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

B.Sc.B.Ed., - FOUR YEAR INTEGRATED PROGRAMME

(2025-2026 Onwards)

DEPARTMENT OF EDUCATION

SCHOOL OF SOCIAL SCIENCES

Gandhigram, Dindigul – 624 302

Tamil Nadu, India.

BSc.BEd., Syllabus 2025-26 Onwards

S.NO	Category	Course Code	Title of the Course	No. of Credits	Hours	CFA	ESE	Total
SEMESTER I								
1.	Core Course	25EDUX0101	Basics of Teaching and Learning	4	4	40	60	100
SEMESTER II								
2.	Core Course	25EDUX0202	Psycho – Social and Philosophical Bases of Education	4	4	40	60	100
3.	Practicum	25EDUX02P1	School Internship (Phase I)	4	4 weeks	100		100
SEMESTER III								
4.	Core Course	25EDUX0303	Education in Contemporary India	4	4	40	60	100
5.	Modular Course	25EDUX03M1	Teaching Learning Materials (TLM) Preparation	2	2	50	-	50
SEMESTER IV								
6.	Core Course	25EDUX0404	Childhood and Growing Up	4	4	40	60	100
7.	Practicum	25EDUX04P2	School Internship (Phase II)	4	4 weeks	100		100
SEMESTER V								
8.	Core Course	25EDUX0505	Critical Understanding of ICT	4	4	40	60	100
SEMESTER VI								
9.	Core Course	25EDUX0606	Curriculum and School	4	4	40	60	100
SEMESTER VII								
10.	Core Course	25EDNU0707	Learner and Learning	4	4	40	60	100
11.		25EDNU0708	School Management, Leadership and Action Research	4	4	40	60	100
12.		25EDNU0709	Assessment and Evaluation	4	4	40	60	100
13.	AEC	25EDNU07A1	Guidance and Counselling	4	4	40	60	100
		25EDNU07A2	Health and Yoga Education					
		25EDNU07A3	Aesthetic and Creative Education					
14.	Optional - I	25EDNU07O1	Teaching of Language Tamil-I	4	4	40	60	100
		25EDNU07O2	Teaching of Language English– I					
		25EDNU07O3	Teaching of Mathematics-I (For Non-Mathematics Major Students)					
		25EDNU07O4	Teaching of Physical Science– I (For Non-Physical Science Major Students)					
15.	Optional - II	25EDNU07O5	Teaching of Mathematics Education -I (For Mathematics Major Students)	4	4	40	60	100
		25EDNU07O6	Teaching of Physical Science Education – I (For Physical Science Major Students)					
16.	Practicum	25EDNU07P3	School Internship (Phase III)	6	6 weeks	75	75	150
SEMESTER VIII								
17.	Core Course	25EDNU0810	Practices in Inclusive Education	4	4	40	60	100
18.	AEC	25EDNU08A4	Cognitive Science in Education	4	4	40	60	100
		25EDNU08A5	Vocational Education					
		25EDNU08A6	Gender Issues in Education					
19.	Optional - I	25EDNU08O1	Teaching of Language Tamil-II	4	4	40	60	100
		25EDNU08O2	Teaching of Language English– II					
		25EDNU08O3	Teaching of Mathematics-II (For Non-Mathematics Major Students)					
		25EDNU08O4	Teaching of Physical Science– II (For Non-Physical Science Major Students)					
20.	Optional - II	25EDNU08O5	Teaching of Mathematics Education -II (For Mathematics Major Students)	4	4	40	60	100
		25EDNU08O6	Teaching of Physical Science Education – II (For Physical Science Major Students)					
25.	Practicum	25EDNU08P4	School Internship (Phase-IV)	6	6 weeks	75	75	150
22.	Project	25EDNU08P5	Project Report	4		40	40+20	100
23.	Non-Credit Course	25EXNU08F1	Extension Work in Villages	-	-	50	-	50
Total				**90**		**1130**	**1170**	**2300**

In place of Ability Enhancement Course (AEC), a student can opt for MOOC SWAYAM/NPTEL courses confirming to the stipulations of credit transfer policy of GRI. The student teachers should complete atleast on SWYAMA 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

Four Year Integrated B.Sc. 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 four-year Integrated B.Sc.B.Ed course is a pre- service teacher training programme of NCTE under Regulation, 2014 with basic objective to prepare quality of secondary school teachers in Science and Mathematics in Indian school system. NCTE 2014 emphasised on introduction of four-year integrated B.Sc.B.Ed., and B.A.B.Ed., programmes in all central Universities. This tertiary level programmes are a link between higher secondary education and post graduate level education. The programme aims at integrating general studies comprising 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 eight semesters. B.Sc.B.Ed., is offered in Mathematics, Physics and Chemistry under the umbrella of sciences.

Objectives of the Course

- To provide excellence in the field of teacher education resulting in generating quality teachers.
- To develop content as well as pedagogical knowledge of the students.
- To acquaint the prospective-teachers with innovative teaching practices as envisaged in National Curriculum Framework for Teacher Education.
- To sensitize emerging issues such as environment, population, gender equality and peace education.

Unique Features of the Programme

- Choice Based Credit System **(**CBCS)
- Outcome Based Education
- National Education Policy- 2020
- Educational Cognitive Science
- Training on Vocational Education and Experiential Learning
- ICT & e – Content Development Training
- Communication and Soft Skills Training
- School Internship
- Group Project
- Village Placement Programme (VPP)
- Compulsory Noncredit Course on Extension work in Villages.

Duration of the Course:

Duration of the programme shall be of four academic years comprising eight semesters with 250 working days / academic year.

Medium of Instruction

The medium of instruction is English.

Eligibility for Admission

- A Pass in Higher Secondary School Examination (10+2 Pattern) with the minimum of 50% from a recognized board with the subjects Physics/ Chemistry/Mathematics.
- The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of Government of India.

List of Records

SEMESTER	List of Records to be Submitted
VII - Semester	1. Observation Record - I&II 2. Lesson Plan Record- I&II 3. Album - I&II 4. Micro Teaching Record - I&II 5. Programmed Learning Material Record - I&II 6. Physical Education and Yoga Record 7. Reflective Journal 8. Instructional Material Record
VIII - Semester	1. Test and Measurement Record - I&II 2. Subject Practical Record - I&II 3. Psychology Practical Record 4. School Internship Record 5. Field Visit and Activity Record 6. Vocational Training Record 7. Case Study Record 8. VPP Record 9. SUPW Record 10. Remedial Teaching Record 11. Gurukula Record

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		

OBE Elements for BSc.BEd.

Programme Educational Objectives (PEO)

PEO 1:	Promote capabilities to become a secondary school teacher right from the first year of their Under Graduate degree program
PEO 2:	Integrate content knowledge (Mathematics and Science) 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 Outcome (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 right from the first year of their Under Graduate degree program
PO 3:	Inculcate the values of community living and national 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 centred 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:	Analyze 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 Outcome (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 difference of the students
PSO 6:	Prepare themselves as a lifelong learner 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.

25EDUX0101: BASICS OF TEACHING AND LEARNING

Semester	: I	Course Code	: 25EDUX0101
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%)	:31
Category	: Core		
Scope of the Course	1. Basic Skill 2. 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.
- critically analyze teaching as a profession.
- gain knowledge and skills in different teaching methods.
- familiarize with the important concepts of evaluation in teaching – learning.

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 influencing learning. Teaching and Learning: Relationship. Theories of Learning	**13**
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	

25EDUX0202: PSYCHO SOCIAL AND PHILOSOPHICAL BASES OF EDUCATION

Semester	: II	Course Code	: 25EDUX0202
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, New Delhi.
4. Dash.B.N, (2000). Teacher and Education in the emerging Indian society, Neelkamal Publications, New Delhi.
5. Hemlata, T. (2002). Sociological Foundation of Education, Kanishka Publisher, New Delhi

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	

25EDUX02P1: SCHOOL INTERNSHIP- PHASE: I

Semester	: II	Course Code	: 25EDUX02P1
Course Title	: School Internship – Phase I		
No. of Credits	: 04	No. of weeks in School Internship-I	: 04 Weeks

Course Objectives:

The school internship aims to enable prospective teachers to:

- Understand the school environment, functions, and culture.
- Gain practical experience in teaching-learning in real classroom settings.
- Develop professional skills such as classroom management, and assessment.

Internship Activities:

Student-teacher will

- visit their allotted schools with the prior permission of school head/authorities
- observe the classroom instructions given by the regular school teachers
- record the school classroom instructions in their School Internship Observation Record Note
- maintain their attendance register and
- submit the observation record 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 100 Marks only):

S.No.	Criteria	Marks
1	Internship Attendance	10
2	Reflective Journal	10
3	Observation Records (Min.20)	80
Total		**100**

25EDUX0303: EDUCATION IN CONTEMPORARY INDIA

Semester	: III	Course Code	: 25EDUX0303
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 (Minimum 20%)	:44
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

- 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	13

	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.	
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

Reference Books

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	

25EDUX03M1: TEACHING LEARNING MATERIALS (TLM) PREPARATION

Semester	: III	Course Code	: 25EDUX03M1
Course Title	: Teaching Learning Materials (TLM) Preparation		Modular Course
No. of Credits	: 02	No. of contact hours per Week	: 02

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

Unit	Content	No. of Hours
I	**Concept of Teaching Learning Materials** TLM: Meaning, need and importance - types of TLMs: Visual, Audio, Audio-Visual, Digital - Characteristics of good TLMs - Principles of preparing effective TLMs - TLMs for inclusive and diverse classrooms	6
II	**Preparation of Visual Materials** Visual materials: Charts (Flow, Tree, Flip, Poster) & Flashcards - Models (2D & 3D) & Graphic organizers (concept maps, Venn diagrams) - Puppets and role-play materials - Bulletin boards	6
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	7
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	7
V	**TLMs for Subject-Specific Teaching** TLM for Language: Flashcards, story cards, phonetic charts - Mathematics: Geo-boards, number cards, measuring tools -Science: Working/non-working models, experiment kits - Social Science: Maps, timelines, artifacts -Art, Music, and Physical Education: Creative kits, instruments, and sports materials	6

Practical Component:

Each student-teacher shall:

- Prepare at least 5 TLMs 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**

25EDUX0404: CHILDHOOD AND GROWING UP

Semester	: IV	Course Code	: 25EDUX0404
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	1. Life Skills 2. Psychological Skills 3. 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**

Reference Books

1. Devaki,N.(2015), Psychopedagogy, 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. Bert Laura. E. (2014). *Child development*. New Delhi: PHI Learning.
6. Hurlock, Elizabeth. B. (1980). *Development Psychology.* New Delhi: McGraw Hill Education.

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	

25EDUX04P2: SCHOOL INTERNSHIP- PHASE: II

Semester	: IV	Course Code	: 25 EDUX04P2
Course Title	: School Internship –Phase II		
No. of Credits	: 04	No. of weeks in school internship-II	: 04 Weeks

Course Objectives:

The school internship aims to enable student-teachers to:

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

Internship: Phase-II Activities:

Student teachers will

- visit their allotted schools with the prior permission of school head/authorities
- write the 15-lesson plan in lesson plan records for each optional subjects as per the instruction of mentor teachers
- prepare atleast two TLMs for each lesson and use the same in their classroom instruction after the proper approval of the mentor teachers
- maintain their attendance register and reflective journal
- submit the lesson plan record, attendance register and reflective journal 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 100 Marks only):

S.No.	Criteria	Marks
1	Internship Attendance	10
2	Reflective Journal	10
3	Lesson Plan-I	30
4	Lesson Plan-II	30
5	TLM Preparation & usage	20
	Total	**100**

25EDUX0505: CRITICAL UNDERSTANDING OF ICT

Semester	: V	Course Code	: 25EDUX0505
Course Title	: Critical Understanding of ICT		
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, 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.	**13**
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, 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).	**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, SWAYAM Prabha, National Digital Library, FOSSEE, ePG Pathshala, NPTEL, Spoken Tutorial, Virtual Lab, A-View and eGyankosh. DIKSHA, PM e-Vidya, E-acharya, NDL, DAISY (Digital Accessible Information System).	**13**

Reference Books

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. Imran, R.Shaikh.(2013). *Introduction to Educational Technology and ICT*. New Delhi: McGraw Hill Education.
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	

25EDUX0606: CURRICULUM AND SCHOOL

Semester	: VI	Course Code	: 25EDUX0606
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 (Minimum 20%)	:20
Category	**:** Core		
Scope of the Course	• 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.

Course Content

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**

Reference Books

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, New Delhi
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	

25EDNU0707: LEARNER AND LEARNING

Semester	: VII	Course Code	: 25EDNU0707
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 (Minimum20%)	: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 - 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.	**13**
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**

Reference Books

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. Mathur S. S. (2001), Educational Psychology, Vinod Pustar Mandir, Agra.
4. Mangal S. K. (2000), An Introduction to Psychology. Prakash Brothers, Ludhiana.
5. Aggarwal J. C. (1996), Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd, New Delhi.
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, student-teachers should be able to

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	

25EDNU0708: SCHOOL MANAGEMENT, LEADERSHIP AND ACTION RESEARCH

Semester	: VII	Course Code	: 25EDNU0708
Course Title	: School Management, Leadership and Action Research		
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	: Core		
Scope of the Course	1. Employability 2. 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-5:(Evaluate) • K-6 (Create)		

Course Objectives

The Course aims to make student-teachers

- know the basic concepts of educational planning and institutional planning.
- understand and the scope of educational administration and school administration
- analyse the role of educational management and leadership.
- explore various educational 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 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.	13
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 Books

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

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	

25EDNU0709: ASSESSMENT AND EVALUATION

Semester	: VII	Course Code	: 25EDNU0709
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 (Minimum20%)	:30
Category	**:** Core		
Scope of the Course	1. Employability 2. 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 evaluation – Trends in educational evaluation: internal assessment, grading, semester system.	**13**
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**

Reference Books

- 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	

25EDNU07A1: GUIDANCE AND COUNSELLING

Semester	: VII	Course Code	: 25EDNU07A1
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		
Scope of the Course	• 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**

Reference Books

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, New Delhi
3. Chauhan S.S, Principles and techniques of guidance, Vikas publishing house PVT LTD
4. Crow & Crow, (1992), An introduction to Guidance, Eurasia Publishing House, ND.
5. Freeman E.S, (1995), Theory and Practice of Psychological Testing, ND: Henry Holt.

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	

25EDNU07A2: HEALTH AND YOGA EDUCATION

Semester	: VII	Course Code	: 25EDNU07A2
Course Title	: Health and Yoga Education		
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	: Ability Enhancement Course		
Scope of the Course	• 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-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 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.	**13**

Reference Books

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

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	

25EDNU07A3: AESTHETIC AND CREATIVE EDUCATION

Semester	: VII	Course Code	: 25EDNU07A3
Course Title	: Aesthetic and Creative Education		
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		
Scope of the Course	• Skill Development • Employability • Value Added		
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

- understand the art education and performing arts.
- acquire knowledge about the classification of drama.
- develop the basic skills for teaching music and aesthetic education.
- prepare educational strategies for creative education
- evaluate the student's performance in art education.

Course Content

Unit	Content	No. of Hours
I	**Understanding Art Education** Art Education: Meaning, Concept, Nature and Scope-Importance of art education-. Visual arts (drawing, painting, sculpture, digital art) Performing arts (music, dance, theatre, puppetry) and its significance of school education- Philosophy of art (Indian and Western perspectives – Rasa theory, Kant, Dewey). Activities for art experiences-Tradition of performing arts: Bharatanatyam, folk and traditional arts of India – focus on regional forms (e.g., Villu Pattu, Yakshagana, Warli art)	**13**
II	**Application of Drama and Art in Education** Need for drama and art in school education-Types of drama: linear drama, process oriented drama- Role of clowns and jesters in traditional Indian and World drama. Integration of drama and art in school curriculum-drama as a problem-solving process-drama and art for self-realization-demonstration and play way method.	**12**
III	**Music and Aesthetic Education** Concept, Meaning and Importance of Aesthetic Education-Music Education: Meaning, Concept, Raga, Tala, instruments developing composing skills of a music teacher. Funny sound effects and instruments in Children's music - Humour in Indian classical and Folk music story telling. Indian music and Musical traditions in Tamil Nadu: Carnatic folk and Tamilisai-benefits of music education.	**13**

IV	**Creative Teaching** Concept and Nature of creativity-Factors affecting creativity-Steps in creative thinking-Strategy for developing creativity through curricular and co-curricular activities. Role of ICT in teaching-learning of arts (e.g., digital storytelling, AI art tools)	**13**
V	**Evaluation in Art Education** Evaluation Vs Assessment-Art Evaluation: Concept, Nature and Significance - Inclusive evaluation practices in art education-tools and techniques of art evaluation: observation schedule, Project, Rating scale, checklist, portfolios, and anecdotal records-Reflective practices and feedback mechanisms in art education.	**13**

Reference Books

- Bhawna Misra, (2002). Art, Craft and Physical Education, Mohit publications, New Delhi.″
- Chelladurai,P.N, (1998). ThinnagaIsayeyal, Vaikarai Pathipagam, Dindigul.″
- Dash B.N, (2002). Teacher and Education in the Emerging India Society (Vol. I″& II) Neelkamal publications, New Delhi.
- Gowri Kuppusamy, (1980). Teaching of Music, Sterling publishers, New Delhi.″
- Rupali Tripathi, (2004). Teaching of music, Mohit Publication, New Delhi.″

Course Outcomes

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

CO1: explain the concepts, significance, and scope of art education and performing arts in The school curriculum.

CO2: describe the different forms and classifications of drama with reference to educational relevance.

CO3: demonstrate foundational skills in teaching music and aesthetic education suitable for school-level learners.

CO4: design educational strategies that foster creativity and artistic expression in classroom settings.

CO5: assess students' performance and learning outcomes in various domains of art education using appropriate tools and criteria.

Mapping of COs with PSOs:

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

25EDNU07O1: TEACHING OF LANGUAGE TAMIL – I

Semester	VII	Course Code	25EDNU 07O1
Course Title	Teaching of Language Tamil – 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 (Minimum20%)	25
Category	Optional -I		
Scope of the Course	• 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

- 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:	13

	விதிவருமுறை, விதி விளக்க முறை, விளையாட்டு முறையில் இலக்கணம் கற்பித்தல்.	
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

Reference Books

[illegible]லைச்செல்வி. வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிசர்ஸ்,ஈரோடு.

[illegible]னைவர். ஞ. பழனிவேலு (2006) செந்தமிழ் கற்பிக்கும் முறைகள், அய்யா நிலையம், தஞ்சாவூர்.

[illegible]வேணுகோபால் இ. பா. (1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீடு, வேலூர்.

[illegible]பதி. வி. (1997) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிசர்ஸ், சென்னை.

[illegible]வேணுகோபால் இ. பா சாந்தகுமாரி (1991) பொதுத்தமிழ் கற்பித்தல் , சகுந்தலா வெளியீடு, வேலூர்.

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 முறைகளைவேறுபடுத்தி 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	

25EDNU07O2: TEACHING OF LANGUAGE ENGLISH – I

Semester	VII	Course Code	25EDNU07O2
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 (Minimum20%)	27
Category	Optional - I		
Scope of the Course	1. Employability 2. 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 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, CIEFL, and RIE in strengthening language education – Promotion of Indian languages and multilingual classrooms in NEP 2020 - Indigenous Knowledge System and language learning.	13
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

Reference Books:

- 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, 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	

25EDNU07O3: TEACHING OF MATHEMATICS - I

Semester	: VII	Course Code	: 25EDNU07O3
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 (Minimum20%)	: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 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.	**13**
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,	**13**

	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.	
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 Books

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	

25EDNU07O4: TEACHING OF PHYSICAL SCIENCE - I

Semester	: VII	Course Code	: 25EDNU07O4
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 (Minimum20%)	: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.

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 NCF2005, NCFTE2009 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 &	**12**

	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.	
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**

Reference Books

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 & Co ltd.
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	

25EDNU07O5: TEACHING OF MATHEMATICS EDUCATION - I

Semester	: VII	Course Code	: 25EDNU07O5
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		
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 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.	**13**
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	**13**

	Scenario building Technique - blended learning, flipped classroom, artificial intelligence and extended reality - STEM, STEAM, and STREAM in education.	
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 Books

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, student-teachers should 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' 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	

25EDNU07O6: TEACHING OF PHYSICAL SCIENCE EDUCATION - I

Semester	: VII	Course Code	: 25EDNU07O6
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 (Minimum20%)	: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 NCF2005, NCFTE2009 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**

Reference Books

- Panner Selvam, A., (2013), Teaching of Physical S c i e n c e , Shantha Publishers. Chennai.
- Sivarajan K. (2012), Trends and developments in Modern Educational Practices, Calicut University.
- Gupta S.K. (2012), Teaching of Physical Science in Secondary Schools, sterling Publications.
- Nair, C.P.S, (2010), Teaching of Science in our Schools, Sulthan Chand & Co ltd.
- Radha Mohan (2011), Teaching of Physical Science, Neelkamal Publications PVT. LTD, Hyderabad.

Course Outcomes

On completion of the course, student-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 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	

25EDNU07P3: SCHOOL INTERNSHIP- PHASE: III

Semester	: VII	Course Code	: 25 EDNU07P3
Course Title	: School Internship –Phase III		
No. of Credits	: 06	No. of contact hours per Week	: 06 Weeks

Course Objectives:

The school internship aims to enable student - teachers to:

- understand the school environment, functions, and culture.
- gain practical experience in teaching-learning in real classroom settings.
- develop professional skills such as lesson planning, classroom management, and assessment.
- engage in co-curricular and school-related activities.
- 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 –III 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**

25EDNU0810: PRACTICES IN INCLUSIVE EDUCATION

Semester	VIII	Course Code	25EDNU0810
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 (Minimum20%)	26
Category	Core		
Scope of the Course	1. Employability 2. 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-5 (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

Reference Books

- Chintamani Kar (2003). *Exceptional Children: Their Psychology and Education*, Sterling Publishers.
- Manju Gupta (2007). *Special Education* KSK Publishers and Distributors, New Delhi.
- 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, New Delhi.
- 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, New Delhi.

Course Outcomes

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

CO1: explain the concept, need, importance, and recent trends in the education of children with special needs.

CO2: describe the fundamental principles, scope, and models of inclusive education.

CO3: identify and assess students with special needs based on their causes, characteristics, and learning profiles.

CO4: design and implement appropriate educational plans and interventions for learners with special needs.

CO5: demonstrate skills to promote inclusive practices and create enabling environments for differently-abled learners in mainstream classrooms.

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	

25EDNU08A4: COGNITIVE SCIENCE IN EDUCATION

Semester	: VIII	Course Code	: 25 EDNU08A4
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 (Minimum20%)	:33
Category	**:** Ability Enhancement Course		
Scope of the Course	1. Employability 2. 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

- know the Basics of Cognitive Science
- identify the Brain parts and Learning
- analyze the role of Emotions in Learning
- understand Cognitive Processes in Teaching and Learning
- Familiarize with the approaches and applications 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**

Reference Books

- 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: APH Publications.
- 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: Sage Publications.
- Srinivasan, N., Kar, B. R., & Pandey, J. (2010) Advances in Cognitive Science: Volume 2. New Delhi: Sage Publications.
- 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: Sage Publications.

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	

25EDNU08A5: VOCATIONAL EDUCATION

Semester	: VIII	Course Code	: 25 EDNU08A5
Course Title	: Vocational 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%)	:32
Category	: Ability Enhancement Course		
Scope of the Course	• 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

- 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 – present status of vocational and technical education in India - problems for vocational and technical education implementation in India.	**12**
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	

25EDNU08A6: GENDER ISSUES IN EDUCATION

Semester	: VIII	Course Code	: 25 EDNU08A6
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 (Minimum20%)	:35
Category	: Ability Enhancement Course		
Scope of the Course	• 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**

Reference Books

- Dr. Mahabaleshwar Rao, Gender, School Education(2017), VismayaPrakashana.
- Nirmala Jayaraj, (2001), Women and Society – Lady Doak College Madurai 625002.
- Indira Kulishreshtha 'Noopur' (1989), Women's Studies in School Education- Sterling Publishers private limited.
- Ram Shankar Singh, (2009), Encyclopedia on women and children Trafficking –Volume 1 to 3- Anmol Publications.
- Nalini Mishra, (2008), Woman Laws against Violence and abuse- Pearl Books –New Delhi.
- Manju Gupta, (2006), Handbook of Women Health - Khel Sahitya Kendra – New Delhi.
- NEP 2020 Document of Ministry of Education, GoI, New Delhi.

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: No course can have"0"(Zero)score	

25EDNU08O1: TEACHING OF LANGUAGE TAMIL – II

Semester	**VIII**	Course Code	**25EDNU 08O1**
Course Title	**TEACHING Of LANGUAGE TAMIL – II**		
No. of Credits	**04**	No. of Contact Hours per Week	**04 Hours**
New Course / Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum20%)	**25**
Category	Optional - I		
Scope of the Course	• 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 • 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, வாய்விட்டுப் படித்தல், வகைகள்: அகன்ற படிப்பு, ஆழ்ந்த படிப்பு - நோக்கங்கள் - நிறை - குறைகள்.	13
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). மொழிபெயர்ப்பு: விளக்கம், வரையறை, நோக்கங்கள், பயன்கள், பிற மொழிகளிலிருந்து தாய்மொழியில் மொழிபெயர்ப்பு, தாய்மொழியிலிருந்து பிற மொழிகளில் மொழிபெயர்ப்பு, மொழிபெயர்ப்பால் எழும் சிக்கல்கள், மொழிபெயர்ப்பு வகைகள்.	13
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),	12

	இணைத்துக் கற்றல் (Blended Learning), இணைய நூலகம்,-இணைப்பு நிஜமாக்கம் (Virtual reality) பல்லூடகம், விண்ணரங்கம், காணொலி,	

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

25EDNU08O2: TEACHING OF LANGUAGE ENGLISH - II

Semester	VIII	Course Code	25EDNU08O2
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 (Minimum20%)	27
Category	Optional - I		
Scope of the Course	1. Employability 2. 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
- acquire skills on the 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–T y p e , 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**	13

	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.	
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 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.	13

Reference Books:

- 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.

CO 4 prepare lesson plan and describe text books.

CO 5 utilize recent with 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	

25EDNU08O3: TEACHING OF MATHEMATICS - II

Semester	: VIII	Course Code	: 25EDNU08O3
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 (Minimum20%)	:33
Category	**:** Optional-I		
Scope of the Course	: 1. Skill Development 2. Employability 3.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**

Reference Books

- 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, 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	

25EDNU08O4: TEACHING OF PHYSICAL SCIENCE - II

Semester	: VIII	Course Code	: 25EDNU08O4
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 (Minimum20%)	: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 (Chem draw, Chemix, Ph ET, Physion, ACD Lab), virtual labs, social networking sites – Improvised apparatus- meaning, importance.	**13**
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 admin - maintenance of records. Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Field Engagement using Rubrics.	**13**

Reference Books

1. Aggarwal J.C, (2007), Essentials of Educational Technology. Innovations in Teaching- Learning. Vikas Publications House, New Delhi.
2. Edger Dale, Audio-Visual Methods in Teaching, Revised Edition, Dryden Press, New York.
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, Calicut University

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	

25EDNU08O5: TEACHING OF MATHEMATICS EDUCATION - II

Semester	: VIII	Course Code	: 25EDNU08O5
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 (Minimum20%)	:30%
Category	**:** Optional-II		
Scope of the Course	: 1. Skill Development 2. Employability 3.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 Dale's 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	**13**

	of activities.	
V	**Competencies of Mathematics Teacher** Mathematics teacher: general and specific qualities and professional competencies - teacher preparation: pre service and in-service training of mathematics teacher – types of in-service training - improvement of professional competencies of mathematics teacher - management of mathematics class: attention to individual differences - giving importance to problems raised by students - evaluation of mathematics teachers: meaning, need - modes and tools: higher authorities, peer, self-evaluation, evaluation by pupils, by informal talk and administering questionnaire – maintenance of records.	**12**

Reference Books

- 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, 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	

25EDNU08O6: TEACHING OF PHYSICAL SCIENCE EDUCATION - II

Semester	: VIII	Course Code	: 25EDNU08O6
Course Title	: Teaching of Physical Science Education-II		
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	**:** 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 (Chem draw, Chemix, Ph ET, Physion, ACD Lab), virtual labs, social networking sites – Improvised apparatus- meaning, importance.	**13**
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 admin - maintenance of records. Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Field Engagement using Rubrics.	**13**

Reference Books

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

Course Outcomes

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

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

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

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

Mapping of COs with PSOs:

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CO4	3	2	3	3	2	2	**2.5**
CO5	3	2	3	3	2	2	**2.5**
Average	**3**	**2.4**	**2.8**	**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	

25EDNU08P4: SCHOOL INTERNSHIP- PHASE: IV

Semester	: VIII	Course Code	: 25 EDNU08P4
Course Title	: School Internship – Phase IV		
No. of Credits	: 06	No. of contact weeks	: 06 Weeks

Course Objectives:

The school internship aims to enable student - teachers to:

- Understand the school environment, functions, and culture.
- Gain practical experience in teaching-learning in real classroom settings.
- Develop professional skills such as lesson planning, classroom management, and assessment.
- Engage in co-curricular and school-related activities.
- 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 the 15 lesson plan in lesson plan records 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 –IV 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	20
Total		**75**

25EDNU08P5: PROJECT WORK

Semester	: VIII	Course Code	: 25 EDNU08P5
Course Title	: Project Work		
No. of Credits	: 04	No. of contact hours per Week	: 04

Course Objectives:

The student - teachers shall be able 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:

- Teacher Education
- Inclusive Education
- 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
- Cognitive Science and other relevant areas in teaching learning practices.

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. Other specifications for project report:
    - A4 Size Paper; Font size- 12 Times New Roman; line space- 1.5 inch; margin: top, bottom, right side- 1 inch; left -1.3 inch

Project Chapters

Chapter I – Introduction

- Background of the Study
- Need and Significance
- Objectives
- Hypothesis/Research Questions
- Operational Definitions
- Scope and Delimitations

Chapter II – Review of Related Literature
Chapter III – Methodology
- Method Adopted
- Sample and Sampling Technique
- Tools Used (if any)
- Data Collection Process

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

Chapter V – Findings, Conclusion, and Suggestions
References (APA Style Recommended)
Appendices (Tools, Questionnaire, Observation Schedule, etc.)

Mode of Supervision and Submission:

- Each student will work under the guidance of a faculty supervisor.
- Project should be field-based and data-oriented.
- 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

Project report based score allotment is given as follows.

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

25EXNU08F1: EXTENSION WORK IN VILLAGES

Semester	: VIII	Course Code	: 25EXNU08F1
Course Title	: Extension Work in Villages		
No. of Credits	: NIL		

Course Objectives:

The student - teachers will be able 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 Dropouts / 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**