழ்மொழியின் தாக்கம்** கணிப்பொறியும்-தமிழும், அறிவியல்தமிழ்: விளக்கம், தமிழ் அறிவியல் மற்றும் தொழில் நுட்பங்கள், பல்லூடகம் மூலம் தமிழ் கற்பித்தல், தமிழ் இணையம். தமிழ் ஆட்சி மொழியாவதில் ஏற்படும் சிக்கல்கள்- நீக்கும் வழிமுறைகள். கலைச்சொற்கள்: கலைச்சொற்களை உருவாக்கும் வழிமுறைகள், தமிழிலுள்ள பிறமொழிச் சொற்கள்.	13
IV	**வகுப்பறையில் மொழியாற்றலை வளர்த்தல்** படைப்பாற்றல்: தகவல்களை திரட்டல், படைப்பாற்றல் தன்மைகளை மேம்படுத்துதல், தழுவல்,ஈடுகட்டுதல், மிகுத்துக் காணல், குறைத்துக் காணல். படைப்பாற்றல் வடிவங்கள்: தலைப்பு தருதல், குறிப்புகள் தருதல், முடிவை மாற்றி தருதல்,ஈற்றடி தருதல், கதை, கவிதை. கவிதையைக் காட்சிப் படுத்துதல்.	13
V	**பாடப்பொருள் ஆய்வு** மேல்நிலை வகுப்பு மொழிப் பாட நூல்களின் பாடப்பொருள் பற்றி ஆய்வு	13

References

1. வேணுகோபால் இ. பா சாந்தகுமாரி (1991) பொதுத்தமிழ் கற்பித்தல் , சகுந்தலா வெளியீடு,வேலூர். மீனாட்சி சுந்தரம் (2013) பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல் (பொதுத் தமிழ்), காவ்யமாலா பப்ளிசர்ஸ், திண்டுக்கல்.
2. தண்டபானி. சு (2013) தமிழ் கற்பித்தல், மீனா பதிப்பகம், மதுரை.
3. முனைவர். ஞ. பழனிவேலு (2006) செந்தமிழ் கற்பிக்கும் முறைகள், அய்யா நிலையம், தஞ்சாவூர்.
4. கலைச்செல்வி. வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிஷர்ஸ்,ஈரோடு.

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: தமிழ் மொழிதோற்றம் மற்றும் வளர்ச்சி பற்றி விளக்கி கூறமுடியும்.

CO2: தமிழ் எழுத்துக்களின் பிறப்பு மற்றும் ஒலிகளின் பிறப்பு முறைகளை வேறுபடுத்தி அறியமுடியும்

CO3: தமிழ் மொழி பாடத்திற்கான கலைத்திட்டம் உருவாக்குதல் பற்றிய கொள்கைகளை விளக்கமுடியும்.

CO4: பல்வேறு வகையான உரையாடல்களுக்கான திறன்களை பயன்படுத்த முடியும்

CO5: தமிழ் மொழி பாடப்பொருளை வேறுபடுத்தி அறிய முடியும்.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	2	3	2	3	2	3	2.5
CO2	3	3	2	2	3	2	2.5
CO3	2	1	2	3	3	2	2.17
CO4	3	1	3	2	2	2	2.17
CO5	2	2	3	2	2	1	2
Average	2.4	2	2.4	2.4	2.4	2	2.27

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02O8: TEACHING OF MATHEMATICS EDUCATION - II

Semester	: II	Course Code	: **25EDNU02O8**
Course Title	: Teaching of Mathematics Education -II		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:33
Category	**:** Optional-II		
Scope of the Course	• Skill Development • Employability • Field Placement / Field Project Internship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student-teachers to

- know the importance of resources in teaching and learning of mathematics.
- understand the principles of curriculum construction with emphasis on content and organization
- acquaint with the library resources for teaching mathematics.
- gain the knowledge of good mathematics laboratory
- acquaint the skills of a good mathematics teacher

Course Content:

Unit	Content	No. of Hours
I	**Learning Resources in Mathematics** Teaching Learning Materials – Self Learning Materials - Edgar Dales cone of experiences – projected Vs non-projected aids – learning resources in mathematics – different types of boards: black board/chalk boards, flannel board, magnetic / bulletin boards, smart/ interactive white board - uses of educational e-resources – extended reality, mathematics softwares (geogebra, mathlab, ARC geometry), virtual labs.	13

II	**Curriculum Construction in Mathematics** Mathematics Curriculum: definition, need, importance and types - principles of curriculum construction- criteria for selection and organization of content – critical evaluation of Tamil Nadu school mathematics curriculum and NCERT school mathematics curriculum – highlights of mathematical curriculum construction in NEP 2020.	13
III	**Mathematics Text Book** Mathematics text book: need, importance, and its qualities - evaluation of mathematics text book - content analysis of mathematics text book up to X/XII standard - mathematics libraries: meaning, objectives, organization – e-library resources and its utilization – steps to make mathematics library popular among the students.	13
IV	**Math Laboratory & Co-curricular Activities** Mathematics laboratory: need, features and its structure - planning and organization of mathematics laboratory- rules, regulations and discipline to be maintained in laboratory - co-curricular activities: objectives and its different types – planning and organization of activities.	13
V	**Competencies of Mathematics Teacher** Mathematics teacher: general and specific qualities and professional competencies - improvement of professional competencies of mathematics teacher – teacher preparation: pre service and in-service training of mathematics teacher – classroom management : attention to individual differences and giving importance to problems raised by students - evaluation of mathematics teachers: meaning, objectives and need –modes of teacher evaluation : portfolio, peer, self-evaluation, evaluation by pupils - tools used for teacher evaluation : informal talk and administering questionnaire – maintenance of records.	**12**

References

- Aggarwal, J.C. (2008). Teaching of Mathematics. UP: Vikas Publishing House PvtLtd.
- Anice, J.(2005). Teaching of Mathematics. Hyderabad: Neelkamal PublicationPvt.Ltd
- Aruljothi, (2013). Teaching of Mathematics – I, Centum Press, NewDelhi.
- Kulbir Singh Sidhu, (2012). The Teaching of Mathematics, New Delhi: Sterling Publications.
- Servas, W., Varga, T., (1995). Teaching School Mathematics,UNESCO.

Course Outcomes

On completion of the course, student teachers should be able to

CO1: explain the significance and effective use of various resources in mathematics teaching and learning.

CO2: analyze the principles of curriculum development and critically evaluate the organization of mathematics content.

CO3: identify and utilize various library resources and reference materials to enhance mathematics instruction.

CO4: describe the features, functions, and utilization of a well-equipped mathematics laboratory.

CO5: demonstrate the essential professional skills, attitudes, and competencies of an effective mathematics teacher.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	2	3	3	2.8
CO2	3	3	3	3	3	3	3
CO3	3	2	3	2	2	2	2.3
CO4	2	3	2	3	3	3	2.7
CO5	3	3	3	2	3	3	2.8
Average	2.8	2.8	2.8	2.4	2.8	2.8	2.7

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02O9: TEACHING OF PHYSICAL SCIENCE EDUCATION – II

Semester	: II	Course Code	25EDNU02O9
Course Title	: Teaching of Physical Science-II		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:25
Category	: Optional-II		
Scope of the Course	• Skill Development • Employability • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student-teachers to

- Explore various Teaching Learning Resources in Physical Science
- understand the components of Physical Science Curriculum
- gain the skill of analyzing content of Science Text Books at various levels.
- Learn the organization of laboratory
- Infer competencies of Science Teacher

Course Content:

Unit	Content	No. of Hours
I	**Learning Resources in Physical Science** Teaching Learning Materials (TLM) and Self Learning Materials (SLM): meaning, importance and characteristics - Edgar Dale's Cone of Experience- Projected Vs Non-Projected aids. Traditional TLM: charts, OHP, slide and film projectors, models (static and working), flash cards, pictures, different types of boards - modern TLM: Educational Broadcasts: Radio and TV, Computers, Multimedia, Teleconferencing, Video Conferencing, Edu sat and Internet- Extended reality, Science software	**13**

	(Chem draw, Chemix, Ph ET, Physion, ACD Lab), virtual labs, social networking sites – Improvised apparatus- meaning, importance.	
II	**Curriculum Construction in Physical Science** Curriculum: definition, need, importance and types - principles of curriculum construction- criteria for selection and organization of content- Critical evaluation of Tamil Nadu Secondary School Physical Science curriculum and NCERT school curriculum - curriculum improvement projects in India and abroad: Indian Education Commission, New Policy on Education (NPE 1986), National Education Policy 2020, Nuffield Physics and Chemistry Project	**13**
III	**Science Text Book** Physical science text book: qualities, need, importance -evaluation of science text book (Hunter's Score Card)-science libraries: meaning, objectives, organization, important library resources and its utilization– steps to make science library popular among the students - content analysis of Physical science text book from VIII to X/XII standard.	**13**
IV	**Physical Science Laboratory** Physical Science laboratory: need, importance, as a learning resource, -planning and organization of science laboratory-storage of apparatus and chemicals—records and registers to be maintained – rules, regulations in the laboratory -inclusive laboratory environment – accidents and first aid, -co-curricular activities: objectives, organization and activities of science clubs, science fairs and exhibitions; fieldtrips and excursions.	**12**
V	**Competencies of Science Teacher** Science teacher: qualification, qualities and professional competencies. professional development of science teacher -role of reflective journal-pre service and in-service training –types of in-service training - management of science class: attention to individual differences - teacher as a researcher - evaluation of science teachers: meaning, need - modes and tools: higher authorities, peer, self-evaluation, evaluation by pupils, by informal talk and	**13**

	admin - maintenance of records- Feedback Devices: Meaning, Types, Criteria - Assessment of Portfolios, Field Engagement using Rubrics.	

References

1. Aggarwal J.C, (2007), Essentials of Educational Technology. Innovations in Teaching- Learning. Vikas Publications House, NewDelhi.
2. Edger Dale, Audio-Visual Methods in Teaching, Revised Edition, Dryden Press, NewYork.
3. Guptha, *S.K. (*2001), Teaching of Physical Science in Secondary Schools, Sterling Publications.
4. Sharma.R.C. *(*2008), Modern Science Teaching. Dhanpat Rai Publishing Company (P) Ltd., New Delhi.
5. Sivarajan K. (2006), Trends and developments in Modern Educational Practices,

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: use appropriate TLM's for teaching Physical Science.

CO2: analyze the components of Physical science curriculum at secondary level.

CO3: evaluate the content of science text books at secondary level

CO4: set up appropriate laboratory for teaching-learning of Physical science.

CO5: exhibit appropriate competencies and good qualities of a Physical Science teacher.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	2	3	2	2	2.5
CO2	3	3	3	3	2	3	2.8
CO3	3	2	3	3	2	2	2.5
CO4	3	2	3	3	2	3	2.7
CO5	3	2	3	3	2	3	2.7
Average	3	2.4	2.8	3	2	2.6	2.6

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU02OA: TEACHING OF BIOLOGICAL SCIENCE EDUCATION– II

Semester	: II	Course Code	**25EDNU02OA**
Course Title	: Teaching of Biological Science-II		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum 20%)	:20
Category	**:** Optional-II		
Scope of the Course	• Skill Development • Employability • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1 (Remember) • K-2 (Understand) • K-3 (Apply) • K-4 (Analyze) • K-5 (Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student-teachers to

- choose appropriate TLM's forteaching biological science.
- explain the principles of curriculum construction.
- verify the qualities of a good biological science text book.
- gain the knowledge of establishing a good biological science laboratory.
- understand the qualities and competencies of a good science teacher.

Course Content:

Unit	Content	No. of Hours
I	**ICT in Biological Science Teaching** Teaching Learning Materials (TLM): Meaning, importance and characteristics. Self-Learning Materials (SLM): Meaning, importance and characteristics. Edgar Dale's cone of Experience-Projected aids Vs Non-Projected aids. Traditional TLM: Charts, OHP and transparencies, Slide and Film projectors, Charts, Flash Cards, Pictures, Black board and Chalk, Flannel, Magnetic and Bulletin boards. Models in teaching Biological	**13**

	Science and its educational values. Modern TLM: Uses of Educational Broadcasts: Radio and TV Lessons and educational values in teaching Biological Science. Computers, Multimedia, Animations - QR Code/ VR/AR- in Teaching Biology- Teleconferencing, Video Conferencing, Use of Internet in teaching Biological Science	
II	**Curriculum Construction in Biological Science** Biological Science Curriculum: Definition, need, importance and types. Principles of Curriculum construction- Criteria for selection and Organization of content. - Critical evaluation of Tamil Nadu Secondary School Biological Science curriculum and NCERT school curriculum. Curriculum improvement projects in India and Abroad: Indian Education Commission.	**12**
III	**Science Text Book** Biological Science text book: Qualities, need, importance. Characteristics and Criteria of a good biological science text book. - Evaluation of Biological Science text book (Hunter's Score Card) - Science Libraries: Meaning, objectives, organization, important library resources and its utilization. – Steps to make science library popular among the students. - Content analysis of Biological Science text book up to X/XII standard	**13**
IV	**Biological Science Laboratory** Biological Science laboratory: Need, Importance, Administration, Features and Structure. - Planning and organization of science laboratory-Storage of apparatus and chemicals. - Improvisation of apparatus - Records and Registers to be maintained – Rules, regulations and discipline in the laboratory -Accidents and first aid.	**13**
V	**Competencies of Science Teacher** Biological Science teacher: General and specific Qualities and Professional Competencies. Various professional developmental programmes - Inservice training - seminars and conferences. Field visits - Exploration on ICT based on-line platforms- Reflective practices - Collaborations of schools with	**13**

	colleges, universities and institutes of Higher Education. Teacher as a researcher: Action research in teaching-learning of Biology. Co-curricular Activities*:* Objectives, organization and activities of science clubs, science fairs and exhibitions; fieldtrips and excursions. Evaluation of science teachers: meaning, need. - Modes and tools: Higher authorities, Peer, Self-Evaluation, Evaluation by pupils, by informal talk and administering questionnaire - Maintenance of records	

References

1. Aggarwal J.C, (2007), Essentials of Educational Technology. *Innovations in Teaching-Learning*. Vikas Publications House, New Delhi.
2. Ameetha. P, Kamakshi. J &Srinivas. K. (2014). Methods of Teaching Biological Science, Neelkamal Publications, New Delhi.
3. Guptha, *S.K. (*2001), *Teaching of Physical Science in Secondary Schools*, Sterling Publications.
4. Sharma, Y.K. (2003). Teaching of Physical Science, Kanishka Publishers, New Delhi.
5. Zaidi, S.M. (2004). Mmodern Teaching of Life Sciences, Anmol Publications, New Delhi.

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: use appropriate TLM's for teaching Biology.

CO2: analyze the components of Biology curriculum at secondary level.

CO3: evaluate the content of Biology text books at secondary level

CO4: set up appropriate laboratory for teaching-learning of Biology

CO5: exhibit appropriate competencies and good qualities of a biology teacher.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	2	3	2	2	2.5
CO2	3	3	3	3	2	3	2.8
CO3	3	2	3	3	2	2	2.5
CO4	3	2	3	3	2	3	2.7
CO5	3	2	3	3	2	3	2.7
Average	3	2.4	2.8	3	2	2.6	2.6

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

24ENGP00C 1/24ENGD00C1

COMMUNICATION AND SOFT SKILLS

(2 Credits/2 Hours per week)

(for all PG students except MA ECS students)

Objectives:

To help the students improve their communication and life and soft skills and to enhance their personality and its employability skills

UNIT I

- Basics of Communication
- Barriers to Communication

UNIT II

- Communication and Language Skills
- Communicating in a Global Language

UNIT III

- Resumes and Cover Letters
- Group Discussions

UNIT IV

- Business Communication
- Intercultural Communication

UNIT V

- Professional Communication
- Interviews

Textbook:

Krishnaswamy, Diariwal and Krishnaswainy. Mastering communication Skills und Soft Skills. Blomsbury, 2015

Assessment: There is no ESE. Assessment is totally internal and is performance based.

25EDNU02F2: FIELD VISIT IN SCHOOLS

Course Objectives

By the end of this course, students will:

1. understand the structure and functioning of various types of schools.
2. observe classroom teaching practices and student-teacher interaction.
3. analyze administrative and infrastructural aspects of schools.
4. reflect on challenges and innovations in the school education system.
5. analyze and enhance the reading and basic numeracy skills.

Unit 1: Introduction to School Systems

Types of schools: Government, Private, Aided, Alternative, Special schools - Structure of schooling in India: Elementary, Secondary, Senior Secondary - Roles and responsibilities of school personnel

Unit 2: Pre-Field Preparation

Orientation on observation techniques - Ethical considerations (e.g., consent, privacy) - Preparation of tools: Observation sheets, questionnaires, reflective journals

Unit 3: Field Visits

Classroom observation (teaching methods, discipline, and assessment) -Interaction with teachers and students - School infrastructure and resources - Participation in school activities (morning assembly, Co-curricular, Curricular. Extracurricular activities)

Unit 4: Post-Visit Reflection and Reporting

Maintaining field diaries - Reflective writing on observation - Group presentations and discussions - Comparative analysis of schools

Unit 5: Remedial Teaching

Analyze the problems with Reading Skills – Facilitate students to enhance Reading Skills – Analyze the Basic Numeracy Skills – Nurture Basic Numeracy Skills through activities.

References

1. NCERT (2005). *National Curriculum Framework (NCF)*. New Delhi: NCERT.
2. Kumar, Krishna (2004).*What is Worth Teaching?* New Delhi: Orient BlackSwan.
3. Govinda, R. (2002). *India Education Report*. Oxford University Press
4. Nambissan, Geetha B. & Rao, Shivali (2013). *Sociology of Education in India*. Oxford University Press.

25EDNU0307: CURRICULUM AND SCHOOL

Semester	: III	Course Code	25EDNU0307
Course Title	: Curriculum and School		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course/ Revised Course	: Revised	If revised, Percentage of Revision effected (Minimum20%)	:20
Category	**:** Core		
Scope of the Course	• Basic Skill / Advanced Skill • Field Placement/Field Project Internship		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student-teachers to

- understand the importance of perspectives of curriculum.
- analyse the foundations of curriculum.
- classify various types of curriculum applicable to schools.
- explore changes and innovations in framing curriculum.
- familiarize with the Curriculum Reforms and evaluation in India.

Unit	Content	No. of Hours
I	**Introduction to Curriculum** Curriculum: Meaning, definition, nature & scope of curriculum, principles of curriculum construction- importance of curriculum, Components of curriculum characteristics of good curriculum- Difference between curriculum and syllabus - curriculum development: concept, steps, process, and role of teacher in curriculum development.	**13**
II	**Foundations of Curriculum** Philosophical, Sociological and Psychological foundations of curriculum development; selection of content: criteria for selection of content or subject matter of curriculum – Feedback mechanism in revision of Curriculum.	**12**

III	**Types of Curriculum** Subject centered curriculum - learner centered curriculum - activity centered curriculum - core curriculum – spiral curriculum - problem centered curriculum – hidden curriculum - null curriculum –social oriented curriculum – humanistic curriculum – the undifferentiated curriculum.	**13**
IV	**Curriculum Change and Innovation** Curriculum change: Concept, need, objectives, nature, categories, factors influencing curriculum reform, curriculum transaction and mode; innovation: role of technology in curriculum transaction. ICT and Curriculum transaction.	**13**
V	**Curriculum Reforms and Evaluation** Curriculum reforms in India- NCF 2005, NCFTE 2009; Difference between text books and reference books curriculum evaluation: objectives, purpose, types and criteria for curriculum evaluation; models of curriculum evaluation: Tyler's, - Hilda Taba's and saran model. .	**13**

References

1. Aggarwal, J.C., (1990). Curriculum Reforms in India. Delhi: Doaba House
2. Arulsamy,S.,(2010).Curriculum Development. Neelkamal Publications Pvt,.Ltd, Hyderabad
3. Bhatt B.D., (1996). Curriculum Reform Change and Continuity. New Delhi:Kanishka Publications.
4. IGNOU, (1992). Curriculum Development for Distance Education, NewDelhi
5. Sharma, R.A. (2005). Curriculum Development and Instruction. Meerut: R. Laal Book Depot

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: explain the meaning and perspectives of curriculum.

CO2: distinguish the foundations of curriculum.

CO3: identify different types of curriculum

CO4: use technology in curriculum transaction

CO5: adopt recent changes in curriculum reforms and evaluation.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	3	2	2	**2.5**
CO2	3	3	3	3	2	2	**2.7**
CO3	3	2	3	3	2	2	**2.5**
CO4	3	2	3	3	2	3	**2.7**
CO5	3	2	3	3	2	1	**2.3**
Average	**3**	**2.4**	**2.8**	**3**	**2**	**2**	**2.5**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU0308: SCHOOL MANAGEMENT, LEADERSHIP AND ACTION RESEARCH

Semester	: III	Course Code	: 25EDNU0308
Course Title	: School Management, Leadership and Action Research		
No. of Credits	: 04	No. of contact hours per Week	: 04
New Course /RevisedCourse	: Revised	If revised, Percentage of Revision effected (Minimum20%)	: 25
Category	**: Core**		
Scope of the Course	• Basic Skill • Skill Development • Employability		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student-teachers to

- know the basic concepts of educational and institutional planning.
- understand the scope of school administration and leadership.
- analyse the role of school management and resources.
- explore various school organization and supervision.
- familiarize the concept of Action Research.

Course content

Unit	Content	No. of Hours
I	**Educational Planning** Educational Planning: Meaning, Definition, Need, Features. Different levels of Educational Planning - Long term & Short-term plan - year plan, Time table, unit plan, and Lesson plan - Education in Five-year plan. Institutional Planning: Meaning, Definition, Need, Objectives and Characteristics, Components, Steps, Scopes and Limitations.	13
II	**School Administration and Leadership** Educational Administration: Meaning, Definition, Principles and	13

	Importance – differences between Administration and Management. School Administration: Meaning, Concept, Features, Scope and Characteristics. Role of Administrative Authorities: CEO, DEO, DEEO, BEO, SMC. Headmaster - Role and Functions in School Administration, Monitoring, Supervision and Evaluation. Leadership: Meaning, Definition, Need and Styles.	
III	**School Management and Resources** Educational Management: Meaning, Definition, Nature, Importance, Characteristics, Scope, Process or Functions of Management: PODSCORB. School Management: Concept, meaning, definition, characteristics and scope. Management of Human Resources: Interpersonal, Inter-group Relationship, Teacher- Teacher Relationship, Relationship with Management and Administration - Management of Non-Human Resources: School Building, Library, Laboratory, Hostels, and Playground - Management of Financial Resources: Preparation and Monitoring of Budgets at the School Level.	**13**
IV	**School Organization and Supervision** School Organisation: Meaning, Definition, Importance and principles, characteristics and Factors - School and community - Quality in Education: Meaning, Definition, indicators and importance. Total Quality Management in Education (TQM). Supervision: Meaning, Definition, Principles & Importance. Management and Supervision - Teacher's Role in Management of Various Curricular and Co-Curricular Activities. National and State level Agencies: NCERT, NCTE, NIEPA, SCERT, RCI.	**13**
V	**Action Research** Action Research: Meaning, Definition, Nature, Scope and Principles - Selecting problems for action research - Steps in action research - Teacher as action researcher - Examples for action research. Reporting action research.	**12**

Reference

- Dash B.N, (2011). School organization administration and management, Neelkamal Publications, New Delhi.
- Laxmi Devi, (1998), Educational Planning, Anmol Publications, New Delhi.
- Natarajan. S(2006). Educational Management, Ram Publishers, Chennai.
- Trivedi(2006), Management Education, Discovery Publishing House, New Delhi.
- Soni Susmita, (2007), Educational Management and Administration, Adhyayan Publishers, New Delhi.

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: develop an Institutional plan

CO2: administrate the class and Classroom activities

CO3: exhibit the leadership qualities

CO4: supervise the curricular and co-curricular activities of the students

CO5: do action research related to school issues

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	2	2	2	3	1	**2.2**
CO2	2	3	3	2	3	3	**2.7**
CO3	2	2	2	2	2	2	**2**
CO4	3	3	3	2	2	3	**2.7**
CO5	2	3	2	2	2	2	**2.2**
Average	**2.4**	**2.6**	**2.4**	**2**	**2.4**	**2.2**	**2.3**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU03P1: SCHOOL INTERNSHIP: PHASE -I

Semester: III
Credits: 6
Duration:6 Weeks
Marks: 150
Course Objectives:
The school internship aims to enable student-teachers to:

1. Understand the school environment, functions, and culture.
2. Gain practical experience in teaching-learning in real classroom settings.
3. Develop professional skills such as lesson planning, classroom management, and assessment.
4. Engage in co-curricular and school-related activities.
5. Reflect on teaching practices for professional growth.

Structure of Internship Activities:
Student teachers will

- visit their allotted schools with the prior permission of school head/authorities
- write 15 lesson plans for each optional subjects as per the instruction of mentor teachers
- prepare at least five TLMs for each lesson and use the same in their classroom instruction after the proper approval of the mentor teachers
- maintain and submit the lesson plan record, reflective journal and attendance register signed by the school head, after completion of the Phase –I School Internship, to the HoD/ Concerned Course Teacher of the Department of Education, GRI.

Assessment Scheme: (CFA 75 + ESE 75 Marks = 150):
Assessment Scheme: CFA 75 Marks

S.No.	Criteria	Marks
1	Lesson Plan	25
2	TLM Preparation & usage	25
3	Records	25
Total		**75**

Assessment Scheme: ESE 75 Marks

S.No.	Criteria	Marks
1	Lesson Plan	15
2	Content -Teaching	10
3	Black Board Usage	10
4	TLM Preparation & usage	20
5	Records & Viva voce	20
Total		**75**

25EDNU03P2: EVALUATION OF TEACHING COMPETENCE

Semester: III

Credits :4

Duration:4 Weeks

Marks: 100

Course Objectives:

The evaluation of teaching competence aims to enable student-teachers to:

1. enhance the teaching competence in pre - service
2. plan and gain knowledge in teaching in macro class room situation.
3. train and practice micro skills of teaching-learning process.
4. develop professional skills such as lesson planning, classroom management, and assessment.
5. reflect on teaching practices for professional growth.

Structure of Activities:

Student teachers will

- Train and write Micro Teaching skills and Lesson Plan.
- Plan and gain skills in preparing TLMs and achievement test construction and interpretation of test results.
- Analyse and find the Cases / Subjects and Health, Yoga and Physical Education
- Use of leisure time and generate useful products through Vocational Training, SUPW.
- Practice in Psychology Experiments: Tachistoscope- Span of Attention, Tweezer Dexterity-Interest and Aptitude, Illusion Board-Illusion, Card Sorting Tray-Transfer of Learning, Bhatia's Battery-Intelligence &Mirror Drawing Apparatus-Learning

Assessment Scheme: (CFA 40 + ESE 60 Marks = 100):

Assessment Scheme: CFA 40 Marks

S.No.	Criteria	Marks
1	Attendance	10
2	Preparation& Submission of TLMs	15
3	Preparation &Submitting Records	15
Total		**40**

Assessment Scheme: ESE 60 Marks

S.No.	Criteria	Marks
1	Attendance	10
2	Preparation & Submission of TLMs	15
3	Preparation & Submitting Records	15
4	Viva voce	20
Total		**60**

25EDNU03M1: TEACHING LEARNING MATERIAL (TLM) PREPARATION

Semester: III
Credits: 2
Marks: 50

Course Objectives:

After completion of this course, the student-teacher will be able to:

- understand the importance and types of teaching learning materials (TLMs).
- design and prepare subject-specific TLMs for effective teaching.
- integrate low-cost/no-cost materials into classroom instruction.
- select and utilize appropriate audio-visual and digital resources.
- evaluate the suitability and effectiveness of TLMs in real teaching situations.

Course Content / Units:

Unit I: Concept of Teaching Learning Materials (TLMs)

- Meaning, need and importance of TLMs
- Types of TLMs: Visual, Audio, Audio-Visual, Digital
- Characteristics of good TLMs
- Principles of preparing effective TLMs
- TLMs for inclusive and diverse classrooms

Unit II: Preparation of Visual Materials

- Charts (Flow, Tree, Flip, Poster)
- Flashcards
- Models (2D & 3D)
- Graphic organizers (concept maps, Venn diagrams)
- Puppets and role-play materials
- Bulletin boards

Unit III: Preparation of Audio and Audio-Visual Aids

- Audio materials: Podcasts, recorded lectures, songs
- Video clips and educational films
- Slides and presentations (PowerPoint, Google Slides)
- Use of projector, smart board, and mobile learning tools

Unit IV: ICT and Digital Resources

- Interactive TLMs using software/apps
- Use of Open Educational Resources (OER)
- Digital storytelling, animations, simulations

- Preparation of simple e-content, quizzes (e.g., Google Forms, Kahoot)
- Mobile and web-based tools for TLMs
- Internet of Things IoT

Unit V: Subject-Specific TLM

- Language: Flashcards, story cards, phonetic charts
- Mathematics: Geo-boards, number cards, measuring tools
- Science: Working/non-working models, experiment kits
- Social Science: Maps, timelines, artefacts
- Art, Music, and Physical Education: Creative kits, instruments, and sports materials

Practical Component:

Each student-teacher shall:

- Prepare at least 5 TLMs per lesson plan relevant to their pedagogy subject(s)
- Submit a TLM Portfolio with description, learning objectives, usage procedure, and reflection
- Use the materials in peer teaching or school-based teaching practice
- Participate in TLM Exhibition and demonstration

Evaluation Scheme (CFA 50 Marks only):

S.No.	Criteria	Marks
1	Variety and relevance of TLMs prepared	10
2	Creativity and originality	10
3	Functional utility during practice teaching	10
4	Documentation	10
5	Presentation and explanation	10
Total		**50**

25EDNU03M2: ENVIRONMENTAL EDUCATION

Credit – 2 **Max. Marks: 50**

Semester	: III	Course Code	:25EDNU03M2
Course Title	Environmental Education		
No.of Credits	:02	No. of contact hours per Week	:02
New Course/Revised Course	: Revised	If revised, Percentage of Revision Effected (Minimum 20%)	:20
Category	**:** Modular Course		
Scope of the Course	• Employability. • Awareness on Environmental Education		
Cognitive Levels addressed by the Course	• K-1:(Remember) • K-2:(Understand) • K-3:(Apply) • K-4:(Analyze) • K-5:(Evaluate) • K-6:(Create)		

Course Objectives

The Course aims to make student-teachers to

- To make the students familiarize with environmental education
- To understand the basic concept of environment ecology
- To have faith in conservation of bio-diversity and understand population and environment.
- To understand the international effort and environment.
- To know environmental laws and legislation and its application in international environmental agreement.

Course content

Unit	Content	No. of Hours
I	**Fundamental concept of Environmental Education** Environmental Education: -Meaning, Nature and Scope, Aims and objective. Environmental awareness: -Need and importance, strategies.	**06**
II	**Environmental Pollution** Pollution: -Meaning, Definition, Environmental hazards, Types of Pollution: Soil, Air, Noise, Water. Global Warming, Ozone depletion,	**06**

	Acid rain–Role of Population explosion, urbanization Deforestation in Environmental pollution.	
III	**Environmental Protection** Environmental Protection: Meaning, Role, Responsibilities and competencies of teachers–Environmental Education in school at different levels-Strategies and approaches of environmental education- Biosphere Reserves –Man and Biosphere programme (MAP) –Ex –situ conservation, in –situ conservation, Red list categories, hot spots. Concept of green schools- Environmentally sustainable development-Education for environmental sustainability-Eco-clubs	**07**
IV	**Issues in Environmental Education** Issues: -Stockholm conferences Rio declaration – Nairobi conferences - Environmental Movements: – silent Valley project – Chipko Movement– Narmada Valley Project–National Test Range at Baliupal – Need and objectives of conservation.	**07**
V	**National and International Organizations for Environmental Education.** National Organizations for Environmental Education: Ministry of Environment and Forestry (MOEF), Centre for Environmental Education (CEE). Resource centers for environmental protection-UNEP-CBD-IUCN-Environmental Information System (EIS). International organizations for Environmental education: -UNESCO-UNO-WHO.	**06**

References

1. AGARWAL S.K. (1997). Environmental Issues themes New Delhi: APH Publishing Corporation.
2. C.E.E (1994) Essential Learning in Environmental Education. Ahmadabad. C.E.E. Publication
3. Garg, B. & Tiwana. (1995) Environmental Pollution and Protection, Deep & Deep publication, New Delhi.

4. Karpagam M. (1991) Environmental Economics – A text book. New Delhi. Sterling Publishers.
5. Kelu.P (2000) Environmental Education – A conceptual Analysis Calicut: Calicut University
6. Nanda V.K. Environmental Education, New Delhi: Anmol Publications PVT LTD.

Course Outcomes

On completion of the course, student-teachers should be able to

CO1: awareness of problems related to environment and it development.

CO2: apply different levels of environmental strategies.

CO3: acquire the knowledge, value, attitude and skills for protection of endangered species in the biosphere.

CO4: implementation of environmental laws.

CO5: acquire the environmental concern on national and international.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	2	3	3	2	3	**2.7**
CO2	3	3	3	2	2	3	**2.7**
CO3	3	2	3	3	2	2	**2.5**
CO4	3	3	3	2	2	3	**2.7**
CO5	3	2	3	3	2	2	**2.5**
Average	**3**	**2.4**	**3**	**2.6**	**2**	**2.6**	**2.6**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU3VA1: HUMAN VALUES AND PROFESSIONAL ETHICS IN EDUCATION

Course Objectives:

- To develop a clear understanding of ethical theories and human values.
- To instill professional integrity and responsibility in educators.
- To understand the significance of ethics in personal and professional life.
- To analyze case studies related to ethical dilemmas in education.

Unit 1: Introduction to Human Values

- Definition, nature, and importance of values
- Classification of values: personal, social, moral, spiritual
- Role of education in inculcating values
- Value crisis and degeneration

Unit 2: Ethics and Professionalism

- Meaning and concept of ethics and morals
- Ethical theories (Utilitarianism, Deontology, Virtue Ethics)
- Concept of professionalism
- Code of conduct for teachers and educators

Unit 3: Value-Based Education

- Objectives and need for value-based education
- Role of teachers in promoting values
- Pedagogical approaches for value education
- National policies on value education

Unit 4: Professional Ethics in Education

- Responsibilities and accountability of teachers
- Ethics in teaching, research, and evaluation
- Relationship with students, colleagues, institutions, and society
- Ethical dilemmas in academic settings

Unit 5: Contemporary Issues and Case Studies

- Corruption in education
- Plagiarism and academic dishonesty
- Gender sensitivity and inclusiveness
- Case studies on ethical conflicts and resolutions

Assessment Methods:

- Assignments and Reflection Papers
- Quizzes and Class Tests
- Case Study Analysis
- Group Discussion and Presentations
- Final Exam

References

1. R.R. Gaur, R. Sangal, G.P. Bagaria – *A Foundation Course in Human Values and Professional Ethics*, Excel Books, 2010.
2. M. Govindrajan, S. Natarajan, V.S. Senthil Kumar – *Professional Ethics and Human Values*, PHI Learning.
3. S. B. Srivastava – *Human Values and Professional Ethics*, S. Chand Publishing.
4. IGNOU Study Material – *Professional Ethics in Education*
5. Rokeach, M. – *The Nature of Human Values*, Free Press.
6. NCERT and UNESCO Reports on value education and ethical practices.
7. Articles from journals like *Journal of Human Values* or *Ethics and Education*.

25EDNU03F3: EXTENSION WORK IN VILLAGES

Semester: III

Non - Credits:

Hours: 2

Marks: 50

Course Objectives:

The Course aims to make student-teachers to

- understand the educational and social realities of rural communities.
- plan and participate in community-oriented extension activities.
- apply pedagogical and leadership skills to address local issues.
- build awareness among the rural population on key issues such as health, literacy, environment, and education.
- develop a sense of social responsibility and commitment to community development.

Content Areas / Units:

Unit I: Concept and Importance of Extension Work

- Meaning and scope of extension work
- Role of teachers in community development
- Gandhian perspective on Nai Talim and rural upliftment
- Importance of village-based learning and field exposure

Unit II: Planning for Village Engagement

- Identifying needs and resources of the community
- Conducting baseline surveys and village profiles
- Formulating action plans in consultation with local stakeholders
- Coordination with Panchayats, NGOs, SHGs, PHCs, etc.

Unit III: Areas of Extension Activities

- Literacy and continuing education programmes
- Health and hygiene awareness (sanitation, nutrition, menstrual hygiene)
- Environmental education and sustainability (tree planting, waste management)
- Educational support (remedial teaching, school enrolment drive, bridge courses)

- Awareness drives (gender equity, child rights, digital awareness, anti-addiction)

Unit IV: Implementation of Extension Work

- Field visits, door-to-door campaigns, rallies, street plays
- Organizing group discussions, folk media, exhibitions
- Teaching aids and IEC material preparation for villagers
- Involvement in local festivals, events, and educational programs

Unit V: Reflection and Documentation

- Maintaining a field diary / work log
- Writing a reflective report on extension work activities
- Community feedback and self-assessment
- Preparation of documentation portfolio with photos, pamphlets, and samples

Practical Activities:

Each student-teacher shall participate in at least 5 major activities from the following:

- Literacy Survey or Awareness Campaign
- Tree Plantation or Eco-Club Activities
- Health/Hygiene Awareness Programme in Schools/Villages
- Remedial Teaching for Drop outs / Underperformers
- Rally / Poster Campaign on Social or Educational Issues
- Teaching Demonstration in Government or Panchayat Union Schools
- Participation in NSS / NGO Collaborated Rural Camp
- Cultural or Educational Programme for Villagers/Children

Evaluation Scheme (CFA 50 Marks only):

S.No.	Criteria	Marks
1	Planning and Participation	10
2	Initiative and Community Interaction	10
3	Creativity in Execution	10
4	Field Diary and Portfolio Documentation	10
5	Reflective Report and Presentation	10
Total		**50**

25EDNU0409: PRACTICES IN INCLUSIVE EDUCATION

Semester	IV	Course Code	25EDNU0409
Course Title	Practices in Inclusive Education		
No. of Credits	04	No. of Contact Hours per Week	4 Hours
New Course / Revised Course	Revised Course	If revised, Percentage of Revision Effected (Minimum 20%)	26
Category	Core		
Scope of the Course	• Employability • Value added course in teacher education field		
Cognitive Levels addressed by the course	• K-1 (Remember) • K-2 (Understand) • K-3 (Apply) • K-4(Analyze) • K-(Evaluate) • K-6:(Create)		

Course Objectives:

The Course aims to make student-teachers to

- enable the students to understand the concept, need, importance and emerging trends in the education of students with special needs.
- make the students familiarize with basic aspects of inclusive education
- provide adequate knowledge and skills about the causes, characteristics, identification and assessment of students with special needs.
- orient the teacher trainees in planning, development and implantation of different educational programmes to the students with special needs.
- develop deeper understanding and skills in the teacher trainees in the promotion of inclusive education practices to differently-abled students in regular schools.

Course Content:

Unit	Content	No. of Hours
I	**Basics Concepts of Inclusive Education** Inclusive Education: meaning and definition- nature and principles – origin of inclusive education - differences between disability,	

	impairment and handicap – nature of the concepts - special education, integrated education and inclusive education - Recommendations given in NPE 1986, POA 1992 and PWD Act 1995, NPD 2006, NCF 2005 and SSA 2000 to education of students with disabilities/special needs - role of national institutions - NIMH, AIISH, AYJNISH, NIOH, NIMD, NIVH and RCI in the promotion of special education in India – key aspects of inclusive education as per NEP 2020.	13
II	**Education of Students with Visual Impairment** Structure and functions of eye- blindness and low vision- causes of visual impairment- common eye diseases - prevention of visually impairment– characteristics of visually impaired – functional assessment of visually impaired - use of technologies in teaching and learning of visual impaired students- sensory training-concept formation-activities- practices in daily living skills- orientation and mobility-learning through Braille	13
III	**Education of Students with Hearing Impairment** Human ear and process of hearing- relevant terms and classification of hearing impairment- curriculum adaptations-teaching literacy skills - use of sign language, speech & auditory therapy, visual & tactile learning, peer interaction - teaching arithmetic barriers of hearing impaired in classroom – strategies for addressing communication barrier	12
IV	**Education of Students with Learning Disabilities** Learning disabilities: meaning, definition, types and characteristics – tools for assessment of learning disabilities- characteristics and identification – interventional strategies in 3Rs - Curriculum adaptation and education of learning disabilities - giftedness: concept and meaning - characteristics, identification and educational strategies used for gifted children.	13

V	**Learning Disabilities** Learning disabilities: meaning, definition, types and characteristics – tools and assessment - characteristics and identification – interventional strategies in 3Rs - Curriculum adaptation and education of learning disabilities - giftedness: concept and meaning - characteristics, identification and education for gifted children.	13

References

- Chintamani Kar (2003). *Exceptional Children: Their Psychology and Education*, Sterling Publishers.
- Manju Gupta (2007). *Special Education* KSK Publishers and Distributors, NewDelhi.
- Agarwal.R & Rao, BVLN (2010). *Learning Disabilities: Teaching Learning Strategies*. Shipra Publications, New Delhi.
- Dhawan.M.L. (2005). *Learners with Special Needs*. Mehta Offset Press, NewDelhi.
- Peterson, M.J. & Hittie.M.M. (2003). *Inclusive Teaching: Creating Effective School for all Learners*, Allyn & Bacon Publishers,USA.
- Parijit Kotwal (2008). *Special Education*, Authors Press, NewDelhi.

Course Outcomes:

On completion of the course, student-teachers should be able to

CO1 Enable the students to understand the concept, need, importance and emerging trends in the education of students with special needs.

CO2 Provide adequate knowledge and skills about the causes, characteristics, identification and assessment of students with special needs.

CO3 Orient the teacher trainees in planning, development and implantation of different educational programmes to the students with special needs.

CO4 Develop deeper understanding and skills in the teacher trainees in the promotion of inclusive education practices to differently abled students in regular schools.

CO5 Construct knowledge about Identification and Education for giftedness.

Mapping of COs with PSOs:

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	**Average**
CO1	3	3	2	2	3	3	**2.7**
CO2	3	2	2	2	3	2	**2.3**
CO3	2	3	3	2	2	2	**2.3**
CO4	3	3	2	3	2	2	**2.5**
CO5	3	3	3	2	3	3	**2.8**
Average	**2.8**	**2.8**	**2.4**	**2.2**	**2.6**	**2.4**	**2.5**

Strongly Correlated(S)	3marks
Moderately Correlated(M)	2marks
Weakly Correlated(W)	1mark
No Correlation(N)	0mark
Note: No course can have "0" (Zero) score	

25EDNU4VA2: SOFT SKILLS FOR TEACHER EDUCATION

Semester	IV	Course Code	25EDNU 04VA2
Course Title	Soft Skills for Teacher Education		
No. of Credits	01	No. of Contact Hours per Week	2 Hours
New Course / Revised Course	Revised Course	If revised, Percentage of Revision Effected (Minimum 20%)	20
Category	Value Added Course		
Scope of the Course	• Employability • Basic Skills		
Cognitive Levels addressed by the course	• K1 (Remember) • K2 (Understand) • K3 (Apply) • K4(Analyze) • K5(Evaluate) • K-6:(Create)		

Course Objectives:

1. To understand the concept of soft skills and the significance of soft skills in teaching
2. To differentiate soft skills from hard skills.
3. To develop effective communication and interpersonal skills for teaching.
4. To enhance classroom management and leadership abilities.
5. To foster critical thinking, creativity, and adaptability in teaching.
6. To equip future teachers with emotional intelligence and stress management techniques.

Course Content:

Unit	Content	No. of Hours
I	**Introduction to Soft Skills in Teaching** Soft skills: Meaning, Definition, Characteristics - Hard Skills vs. Soft Skills – Various Soft Skills -Important Soft Skills for Teachers -Role of Soft Skills in Effective Teaching	7

II	**Communication and Interpersonal Skills** Communication: Meaning, Definition, Significance, Types, Barriers- Importance of Listening Skills and Empathy in Teaching- Classroom Interaction and Student Engagement Techniques- Strategies for Constructive Feedback and Encouraging Student Participation - Public Speaking and Presentation Skills for Teachers- Conflict Resolution and Negotiation Skills.	11
III	**Emotional Intelligence and Classroom Management** Emotional Intelligence: Meaning, Definition, Importance of Emotional Intelligence (EI) in Teaching - Self-Awareness and Self-Regulation Strategies for Teachers- Significance of Motivating and Inspiring Students - Controlling Classroom Stress and Student Anxiety - Tactics for Maintaining a Positive Classroom Environment	8
IV	**Leadership and Teamwork in Education** Leadership-Concept, importance, Styles and Application in Teaching - Teamwork and Collaboration with Colleagues, Parents, and Administrators - Ethical Decision-Making in Teaching - Time Management and Organizational Skills	8
V	**Critical Thinking, Problem-Solving, and Creativity in Teaching** Meaning and Definition of Critical Thinking, Problem-Solving, and Creativity - Importance of Higher-Order Thinking Skills in the Teaching-Learning Process- Characteristics of a Critical and Creative Thinker - Barriers to Critical Thinking and Creative Expression in the Classroom–Approaches and Strategies for Developing Critical Thinking, Problem-Solving and Creativity among Students.	11

References:

1. Alex, K. (2012). *Soft Skills: Know Yourself and Know the World*, S. Chand Publishing.
2. Bhatnagar, Nitin &Bhatnagar, Mamta (2011). *Effective Communication and Soft Skills*
   Pearson Education India.

3. Goleman, Daniel. (1998). *Emotional Intelligence: Why It Can Matter More Than IQ*
   Bloomsbury India.
4. Meena, R. M. (2017). *Communication Skills for Teachers*, Neelkamal Publications.
5. Rao, M. S. (2011). *Soft Skills: Enhancing Employability and Career Growth*, Himalaya Publishing House.
6. Robinson, Peter. (2010). *Soft Skills for Educators*, McGraw-Hill Education.
7. Brookfield, Stephen D. (2012). *Teaching for Critical Thinking*, Jossey-Bass.

25EDNU04P3: SCHOOL INTERNSHIP: PHASE -II

Semester: IV
Credits : 6
Duration:6 Weeks
Marks : 150

Course Objectives:

The school internship aims to enable student-teachers to:

1. Understand the school environment, functions, and culture.
2. Gain practical experience in teaching-learning in real classroom settings.
3. Develop professional skills such as lesson planning, classroom management, and assessment.
4. Engage in co-curricular and school-related activities.
5. Reflect on teaching practices for professional growth.

Structure of Internship Activities:

Student teachers will

- visit their allotted schools with the prior permission of school head/authorities
- write 15 lesson plans for each optional subjects as per the instruction of mentor teachers
- prepare atleast five TLMs for each lesson and use the same in their classroom instruction after the proper approval of the mentor teachers
- maintain and submit the lesson plan record, reflective journal and attendance register signed by the school head, after completion of the Phase –II School Internship, to the HoD/ Concerned Course Teacher of the Department of Education, GRI.

Assessment Scheme: (CFA 75 + ESE 75 Marks = 150):

Assessment Scheme: CFA 75 Marks

S.No.	Criteria	Marks
1	Lesson Plan	25
2	TLM Preparation & usage	25
3	Records	25
Total		**75**

Assessment Scheme: ESE 75 Marks

S.No.	Criteria	Marks
1	Lesson Plan	15
2	Content -Teaching	10
3	Black Board Usage	10
4	TLM Preparation & usage	20
5	Records & Viva voce	20
Total		**75**

25EDNU04P4: EVALUATION OF TEACHING COMPETENCE

Semester: IV
Credits :4
Duration:4 Weeks
Marks : 100
Course Objectives:

The evaluation of teaching competence aims to enable student-teachers to:

1. Enhance the teaching competence in pre - service
2. Plan and Gain knowledge in teaching in macro class room situation.
3. Train and Practice micro skills of teaching-learning process.
4. Develop professional skills such as lesson planning, classroom management, and assessment.
5. Reflect on teaching practices for professional growth.

Structure of Activities:

Student teachers will

- Train and write in Micro Teaching skills and Lesson Plan.
- Plan and gain skills in preparing TLMs and achievement test construction and interpretation of test results.
- Analyse and find the Cases / Subjects and Health, Yoga and Physical Education
- Use of leisure time and generate useful products through Vocational Training, SUPW.
- Practice in Psychology Experiments: Vygotsky's 22 Woden Block-Concept Formation, Wallace-Kohan – Creativity Test, Happiness Inventory, Eyes enk Personality Test, Teacher Aptitude Test, Job Satisfaction and Interest Inventory.

Assessment Scheme: (CFA 40 + ESE 60 Marks = 100):

Assessment Scheme: CFA 40 Marks

S.No.	Criteria	Marks
1	Attendance	10
2	Preparation & Submission of TLMs	15
3	Preparation & Submitting Records	15
Total		**40**

Assessment Scheme: ESE 60 Marks

S.No.	Criteria	Marks
1	Attendance	10
2	Preparation & Submission of TLMs	15
3	Preparation & Submitting Records	15
4	Viva voce	20
Total		**60**

25EDNU0410: PROJECT WORK

Semester: IV **Credits:**4
Marks: 100 (CFA: 40; ESE: 40+20=60)

Course Objectives:
The Course aims to make student-teachers to

- Identify and select educational problems relevant to teaching-learning contexts.
- Apply appropriate research methods and tools to collect and analyze data.
- Develop skills in reporting and presenting findings in a systematic manner.
- Integrate theoretical knowledge with field-based practices.
- Reflect on school or community-based issues through a professional lens.

Themes for Project Work:
Students can choose one of the following themes:

- Inclusive Education
- Educational Cognitive Science
- Gender Issues in Education
- Environmental Education
- ICT in Education
- Assessment and Evaluation Practices
- Classroom Management
- Teaching-Learning Resources
- Psycho Socio-cultural Aspects of Education
- Health and Physical Education
- Learning Difficulties / Remedial Teaching
- School Leadership and Administration
- Language Across the Curriculum
- Any other relevant area

Format for Project Report:

1. Title Page
2. Certificate by the Supervisor
3. Declaration by the Group Project Students
4. Acknowledgement
5. Table of Contents
6. **Chapter I – Introduction**
    - Background of the Study
    - Need and Significance
    - Objectives
    - Hypothesis/Research Questions
    - Operational Definitions
    - Scope and Delimitations

7. **Chapter II – Review of Related Literature**

8. **Chapter III – Methodology**
    - Method Adopted
    - Sample and Sampling Technique
    - Tools Used (if any)
    - Data Collection Process

9. **Chapter IV – Data Analysis and Interpretation**
    - Tables, Graphs, Charts (as needed)
    - Discussion of Results

10. **Chapter V – Findings, Conclusion, and Suggestions**

11. **References** (APA Style Recommended)

12. **Appendices** (Tools, Questionnaire, Observation Schedule, etc.)

Mode of Supervision and Submission:

13. Each student will work under the guidance of a faculty supervisor.
14. Project should be field-based and data-oriented.
15. Viva voce or presentation may be conducted at the departmental level.

Evaluation Scheme (Max. - 100 Marks):

For CFA: Project Report based = 40

For ESE: Project Report based = 40

Project Viva-voce score allotment is 20 Marks

Project report based score allotment is given as follows.

S.No.	Criteria	Marks
1	Selection of the Topic & Relevance	10
2	Clarity of Objectives / Research Questions	05
3	Review of Literature	05
4	Research Design and Methodology	05
5	Analysis and Interpretation	10
6	Originality and Practical Insight	05
Total		**40**