

**WOMEN'S UNIVERSITY COLLEGE OF EDUCATION
MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL**

CURRICULUM FRAMEWORK - B.ED (GENERAL)



B.Ed Syllabus (2021 – 2022 onwards)

**Women's University College of Education.
Constituent College of
Mother Teresa Women's University, Kodaikanal
Curriculum Framework of two Years B.ED Programme (General)
B.Ed Syllabus (from 2021-2022 onwards)**

1. Institutional Vision:

- ✓ Holistic empowerment of women through Teacher Education.

2. Institutional Mission:

- ✓ The Mission of Women's University College of Education is to educate, enhance and empower Women in the field of Teacher Education.

3. Institutional Objectives:

The Objectives of the B.Ed College are to

- ✓ Provide teacher education to the Women-folk
- ✓ Train the student- teachers to acquire skills in the best possible way
- ✓ Serve the society by providing the best skilled teacher
- ✓ Inculcate Values among the student teachers
- ✓ Promote the qualities of good citizenship for the development of our Country

4. B.Ed regular Programme:

The B.Ed. programme is comprised of three broad inter-related curricular areas spread over a period of two years duration. Group-A consists of 8 papers, Group- B is having 8 categories of subjects with three practical aspects and Group- C consists of three papers. First Semester consists of 2 Core papers, 2 pedagogy papers and 2 Elective papers, Second Semester consists of 2 Core papers, 2 pedagogy papers and 1 Elective paper, Third Semester consists of 2 Core papers, 1 Elective paper and internship in Teaching with practical component and Fourth Semester consists of 3 Core papers 2 Elective papers. Thus, B.Ed. Programme is having 19 theory papers in total and practical components including internship and record work for a student. Semester pattern with internal marks and credit system is followed in the College. The optional subjects offered are Tamil, English, Social Science, Mathematics, Physical Science, Biological Science, Commerce, Computer Science, Economics and Home Science depending upon the demand from students every year. It produces 100% results every year. Our B.Ed., students are placed in various schools of Tamil Nadu immediately after the completion of their course. Admission to B.Ed. programme is done on the basis of merit with an entrance examination following Roaster system.

5. Programme Educational Objectives of B.Ed (PEOs)

PEOs	Upon the successful completion of the Programme, the student teachers will be able to
PEO1	enhance teaching competencies for employability and Professional Development
PEO2	demonstrate the teaching skills and strategies required of their discipline
PEO3	develop self confidence, self awareness, self esteem, self discipline and self motivation
PEO4	become the best teachers to serve the Society in the best possible way
PEO5	contribute to the development of the Nation as a human resource

6. Eligibility for admission:

A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education (B.Ed.) provided:

1. The candidates who have undergone 10+2+3(15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree examination of the UGC approved universities in any one of the school subjects offered by the directorate of school education at the secondary/higher secondary education level are eligible.

2. Candidates who have passed the UG or PG degree in Open University system without qualifying 10+2 pattern of school education examination shall not be considered for admission.

3. Candidates who have passed under double degree/additional degree programme with less than three years duration are not eligible for admission.

4. Candidates who have qualified in PG degree (5 year integrated course) under 10+2+5+ or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary/allied subjects alone) of the course alone shall be taken into account for admission.

5. In the case of physically or visually challenged candidates, a minimum pass in the degree is enough.

6. Post graduate candidates in Economics, Commerce, and Home Science with 50% marks in PG degree, irrespective of their UG marks, are eligible. They should have studied their UG and PG Degree in the same subjects.

7. Candidates with the following marks in the bachelor's degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, for which PG qualification is mandatory.

Community/Category	Minimum Marks
OC	50%
BC	45%
MBC/DNC	43%
SC/ST	40%

7. Duration of the course:

The duration of B.Ed. Programme is two years with four semesters. Total number of working days for the B.Ed. course is 400 days exclusive of admission and examination.

8. Medium of Instruction: English

9. Course of Study:

- ✓ Core Subjects
- ✓ Optional Subjects
- ✓ Electives
- ✓ Internship-School Teaching Practice
- ✓ Teaching Competency-I
- ✓ Teaching Competency-II and
- ✓ Other Records

10. Scheme of Examination:

Continuous Internal Assessment (CIA) (formative)	25
End Semester Examination (ESE) (summative)	75

11. Break up of Continuous Internal Marks: (Formative)

Internal test	15
Assignment	5
Seminar	5

12. End Semester Examination (ESE) (Summative)

Pattern of External Question Paper

Time Duration-3hrs

Marks - 75

Part-A

Ten Multiple Choice questions.Two questions from each Unit.....10x1=10

Part-B

Five Questions with internal Choice. Two Questions from each Unit ...5x4=20

Part-C

Five Questions with open choice. One question from each Unit.....3x15=45

13. Passing Minimum: The students must secure 50% of marks in the External Examination and 50 % aggregate both in Internal and External Examination. There is no passing minimum in the Internal Examination.

**14. Conversion of Marks to Grade Points and Letter Grade
(Performance in a Course/Paper)**

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

15. Total marks for two years B.Ed Programme.....2500 marks

Total marks for Theory Papers-19 Papers x100marks= 1900 marks

Conduct of Practical Examination:: 600 marks

Total.....2500 marks

✓ Teaching Competence of School Subject –I(40+80)220 marks

- ✓ Teaching Competence of School Subject -II (40+80).....220 marks
- ✓ Other Records(20+140).....160 marks
- ✓ Total.....600 marks

Split up marks for Practical Examination:

A.Pre Internship Activities (Purely Internal)-Semester-II=100

(Preparation to Function as Teachers)

- (i) Teaching Competence of School Subject –I.....40
 - ✓ Demonstration-I.....10
 - ✓ Teaching Skills (Mini Teaching)-I.....20
 - ✓ Observation-I.....10
- (ii) Teaching Competence of School Subject –II.....40
 - ✓ Demonstration-II.....10
 - ✓ Teaching Skills (Mini Teaching)-II.....20
 - ✓ Observation-I.....10
- (iii) Other Records- Art, Craft and SUPW.....20

B. Internship Practice Teaching-Practical Examination-Semester-III-External-500

(i) Teaching Competence of School Subject -I180 marks

- ✓ Teaching Competency-I100
- ✓ Lesson Plan-I.....30
- ✓ Teaching Aids-I.....20
- ✓ Test and Measurement-I.....30

(ii) Teaching Competence of School Subject -II180 marks

- ✓ Teaching Competency-II100
- ✓ Lesson Plan-II.....30
- ✓ Teaching Aids-II.....20
- ✓ Test and Measurement-II.....30

(iii) Other Records.....140 marks

- ✓ Case Study.....10
- ✓ Action Research.....20
- ✓ Psychology Experiment.....20
- ✓ Community work and field visit.....20
- ✓ Educational Technology.....20
- ✓ Citizenship and First Aid Training.....20
- ✓ School Profile.....10
- ✓ Text book Review.....10
- ✓ Reflective Journal- Diary.....10

16. Attendance:

Students must have earned 75% of attendance in the course for appearing for the examination. Students with 71% to 74% of attendance should apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance should apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination and they shall re-do the semester(s) after completion of the course, with the prior permission of the Controller of the Examination and the Registrar of the University.

17. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

18. Any Other Information

In addition to the above mentioned regulations, any other common regulations pertaining to the B.Ed Programmes are also applicable for this Programme.

Curriculum Framework of Two Years B.ED (General) Programme (Regular)

The B.Ed. programme is comprised of three broad inter-related curricular areas:

Group-A- Perspectives in Education

- ✓ Contemporary India and Education
- ✓ Childhood & Growing up
- ✓ Psychology and Learner
- ✓ Action Research in Education
- ✓ Physical Education and First aid
- ✓ Inclusive Education
- ✓ Health & Yoga Education
- ✓ Women's Education
- ✓ Human Rights Education

Group-B- Curriculum and Pedagogy of school subjects

- ✓ Pedagogy of teaching school subject-I
- ✓ Pedagogy of teaching school subject-II
- ✓ Methods of teaching school subject-I
- ✓ Methods of teaching school subject-II
- ✓ Principles of Curriculum Development
- ✓ Educational Assessment & Evaluation
- ✓ Educational Management and Administration
- ✓ Environmental Education
- ✓ Value and Peace Education
- ✓ Teaching Competence of School Subject-I
- ✓ Teaching Competence of School Subject-II
- ✓ Other Records

Group-C Experiences for Enhancing Professional Capacities

- ✓ ICT in Education
- ✓ Guidance & Counselling
- ✓ Instructional Skills & Strategies

**B.Ed(General) Syllabus (from 2021-2022 onwards)
I Year –Semester-I**

Core I- Contemporary India and Education

Core-II-Childhood and growing up

Optional-I Pedagogy of teaching School Subjects-I/Paper-I (any one)

- ✓ General Tamil
- ✓ General English
- ✓ Paper-I-Commerce
- ✓ Paper-I-Economics
- ✓ Paper-I-Home Science

Optional-II- Pedagogy of Teaching School Subjects-II/Paper-II(any one)

- ✓ Special Tamil
- ✓ Special English
- ✓ Biological Science
- ✓ Mathematics
- ✓ Physical Science
- ✓ Computer Science
- ✓ Social Studies
- ✓ Paper-II- Commerce
- ✓ Paper-II- Economics
- ✓ Paper-II- Home Science

Elective-I -Instructional Skills and strategies

Elective-II-(Optional)-(A1) Environmental Education **OR** (B) Value and Peace Education

I Year –Semester II

Core-III-Educational Assessment and Evaluation

Core-IV- Action Research in Education

Optional-I- Methods of Teaching School Subjects-I/Paper-III (any one)

- ✓ General Tamil
- ✓ General English
- ✓ Paper-III-Commerce
- ✓ Paper-III-Economics
- ✓ Paper-III-Home Science

Optional-II- Methods of Teaching School Subjects-II/Paper-IV (any one)

- ✓ Special Tamil
- ✓ Special English
- ✓ Biological Science
- ✓ Mathematics
- ✓ Physical Science
- ✓ Computer Science

- ✓ Social Studies
- ✓ Paper-IV- Commerce
- ✓ Paper-IV- Economics
- ✓ Paper-IV- Home Science

Elective-III - Physical Education and First aid

Pre- Internship Activities- Preparation to Function as Teachers

II Year- Semester –III

School Practice: Internship in Teaching Practice/ Practical with records writing

Core-V- ICT in Education

Core –VI-Psychology & Learning

Elective-IV- Guidance & Counselling

SBE-I -Computer skills for office management/MOOCs

II Year- Semester-IV

Core-VII-Principles of Curriculum Development

Core-VIII -Educational Administration and Management

Core-IX - Inclusive Education

Elective-V-Health and Yoga Education

Elective-VI-(Optional)- (A) Women’s Education **OR** (B) Human Rights Education

SBE-II-Managerial Skills/MOOCs

Curriculum Structure of B.Ed (Regular)

Syllabus(2021-22 onwards)

Nature	Subject Code	Year/ Subject Title	Semester/	Hrs T*	Hrs P*	Crs	Internal	External	Total
SEMESTER-I									
Core-I	U21GET11	Contemporary India and Education		5	-	4	25	75	100
Core-II	U21GET12	Childhood and growing up		5	-	4	25	75	100
		Pedagogy of teaching School Subjects-I/ Paper-I (any one)							
Optional-I	U21GET111	General Tamil							
	U21GET112	General English							
Paper-I	U21GET113	Paper-I-Commerce		4	1	4	25	75	100
	U21GET114	Paper-I-Economics							
	U21GET115	Paper-I-Home Science							
		Pedagogy of teaching School Subjects-II/ Paper-II (any one)							
Optional-II/ Paper-II	U21GEO121	Special Tamil		4	1	4	25	75	100
	U21GEO122	Special English							
	U21GEO123	Biological Science							
	U21GEO124	Mathematics							
	U21GEO125	Physical Science							
	U21GEO126	Computer Science							
	U21GEO127	Social Studies							
	U21GEO128	Paper-II-Commerce							
	U21GEO129	Paper-II-Economics							
	U21GEO1210	Paper-II-Home Science							
Elective-I	U21GEE11	Instructional Skills and Strategies		4	1	4	25	75	100
Elective-II (Optional)	U21GEE121	Environmental Education		5	-	3	25	75	100
	U21GEE122	Value and Peace Education							

SEMESTER-II								
Nature	Subject Code	Year/Semester/ Subject Title	Hrs T*	Hrs P*	Crs	Internal	External	Total
Core-III	U21GET21	Educational Assessment and Evaluation	4	1	4	25	75	100
Core-IV	U21GET22	Action Research in Education	4	1	4	25	75	100
		Methods of Teaching School Subjects-I/ Paper-III (any one)						
Optional-I	U21GEO211	General Tamil	4	1	4	25	75	100
	U21GEO212	General English						
Paper-III	U21GEO213	Paper-III-Commerce	4	1	4	25	75	100
	U21GEO214	Paper-III-Economics						
	U21GEO215	Paper-III-Home Science						
		Methods of Teaching School Subjects-II/Paper-IV (any one)						
Optional-II/ Paper-IV	U21GEO221	Special Tamil	4	1	4	25	75	100
	U21GEO222	Special English						
	U21GEO223	Biological Science						
	U21GEO224	Mathematics						
	U21GEO225	Physical Science						
	U21GEO226	Computer Science						
	U21GEO227	Social Studies						
	U21GEO228	Paper-IV-Commerce						
	U21GEO229	Paper-IV-Economics						
	U21GEO2210	Paper-IV-Home						
Elective-III	U21GEE23	Physical Education and First aid	4	1	4	25	75	100
Pre- Internship Activities	U21GEI21	Preparation to Function as Teachers	-	4 weeks	2	100	-	100

SEMESTER-III								
Nature	Subject Code	Year/ Semester/ Subject Title	Hrs T*	Hrs P*	Crs	Internal	External	Total
School Practice	U21GEP31	Internship in Teaching Practice/ Practical	-	16 Weeks	14	-	500	500
Core-V	U21GET31	ICT in Education	4	1	4	25	75	100
Core-VI	U21GET32	Psychology & Learning	4	1	4	25	75	100
Elective-IV	U21GEE34	Guidance & Counselling	5	-	4	25	75	100
SBE-I	U21CSS31	Computer skills for office management/MOOCs	1	1	2	25	75	100
SEMESTER-IV								
Nature	Subject Code	Year/ Semester/ Subject Title	Hrs T*	Hrs P*	Crs	Internal	External	Total
Core-VII	U21GET41	Principles of Curriculum Development	5	-	4	25	75	100
Core-VIII	U21GET42	Educational Administration and Management	5	-	4	25	75	100
Core-IX	U21GET43	Inclusive Education	5	-	4	25	75	100
Elective-V	U21GEE45	Health and Yoga Education	4	1	4	25	75	100
Elective-VI (Optional)	U21GEE461	Women's Education	5	-	3	25	75	100
	U21GEE462	Human Rights Education						
SBE-II	U21MSS42	Managerial Skills/MOOCs	1	1	2	25	75	100
		Total	90+	4				2700

***T-Theory, *P-Practical**

Extension Activities like YRC, RRC, and YOGA are carried out outside the College hours

Internship Teaching Practice-20 Weeks

(i) Preparation to Function as Teachers-4 weeks:

During the first year, the B.ED programme offer practiceto the student teachers for a minimum of 4 weeks. It includes:

- ✓ One week Lesson Plan writing.
- ✓ One week practice on Mini Teaching (at least 6 teaching skills like Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining, questioning, blackboard skill. etc. are mastered in each pedagogy course.
- ✓ One week for Preparation of Blue print and Achievement Test Construction.
- ✓ One week visit to Innovative Schools.

(ii) Internship Teaching School Practice-16 weeks

- ✓ One week Observation of Regular Class Teacher in Regular Classroom.
- ✓ 15 weeks Intensive Teaching Practice.

Semester wise distribution of Marks

Semester	Total Credits	Distribution of Marks in %
I Semester	23	24.47
II Semester	22	23.40
III Semester (with Practical)	26+2	29.79
IV Semester	19+2	22.34
Total	90+4	100 %

Construction of Learning Objectives based on Bloom's Taxonomy:

Learning Objectives and Outcomes of the B.Ed programme are constructed based on Bloom's Taxonomy Cognitive Domain and correlated Revised Bloom Taxonomy (Anderson). Blooms Taxonomy use the words in the noun form and Revised Blooms Taxonomy(Anderson cognitive domain) use the words in the verb form and moreover the stages of Evaluation and Create is interchanged in Revised cognitive domain. Accordingly, it is divided into six levels of learning objectives, to be attained by each course. They are

- K1 – Knowledge/ Remember
- K2 - Comprehension / Understand
- K3 - Application / Apply
- K4 - Analysis / Analyze
- K5 -Synthesis / Evaluate
- K6 -Evaluation / Create

Bloom's Taxonomy Action Verbs:

➤ K1 - Knowledge/Remember:

Arrange, Define, Describe, Duplicate, Identify, Label, List, Match, Memorize, Name, Order, Outline, Recognize, Relate, Recall, Repeat, Reproduce, Select, State

➤ **K2 - Comprehension/Understand:**

Classify, Convert, Defend, Describe, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalize, Give example(s), Identify, Indicate, Infer, Locate, Paraphrase, Predict, Recognize, Rewrite, Review, Select, Summarize, Translate

➤ **K3 - Application/Apply:**

Apply, Change, Choose, Compute, Demonstrate, Discover, Dramatize, Employ, Illustrate, Interpret, Manipulate, Modify, Operate, Practice, Predict, Prepare, Produce, Relate, Schedule, Show, Sketch, Solve, Use, Write

➤ **K4- Analysis/Analyze:**

Analyze, Appraise, Breakdown, Calculate, Categorize, Compare, Contrast, Criticize, Diagram, Differentiate, Discriminate, Distinguish, Examine, Experiment, Identify, Illustrate, Infer, Model, Outline, Point out, Question, Relate, Select, Separate, Subdivide, Test

➤ **K5-Synthesis / Evaluate:**

Argue, Assess, Compare, Conclude, Contrast, Defend, Describe, Discriminate, Estimate, Value Evaluate, Explain, Judge, Justify, Interpret, Relate, Predict, Rate, Select, Summarize

➤ **K6 –Evaluation/ Create:**

Arrange, Assemble, Categorize, Collect, Combine, Comply, Compose, Construct, Create, Design, Develop, Devise, Explain, Formulate, Generate, Plan, Prepare, Rearrange, Reconstruct, Relate, Reorganize, Revise, Rewrite, Set up, Summarize, Synthesize, Tell, Write

Mapping COs with POs and PSOs:

The Educational objectives and the Programme Specific Objectives are specified. The Programme Outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite Outcomes are constructed, giving priority to the cognitive domain. The Course Outcomes are mapped with the Programme Outcomes and programme specific outcomes. The performance of the learners is assessed and the attainment rate is fixed, by using the measurements **Very Strong Correlation (5) Strong Correlation (4), Moderate Correlation (3), Least Correlation (2) and Very least Correlation (1)**. The restructuring of the curriculum is done based on the rate of attainment.

Programme Outcomes of B.Ed (POs)

POs	Upon the successful completion of the Programme, the student teachers will be able to
PO1	acquire knowledge about basics of Education, Philosophy and Sociology of Education, Child Psychology, Theories of learning and Individual Differences.
PO2	understand the Professional Qualities and ethics needed for a teacher and Qualities of Counsellor, Guidance services
PO3	explain and Enumerate aim, objectives, values and methods of teaching School Subjects and prepare lesson plan and blue print
PO4	demonstrate and practice the various strategies of teaching and teaching Skills and classroom problems and Action Research and Reflective teaching
PO5	explain, enumerate, evaluate different types of Curriculum, determinants and models of curriculum development, and curriculum evaluation
PO6	equip the students with the potential knowledge for facing the TET, TRB, CTET and other competitive Exam

Programme Specific Outcomes of B.Ed (PSOs)

PSOs	Upon the successful completion of the Programme, the student teachers will be able to
PSO-1	explain, apply, evaluate, explore the techniques, Principles, approaches, role and importance of teaching of School Subjects
PSO-2	enumerate, evaluate, use the Instructional aids and Professional qualities and Professional Development of Teachers
PSO-3	state, bring out, describe the objectives and principles of Organization, functions Management, measures of quality control and prepare Annual plan
PSO-4	state, Explain, evaluate Special Education, Integrated Education, Main stream and Inclusive Education practices and Educational provisions of Special Children
PSO-5	demonstrate, analyse, evaluate Health Instruction, Health Services, and Health Supervision Personal Hygiene, Types of injuries and accidents and first aid ,Yoga, types of Yoga, Yoga for Positive health
PSO-6	list out, explain, state analyze the need, significance, types test, assessment, Evaluation, approaches to Evaluation, teacher evaluation, differentiate test and measurement, test and Examination, the statistical tools
PSO-7	understand and describe the role and importance of Value and Peace Education, Environmental Education, Human rights Education, Women's Education
PSO-8	critically evaluate and interpret the use ICT in Education, Mass Media and E. Learning and web based resources

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Values Scaling:

Total of Values Mean Score of Cos= ----- Total No.of POs & PSOs	Total of Mean Scores Overall Mean Score of Cos= ----- Total No.of COs
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SEMESTER - I

Course Code	U21GET11	CONTEMPORARY INDIA AND EDUCATION	L	T	P	C
CORE - I			5	-	-	4

Learning Objectives:

After completing this course, the student teachers will be able to

- acquires knowledge of Education
- describes the concept of philosophy and education
- understands the knowledge of Eastern and western schools of philosophy
- develops an understanding of Sociology and Education
- explains Right to Education
- enumerates Secondary Education Commission

Unit I: Nature and Process of Education

Education - Meaning, Definition and Nature - Aims of Education –Types of Education: Formal, Informal and Non- formal - Philosophy: Meaning and Definition - Branches of Philosophy - Relationship between Philosophy and Education.

Unit II: Schools of Philosophy

Schools of Philosophy: Vedanta, Bhagavat Gita, Jainism, Buddhism and their Educational Implications –Indian Philosophical Thought: Swami Vivekananda – Mahatma Gandhi – Rabindranath Tagore - Sri Aurobindo- A.P.J.Abdul Kalam. Western Philosophical thought: Rousseau – Froebel – John Dewey – Montessori.

Unit III: Sociology and Education

Sociology – Meaning, Definition – Relationship between Sociology and Education - Impact of Education on society : Social Mobility- Social Change-Social Stratification - National Integration, International understanding- Globalization - Role of Teacher in the promotion of secularism, socialism, Democracy, National integration –problems in Indian society and Education: Wastage and Stagnation – Braindrain.

Unit IV: Role of Central and State Governments on Education

Central Government Organizations: MHRD-UGC –CABE – NUEPA – NCERT – NCTE – NAAC - RCI - State Government Organizations : DSE – SCERT — SIEMAT – Innovative Programmes for Strengthening Quality and Quantity of Education: OBB,DPEP, SSA and RMSA, RUSA.

Unit V: Education in the Indian Constitution:

Education in Concurrent List – Directive Principles: Article- 21A -Universalization of Elementary Education – Right to Education – Constitutional Amendments: 42nd and 86th Amendments – Right to Education Act (2009) – Radhakrishnan Committee on Education (1948)- Secondary Education Commission (1952 - 53) – Kothari Commission (1964–66) – NPE(1968)– NPE (1986) – Acharya Ramamurthy Committee (1990) – Equitable Standard Education - Justice J.S.Verma Committee(2012)-New Education Policy 2020-Challenges and Prospects.

Practicum:

- ✓ Prepare a report of suggestions to improve National Integration
- ✓ Prepare assignment on various topics
- ✓ Discuss about Brain Drain

Suggested References:

- ✓ Chauhan, S.S& Sharma, R.K. Philosophy of Education, Atlantic publishers, New Delhi, 2001.
- ✓ Rao, V.K, Universatisation of Elementary Education, Indian Publishers, New Delhi, 2007.
- ✓ Sharma, Ram Nath, Indian Education at the cross road, Shubhi Publications, 2002.
- ✓ Banrs, J.A., Cultural diversity and education: Foundations curriculum and teaching (4thed.) Alynand, Becon, Boston, 1996.
- ✓ Ghosh, S.C., History of education in India. The University of Michigan, Rawat Publications, 2007.
- ✓ Government of India, National Knowledge Commission Report, New Delhi, 2007.
- ✓ Kumar, K., Politics of education in colonial India, Routledge, New Delhi, 2014.
- ✓ Naik, J.P., Andrew, Vereker, & Nurullah, S., A student's history of education in India (1800-1973), Macmillan, UK, 2000.
- ✓ National Council for Educational Research and Training, National curriculum framework, NCERT, New Delhi, 2005.
- ✓ Levitt, R., Janta, B. and Wegrich, K., Accountability of Teachers- Literature Review, Rand, (Technical Report, General Teaching Council England), Europe. 2008.
- ✓ Dearden R. F., Theory and practice in Education, Routledge K Kegan & Paul, 1984.

Course Outcomes:

COs	Upon completion of this course the students teachers will be able to
CO1	state the meaning and types of Education
CO2	understand Eastern and western schools of philosophy
CO3	correlate Sociology and Education
CO4	explain the role of central and state governments on Education
CO5	acquire with the knowledge of Education in the Indian Constitution
CO6	comprehends the recommendations of various Committees on Education

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET11						I Semester Core-I-Contemporary India and Education								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	P O 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	4	4	4	3	4	4	3	3	4	4	3	4	3	3	3.57
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3.14
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	3.21
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3.07
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score														3.17	

Result: The Score for this Course is 3.17 (Strong Correlation)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GET12	CHILDHOOD AND GROWING UP	L	T	P	C
CORE - II			5	-	-	4

Learning Objectives:

After completing this course, the student teachers will be able to

- define growth and development
- understand the theories of development
- acquire the knowledge of thinking
- develop creativity
- promote intelligence
- comprehend the determinants of Personality

Unit I: Growth and Development

Growth and Development- Meaning & definition- Difference between Growth and development- Characteristics of growth and development in infancy, early Childhood, Later childhood and adolescence- Physical, Mental, Social, Emotional and Moral aspects.

Unit II: Theoretical approaches to Developments

Theories of childhood development- Cognitive theory (Piaget), Learning Theory (Bruner) and Social Learning theory (Bandura)- Psycho social theory (Erickson)- Psycho analytic Theory (Sigmund Freud) Moral development theory (Kohlberg's).

Unit III: Attention, Remembering and Forgetting

Attention- Meaning- Definition- Nature- Kinds of Attention- Span of attention- Determinants of Attention- Memory- Meaning and Definition- Types- Components of memory- Different methods of memorization- Forgetting- Meaning- Curve of Forgetting (Ebbinghaus)- Types of forgetting - Causes of forgetting- Theories of forgetting- Techniques for Promoting Retention.

Unit IV: Creativity and Intelligence

Creativity: Meaning, Nature and dimension of Creativity- Promotion of creativity- Identification of creativity among children. Difference between Intelligence and Creativity - Intelligence Meaning and definition - Nature and types of Intelligence - Theories of Intelligence: Spearman 's two factor Theory, Thorndike 's Multi factor Theory, Thurston 's Group factor Theory of Intelligence- Gardner 's Multiple Intelligence - Measurement of Intelligence- categories of Intelligence tests- Uses and limitations of intelligence testing- IQ and EQ- Emotional Intelligence.

Unit V: Development of Personality

Meaning- Definition- Types of Intelligence- Components of Personality- Determinants of Personality- Integrated Personality- Characteristics and importance of integrated personality- Theories of personality: Type, Trait, Psycho Analytic - Measurement of personality- Methods, Observation, Interviews, Inventories, Situational tests and Projective tests.

Practicum:

- ✓ Various creative works by students.
- ✓ Conducting of mockinterviews.
- ✓ Activities for promotingintelligence

Suggested References:

- ✓ Dr. Girish Pachauri, Childhood and Growing up, Rakhi Prakashan, Agra, 2016
- ✓ Aggarwal J. C., Psychology of Learning & Development, Shipra Publishers, Delhi, 2004.
- ✓ Bhatia & Bhatia, Textbook of Educational Psychology, Doaba House, Delhi, 1981.
- ✓ Cltninger, S.C., Theories of Personality: Understanding Person (5th ed.), Englewood Cliffs, NJ: Prentice hall, 2008.
- ✓ Crowne, D.P, Personalitytheory (2nded.), Oxford UniversityPress, New York, 2010.
- ✓ Santrock John W., Educational Psychology, Inwin Professional Publishers, Delhi, 2010.
- ✓ Mangal, S.K, Psychological Foundations of Education, Prakash Publishers, Ludhiana, 1984.
- ✓ Mohan .J and Vasudeva P.N, Learning Theories and Teaching, Wiley Eastern Limited, New Delhi, 1993.
- ✓ Skinner. E.C, Educational Psychology, 4th Edition, Prentice Hall of India Pvt Ltd, New Delhi, 1984.

Course Outcomes:

COs	Upon completion of this course the students teachers will be able to
CO1	state growth anddevelopment
CO2	explain the theories ofdevelopment
CO3	comprehend the knowledge ofthinking
CO4	developcreativity
CO5	promoteintelligence
CO6	development of Personality

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET12						I Semester Core-II-Childhood and Growing up								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	4	3	4	3	3	4	3	3	4	3	3	3	3	3	3.28
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3.14
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	3.21
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3.07
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score														3.11	

Result: The Score for this Course is 3.11 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GET111	பொதுத் தமிழ் கற்பித்தல்	L	T	P	C
OPTIONAL- I			4	-	1	4

நோக்கங்கள்:

- ✓ தாய்மொழி கற்றிலின் நோக்கங்களை அறிதல்
- ✓ தாய்மொழியின் தனிச்சிறப்பினை அறிதல்
- ✓ தமிழ்மொழியின் பல்வேறு பயிற்று முறைகளை அறிதல்
- ✓ கல்வி ஏற்பாட்டில் தாய்மொழி பெறும் மதிப்பை அறிதல்
- ✓ நுண்ணிலைக் கற்பித்தல் திறன்களின் பயிற்சி பெறுதல்
- ✓ பாடத்திட்டம் அமைத்தலின் அமைந்துள்ள கோட்பாடுகளை அறிதல்
- ✓ பாடக் குறிப்பின் பயன்களை அறிதல்
- ✓ மதிப்பிடக் கற்றுக் கொள்ளுதல்

அலகு 1 - தாய் மொழிக் கல்வியின் சிறப்பு

தாய்மொழிக் கற்பித்தலின் நோக்கங்கள் - அடிப்படைத் - திறன்களை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் - சிந்தனையை வளர்த்தல்- சொற்களஞ்சியத்தைப் பெருக்குதல் - எண்ணத்தை வெளியிடல் - படைப்பாற்றலை வளர்த்தல் - வாழ்க்கை நுகர்வுகள் - கற்பனைத் திறன் வளர்த்தல் - மக்கள் பண்பாட்டை அறிதல் - நாட்டுப் பற்று, மொழிப்பற்றை ஊட்டுதல்.

அலகு 2 - தமிழைப் பயிற்றும் முறைகள்

பழைய முறைகள்: குருகுலமுறை - சொற்பொழிவு, உரையாடல், தடைவிடை, வினாவிடை. புதிய முறைகள்:- விளையாட்டுமுறை - நடிப்பு முறை - செயல்திட்ட முறை- தனிப்பயிற்சி முறை - மேற்பார்வை படிப்பு முறை - திட்டமிட்டுக் கற்றல்

அலகு 3- நுண்ணிலைக் கற்பித்தல் திறன்களின் பயிற்சி:

நுண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சி - தொடங்குதல் திறன் - விளக்குதல் திறன் - பல்வகைத் - தூண்டல்களைப் பயன்படுத்தும் திறன் - வினாக்கள் கேட்கும் திறன் - வலுவூட்டிகளைப் பயன்படுத்தும் திறன் - கரும் பலகையைப் பயன்படுத்தும் திறன் - குறும்பாடம் கற்பித்தல்.

அலகு 4 - பாடத்திட்டம் தயாரித்தல்

பாடத்திட்டம் விளக்கம் - பாடத்திட்டத்தின் படி நிலைகள் - மாதிரிப் பாடத் திட்டம் தயாரித்தல் - பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை - பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை. பூளுமின் கற்பித்தல் கோட்பாடுகள் - அறிதல் பகுதி, உணர்தல் பகுதி, உள இயக்கப் பகுதி.

அலகு 5 - மதிப்பிடல்:

மதிப்பீடு, அளவீடு - நல்ல தேர்வின் நற்பண்புகள் தேர்வின் வகைகள் - அடைவுத் தேர்வு - ஆசிரியர்களால் உருவாக்கப்படும் தேர்வுகள், தரப்படுத்தப்பட்ட தேர்வுகள், குறையறி சோதனைகள் - வினாக்கள் - வினாக்களின் வகைகள் - வினாத்தான் வடிவமைக்கும் முறை - புள்ளியியல் பகுப்பாய்வு.

செயல்முறை

- கருத்தரங்கம் நடத்துதல்
- கற்பித்தல் பொருள் தயாரித்தல்
- வானொலி (அ) தொலைக்காட்சி பேச்சைக் கேட்டு குறிப்பிடுதல்
- வினாவங்கி தயாரித்தல்
- குறையறி சோதனையும், குறைதீர் பயிற்சியும்
- மொழிப்பயிற்றாய்வுக் கூடம்
- திட்டமிட்டுக் கற்றல் சட்டகம் தயாரித்தல்
- நாடகங்கள் எழுதுதல் மற்றும் நடித்தல்
- கல்விச் சுற்றுலா செல்லுதல்

பார்வை நூல்கள்:

- முனைவர்.ஞா.பழனிவேலு,(2011), செந்தமிழ் கற்பித்தல், பொதுத்தமிழ், நதி பப்ளிகேஷன்ஸ், தஞ்சாவூர்.
- வெ.கலைச்செல்வி (2013), பொதுத்தமிழ் கற்றல் - கற்பித்தல், சஞ்ஜீவ் வெளியீடு,ஈரோடு.
- புலவர்.செந்தூர் பாண்டியன் (1979) “நுண்ணிலைப் பயிற்சி” மீனாட்சி பதிப்பகம் புதுக்கோட்டை.
- கோவிந்தராஜன்,மு.(1980)” மொழித்திறன்களும், சில சிக்கல்களும்” தேன்மொழிப் பதிப்பகம், சென்னை.
- கணபதி.வி.(2005) “நற்றமிழ் கற்பிக்கும் முறைகள்” சாந்தா பதிப்பகம், சென்னை – 14.
- டாக்டர்.ந.சுப்புரெட்டியர் (1964), தமிழ் பயிற்று முறை, மெய்யப்பன் பதிப்பகம், சிதம்பரம்.
- இலக்குவன் (2008): தமிழ்ப்பாட நூலும் ஆசிரியரும் இ.சென்னை சாரதா பதிப்பகம்.
- வேணுகோபால் இ.பா(2008), பைந்தமிழ் கற்பிக்கும் முறைகள், சென்னை சாரதா பதிப்பகம்.
- இரத்தின சபாபதி.பி.(1997) செம்மொழிக் கல்வி, சென்னை, சாந்தாபப்ளிஷர்ஸ்.
- விஜயலெட்சுமி.வ.(2007) நுண்ணிலைக் கற்பித்தல், சென்னை:சாரதா பதிப்பகம்
- கோவிந்தராசன்.மு.பயிற்றுப் பயிற்சியும், மொழியாசிரியர்களும், தஞ்சை மாவட்டம், திருமலைக்குமரன் பதிப்பகம்.
- பேராசிரியர்.சு.தண்டபாணி, பேராசிரியர்.வி.தேவ சகாயம் (2009) தமிழ் கற்பித்தல், மீனா பதிப்பகம், மதுரை 2009.
- பேராசிரியர் வி.கணபதி, பூ.ஜெயராமன் (2010) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிஷர்ஸ், சென்னை.

Course Outcomes:

COs	Upon completion of this course the students teachers will be able to
CO1	Acquires knowledge about the basic in Tamil
CO2	Understands pedagogy in Tamil
CO3	Explains micro teaching in Tamil
CO4	Prepare lesson plan
CO5	Practice micro teaching skills.
CO6	Prepare blue print.

Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET111						I Semester Optional I-General Tamil								Credit 4	
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	2	3	3	3	4	3	3	4	3	3	3	3	3	3	3
CO2	3	3	4	4	3	3	3	3	3	4	3	3	3	3	3	3.21
CO3	2	3	3	3	3	2	3	4	3	3	3	4	3	3	3	3
CO4	3	3	3	3	4	3	4	3	3	4	3	3	4	3	3	3.28
CO5	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3
CO6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.07
Overall Mean Score															3.09	

Result: The Score for this Course is 3.09 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GET112	GENERAL ENGLISH	L	T	P	C
OPTIONAL- I			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- acquire knowledge about the fundamentals of English language.
- understand pedagogical basis of language learning.
- understand about Microteaching in English.
- prepare lesson plan
- practise with techniques of Language skills.
- calculate mean, median and mode

Unit I: Role of English in India

Status of English in India-history of English in India-English as a medium of instruction-bilingualism-trilingualism-multilingualism-English as a International Language-English for National Integration & International Understanding.

Unit II: Importance of English Language

Language: meaning and definition-Importance of English Language-English as a second language –aims and objectives of teaching English-teaching English as a skill rather than knowledge subject-English as an International Language-Qualities of a Good English Teacher.

Unit III: Micro Teaching

Micro teaching: Meaning and Definition – Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skill – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teaching Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback-Micro teaching and Mini teaching- Traditional teaching and Micro teaching.

Unit IV: Lesson Plan

Bloom's Taxonomy of instructional Objectives: Cognitive domain, Affective domain, psychomotor domain-writing instructional objectives –general and specific. Year plan- Unit plan- Lesson plan- importance of lesson plan- Criteria of a good Lesson Plan—steps in writing Lesson plan- Advantages of Lesson planning.

Unit V: Evaluation

Evaluation: Meaning and definition- difference between measurement and evaluation purpose of Evaluation-General approaches to evaluation: formative and summative- Types of test- Diagnostic test-Achievement Test- preparation of Blue Print – Interpretation of test scores – Measures of central tendency- Mean, median, mode- Measures of variability- Range-Standard deviation, quartile deviation, correlation-Rank correlation.

Practicum:

- Preparation of micro teaching script
- Practicing micro teaching
- Listening to models of good English speech and recorded materials.
- Preparation of lesson plan
- Calculation of mean, median and mode

SuggestedReferences:

- ✓ Dr.P.S.Chandrakumar,Dr.A.JoycilinShermila,Pedagogy of teaching English, AV.Parvathy Pvt Publications,Tirunelveli,Tamil Nadu, 2012.
- ✓ Dr.M.Hariprasad, Communicative English.Neelkamal Publication, Hyderabad, (2014)
- ✓ Richards, Jack, C., Communicative Language Teaching Today,Cambridge: Cambridge University Press, 2006.
- ✓ V.K.Nanda, Teaching of English, Anmol Publications Pvt .Ltd, New Delhi,2006.
- ✓ Dr.G.Singaravelu, Micro teaching Technique in English. Agarwal.Neelkamal Publications. Hyderabad, 2011.
- ✓ Crystal, David. The Cambridge University Encyclopaedia of Language,Cambridge: Cambridge University Press, 1987.
- ✓ Littlewood, William. Communicative Language Teaching: An Introduction. Cambridge: Cambridge University Press, 1981.
- ✓ Allen, Edward and Rebecca M. Valettee. Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovanich Inc., 1977.
- ✓ Bright J A and McGregor G P. Teaching English as a Second Language.Essex: E L B S and Longman, 1970.
- ✓ Chastain, Kenneth. Developing Second Language Skills: Theory to Practice. Chicago: Rand McNally Publishing Company, 1976.

Course Outcomes:

COs	Upon completion of this course the students teachers will be able to
CO1	acquire knowledge about the fundamentals of English language
CO2	understand pedagogical basis of language learning
CO3	understand about Microteaching in English
CO4	prepare lesson plan
CO5	practise with techniques of Language skills
CO6	calculate mean, median and mode

Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET112						I Semester Optional-I-General English								Credit 4
Cos	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, Pos and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	4	3	4	3	3	4	3	3	4	3	3	3	3	3	3.28
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3.14
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	3.21
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3.07
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score														3.11	

Result: The Score for this Course is 3.11 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GE113	PEDAGOGY OF TEACHING COMMERCE AND ACCOUNTANCY-I	L	T	P	C
OPTIONAL-II PAPER- I			4	-	1	4

Learning Objectives:

After completing this course, the student teachers will be able to

- acquire knowledge about Commerce Education
- understand the Bloom's taxonomy of objectives.
- familiarize with the aims, objectives and goals of teaching commerce and Accountancy.
- understand the values of teaching commerce and Accountancy.
- list out the instructional objectives in teaching of commerce and accountancy.
- prepare lesson plans.

Unit 1: History and Importance of Commerce Education

Purpose, History and importance of Commerce Education- Commerce and Accountancy: Meaning, definition – Nature and Scope – relationship of Commerce with other subjects.

Unit II: Aims, Objectives and Values of teaching Commerce and Accountancy

Aims and objectives – meaning and definition- difference between aims and objectives- Educational aims and objectives of teaching commerce and accountancy at the higher secondary level- Values of Teaching commerce and accountancy-Educational, social, cultural, moral, democratic, disciplinary, practical, vocational, national, and international, artistic and recreational.

Unit III: Teaching Skills

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board – Traditional teaching and Micro teaching - -Mini Teaching-Preparation and Practise of Mini teaching with the integration of multiple skills- Observation and evaluation with feedback-Micro teaching and Mini teaching.

Unit IV: Instructional Objectives

Instructional objectives: General and specific – Bloom's Taxonomy of objectives under cognitive, affective and psychomotor domains-Anderson's cognitive (revised) objectives.

Unit V: Planning for instruction

Year Plan – unit Plan – Lesson Planning – necessity of preparing a lesson plan – qualities of a good lesson plan – unit planning – Criteria of a good unit – difference between lesson plan and unit plan – format of a lesson plan – model lesson plan and unit plan for Commerce and Accountancy.

Practicum:

- Observing Demonstration class by teacher educator.
- Observing Demonstration class by peer student teacher.
- Observing at least five classes of relevant school subjects Teachers.
- Observing at least five classes of peer students teaching in the same discipline.
- Practicing at least 6 core-teaching skills through microteaching.
- Preparing of lesson plans.

Suggested References:

- ✓ Mahesh Kumar. Modern teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi, 2005.
- ✓ Rao, Seema. Teaching of Commerce. New Delhi: Anmol Publication, 2007.
- ✓ Passi, B.K. Becoming a better teacher: Micro Teaching approach, Sahitya Mudranalaya. Ahmedabad, 1976.
- ✓ Passi, B.K. and Lalita, M.A., Micro – Teaching: Theory and Research, Jugal Kishore and Co., Dehradun, 1976
- ✓ Khan, M. S. Commerce Education. New Delhi: Sterling Publishers Private Limited, 1982
- ✓ Gupta, U. C. Teaching of Commerce. New Delhi: Khel sahitya Kendra, 2007.
- ✓ Sharma, R. N., Principles and Techniques of Education. Delhi: Surjeet Publications, 2008.
- ✓ Aggarwal, Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt Ltd, 2008.
- ✓ Chopra, H.K. and Sharma, H. Teaching of commerce, Kalyani publisher, Ludhiana, 2007.
- ✓ Chauhan, S. S. Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd, 2008.
- ✓ Dhand, H. Techniques of Teaching. New Delhi: APH Publishing Corporation, 2009.
- ✓ Siddiqui, M.H. Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation, 2009.
- ✓ Singh, Y. K. Teaching Practice. New Delhi: APH Publishing Corporation, 2009.
- ✓ Anderson, W. L & Krathwohl. Taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Boston: Allyn & Bacon, 2008.
- ✓ Bloom, Benjamin, S. Taxonomy of educational objectives: Book 1: Cognitive domain. Boston: Addison Wesley Publication, 1984.
- ✓ Gronlund, N.E. Stating behavioural objectives for classroom instruction. London: MacMillan, 1970.
- ✓ Krathwohl et.al, Taxonomy of educational objectives, Hand Book II: Affective domain. New York: McKay, 1999.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	acquire knowledge about history of Commerce Education
CO2	familiarize with aim and objectives of teaching commerce and accountancy
CO3	understand the values of teaching commerce and accountancy
CO4	explain micro teaching skills in Commerce teaching
CO5	enlist the instructional objectives in teaching of commerce and accountancy
CO6	prepare lesson plan

Outcome mapping (CO, PO, PSO)

COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	3	3	4	3	3	4	4	4	4	3	3	3	3	3	3.35
CO2	3	3	3	4	3	4	4	4	4	3	3	3	3	3	3.35
CO3	3	3	3	4	3	4	3	4	4	3	4	3	3	3	3.35
CO4	3	3	3	3	3	4	4	4	3	4	3	3	3	3	3.28
CO5	3	3	3	3	3	4	4	3	3	3	4	3	3	3	3.21
CO6	3	3	3	3	3	4	4	4	3	3	4	3	3	3	3.28
Overall Mean Score														3.30	

Result: The Score for this Course is 3.30 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GE114	PEDAGOGY OF TEACHING ECONOMICS-I	L	T	P	C
OPTIONAL – II PAPER-I			4	-	1	4

Learning Objectives:

After completing this course, the student teachers will be able to

- state the need and importance of Economics
- understand the Bloom's taxonomy of objectives.
- familiarize with the aims, objectives, goals and values of teaching Economics.
- prepare instructional materials in teaching of Economics.
- acquire different types of teaching skills for an effective teaching.
- prepare Lesson plans

Unit I: Need and Importance of Economics

Need and importance of teaching Economics – Economics – meaning – definition – Essentials of teaching Economics – principles in teaching – learning process, micro Economics – macro Economics.

Unit II: Aims, Objectives and Values of teaching Economics

Aims and objectives – meaning and definition – difference between aims and objectives – aims and objectives of teaching Economics – values of teaching Economics-Educational, social, cultural, moral, democratic, disciplinary, practical, vocational, national, and international, artistic and recreational.

Unit III: Instructional Objectives of teaching learning process

Instructional objectives: general and specific objectives – Bloom's Taxonomy of objectives under cognitive, affective and psychomotor domains – Anderson's cognitive objectives of teaching.

Unit IV: Micro teaching

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teaching- Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback-Micro teaching and Mini teaching-Traditional teaching and Micro teaching.

Unit V: Lesson Planning and Unit Planning:

Year Plan – unit Plan – Lesson Planning – necessity of preparing a lesson plan – qualities of a good lesson plan – format of a lesson plan – model lesson plan -unit plan – salient features unit plan for Economics.

Practicum:

- Observing Demonstration class by teacher educator.
- Observing Demonstration class by peer student teacher.
- Practicing at least 6 core-teaching skills through microteaching.
- Preparing of lesson plans.

Suggested References:

- ✓ M.Mustafa, Teaching of Economics. Deep & Deep Publications, 2005.
- ✓ Sadashiva Reddy, Learn and Teach Economics. Authors Press, 2005.
- ✓ Seema Sharma, Modern teaching of Economics, Anmal Publication. (P) Ltd, New Delhi, 2004.
- ✓ Mahesh kumar, Modern teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi, 2005.
- ✓ N.R.Saxena & B.K. Mishra & R.K. Mohanty, Teaching of Economics, Surya Publication, 2006.
- ✓ Kochhar S. K. Methods and techniques of teaching. New Delhi: Sterling Publishers Private Limited, 1992.
- ✓ Paul R, History of economic thought, kalyant publishers, Ludhiana, 1984.
- ✓ Sundaram, K.P.M. Sundaram, Indian Economy, S.Chand and company Pvt. Ltd, New Delhi, 1985.
- ✓ Rai B.C., Methods of teaching Economics, Prakashan Kendra, Lucknow, 1987.
- ✓ Bloom, Benjamin, Taxonomy of educational objectives, cognitive domain, Longman green, 1974.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	acquire knowledge about essentials of teaching Economics
CO2	familiarize with aims and objectives of teaching Economics
CO3	prepare instructional materials in teaching of Economics
CO4	acquire different types of teaching skills for an effective teaching
CO5	understand year plan and unit plan
CO6	prepare lesson plan

Outcome mapping (CO, PO, PSO)

COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, Pos and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	3	4	2	2	4	4	4	3	2	2	3	2	2	2.71
CO2	2	2	3	2	3	4	4	4	4	3	3	2	2	2	2.85
CO3	2	3	2	2	2	3	3	4	4	2	2	3	3	2	2.64
CO4	2	3	3	2	2	4	4	4	3	4	3	2	2	2	2.92
CO5	2	2	3	2	2	4	4	2	2	3	2	3	2	2	2.5
CO6	2	2	2	2	3	3	4	4	2	2	4	3	3	3	2.78
Overall Mean Score														2.73	

Result: The Score for this Course is 2.73 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GE115	PEDAGOGY OF TEACHING HOME SCIENCE-I	L	T	P	C
OPTIONAL – II PAPER-I			4	-	1	4

Learning Objectives:**At the end of the course the student will be able to**

- ✓ understand the philosophy of HomeScience
- ✓ list out the different area of home science
- ✓ understand the roles of various agencies in HomeScience.
- ✓ acquires knowledge about various micro teaching skills
- ✓ develop the ability to manage homes and families at various level of education
- ✓ develop knowledge about various skills of teaching HomeScience.
- ✓ Understand the evaluation of home science

Unit I: The Philosophy of Home Science Education

Introduction- philosophy of Home Science - basic goals of Home Science-definition and importance of home science-field of home science-scope of home science.

Unit II: Aims & Objectives and Values of teaching Home Science

Aims and Objectives: Meaning and Importance -Difference between Aims and Objectives – Bloom's Taxonomy of Educational Objectives: Cognitive domain, Affective domain, psychomotor domain -Writing instructional Objectives: General and specific-Values of teaching Home Science.

Unit III: Micro teaching

Meaning and Definition, Objectives – Need, Characteristics –steps in Micro Teaching-Micro Teaching cycle – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of reinforcement – Probing Questioning – Black board –Mini Teaching Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback- Micro teaching Mini teaching-Traditional teaching and Micro teaching.

Unit IV: Lesson Plan and Unit Plan

Meaning, Components, Advantages of Lesson panning – Criteria of a good Lesson Plan – Requirements for Lesson planning – Approach to Lesson planning: Herbartian, Sequential steps in a Model Lesson Plan -Format of Lesson Plan, Sample Lesson Plan – Unit Plan-YearPlan.

Unit V: Evaluation of Home Science teaching

Meaning of Evaluation- Functions of Evaluation-Purpose of Evaluation-Concept of evaluation-types-process-tools of evaluation-achievement tests in Home Science and its types-a scholastic achievement test in Home Science-Preparation of blue print-Analysis and Interpretation of test scores-Mean, Median, mode, Standard deviation, Quartile deviation, correlation-Rank correlation co-efficient.

Practicum:

- ✓ Group activity on collecting different species.
- ✓ Assignment regarding various cooking vegetables and its vitamins.
- ✓ Developing Blue Print and Achievement Test.

Suggested References:

- ✓ Dr.T. Subhashini, Pedagogy of home science, 2016.
- ✓ Das R.R, and Ray B, Methods of Teaching of Home Science, Sterling Publication Pvt, Ltd, New Delhi, 1979.
- ✓ Bhatia, K.K.; Measurement and evaluation in education, Prakash Brothers, Ludhiana, 1990.
- ✓ Arvinda Chandra, Anupama Shah, Umajoshi, Fundamentals of Teaching Home Science, Sterling Publishers Pvt Ltd, New Delhi, 1995.
- ✓ Jha, J.K.; Encyclopedia of teaching of home science, (Vol.I&II), Anmol Publications Pvt.Ltd, New Delhi, 2001.
- ✓ Kochhar S. K.; Methods and techniques of teaching, Sterling Publishers Private Limited, New Delhi, 1992.
- ✓ Sharma R.C., Science Teaching, Dhanpat Rai Publishing Co. Pvt. Ltd. New Delhi, 2005.

Course Outcomes:

COs	Upon completion of this course the students teachers will be able to
CO1	understand the philosophy of HomeScience.
CO2	help the students enrich their powerful knowledge of different area of home science
CO3	acquires knowledge about various micro teaching skills
CO4	ability to manage homes and families at various level of education
CO5	develop knowledge about various skills of teaching HomeScience.
CO6	understand the evaluation of home science

Outcome mapping (CO, PO, PSO)

COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2.57
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	2	3	3	2	3	3	3	2	2.78
CO4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2.92
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score														2.87	

Result: The Score for this Course is 2.87 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO121	சிறப்புத் தமிழ் கற்பித்தல் - 1	L	T	P	C
Optional-II			4	-	1	4

நோக்கங்கள்:

- ✓ தமிழ்மொழி வரலாறு பற்றி அறிதல்
- ✓ மொழி வளர்ச்சி பற்றி அறிதல்
- ✓ கலைத் திட்டத்தில் தாய்மொழிப் பற்றி அறிதல்
- ✓ மொழியியல் பற்றி அறிதல்
- ✓ உரையாசிரியர்களின் மொழிநடை அறிதல்
- ✓ உரைநடையாசிரியர்கள் பற்றி அறிதல்

அலகு- 1: தமிழ்மொழி வரலாறு மற்றும் மொழி வளர்ச்சி:

தமிழ்மொழி வரலாறு – தமிழ் மொழியின் சிறப்புகள் - தமிழ்மொழியின் பெருமை – தமிழ் மொழியின் பண்புகள் - மொழியின் தோற்றக் கொள்கைகள் - மொழி வளர்ச்சி – மொழி வளர்ச்சிக் கொள்கை – மொழி அமைப்பு, மொழிப் பயன்பாடு.

அலகு- 2: கலைத்திட்டத்தில் தமிழ்மொழி

கலைத்திட்டம் - கலைத்திட்டத்தின் கோட்பாடுகள் - தமிழ்மொழிக் கல்வி – கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் - தேசியக் கல்விக் கொள்கை – பள்ளிக் கலைத்திட்டம் - தேசியக் கல்வியின் நோக்கங்கள்

அலகு- 3: மொழியியல், ஒலியன்கள்:

மொழியியல் வளர்ச்சி – பேச்சு மொழி, எழுத்து மொழி, தனிநிலை, ஒட்டு நிலை, உட்பிணைப்பு நிலை – ஒலியன்கள் - ஒலியன்களைக் கண்டறியும் கொள்கைகள் - தமிழ் ஒலியன்கள் - ஒலியன் கோட்பாடு – ஒலி ஒற்றுமை – ஒலியுறுப்புகளும், அவற்றின் தொழிலும்.

அலகு- 4: உரையாசிரியர்களின் மொழிநடை:

இளம்பூரணர் - சேனாவரையர் - பேராசிரியர் - நச்சினார்க்கினியர் - அடியார்க்கு நல்லார் - பரிமேலழகர்

அலகு- 5: உரைநடையாசிரியர்கள்:

வீரமாமுனிவர் - ஆறுமுக நாவலர் - இராமலிங்க அடிகள் - டாக்டர்.உ.வே.சாமிநாத ஐயர் - கவிமணி தேசிக விநாயகம் பிள்ளை – மறைமலையடிகள் - சோமசுந்தர பாரதியார் - பண்டிதமணி கதிரேசன் செட்டியார் - சுப்பிரமணிய பாரதியார் - திரு.வி.கல்யாண சுந்தர முதலியார் - ரா.பி.சேதுப்பிள்ளை – டாக்டர்.மு.வரதராசனார்

செயல்முறை பயிற்சி:

- முன்னறிவிப்பில்லா சொற்பொழிவுகள்
- சொற்போர் - பட்டிமன்றம் நடத்துதல்
- கருத்தரங்கம் நடத்துதல்
- கற்பித்தல் பொருள் தொடர்பான துணைக் கருவிகளைத் தயாரித்தல்
- வினா வங்கி, இதழ் தயாரித்தல்
- பேச்சுறுப்புகளைப் பயன்படுத்தி ஒலியின் தோற்றத்தை உணரச் செய்தல்

பார்வை நூல்கள்:

- முனைவர்.ஞா.பழனிவேலு, இ.(2009) 'செந்தமிழ் கற்பித்தல் - சிறப்புத் தமிழ்'– நலங்கிள்ளி பதிப்பகம், தஞ்சாவூர்.
- முனைவர்.எஸ்.ஸ்ரீ குமார் (2002) 'மொழியும் சமூகமும்' செண்பகா பதிப்பகம், தி.நகர், சென்னை – 17
- கணபதி.வி, பூ ஜெயராமன் (2010) 'நற்றமிழ் கற்பிக்கும் முறைகள்'– பகுதி – 2, சாந்தா பப்ளிஷர்ஸ், சென்னை.
- முனைவர். முத்து சண்முகம் (1988) 'இக்கால மொழியியல்', கழக வெளியீடு.
- முனைவர்.மு.வ.(1988) 'மொழி வரலாறு' கழக வெளியீடு
- வே.சலைச்செல்வி (2013), 'சிறப்புத் தமிழ்' சஞ்சீவ் வெளியீடு, ஈரோடு.
- முனைவர்.இ.பா.வேணுகோபால், சாந்தகுமாரி, மு (2009) 'சிறப்புத் தமிழ் கற்பித்தல்' சாரதா பதிப்பகம், சென்னை.
- முனைவர்.சு.சக்திவேல் (1996) 'தமிழ் மொழி வரலாறு', மாணிக்கவாசகர் பதிப்பகம், சென்னை.

Course Outcomes:

COs	Upon completion of this course the students teachers will be able to
CO1	acquires knowledge about Tamil
CO2	understands the Tamil teaching
CO3	explains various methods
CO4	appreciates the way of teaching poetry.
CO5	explains about teaching grammar
CO6	prepares different kinds of materials for teaching in Tamil.

Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO121						I Semester Optional-II-Special Tamil								Credit 4	
Cos	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, Pos and PSOs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	3	4	3	4	3	3	4	3	3	3	3	3	3	3.21
CO2	3	3	4	4	3	3	3	3	3	4	3	3	3	3	3	3.42
CO3	2	3	3	3	3	2	3	4	3	3	3	4	3	3	3	3
CO4	3	3	3	3	4	3	4	3	3	4	3	3	4	3	3	3.28
CO5	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3
CO6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.07
Overall Mean Score															3.16	

Result: The Score for this Course is 3.16 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO122	SPECIAL ENGLISH-I	L	T	P	C
OPTIONAL- II			4	-	1	4

Learning Objectives:

After completing this course, the student teachers will be able to

- acquire knowledge teaching English prose
- understand the various methods of teaching English.
- explain about teaching grammar
- appreciate the way of teaching poetry
- prepare different kinds of instructional materials for teaching English
- Comprehend the approaches of teaching English

UnitI: Language Learning

Features of Language: Concept, Meaning, Nature and Functions-Factors affecting Language Learning: Psychological factors, Social factors-Implications of theories in Language Learning: Vygotsky, Bruner and Chomsky's theory of Language Acquisition Device.

UnitII: Phonetics

Organs of Speech-Phonetics and Pronunciation-Spelling-The sounds of English-Classification of Vowels and Consonants-Stress: Primary and Secondary-Intonation.

UnitIII: Approches and Methods of teaching English

Approches: Structural Approach-Situational Approach-communicative approach-eclectic approach.

Methods: Observation-Demonstration-dramatization-debate-Translation method- Direct method-Group method-Substitution method & Play way method.

Unit IV: Teachingof English

Teaching of prose and poetry- Methods of Teaching Grammar-Defects of Traditional School Grammar- Use of Tree diagrams in grammar-tree diagram for noun Phrase-tree diagram for verbal Phrase;School Grammar: Active Voice-Passive voice-Direct & Indirect speech-Degrees of comparison-Sentence and its Types- Tense, Prefix, Suffix, Question Tags-Articles-Preposition, Idioms.

Unit V: Equipment and Resources for teaching English

Language Laboratory, Lingua Phone, Tape Recorder, Language Disc, Library, Talking Books, Radio, Television, Computer, Film and Slides, Text Book , English Reader, Flash Cards, Black Board, Chart and Models-Co-curricular activities.

Practicum:

- Preparation of different types of phonetic exercises.
- Preparation of Tree diagrams for grammatical components.
- Preparation of English album
- Preparation of instructional aids like chart, flash card etc.

Suggested References:

- ✓ V.K.Nanda, Teaching of English, Anmol Publications Pvt .Ltd, New Delhi, 2006.
- ✓ Shaikh Mowla, Methods of Teaching English. Neel Kamal Publications Pvt. Ltd. Hyderabad, 2012.
- ✓ Dr.P.S.Chandrakumar, Dr.A.JoycilinShermila (2012).Pedagogy of teaching English.AV.Parvathy pvt publications.Tirunelveli.Tamil Nadu.
- ✓ Davis, Fiona and Rimmer, Wayne. Active Grammar (Level 1, 2 & 3). Cambridge University Press. (2011)
- ✓ Doff, Adrian. Teach English: A Training course for Teachers. Cambridge Cambridge University Press. (1990)
- ✓ Krashen, Stephen D. Principles and Practice in Second Language Acquisition. New York: Pergamon Press. (1982)
- ✓ Larsen-Freeman, Diane. Techniques and Principles in Language Teaching.Oxford: Oxford University Press. (1986)
- ✓ Ur, Penny. A Course in Language Teaching: Practice and Theory.Cambridge: Cambridge University Press. (1991)
- ✓ Shaikh Mowla, Methods of Teaching English. Neel Kamal Publications Pvt. Ltd. Hyderabad, 2012.
- ✓ Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: University of Chicago Press, 1981.

Course Outcomes:

COs	Upon completion of this course the students teachers will be able to
CO1	acquires knowledge about features of Language
CO2	understands the sounds of English
CO3	explains various approaches of teaching in English
CO4	appreciates the way of teaching poetry.
CO5	explains about teaching grammar
CO6	prepares different kinds of instructional materials for teaching English

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO122						I Semester Optional-II-Special English								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score Of Cos, POs and PSOs
	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7	PSO 8	
CO1	4	3	4	3	3	4	3	3	4	3	3	3	3	3	3.28
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3.14
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	3.21
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3.07
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score														3.11	

Result: The Score for this Course is 3.11 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO123	PEDAGOGY OF TEACHING BIOLOGICAL SCIENCE	L	T	P	C
OPTIONAL- II			4	-	1	4

Learning Objectives:

After completing this course, the student teachers will be able to

- ✓ develop the knowledge of Biological science curriculum.
- ✓ understand the relationship between the process and product
- ✓ apply the values of teaching biological science
- ✓ acquire knowledge about the general and specific objectives of lesson plan
- ✓ understand the skills of micro teaching
- ✓ develop the knowledge of evaluation.

Unit I: Nature and Scope of Biological Science

Define science-Nature and Scope of Science- Science as a product and process –Structure of science (Empirical knowledge, Theoretical knowledge-facts, concepts, hypotheses, theory, principle, scientific law)-Biological Science -Meaning of Biological science- Scope of Biological science-correlation between biology and other subjects –role of biological Science in human welfare.

Unit II: Aims, Objectives and Values of teaching Biological Science

Aims and Objectives: Meaning and Importance -Difference between Aims and Objectives – Bloom’s Taxonomy of Educational Objectives: Cognitive domain, Affective domain, psychomotor domain -Writing instructional Objectives: General and specific-Values of teaching Biological Science.

Unit III: Micro Teaching

Meaning and Definition, Objectives – Need, Characteristics –steps in Micro Teaching-Micro Teaching cycle – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of reinforcement – Probing Questioning – Black board –Mini Teaching-Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback- Micro teaching and Miniteaching, Micro teaching and Traditional Teaching.

Unit IV: Lesson Plan

Meaning, Components, Advantages of Lesson panning – Criteria of a good Lesson Plan – Requirements for Lesson planning – Approach to Lesson planning: Herbartian, Sequential steps in a Model Lesson Plan -Format of Lesson Plan, Sample Lesson Plan – Unit Plan-YearPlan.

Unit – V: Evaluation in Biological Science

Meaning of Evaluation- Functions of Evaluation-Purpose of Evaluation-Concept of evaluation- types-process-tools of evaluation-achievement tests in Biological Science and its types-a scholastic achievement test in Biological Science-Preparation of blue print-Analysis and Interpretation of test scores-Mean, Median, mode, Standard deviation, Quartile deviation, correlation-Rank correlation co-efficient.

Practicum:

- Designing lesson plans for a particular concept keeping in mind the expected operational level of children.
- Collection, fixation and preservation of biological materials.
- Survey of school science Laboratory.

Suggested References:

- ✓ Sharma R.C. Modern Science teaching, Dhanpat Raj and sons, 1985.
- ✓ Siddigi, Teaching of Science Today and Tomorrow, Doals House, 1985.
- ✓ Biology: A Text book for higher secondary schools, NCERT, New Delhi, 1996.
- ✓ Dr.G.Venugopal, Mrs.N.Nithyasri& Prof.K.Nagarajan, Teaching of Biology, Ram Publishers, 2005.
- ✓ Dr.P.Ameeta, Methods of teaching Biological Science, Neelkamal Publications Pvt Ltd, 2012.
- ✓ Kohli, V.K., How to Teach Science, 2006 Ambala: Vivek Pub. R7, UNSECO Source Book for Science, France: UNSECO, 2006.
- ✓ Soni, Anju, Teaching of Science, Ludhiana, Tandon Publications, 2000.
- ✓ Vaidya, Narendra N. The Impact of Science Teaching. Oxford and IBH Pub.Co. New Delhi, 1997.

Course Outcomes:

COs	Upon completion of this course the student's teachers will be able to
CO1	develop the knowledge of Biological science curriculum.
CO2	understand the relationship between the process and product
CO3	apply the values of teaching biological science
CO4	acquire knowledge about the general and specific objectives of lesson plan
CO5	understand the skills of micro teaching
CO6	develop the knowledge of evaluation.

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO123						I Semester Optional II -Pedagogy of Teaching Biological Science								Credit 4
	Programme Outcomes						Programme Specific Outcomes								
COs	PO 1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	Mean score of Cos, POs and PSOs
CO1	4	3	4	3	3	3	3	3	4	3	3	3	3	3	3.21
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score														3.04	

Result: The Score for this Course is 3.0(**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO124	PEDAGOGY OF TEACHING MATHEMATICS	L	T	P	C
OPTIONAL- II			4	-	1	4

Learning Objectives:

After completing this course, the students are able to

- state the nature and scope of Mathematics
- comprehend the aims and objectives of teaching Mathematics
- understand the history of mathematics and contribution of mathematicians
- acquire various teaching skills
- prepare lesson plans
- describes the various types of test

Unit I: Nature, Scope and History of Mathematics

Mathematics-meaning, definition, nature and its scope- characteristics of mathematics: Logical sequence, structure, precision, abstractness, symbolism -correlation of mathematics – Need and significance of Mathematics Education, Place of Mathematics in the school curriculum.

Unit II: History and Contribution of great Mathematicians

History of mathematics – importance of knowledge of history of mathematics to a mathematics teacher - Contribution of eminent mathematicians to the development of mathematics – Aryabhata, Brahmagupta, Bhaskara, Srinivasa Ramanujan, Euler, Euclid, Pythagoras, Gauss.

Unit III: Aims and Objectives of teaching Mathematics

Aims of teaching mathematics: Utilitarian or practical Aims, Disciplinary Aims, Cultural Aims and Social aims – Instructional objectives of teaching Mathematics: General Instructional objectives (GIO,s) and Behavioral or specific Learning outcomes (S.L.O,s) relating to the cognitive, affective and psychomotor domain based on Bloom’s Taxonomy of Educational objectives – Blue Print.

Unit IV: Micro teaching and Macro teaching

Micro teaching – meaning, definition, need, procedure, characteristics, principles- Microteaching cycle– Teaching Skills- Types of teaching skills – Skill of Set Induction, Skill of Explaining – Skill of Questioning, Skill of Black board, Skill of Reinforcement, Skill of Stimulus Variation, Skill of Probing Questioning-Mini Teaching- Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback-Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback-Micro teaching and Mini teaching.

Macro teaching – Difference between microteaching and macro teaching- Annual Plan- Unit plan- Lesson Plan – Herbartian steps in preparing a lesson plan.

Unit V: Evaluation

Evaluation- meaning, definition, purpose- different types of test in mathematics – diagnostic test, prognostic test, NRT, CRT, Achievement test-types of achievement test- construction of achievement test- Blue Print - Continuous and Comprehensive Evaluation (CCE)- Formative and Summative test - Statistical analysis: Measures of Central Tendency: Mean, Median, Mode - Measures of dispersion: Range, Quartile Deviation, Standard Deviation and correlation: Rank Correlation.

Practicum:

- ✓ Preparation of Lesson plan, Unit plan and Year plan.
- ✓ Practice of skills in Microteaching
- ✓ Test construction - Achievement test
- ✓ Preparing digital lesson plan.

Suggested References:

- ✓ Aggarwal, J.C., Teaching of Mathematics, Vikas publishing House Pvt Ltd, UP, 2008.
- ✓ Butter, C.H, The teaching of Secondary Mathematics, McGraw Hill Book Company, London, 1965.
- ✓ James, Anice., Teaching of mathematics, Neelkamal Publications, Hyderabad, 2010.
- ✓ Bagyanathan, D., Teaching of Mathematics, Tamil Nadu Text Book Society, Chennai, 2007.
- ✓ Ediger, M., & Rao, D.B., Teaching Mathematics successfully, Discovery Publishing House, New Delhi, 2008.
- ✓ Aggarwal, S.M. A course in teaching of modern mathematics, Dhanapat Rai Publishing Society, New Delhi, 2001.
- ✓ Sidhu, Kulbir Singh, Teaching of mathematics, Sterling Publishers, New Delhi, 2010.
- ✓ Wadhwa, S., Modern methods of teaching mathematics, Karan, New Delhi, 2008.
- ✓ <http://tcthankseducation.blogspot.in/2010/04/micro-teaching-and-teachingskills>.
- ✓ <http://www.mathematics.com>

Course Outcomes:

Cos	Upon completion of this course the students will be able to
CO1	understands the meaning and characteristics of mathematics
CO2	identifies the contribution of Great Mathematicians
CO3	comprehends the aims and objectives of teaching Mathematics
CO4	acquires the knowledge of various teaching skills
CO5	applies various types of test in Evaluation
CO6	understands preparation of Blue print

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO124						I Semester Optional II – Pedagogy of Teaching Mathematics								Credit 4
Cos	Programme Outcomes						Programme Specific Outcomes								Mean score Of Cos, Pos and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	2	2	3	4	4	4	3	4	4	3	4	3	3	3.21
CO2	2	2	2	3	3	4	4	2	2	2	3	3	2	3	2.64
CO3	2	2	4	3	2	4	4	3	2	2	3	3	2	2	2.71
CO4	4	2	4	4	2	3	3	2	2	2	2	2	2	3	2.64
CO5	2	2	3	3	2	4	3	3	3	2	3	4	3	3	2.92
CO6	2	2	4	3	3	4	2	2	2	2	3	2	2	2	2.5
Overall Mean Score														2.77	

Result: The Score for this Course is 2.77 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO125	PEDAGOGY OF TEACHING PHYSICAL SCIENCE	L	T	P	C
OPTIONAL- II			4	-	1	4

Learning Objectives:

After completing this course, the student teachers will be able to

- ✓ acquire knowledge of physical science curriculum.
- ✓ understand the nature and scope of physical science
- ✓ differentiate the aims and objectives
- ✓ classify the objective in cognitive, affective and psychomotor
- ✓ equip the students well prepared to organize and maintain the Sciencelaboratory
- ✓ apply the evaluation of teaching physical science

Unit I: Nature and Scope of Physical Science

Define science-Nature and Scope of Science- Science as a product and process – Structure of science (Empirical knowledge, Theoretical knowledge-facts, concepts, hypotheses, theory, principle, Scientific law)- Importance and place of Physical Science in school curriculum-correlation of physics, chemistry with other subject.

Unit II: Aims, Objectives and Values of teaching Physical Science

Aims and objectives: Meaning and Importance -difference between aims and objectives. Bloom's Taxonomy of Educational objectives: Cognitive domain, Affective domain, psychomotor domain- writing instructional objectives: General and specific- Values of teaching physical science.

Unit III: Micro teaching

Meaning and definition –objective-need and characteristics-steps in micro teaching – micro teaching cycle-teaching of relevant Skill: Set Induction-Skill of Explaining-skill of Questioning-Skill of Reinforcement-Skill of Stimulus Variation- Probing Questioning-Black Board –Mini teaching- Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback-Micro teaching and Mini teaching, Traditional teaching and Micro teaching.

Unit IV: Lesson Plan

Meaning, components, advantages of lesson planning-criteria of a good lesson plan- requirements for lesson planning-approach to lesson planning: Herbartian's sequential steps in a model lesson plan-format of lesson plan, sample lesson plan-unit plan-year plan.

Unit V: Evaluation in Physical Science

Meaning of Evaluation- Functions of Evaluation-Purpose of Evaluation -Concept of evaluation, types-process-tools of evaluation –achievement tests in physical science and its types-preparation of blue print-Analysis and interpretation of test scores-mean, median, mode, standard deviation, quartile deviation,correlation-rank correlation co-efficient.

Practicum:

- ✓ Planning a co-curricular activity for science.
- ✓ Organizing Science quiz and BulletinBoard.
- ✓ Prepare 3D models.

Suggested References

- ✓ Udai Veer, Modern Teaching of Physics, Anmol Publications Pvt Ltd, New Delhi, 2006.
- ✓ Senthil Kumar, Teaching of Physical Science (Tamil Version), Priyadarshini Printographs, 2009.
- ✓ Dr.Vanaja, M & Prof. V.Sudhakar, Methods of Teaching Physical Science, Neelkamal Publications Pvt Ltd, 2012.
- ✓ Joseph, The teaching of science, Haravard University press, 1996.
- ✓ Gupta, S.K. Teaching of Physical science in secondary schools, sterling Publication (Pvt) Ltd, 1985.
- ✓ Sharma, R. C., Modern science teaching, Dhanpat Raj and Sons, Delhi, 1988.
- ✓ Kohli, V.K., How to Teach Science, Ambala, Vivek Pub, UNSECO, France, 2006.
- ✓ Siddiqui, N.H. and Siddiqui, M.N., Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1983.
- ✓ Soni, Anju, Teaching of Science, Tandon Publications, Ludhiana, 2000.
- ✓ Vaidya, Narendra N, The Impact of Science Teaching, Oxford and IBH Pub.Co, New Delhi, 1997.
- ✓ Muthumanickam, R., Educational objectives for effective planning and teaching, Cyber Lan publishers, Chidambaram, 2004.

Course Outcomes:

COs	Upon completion of this course the students teachers will be able to
CO1	acquire knowledge of physical science curriculum.
CO2	understand the nature and scope of physical science
CO3	differentiate the aims and objectives
CO4	classify the objective in cognitive, affective and psychomotor
CO5	equip the students well prepared to organize and maintain the Sciencelaboratory
CO6	apply the evaluation of teaching physical science

Outcome mapping (CO, PO, PSO)

Hrs	Subject code						I Semester								Credit
5	U21GEO125						Optional II -Pedagogy of Teaching Physical Science								4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	3	3	3	3	3	4	3	3	3	3	2	3	2	3	2.92
CO2	3	3	3	3	3	4	3	3	3	3	3	2	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score														2.98	

Result: The Score for this Course is 2.98 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO126	PEDAGOGY OF TEACHING COMPUTER SCIENCE	L	T	P	C
OPTIONAL- II			4	-	1	4

Learning Objectives:

After completing this course, the student will be able to

- develop the knowledge of Computer science and its scope.
- explain the aims and values of teaching Computer Science.
- understand Micro teaching.
- practice Micro teaching skills.
- prepare lesson plans.
- prepare blue print and conduct achievement test

Unit I: Introduction to teaching Computer Science

Computer: definition, features and parts of a Computer— Generations of Computers - Application of Computers in the various fields of Education. Need and importance of Computer Science teaching – Scope of Computer Science

Unit II: Aims, Values and Objectives of teaching Computer Science

Aims and Objectives: Meaning and definition- Aims and Objectives differentiated – Aims of teaching Computer Science-Objectives of teaching Computer Science-Values of teaching Computer Science.

Unit III: Micro teaching

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- Steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skill – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teaching-Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback-Micro teaching and Mini teaching-Traditional teaching and Micro teaching.

Unit IV: Lesson Plan

Bloom's Taxonomy of instructional Objectives: Cognitive domain, Affective domain, psychomotor domain-writing instructional objectives: general and specific- Anderson cognitive (Revised) objectives of teaching Computer Science.

Year plan- Unit plan- Lesson plan- importance of lesson plan- Criteria of a good Lesson Plan-steps in writing Lesson plan- Advantages of Lesson planning.

Unit V: Evaluation

Evaluation- meaning, definition, purpose- different types of test in computer science – diagnostic test, prognostic test, NRT, CRT, Achievement test-types of achievement test-construction of achievement test- Blue Print - Continuous and Comprehensive Evaluation (CCE)- formative and summative test - statistical analysis: Measures of Central Tendency: Mean Median, Mode, Measures of dispersion: Range, Quartile Deviation, Standard Deviation, Correlation: Rank correlation.

Practicum:

- ✓ Observing Demonstration class by teacher educator.
- ✓ Observing Demonstration class by peer student teacher.
- ✓ Observing at least five classes of relevant school subjects Teachers.
- ✓ Observing at least five classes of peer students teaching in the same discipline.
- ✓ Practicing at least 6 core-teaching skills through microteaching.
- ✓ Preparing of lesson plans.

Suggested References

- ✓ Dr.Vanaja.M, Dr.S.Rajasekar, Educational Technology & Computer Education, Neelkamal Publications, Pvt Ltd, 2007.
- ✓ Rajasekar, S., Computer education and educational computing, Neelkamal Publications, New Delhi, 2004.
- ✓ Passi, B.K. and Lalita, M.A., Micro – teaching: theory and research, Jugal Kishore and Co., Dehradun, 1976.
- ✓ R.Y.K. Singh, Micro teaching, APH Publishing Corporation, New Delhi, 2004.
- ✓ Hasnain Qureshi, Modern Teaching of Computer Science, Anmol Publications, New Delhi, 2004.
- ✓ Qureshi hasnain, Modern Teaching of Computer science, Anmol Publications, New Delhi, 2005.
- ✓ Singh, P.P. Computer Education: New Trends and Innovation, Anmol Publications, New Delhi, 2005.
- ✓ Y.K. Singh, Instructional Technology in Education, Anmol Publications, New Delhi, 2005.
- ✓ Sunitha Joshi, Micro Teaching, Authors Press, Global Network, New Delhi, 2006.
- ✓ Venkataiah, S., Computer Education in Millennium, Anmol Publications, New Delhi, 2007.
- ✓ Prof.Lalini Varanasi, Prof.V.Sudhakar, Dr.T. Mrunalini, Computer Education, Neelkamal Publications Pvt Ltd, 2010.
- ✓ Bloom, Benjamin, S., Taxonomy of educational objectives, Book1: Cognitive domain, Addison Wesley Publication, Boston, 1984.
- ✓ Sandeep, John Milin, Teaching of computer science, Neelkamal Publication, New Delhi, 2014.
- ✓ Singh, Y.K., Teaching of computer science, A.P.H. Publishing Corporation, New Delhi, 2005.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	Acquires knowledge about computer and its generation
CO2	Understands aims and objectives of teaching Computer science
CO3	Understands and Practice Micro teaching.
CO4	Develops understanding of lesson plan and unit plan
CO5	Describes various teaching skills
CO6	Explains various types of test in Evaluation

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO126						I Semester -Optional II Pedagogy of Teaching Computer Science								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	2	4	2	2	4	3	4	2	2	2	2	2	4	2.64
CO2	2	2	4	3	3	3	3	2	2	2	2	2	2	2	2.42
CO3	2	2	4	3	4	3	4	2	2	2	2	2	2	2	2.57
CO4	2	2	4	3	3	4	4	3	2	2	2	2	2	2	2.64
CO5	2	2	3	4	2	3	3	4	2	2	2	2	2	2	2.5
CO6	2	2	3	2	2	3	3	3	2	2	2	4	2	2	2.42
Overall Mean Score														2.53	

Result: The Score for this Course is 2.53 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO127	PEDAGOGY OF TEACHING SOCIAL STUDIES	L	T	P	C
OPTIONAL- II			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- develop the curiosity among students to know more about Social Studies.
- develop the teaching skills using the microteaching.
- explain the various aims and objectives of teaching Social Studies
- differentiate between Social Science and Social Studies.
- prepare Lesson plans.
- formulate instructional objectives for a lesson

Unit I: Nature and Scope of Social Studies:

Nature and scope of Social Studies–Need and Importance of Social Studies in the modern age–Different concept of Social Studies - History - Geography - Civics - History is the mother subject of all other subjects and Daily Life - Great man theory - History is the philosophy of Examples -Social Science and Social Studies differentiated-Relationship of Social Studies with regard to the subjects like History, Geography, Civics, Economics, Sociology, politics etc.

Unit II: Aims, Values and Objectives of teaching Social Studies

Social science :meaning-nature-scope-aims and objectives of teaching social science in schools-need and significance of social science-Values of teaching social science- Objectives of teaching Social Studies.

Unit III: Micro teaching

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skill: Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teaching- Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback– Micro teaching and Mini teaching-Traditional teaching and Micro teaching.

Unit IV: Lesson Plan and Unit Plan

Bloom’s Taxonomy of instructional Objectives: Cognitive domain, Affective domain, psychomotor domain-writing instructional objectives: general and specific- Anderson cognitive (Revised) objectives of teaching Social Studies.

Designing a year plan- Unit plan- Lesson plan- importance of lesson plan- Criteria of good Lesson Plan-steps in writing Lesson plan- Advantages of Lesson planning.

Unit V: Evaluation in Social Studies:

Evaluation: Meaning and definition- need purpose of Evaluation-importance of Evaluation. Types of test- Diagnostic test-Achievement Test- preparation of Blueprint- Interpretation of test scores – Measures of central tendency- Mean median, mode- Measures of variability- Range-Standard deviation, quartile deviation, correlation-Rank correlation.

Practicum:

- Practice any five Micro teaching skills.
- Prepare Blue print for achievement test.
- Prepare Lesson plans.

Suggested References:

- ✓ Arora, P Exploring the Science of Society, Journal of Indian Education, NCERT, New Delhi, 2014.
- ✓ Arora, P., A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi, 2014.
- ✓ Batra, P. (Ed 2010), Social Science Learning in Schools: Perspective and Challenges, Sage Publications India Pvt. Ltd, New Delhi, 2010.
- ✓ Singh Y.K., Teaching of History, Surya Publication, Meerut, 2009.
- ✓ S.R.Vashist, Practice of Social Studies, Anmol publications Pvt.Ltd, New Delhi, 2005.
- ✓ Rao, M.S, Teaching of geography, New Delh, 2004.
- ✓ S.P.Nanda, Land marks in Indian History, Dominant Publishers and Distributors, 2004.
- ✓ Seema Sharma, Modern teaching of History, Anmol publications Pvt.Ltd, New Delhi, 2004.
- ✓ S.M.Zaidi, Modern teaching of Geography, Anmol publications Pvt.Ltd, New Delhi, 2004.
- ✓ Kochhar.S.K, The teaching of social studies, Sterling Publishers (Pvt.) Ltd, New Delhi, 1983.

Course Outcomes:

Cos	Upon completion of this course the students will be able to
CO1	acquires knowledge about values of teaching social studies
CO2	understand types of test
CO3	prepare lesson plan
CO4	discusses lesson plan and unit plan
CO5	explains micro teaching
CO6	understands skills in teaching

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO127						I Semester Optional II-Pedagogy of teaching Social Studies								Credit 4
	Programme outcomes						Programme specific outcomes								
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	Mean score Cos, POs and PSOs
CO1	4	2	3	4	4	2	3	3	4	2	3	3	4	3	
CO2	3	3	4	3	4	3	3	4	3	3	4	3	3	3	3.1
CO3	3	3	4	2	4	2	3	2	2	4	4	2	2	2	2.7
CO4	3	2	3	4	3	3	3	3	2	3	2	4	3	3	2.9
CO5	4	3	3	3	2	3	3	3	3	3	3	2	4	4	3.0
CO6	4	3	3	4	4	3	2	2	2	2	4	2	4	2	2.9
Overall mean score															2.9

Result: The Score for this course is 2.9(**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO128	PEDAGOGY OF TEACHING COMMERCE AND ACCOUNTANCY-II	L	T	P	C
OPTIONAL- II PAPER-II			4	-	1	4

Learning objectives:

After completing this course, the student will be able to

- state the branches of Commerce
- list out the Co-curricular activities for teaching Commerce and Accountancy
- familiarize the students with the different approaches in the teaching of Commerce and Accountancy.
- Explain the teaching aids in Commerce and Accountancy teaching
- prepare Blue print in the construction of achievement test.
- understand scoring key and marking scheme.

UnitI: Branches of Commerce and Accountancy

Commerce as a branch of Business – Commerce as a part of Economics – Branches of Commerce: Trade, Transport, Banking, Warehouse Insurance, advertising, Salesmanship and Consumerism. Accountancy and Bookkeeping–significance–objectives–uses–concepts and conventions of Accountancy- Journal- ledger- subsidiary books –trial balance-final accounts.

Unit II: Approaches in teaching Commerce and Accountancy

Introduction- Different types of approaches- The Journal approach, the Ledger approach, the Balance Sheet approach, the Equation approach, the Spiral development approach, the Complete Cycle approach and the Single Entry approach.

UnitIII: Instructional Materials and teaching Aids

Teaching Aids: Meaning and definition- need and importance- guidelines for the selection of instructional Aids- Audio Visual Aids: Film- Filmstrip- Black board- Flannel board- Bulletin board- Motion Picture –Slides- models – album – Transparencies-Projectors.- Radio - Television- CCTV - Audio Video cassettes-- DVDs/CDs - -Computers- Internet-multimedia - interactive whiteboard.

UnitIV: Enriching Programme through Co -curricular activities

Co-curricular Activities: Meaning and definition-need and importance-Co-curricular activities- Commerce Resource Centre – Commerce Club-School Bank- Co-operative store- Exhibition-Competitions-Quiz programme, debate, Business leader- - Social Service- - Arranging for Guest Lecture – Mock job application and Interviews-vacation work.

Unit V: Evaluation

Evaluation: Meaning and definition- need & purpose of Evaluation-importance of evaluation-Types of test- Achievement Test-qualities of a good test – validity, reliability and objectivity- Construction of test items-preparation of Blue Print– scoring key and marking scheme- Interpretation of test scores – Measures of central tendency- Mean, median, mode- Measures of Dispersion- Range-Standard deviation, quartile deviation, Correlation-Rank correlation.

Practicum:

- Preparation of Commerce and Accountancy album.
- Preparation of teaching aids
- Calculation of mean, median and mode.

Suggested References:

- ✓ Seema Rao: Teaching of commerce, Anmol Publishers, New Delhi, 2005.
- ✓ Mahesh kumar Modern teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi, 2005.
- ✓ Chopra, H.K. and Sharma, H.: Teaching of commerce, Kalyani publisher, Ludhiana,2007.
- ✓ Raj, Rani Bansal. New trends in teaching of commerce: Models of teaching and concepts of learning. New Delhi: Anmol Publications, 1999.
- ✓ Rao, Digumarti Bhaskara., Methods of teaching commerce. New Delhi: Discovery Publishing House,2006.
- ✓ Verman, M. M. Method of teaching accountancy. New York: McGraw Hill,1979.
- ✓ Head, G.W., Commerce, London: Heinemann Professional Publishing, 1988.
- ✓ Douglas, Palnford and Anderson: Teaching Business Subjects, Prentice Hall, New York, 2000.
- ✓ Gupta .S.P, Statistical methods, sultan chand and sons, publishers, New Delhi, 1987.
- ✓ Dr.M.Manoharan, Statistical Methods, Paramount Publications Palani, Tamil Nadu, 2011.
- ✓ Joyce & Well, Models of teaching: U.K.: Prentice Hall of India, 2004.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	acquires knowledge about Branches of Commerce
CO2	understand various methods of teaching commerce and accountancy
CO3	prepare instructional Aids for teaching commerce and accountancy
CO4	explain co-curricular activities
CO5	analyse the qualities of good test
CO6	prepare blue print in the construction of achievement test.

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO128						I-Semester Optional II- Paper-II – Pedagogy Of Teaching Commerce And Accountancy -II									Credit 4
COs	Programme Outcomes						Programme Specific Outcomes									Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	4	3	3	3	3	4	3	3	4	3	3	3	3.21	
CO2	3	3	3	5	4	3	4	4	4	3	3	3	3	3	3.42	
CO3	3	3	3	4	3	4	3	5	4	3	3	4	3	3	3.42	
CO4	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3.14	
CO5	3	3	3	4	4	3	3	3	3	3	3	3	4	3	3.21	
CO6	3	3	4	3	3	5	4	4	4	3	4	3	3	3	3.5	
Overall Mean Score														3.32		

Result: The Score for this Course is 3.32 (**Stong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO129	PEDAGOGY OF TEACHING ECONOMICS-II	L	T	P	C
OPTIONAL- II PAPER-II			4	-	1	4

Learning Objectives:

At the end of the course the student will be able to

- acquire knowledge on various concepts of Economics.
- understand the meaning and nature of Economics.
- develop knowledge on various methods of teaching Economics.
- explain different techniques of teaching economics.
- analyse the problems of Teaching Economics
- Calculate mean, median and mode

Unit I: Economics and Commerce

Economics as a mother of Commerce- Needs & wants- Demand and supply- consumer behaviour- consumer surplus- marginal utility -National income- percapita income- Gross National product.

Unit II: Methods of teaching Economics

Need-Principles-Selection of good method- Lecture method-Discussion method-Project method-Problemsolving-InductiveandDeductive methods-Descriptive-Demonstration-Seminar-Symposium-Workshop-Team teaching- Brain storming

Unit III: Techniques of teaching Economics

Techniques of teaching-Need-Characteristics a good technique supervised study- Questioning- Assignment-Group discussion Role playing- personalized system of instruction- Programmed learning-Programmed learning versus Traditional teaching-computer assisted instruction-Dalton plan-Principles-Role of the teacher in Dalton plan

Unit IV: Problems of teaching Economics

Problems of Teaching Economics in rural and urban areas- global problems -pollution- Disease- Global Warming- over population- malnutrition- superstitious beliefs- Role of Teacher in creating awareness

Unit V: Evaluation

Evaluation: Meaning and definition- need & purpose of Evaluation-importance of evaluation- Types of test- Diagnostic test-Achievement Test-qualities of a good test - validity, reliability and objectivity- preparation of Blue Print- Interpretation of test scores - Measures of central tendency- Mean, median, mode- Measures of Dispersion- Range-Standard deviation, quartile deviation, Correlation-Rank correlation.

Practicum:

- Prepare blue print for an achievement test.
- Demonstration of methods of teaching.
- Demonstration of few techniques of teaching.
- Preparation of Commerce and Accountancy album.
- Calculation of mean, median and mode.

Suggested References:

- ✓ Paul R, History of Economic thought, Kalyant Publishers, Ludhiana, 1984.
- ✓ Sundaram, K.P.M. Sundaram Indian Economy, S.Chand and company Pvt. Ltd, New Delhi, 1985.
- ✓ Gupta .S.P, Statistical methods, Sultan Chand and Sons, Publishers, New Delhi, 1987.
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- ✓ Seema Sharma, Modern teaching of economics, Anmol publication(P) Ltd, New Delhi, 2004.
- ✓ Sadashiva Reddy, Learn and Teach Economics. Authors Press, 2005.
- ✓ M.Mustafa, (2005) Teaching of Economics. Deep & Deep Publications.
- ✓ Mahesh Kumar. Modern Teaching of Commerce. Anmol Publication. (P) Ltd, New Delhi.2005.
- ✓ N.R.Saxena & B.K. Mishra & R.K. Mohanty, Teaching of Economics, Surya Publication, 2006.
- ✓ Dr.M.Manoharan, Statistical Methods, Paramount Publications Palani, Tamil Nadu, 2011.
- ✓ Kochhar, S.K. The Teaching social studies, New Delhi: Sterling publishers P.Ltd, 2006.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	relate Economics and Commerce
CO2	develop knowledge on various methods of teaching Economics
CO3	explain different techniques of teaching Economics
CO4	analyses role of teachers in creating awareness in global problems
CO5	understand need and purpose of Evaluation
CO6	prepare blue print in the construction of achievement test

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO129						I-Semester Optional II- Paper-II – Pedagogy Of Teaching Economics -II								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	3	4	2	2	4	3	4	3	3	2	3	2	2	2.78
CO2	2	3	3	5	4	3	4	4	4	3	2	3	2	2	3.07
CO3	3	2	3	2	2	4	4	5	4	3	3	2	2	2	2.92
CO4	2	2	3	2	3	4	3	3	4	3	4	2	2	2	2.78
CO5	2	2	3	4	2	3	3	3	3	3	3	3	2	2	2.92
CO6	2	2	4	3	3	4	4	4	4	3	3	2	2	2	3
Overall Mean Score														2.91	

Result: The Score for this Course is 2.91 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO1210	PEDAGOGY OF TEACHING HOME SCIENCE-II	L	T	P	C
OPTIONAL- II PAPER-II			4	-	1	4

Learning Objectives:

At the end of the course the student will be able to

- ✓ acquire knowledge about home science in the modern world.
- ✓ understand the home science and the social and physical environment develop
- ✓ develop creativity in Home science.
- ✓ apply the instructional aids of home science
- ✓ evaluate the uses of instructional aids
- ✓ list out the importance of home management
- ✓ analyzes the various methods of home science
- ✓ understand the use of teaching aids in HomeScience.

Unit I: Home Science in the present context

Home Science in the modern world - social function - Correlation of home Science Subject with other subjects: Home Science and Language, Home Science and Social Studies -Home Science and the Social and Physical environment.

Unit II: Creativity in Home Science teaching

Creativity- Definition, process of Creativity – setting the stage for creativity in Home science – Convergent thinking – Divergent thinking.

Unit III: Instructional Aids of Home Science teaching

Importance of Audio - Visual aids- Slide projector – Radio – CCTV, TV. Graphics, models, films, film strips.

Unit IV: Home Management

Home Management – Definition – Time, energy, money and Human resources management – Principles of interiordecoration.

Unit V: Methods of teaching Home Science

Scientific method – characteristics – steps in scientific method – inductive and deductive procedures – scientific attitudes – develop scientific attitudes among learners- Teacher centered methods – Assignment – project method – Discussion.

Practicum:

- ✓ Developing Teaching Aids regarding Home Science.
- ✓ Developing some interiordecoration

Suggested References:

- ✓ Bhatia, K.K: Measurement and evaluation in education, Prakash Brothers, Ludhiana, 1990.
- ✓ Arvinda Chandra, Anupama Shah, Umajoshi, Fundamentals of Teaching Home Science, Sterling Publishers Pvt Ltd, New Delhi, 1995.
- ✓ Jha, J.K. Encyclopaedia of teaching of home science. (Vol.I&II), Anmol Publications Private Limited, New Delhi, 2001.
- ✓ Lakshmi, K. Technology of teaching of home science, Sonali Publishers, New Delhi, 2006.
- ✓ Kochar S.K, Methods and Techniques of Teaching, Sterling Publishers Pvt Ltd, New Delhi, 2008.
- ✓ Ram Babu A and Dandapani S, Essentials of Microteaching, Neelkamal Publications Pvt Ltd, New Delhi, 2010.
- ✓ Vijaya lakshmi & Digamarti Bhaskar Rao, Basic Education, Discovery Publishing House, New Delhi, 2005.
- ✓ Dale Edgar, Audio Visual Methods in Teaching, Revised edition Hold Rivehart and Winston, New York, 1962
- ✓ Dars, R.R. and Ray Binita “Teaching of Home Science”, Sterling Publisher Pvt. Ltd. New Delhi, 1979.
- ✓ Devdas R.P. Methods of Teaching Home Science, Poiner Press, Coimbatore, 1976.

Course Outcomes:

COs	Upon completion of this course the students teachers will be able to
CO1	acquire knowledge about home science in the modernworld.
CO2	understand the home science and the social and physical environment
CO3	develop Creativity in Home science.
CO4	apply the instructional aids of home science
CO5	evaluating the uses of instructional aids
CO6	list out the importance of home management

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO1210						I Semester Optional-II-PII-Pedagogy of Teaching Home Science								Credit 4	
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score															3	

Result: The Score for this Course is 3 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEE11	INSTRUCTIONAL SKILLS AND STRATEGIES	L	T	P	C
ELECTIVE - I			4	-	1	4

Learning Objectives:

After completing this course, the student teachers will be able to

- acquire knowledge about significance of Skills.
- understand the principles of achievement of skills.
- develop the skill of attitude and behaviour.
- acquires the Knowledge about Communication Skills
- explain library skills
- practise self learning skills

Unit I: Significance of Skills

Skills- Meaning, Definition and Significance-Intellectual and Social Skills-Mastery of skills-Eight principles for achievement of skills-Psychological considerations for Building and Developing skills-Guidelines for teaching and developing skills.

Unit II: Teaching Skills

The Core Training Programme Package (CTPP) of NCERT-Skills of Class management-Skills of Communication (Teacher's Act)-Skill of Interaction (Teachers Act)-Skills of the use of Teaching Aids-Skill of Attitude and Behaviour-Human Relationship skills- teaching skills-Mini Teaching with skills- Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback.

Unit III: Communication Skills

Definition and Meaning of Communication- Nature of Communication- Communication Cycle or Process- Types of Communication-Effective Classroom Communication- Barriers to Communication-Measures for Overcoming Barriers- Communication Skill: Listening, Speaking, Reading and Writing.

Unit IV: Teaching Strategies

Programmed Instruction- Cooperative and Collaborative learning-Brain Storming-Team Teaching-Group Discussion- Debate- Socialized study-Role Play-Source Method-Story-Telling-Supervised study-Narration-Drill-Assignment-Illustration-Observation-Description-Exposition-Questioning.

Unit V: Self Learning Skills

Reference Skills: Library skills-Note making-Digital Library-Reference materials: Dictionary, Thesaurus and Encyclopaedia- Lecture Note taking- Review or Revision skills-Reading habits.

Practicum:

- Practicing few Communication Skills.
- Practicing Mini teaching.
- Practicing Skill of using Instructional Aids.
- Practicing human relations skills.
- Performing some teaching strategies

Suggested References:

- ✓ S.Arulsamy & Z.Zayapragassarazan, Teaching Skills and Strategies, Neelkamal Publications Pvt.Ltd, Hyderabad, 2011.
- ✓ Nimbalkar, M.R., Educational Skills & Strategies of Teaching, Neel Kamal Publications Pvt. Ltd, Hyderabad, 2010.
- ✓ Joyce, B., and Weil, M. Models of Teaching (6th Ed), Allyn and Bacon, Boston, 2000.
- ✓ Verma, Romesh and Suersh Sharma, Modern Trends in Teaching Technology, Anmol Publication PVT. Ltd, New Delhi, 2003.
- ✓ R.Y.K. Singh & Ms.Archnesh Sharma, Micro Teaching, APH Publishing Corporation, New Delhi, 2004.
- ✓ Dr.R.A.Sharma, Managing Teaching Activities, R.Lall Book Depot, Meerut, UP, 2006.
- ✓ Sunitha Joshi & Abha Sharma, Micro Teaching, Authors Press Global Network, New Delhi, 2006.
- ✓ Passi, B.K. Becoming a better teacher: Micro Teaching approach, Sahitya Mudranalaya. Ahemedabad, 1976.
- ✓ Passi, B.K. and Lalita, M.A., Micro – Teaching: Theory and Research, Jugal Kishore and Co., Dehradun, 1976
- ✓ Thangasamy, Kokila, Teach Gently, Pava Publications, Chennai, 2016.

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	acquires knowledge about Intellectual and Social Skills.
CO2	understands the core training programme Package of NCERT
CO3	explains various types of communications
CO4	acquires knowledge about measures for overcoming barriers in Communication
CO5	explains different teaching strategies
CO6	understands different self-learning skills

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEE11						I Semester Elective I: Instructional Skills and Strategies								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	2	3	4	3	4	3	4	4	3	3	3	3	3	3.14
CO2	3	3	4	4	3	4	3	3	3	4	4	3	3	3	3.35
CO3	2	3	3	3	3	4	3	4	3	3	3	4	3	3	3.14
CO4	3	3	3	3	4	4	4	3	3	4	3	3	4	3	3.35
CO5	4	3	3	2	3	4	3	4	3	3	3	4	3	3	3.21
CO6	4	3	4	3	3	4	2	3	3	3	3	3	3	3	3.14
Overall Mean Score														3.22	

Result: The Score for this Course is 3.22 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEE121	ENVIRONMENTAL EDUCATION	L	T	P	C
ELECTIVE – II A			5	-	-	3

Learning Objectives:

After completing this course, the students will be able to

- ✓ understand the objectives, scope and nature of environment education
- ✓ develop an understanding of natural resources
- ✓ bring out the causes and remedies for environmental hazards and pollution
- ✓ describe the remedial ways to protect the environment in daily life
- ✓ explain the need for inclusion of environmental education in school curriculum.
- ✓ Comprehend environmental issues
- ✓ list out the need and importance of bio-diversity
- ✓ ensure the students ability to continue operating after a disaster

Unit I: Environmental Education

Meaning–Definition of Environment – Meaning and definition of Environmental Education – Difference between Environmental Education and Environmental Awareness - Need and Significance – Objectives, Goals and guiding principles of Environmental Education.

Unit II: Environmental Issues

Population Explosion – Global Warming – Green House Effect – Pollution: land, water, air and noise-Acid rain- Ozone depletion – Urbanization – Deforestation – Food adulteration – specific Environmental issues pertaining to the local area. Disaster management: Floods, earthquake, Cyclone, Tsunami, Pandemic like COVID19-Causes and control measures.

Unit III: Need for protecting the Environment

Bio Diversity –Definition of Bio Diversity-Types of Bio Diversity- Threats to Bio-Diversity- Bio –Diversity in India – Role of society-Individual – Educational Institutions-Teacher-teaching Strategies of Environmental Education-Need for Environmental Education for Women.

Unit IV: Environmental Management and Protection

Need for environmental management-functions and characteristics of environmental management-dimensions of environmental management-Factors responsible for flora, fauna extinction-measures to conserve flora, fauna-causes for forest fire-measures of prevention.

Unit V: Technology and Environmental Education.

Technology for Environmental education: Impact of science and Technology on Environment- Educational- Radio-Producing programs in Environmental Education- Educational Television- Steps in producing TV programs in Environmental Education- Satellite based Communication- Utilization of E-resources in Environmental Education.

Practicum:

- ✓ Utilizing e-learning resources for environmental education
- ✓ Giving training disaster management Demonstration of food adulteration and prevention
- ✓ Preparation of album for environmental protection

Suggested Rferences:

- ✓ Sharma, R. A. Environmental Education, R.Lall Books Depot, Meerut, 2008.
- ✓ Sharma, B. L., & Maheswari, B. K: Education for Environmental and Human value, R.Lall Books Depot, Meerut, 2008.
- ✓ Kumar, A, A text book of environmental science, APH Publishing Corporation, New Delhi, 2009.
- ✓ Singh, Y. K.; Teaching of environmental science, APH Publishing Corporation, New Delhi, 2009.
- ✓ Sharma, V. S. Environmental education, New Delhi: Anmol publication. 2005
- ✓ Reddy, P. K., & Reddy, N. D: Environmental Education. Hyderabad: Neelkamal publications. 2001
- ✓ Ahrens, C.D. Essentials of Meteorology: An Invitation to the Atmosphere. Florence, KY: Brooks Cole. Ault, 2007.
- ✓ A.P., M.J. Moore, H. Furutani, and K.A. Prather. Impact of emissions from the Los Angeles port region on San Diego air quality during regional transport events, Environmental Science & Technology, 2009.

Course Outcomes

COs	Upon completion of this course the student's teachers will be able to
CO1	understand the objectives, scope and nature of environment education
CO2	develop an understanding of natural resources
CO3	bring out the causes and remedies for environmental hazards and pollution
CO4	describe the remedial ways to protect the environment in daily life
CO5	help the individual to acquire knowledge of pollution
CO6	list out the need and importance of bio-diversity

Outcome mapping (CO, PO, PSO)

Hrs	Subject code						I Semester								Credit	
5	U21GEE121						Environmental Education								3	
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3.14
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3.14
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3.07
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3.07
CO5	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	2.85
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score															3.04	

Result: The Score for this Course is 3.04 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEE122	VALUE AND PEACE EDUCATION	L	T	P	C
ELECTIVE – II B			5	-	-	3

Learning Objectives:

At the end of the course the student will be able to

- acquire the knowledge of Nature, concepts, aims and objectives of value education.
- develop skill to integrate value education in the present curriculum.
- understand dimensions of culture of value.
- describe the role of various agencies in fostering values.
- understand value conflict and resolution.
- Explain theories of values

Unit I: Nature and Concept of Values

Meaning and Definitions- Nature and Concept of Values-Classification of Values-Instrumental Values: Personal values, Social values, Family values, Cultural values, Democratic values, institutional values, spiritual values- Terminal values- Sources of values- Socio-Cultural Tradition-Religion and Constitution.

Unit II: Value Education

Aims and Objectives: Objectives of Value Education- Comments of the Various Committees on Value Education- Status of Value Education in the School Curriculum- Need for Value Education in 21st Century: Humanistic values for the 21st century, secular, democratic, and pluralistic, familial and global.

Unit III: Role of various Agencies in fostering Values

Role of Parents-Role of Teachers: Personal Values and Code of Conduct for teachers- Role of Society- Role of Peer Group- Role of Religion- Role of Mass Media- Role of Voluntary Organizations- Role of Government.

Unit IV: Approaches and Strategies

Approaches: The Value Inculcation Approach, value analysis, and The Value – Clarification Approach- Teaching Strategies: Curricular and Co-curricular Programmes- Value-based Curricular Activities, Value –based co-curricular Activities- Value Inculcation through personal example of Great and Noble Persons - Value Inculcation through different characters.

Unit V: Peace Education

Meaning, Nature, Scope and concepts of Peace Education – Aims and objectives of peace Education-Resolving Conflicts-Role of World Organization in promoting peace.

Practicum:

- Value Inculcation through Storytelling,
- Values through Dramatization,
- Practicing value conflict resolution.
- Practicing democratic and secular values through skit and dramas.
- Value inculcation through speech about great personalities.

Suggested References:

- ✓ Dr. Kiruba Charles., & V.Arul Selvi, Value Education, Neel Kamal Publications PVT. LTD, Educational Publishers, New Delhi, 2012.
- ✓ Chand, J. Value Education, Anshah Publishing House, Delhi, 2007.
- ✓ Central Board of Secondary Education, Value Education: A Handbook for Teachers, Central Board of Secondary Education, Delhi, 1997.
- ✓ Charles, E.A. (ed), Value Education: A Manual for Teachers, St. Xavier's Institute of Education Society, Mumbai, 2000.
- ✓ Shukla, R.P., Value Education and Human Rights, Sarup & Sons, New Delhi, 2005.
- ✓ Venkataiah.N, Value Education, APH Publishers, New Delhi, 1998.
- ✓ Chadha, S.C. Education Value & Value Education, R. Lall Books, Meerut, 2008.
- ✓ Gavriel Solomon; Baruch Nevo Peace Education: The concept, Principles and Practices around the World, Lawrence Erlbaum Associates, 2002.
- ✓ Lincoln, Melinda G. Conflict Resolution Education: A Solution for Peace, Communications and the Law, vol.23, No.1. , 2001.
- ✓ Government of India, National Policy on Education –1968, New Delhi, 1968.
- ✓ Adishesiah, M.S. Report of the National Review Committee on Higher Secondary Education with Special Reference to Vocationalisation, Govt. of India, New Delhi, 1978.
- ✓ Prof.S.P.Rubela & Prof.RajKumar Nayak, Value Education and Human Rights Education, Neel Kamal Publications PVT. LTD, Educational Publishers, New Delhi, 2011.

COURSE OUTCOMES:

COs	Upon completion of this course the students will be able to
CO1	acquires knowledge about Values.
CO2	understands the concept of value Education
CO3	explains the role of various agencies in fostering values.
CO4	understand dimensions of culture of value.
CO5	explains value conflict and resolution
CO6	understands theories of values.

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEE122						I Semester Elective II(B) : Value and Peace Education								Mean score of Cos, POs and PSOs
COs	Programme Outcomes						Programme Specific Outcomes								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	2	3	4	3	4	3	4	4	3	2	3	3	3	3.07
CO2	3	3	2	4	3	4	3	4	3	4	4	3	2	3	3.07
CO3	2	3	3	4	3	3	3	4	3	3	3	4	3	2	3.07
CO4	3	3	4	3	4	4	4	3	2	4	3	3	4	3	3.35
CO5	4	3	3	2	3	4	3	4	3	3	3	4	3	3	3.07
CO6	4	3	4	3	3	4	2	3	3	3	3	3	3	3	3.14
Overall Mean Score														3.12	

Result: The Score for this Course is 3.12 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

SEMESTER - II

Course Code	U21GET21	EDUCATIONAL ASSESSMENT AND EVALUATION	L	T	P	C
Core-III			4	-	1	4

Learning Objectives:

After completing this course, the student will be able to

- understand the concepts test, assessment and Evaluating
- differentiate test and measurement, Examination and Evaluation
- differentiate measurement and Evaluation, assessment and Evaluation
- classify the various types of test
- prepare blue print
- calculate mean, median, mode
- understand teacher Evaluation

Unit I: Evaluation

Evaluation: Meaning and definition- Need and significance- purpose and functions of Evaluation - Assessment-difference between assessment and Evaluation - Difference between Evaluation and Examination

Unit II: Approaches and Techniques of Evaluation

Approaches of Evaluation- summative and Formative Evaluation- criterion referenced test and Norm referenced test- Internal and External Evaluation - Continuous and Comprehensive Evaluation (CCE).

Techniques of Evaluation- Observation- Interviews- self reporting techniques: Rating scales- Questionnaires and check list- cumulative record- socio-metric techniques-socio gram-projective techniques

Unit III: Test and Measurement

Achievement Test: Meaning- definition- Qualities of a good test- Types of Achievement test: Standardized test and teacher made test- Diagnostic testing and remedial measures-Difference between test and Examination-difference between test and measurement- Uses-Constructions of an achievement test- Preparation of blue print and question paper- Items analysis.

Unit IV: Statistical Analysis and Interpretation

Tabulation of Data- Frequency distribution- Measures of Central Tendencies: Mean, Median, and Mode-Measures of Dispersion: Range, Quartile deviation, Standard deviation-Correlation- Spearman rank difference- Graphical Representation of Data: Need and importance- Uses and functions- Histogram- Frequency polygon- Cumulative Frequency Curve- Ogives.

Unit V: Teacher and Evaluation

Approaches to Evaluation of the teacher: Self Evaluation- Peer Evaluation, Students Evaluation - Supervisor and Administrators Evaluation – Advantages and Difficulties.

Practicum:

- Construction of Achievement test.
- Construction of Diagnostic test.
- Calculating mean and median for given data.
- Draw the different types of graph for given data.

Suggested References:

- ✓ J.P.Lal, Educational Measurements and Evaluation. Anmol Publications, New Delhi, 2007.
- ✓ Dr.Sitaram Sharma Test and Measurement in Education, Shri Sai Publishers,New Delhi, 2005.
- ✓ Gupta .S.P, Statistical methods, sultan chand and sons, publishers, New Delhi, 1987.
- ✓ M. Manoharan, Statistical Methods, Paramount Publications, Palani, Tamil Nadu, 2011.
- ✓ Bharat Singh, Modern Educational Measurement and Evaluation System, Anmol Publications, New Delhi, 2004.
- ✓ Baker, E.L and Quellmalz, E.S Ed. Educational Testing and Evaluation,Sage Publications, London,1980.
- ✓ Bloom, S.B. Hastings, J.T. and Madans, G.F. Handbook on Formative and Summative Evaluation of student Learning, McGraw – Hill Book Co, New York, 1971.
- ✓ Dave, R.H. and Patel, P.M. Educational Evaluation and Assessment, NCERT,New Delhi 1972.
- ✓ Ebel, R. L. Measuring Educational Achievement, Prentice Hall of India Pvt. Ltd, New Delhi, 1966.
- ✓ Griffin, P., McGaw, B., & Care, E. (Eds.), Assessment and teaching of 21stcentury skills, Springer, New York, 2012.
- ✓ Harper (Jr.) A. E. & Harper E.S., Preparing Objective Examination, A Handbook for Teachers, Students and Examiners, Prentice Hall, New Delhi,1990.
- ✓ Linn, R. L. &Gronlund, N.E.,Measurement and Assessment in Teaching, Pearson Education Pvt. Ltd, Camberwell,ACER, NewDelhi, 2003.

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	understands evaluation and their needs
CO2	classifies approaches and techniques of Evaluation
CO3	discriminates between test and measurement
CO4	develops understanding of statistical Analysis and Interpretation of data
CO5	acquires skill in Graphical Representation of Data
CO6	explains various approaches to Evaluation of the teacher

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET21						II Semester Core III: Educational Assessment and Evaluation								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	3	3	3	2	3	3	2	2	2	2	4	2	2	2.5
CO2	2	2	3	4	3	4	4	3	2	2	2	4	2	2	2.78
CO3	2	2	2	3	3	3	4	3	2	2	2	4	2	2	2.57
CO4	2	2	3	2	3	4	3	3	2	2	2	4	2	3	2.64
CO5	2	2	2	2	2	4	2	3	2	2	2	4	2	3	2.42
CO6	2	3	3	3	2	4	2	2	2	2	2	4	2	2	2.5
Overall Mean Score														2.56	

Result: The Score for this Course is 2.56 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GET22	ACTION RESEARCH IN EDUCATION	L	T	P	C
Core- IV			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- acquire about research and its types.
- understand the research methods
- defines action research
- explains the characteristics of an investigator.
- understand classroom problems
- prepares action research report

Unit I: Research- An Introduction

Research- Meaning and Objectives-Need and significance-characteristics- Types of Research – Fundamental Research- Applied Research- Action Research-difference between basic and applied research- Criteria for Good research- **Research methods:** historical-case study-survey-experimental-descriptive-exploratory.

Unit II: Educational Research

Educational research: meaning and definition-objectives-action research-Scope of Educational research-Need for Research in Education-characteristics of an investigator.

Unit III: Action Research

Action Research: Meaning and Definition- origin-need and scope-Objectives of action research —Characteristics of Action Research-Steps in Action Research-difference between fundamental/basic and action research- Preparation of action research report.

UnitIV: Classroom Problems and Problem Identification

Classroom problems-forgetting –lack of memory-rote memory-lack of presentation-lack of communication-late comers-lack of attendance –hearing problems- unable to use maps and atlas-not attentive in the class due to lack of interest or personal problem-lack of skill in using computers-lack of understanding the formula etc- **Problem identification by the teacher:** observation, attitudescale, interestinventory, peer teacher opinion-pre-test-defining the problem-causes for the problem.

UnitV: ReflectiveTeaching Practices

Reflective teaching Practices -Features of Reflection-Importance of Reflective Practices-Models of Reflective Practice:Reflection-in-action and Reflection-on-action-The role of reflective teaching-Process or ways of Reflection: teacher’s diary-Peer observation- Recording lessons-student feedback- post-test evaluation-improved or modified methods of teaching-

counselling-Implementation of reflective teaching: Think, Talk, Read and Ask- Benefits to reflective practice.

Practicum:

- Preparation of action research record.
- Reflect upon classroom problems
- Gives counselling to the problematic students

Suggested Reference:

- ✓ Hilary Bradbury, Action Research in Education, Twenty first century Publications, 2015.
- ✓ Jaswant Virk, Action Research in Education 21th Century Publications, Punjab, 2011.
- ✓ Y.K. Singh, Instructional technology in education, A.P.H Publishers Corporation, New Delhi, 2005.
- ✓ Best, J. W. and Kahn, J. V. Research in Education, (7th Ed.) Prentice Hall Pvt. Ltd, New Delhi, 2002.
- ✓ McMillan, James H., and Wergin Jon. F, Understanding and evaluating educational research, second edition, 2001.
- ✓ Arhar, Joanne; Holly, Mary Louise; and Kasten, Wendy C., Action research for teachers, Upper Saddle River, NJ, Prentice-Hall, 2000.
- ✓ McLean J.E., Improving Education through Action Research, Corwin Press, INC. California, 1995.
- ✓ Sharma, R.N. Methodology of Research in Education, Surjeet Publications, New Delhi, 1993.
- ✓ Koul, L., Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi, 1984.
- ✓ Sidhu, K. S, Methodology of Research in Education, Sterling Publishers Pvt. Ltd, New Delhi, 1984.
- ✓ Aggarwal, J.C., Educational Research: An Introduction, Arya Book Depot, New Delhi, 1975.
- ✓ Van Dalen, D., Understanding Educational Research: An Introduction, McGraw Hill Book Co, New Delhi, 1973.

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	Acquires knowledge about research and its types
CO2	Understands educational research
CO3	Prepares action research report
CO4	Discusses classroom problems
CO5	Explains reflective teaching
CO6	Understands action research

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET22						II Semester Core IV Action Research in Education								Credit 4
Cos	Programme outcomes						Programme specific outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	4	4	3	4	4	4	3	3	4	4	3	3	4	3	3.5
CO2	3	3	2	1	2	2	2	2	3	3	2	1	2	3	2.2
CO3	3	3	3	2	4	2	2	2	2	2	2	2	2	2	2.3
CO4	3	2	3	4	3	3	2	2	2	3	3	3	3	3	2.7
CO5	3	3	3	3	2	3	2	3	3	3	3	3	4	4	3
CO6	3	3	3	4	4	3	2	2	2	2	4	3	4	2	2.9
Overall mean score														2.7	

Result: The Score for this course is 2.7(**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO211	பொதுத்தமிழ் கற்பித்தல் - 2	L	T	P	C
OPTIONAL - I			4	-	1	4

நோக்கங்கள்:

- ✓ மொழித்திறன்களை அறிதல்
- ✓ கேட்டுணரும் திறனை அறிதல்
- ✓ படிக்கும் திறனை வளர்த்தல்
- ✓ பிழையற பேசும் திறனை வளர்த்தல்
- ✓ வாய்மொழி பயிற்சி திறனை அறிதல்
- ✓ மொழிப்பாட நூலின் பண்புகளை அறிதல்

அலகு- 1: மொழித் திறன்களைக் கற்பித்தல்

கேட்டல் திறன் - வரையறை - திருந்திய பேச்சின் நல்லியல்புகள் - பேச்சுத் திறனை வளர்ப்பதற்கான நோக்கங்கள் - திருத்தமில்லாப் பேச்சில் தென்படும் குறைகள் - பேச்சுத் திறனை வளர்க்க ஆசிரியர் செய்ய வேண்டியவைகள்.

அலகு- 2: படித்தல் மற்றும் எழுதுதல் திறன்:

படித்தல் திறன்: வரையறை - படிக்கக் கற்பித்தலின் நோக்கங்கள் - படிக்கக் கற்பிக்கும் முறைகள் - எழுத்து முறைப் படிப்பு, சொல்முறைப் படிப்பு, சொற்றொடர் முறைப் படிப்பு - வாய்விட்டு படித்தல், வாய்க்குள் படித்தல் - பள்ளிகளில் மேற்கொள்ளப்படும் முறைகள்- ஆழ்ந்த படிப்பு, அகன்ற படிப்பு, நூலகப் படிப்பு- நோக்கங்கள்- நிறைகள், குறைகள்.

எழுதுதல் திறன் - வரையறை- எழுதுதலின் நோக்கங்கள் - எழுத்துப் பயிற்சி முறைகள்- நல்ல கையெழுத்தின் பண்புகள்- பிழைகளைக் களையும் வழிமுறைகள்.

வாய்மொழிப் பயிற்சி - நோக்கங்கள் - வாய்மொழிப் பயிற்சியினை அளிப்பதற்கான வழிமுறைகள்.

அலகு- 3: தமிழ் கற்பிக்கும் முறைகள்:

செய்யுள் கற்பிக்கும் முறை- நோக்கங்கள் - உரைநடை கற்பிக்கும் முறை- நோக்கங்கள், இலக்கணம் கற்பிக்கும் முறை - நோக்கங்கள், துணைப்பாடம் கற்பிக்கும் முறை - நோக்கங்கள், கட்டுரை - நோக்கங்கள் - வகைகள்.

அலகு- 4: பாடநூல்

பாட நூல்கள் - சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது மனதிற் கொள்ளத் தக்க செய்திகள் - நல்ல பாட நூலின் நல்லியல்புகள் - தொடக்க நிலை, நடுநிலை, உயர்நிலை, மேல்நிலை வகுப்புகளின் மொழிப் பாடத்தின் நோக்கங்கள்.

அலகு- 5: மொழிக் கற்பித்தலின் நுட்பக் கூறுகள்:

மொழிக் கற்பித்தலின் நுட்பக் கூறுகள் - துணைக் கருவிகளைப் பயன்படுத்துதல் - துணைக் கருவிகளின் வகைகள் - துணைக் கருவிகளின் வகைகள் காட்சிக் கருவிகள், கேள்விக் கருவிகள், காட்சிக் கேள்விக் கருவிகள் - பயன்கள் - மின்வழிக் கற்றல் - விண்ணரங்கம் - மொழிப்பயிற்றாய்வுக் கூடம்.

செயல்முறை:

- கருத்தரங்கம் நடத்துதல்
- கற்பித்தல் பொருள் தயாரித்தல் தொடர்பான துணைக்கருவிகளைத் தயாரித்தல்.
- வானொலி அல்லது தொலைக்காட்சி பேச்சைக் கேட்டு குறிப்பெடுத்தல்
- வினாவங்கி தயாரித்தல்
- கட்டுரையின் வகைகள், தலைப்புகள் தொடர்பான செய்திகளைத் திரட்டுதல்
- மேடையில் பேசிப் பழகுதல், வினாடி வினா அமைத்தல்

பார்வை நூல்கள்

- முனைவர்.ஞா.பழனிவேலு (2011), செந்தமிழ் கற்பித்தல், பொதுத்தமிழ், நதி பப்ளிகேஷன்ஸ், தஞ்சாவூர்.
- வெ.கலைச்செல்வி (2013), பொதுத்தமிழ் கற்றல்- கற்பித்தல் சஞ்சீவ வெளியீடு, ஈரோடு
- கோவிந்தராஜன்.மு.(1990) நற்றமிழ் பயிற்றலின் நோக்கமும், முறையும், சரஸ்வதி பதிப்பகம், சென்னை.
- டாக்டர்.ந.சுப்புரெட்டியார் (1964) தமிழ் பயிற்று முறை, மெய்யப்பன் பதிப்பகம், சிதம்பரம்.
- வேணுகோபால் இ.பா (2008) பைந்தமிழ் கற்பிக்கும் முறைகள், சென்னை சாரதா பதிப்பகம்.
- விஜயலெட்சுமி.வ.(2007) நுண்ணிலைக் கற்பித்தல், சென்னை, சாரதா பதிப்பகம்.
- பேராசிரியர்.சு.தண்டபாணி, பேராசிரியர்.வி.தேவ சகாயம் (2009) தமிழ் கற்பித்தல், மீனா பதிப்பகம், மதுரை 2009.
- பேராசிரியர்.வி.கணபதி.பு.ஜெயராமன் (2010) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிஷர்ஸ், சென்னை
- முனைவர்.வை.சு.சு.கண்ணன் (2008), மின் - தமிழ், தானு பதிப்பகம், காரைக்குடி.

Course Outcomes

COs	Upon completion of this course the students teachers will be able to
CO1	acquires knowledge about listen and study skills
CO2	understand the reading and writing skills
CO3	demonstrate the skill of reading
CO4	practice effective writing in Tamil
CO5	understand the technology
CO6	practice the learning skills.

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO211						II Semester Optional-I-General Tamil								Credit 4
Cos	Programme Outcomes						Programme Specific Outcomes								Mean of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	POS 1	POS 2	POS 3	POS 4	POS 5	POS 6	POS 7	POS 8	
CO1	3	4	3	3	3	4	3	3	4	3	3	3	3	3	3.42
CO2	3	3	4	4	3	4	3	3	3	4	4	3	3	4	3.28
CO3	2	3	3	3	3	2	3	4	3	3	3	4	3	3	3
CO4	3	3	3	3	4	3	4	3	3	4	3	3	4	3	3.28
CO5	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3
CO6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3.07
Overall Mean score														3.17	

Result: The Score for this course is 3.17(**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO212	GENERAL ENGLISH-II	L	T	P	C
OPTIONAL - I			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- develop listening skill
- understand study skills
- demonstrate the skill of reading and speaking
- create effective writing
- develop good hand writing
- practise communication skill activities

Unit I: Teaching Communication Skill

Communication Skill: Meaning and Definition-Passive skills: listening & reading-Active skills: speaking & writing -communication game: Association dominoes, Doodles, Decide on names, Language fun-Community Language Learning: Interactive activities, conversation, advertisement-Individual activities: Self-expression activities, tongue twister.

Unit II: Listening Skill

Listening skill -sub skill of listening –listening for perception –listening for comprehension-three phases of listening-different kinds of listening activities-characteristics of good listening skill-testing listening skills.

Unit III: Speaking Skill

Speaking skill: developing speaking skill: individual, pair - group conversation-discussion-debate-dialogue-role play – testing speaking skills-developing fluency-telling stories-narrating incidents-interview.

Unit IV: Reading and Study Skills

Reading skill -aims of teaching reading-process involved in reading:symbol,sound,sense-strategies to develop reading- Techniques in teaching oral skills, characteristics of effective oral skill- SQ3R methods of Reading-Methods of teaching reading to beginners - Study skills: Gathering,Storage and Retrieval-Need and Development of Study skills.

Unit V: Writing Skills & Hand Writing

Writing skill: sub skills in writing: Visual perception,syntax,organization,grammar,content purpose,relevance – Handwriting-Characteristics of good hand writing –distinctiveness– legibility – simplicity-uniformity-capitalization – punctuation-spacing –speed-developing good hand writing.

Practicum:

- Conducting Communication games
- Practising Listening materials
- Participate in Community Language Learning activities
- Practising Good Hand writing
- Performing Study habits

Suggested References:

- ✓ Thangasamy, Kokila S., Pedagogy of English, Vinodh publishers, Chennai, 2016.
- ✓ Aggarwal. J. C., Principles, Methods & Techniques of Teaching, VikasPublishing House Pvt Ltd, UP, 2008.
- ✓ Chauhan, S. S., Innovations in Teaching Learning Process, Vikas Publishing House Pvt Ltd, UP, 2008.
- ✓ Rao, P., Method of teaching English, Neelkamal Publications, Hyderabad, 2005.
- ✓ Thomas, A. J., & Martinet, A. V. A practical English grammar, OUP, London, 2004.
- ✓ Baruah, T. C., The English teachers' handbook, Sterling Publishers, New Delhi, 1993.
- ✓ Francis Soundararaj, F., Teaching spoken English and communication skills, Chennai, 1995.
- ✓ Bennett, W. A, Aspects of language and language teaching, Cambridge, University Press, London, 1969.
- ✓ Brown, G, Listening to spoken English applied linguistics and language, Longman, London, 1977.

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	acquires knowledge about listening Skills.
CO2	understands the study skills
CO3	demonstrate the skill of reading and speaking
CO4	practice effective writing
CO5	develops good writing
CO6	practice develop communication skills

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO212						II Semester Optional I: General English								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	3	4	3	3	4	3	3	2	4	3	3	2	3	3	3.42
CO2	3	3	4	4	3	4	3	3	3	4	4	3	3	4	3.28
CO3	2	3	3	3	4	3	3	2	3	3	4	3	3	2	3
CO4	3	3	4	3	3	2	3	4	3	3	4	2	3	3	3.28
CO5	3	3	2	3	3	4	3	3	4	3	3	4	3	3	3
CO6	4	3	3	3	3	3	4	3	3	2	3	3	3	3	3.07
Overall Mean Score															3.17

Result: The Score for this Course is 3.17 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO213	METHODS OF TEACHING COMMERCE AND ACCOUNTANCY-I	L	T	P	C
OPTIONAL – II PAPER-III			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- state the need for inclusion of Commerce in School Curriculum.
- evaluate the Commerce curriculum of Higher Secondary School.
- use different methods of teaching Commerce and Accountancy
- explain strategies in teaching of Commerce and Accountancy
- comprehend the techniques of teaching Commerce and Accountancy
- explain WTO, GATT

Unit I: Commerce Curriculum

Curriculum: Meaning and definition- Requisites of a good curriculum- Curriculum and Syllabus -principles of constructing curriculum- Organization of content: Organization of subject matter –Unit- Topical – Concentric – Logical and psychological – Maxims in teaching-Principles of Teaching- Need for inclusion of Commerce in School Curriculum.

Unit II: Methods of teaching Commerce and Accountancy

Need – Principles – selection of good method- Teacher Centred methods-Lecture method- Descriptive – Demonstration- Team teaching- Inductive and Deductive methods. Learner centred methods: Discussion method – Project method – Problem solving– Dalton plan – principles – role of the teacher in Dalton plan. Recent Trends: Constructivist Learning, Flipped Learning and Blended Learning.

Unit III: Techniques of teaching Commerce and Accountancy

Techniques of teaching – Need – characteristics of a good technique – supervised study – Questioning – Assignment – Group Discussion –Role playing –Brain Storming-Seminar – Symposium – Workshop- Personalized system of Instruction: programmed learning – programmed learning versus Traditional teaching –computer assisted Instruction.

Unit IV: Important Concepts in Commerce and Accountancy

World Trade Organization-(WTO) – GATT – GATS – Liberalization, Privatization and Globalization (LPG) – FERA – FEMA- Introduction to GST –Meaning, Nature and Scope-importance and impacts.

Unit V: Evaluation of Commerce Curriculum

Evaluation of Commerce Curriculum with reference to the subject content prescribed for XI and XII standard Commerce and Accountancy syllabus for State Board and CBSE- need and importance of reforms of curriculum-Preparation of Report.

Practicum:

- Preparation of Evaluation report of Commerce Curriculum.
- Demonstration of methods of teaching.
- Demonstration of few techniques of teaching.
- Updating and contributing through bulletin boards.

Suggested References:

- ✓ Seema Rao: Teaching of commerce, Anmol Publishers, New Delhi, 2005.
- ✓ Sharma, R. N., Principles and Techniques of Education, Surjeet Publications, Delhi, 2008.
- ✓ Chopra, H.K. and Sharma, H. Teaching of commerce, Kalyani publisher, Ludhiana, 2007.
- ✓ Mahesh Kumar, Modern teaching of commerce, Anmol Publications, New Delhi, 2004.
- ✓ Bhatia, K.K, Foundations of teaching learning process, Tandon Publication, Ludhiana, 2001.
- ✓ Joyce, & Well, Models of teaching, Prentice hall of India, U.K, 2004.
- ✓ Nagarajan, K. L., Vinayagam, N., & Radhasamy, M.. Principles of commerce and commercial knowledge. S.Chand & Company Ltd, New Delhi, 1977.
- ✓ Haradway, Testing and Evaluation in Business Education, South Western Publishing Company, Cincinnati, 1966.
- ✓ The Current Syllabus in Tamil Nadu for Standards XI and XII and CBSE
- ✓ Verman, M. M. Method of teaching accountancy. New York: McGraw Hill, 1979.

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	acquire knowledge about principles of constructing commerce curriculum
CO2	explain methods of teaching Commerce and Accountancy
CO3	analyse the techniques of teaching Commerce and Accountancy
CO4	enlist the important concept in teaching Commerce and Accountancy
CO5	understand GST and their importance
CO6	evaluate commerce curriculum with reference to school subject contents

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO213						II Semester Optional II- Paper-III – Methods Of Teaching Commerce And Accountancy -I								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	3	3	3	4	5	4	3	4	4	3	3	3	4	3	3.5
CO2	3	3	4	4	3	4	3	3	3	3	4	3	3	3	3.29
CO3	3	3	4	4	3	3	3	4	4	3	3	3	3	3	3.29
CO4	3	3	3	3	3	4	3	4	3	4	4	3	3	3	3.29
CO5	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3.07
CO6	3	3	4	3	3	4	4	3	3	3	3	3	4	3	3
Overall Mean Score														3.24	

Result: The Score for this Course is 3.24 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

CourseCode	U21GEO214	METHODS OF TEACHING ECONOMICS- I	L	T	P	C
OPTIONAL – II Paper-III			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- understand Economic curriculum.
- use various learning resources in economic.
- explain the importance of economics in school curriculum.
- prepare instructional Aids for the economics teaching.
- enumerate the role of co-curricular activities in economics.
- evaluate the economics curriculum for XI and XII standard.

Unit I: Economics Curriculum

Meaning of Curriculum-Requisites of a good curriculum – curriculum and syllabus – principles of constructing curriculum – need for inclusion of Economics in school curriculum.

Unit II: Learning Resource and Equipment

Need and importance of Economics library – hints for effective use of library –contents of Economics library – instructional materials – text book – periodicals – journals – reference materials – technical documents – surveys etc.

Unit III: Instructional Materials and Teaching Aids

Importance, need and guidelines for the selection – Audio Visual Aids-film-films strips– black board, motion picture, slides transparencies, Audio, video cassettes, CD ROM, Bioscope, class room instructional use of hardware, projectors, Television, C.C.T.V., Radio, computers.

Unit IV: Enriching Programme through Co –Curriculum activities

Community resources – Economics club, exhibition and fairs, competitions, Economics magazines, social service – field trips- visiting bank, insurance companies, industries, mock interview, debates and competitions.

Unit V: Evaluation of Economics Curriculum

Evaluation of Economics curriculum with reference to the subject content prescribed for the XI and XII standard of Economics Syllabus of State Board and CBSE-need and importance of reforms in curriculum- Preparation of Report.

Practicum:

- Preparation of instructional Aids like charts, flash cards, models, flannel board, bulletin board etc.
- Preparation economic album.
- Critically evaluate the curriculum of economics for XI and XII STD of state board and CBSE.
- Prepare report of conductive any two co-curricular activities.

- Prepare the list of various journals available for economics.
- Prepare economics magazine.

Suggested References:

- ✓ Seema Sharma, Modern teaching of Economics, Anmol Pub. (P) Ltd, New Delhi, 2004.
- ✓ N.R.Saxena, B.K. Mishra& R.K. Mohanty, Teaching of Economic, Surya Publications, 2006.
- ✓ Alam .B. Albarran, Media Economics, S.S.Chhabra, 2003.
- ✓ M.Gregory Makiw, Principles of Economics, Mickeroché, 2001.
- ✓ M.Mustafa, Teaching of Economics, Deep amd Deep publications, 2005.
- ✓ Amita Yadav, Teaching of Economics, Anmol publications Pvt. Ltd, 2006.
- ✓ Paul. R, History of Economic thought, kalyant publishers, Ludhiana, 1984.
- ✓ Rai B.C, Methods of teaching economics, prakashan Kendra, Lucknow, 1987.
- ✓ Sundharam,& K.P.M Sundaram, Indian Economy, S.Chand and Company Pvt.Ltd, New Delhi, 1985.
- ✓ http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf

Course Outcomes

Cos	Upon completion of this course the students will be able to
CO1	acquire knowledge about principles of constructing Economics curriculum
CO2	explain learning resources and equipment for teaching Economics
CO3	prepare instructional Aids for the Economics teaching
CO4	enumerate the role of co-curricular activities in Economics
CO5	explain importance of Economics in school curriculum
CO6	evaluate the Economics curriculum for XI and XII standard

OUTCOME MAPPING (CO, PO, PSO)

Hrs 5	Subject code U21GEO214						II Semester Optional II- Paper-III – Methods Of Teaching Economics - I								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	3	3	3	5	4	3	3	3	2	3	4	2	2	2.78
CO2	2	4	3	2	3	4	3	4	5	3	2	3	3	2	3.07
CO3	2	3	3	3	4	4	4	4	3	2	2	3	2	2	2.92
CO4	2	3	3	4	3	4	3	4	4	3	3	2	2	2	3
CO5	2	3	3	4	2	4	3	4	3	2	2	3	2	2	2.85
CO6	2	4	3	4	3	4	3	4	3	4	2	2	2	2	3
Overall Mean Score															2.93

Result: The Score for this Course is 2.93 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO215	METHODS OF TEACHING HOMESCIENCE- I	L	T	P	C
OPTIONAL – II Paper-III			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- define various home science concepts.
- appreciate the curriculum of home science.
- develop modern techniques in teaching home science.
- explore the importance of home science in health education.
- analyses the various methods of home science
- list out the importance of enriching activities

Unit I: HomeScience Curriculum

Home Science curriculum: meaning-definition-objectives-characteristics-principles of curriculum construction-components of curriculum design-types of curriculum design-defects in tradition centred curriculum, criteria for the selection& organisation of learning activities-criteria for the selection & organisation of content-defects of the existing syllabus.

Unit II: Home Science Laboratory

Planning, organization and Maintenance – developing a laboratory routing – preparation of indent – laboratory register – safety in the lab – common accident and first aid – practical work in Home Science- Importance – practical record work.

Unit III:Methods & Techniques of teaching inHome Science

Team Teaching – Supervised study – Assignment, Discussion, Seminar, Symposium and workshop-Individualization of Instruction – programmed Instruction – Linear and branching – PSI-CAI.

Unit IV: Enriching Activities

Organization and educational values of science club – scientific hobbies, field trip, science Museum, Science text book – Characteristics of a good science text book – science library and its values.

Unit V: Home Science and Health

Home Science and Health Education: Importance of Home Science in Health Education – Nutritious food for various age group people – child development – concept – growth development in various stages.

Practicum:

- Preparation of Module for any concept of the Home Science
- Preparing power point presentation

- Write report on Child Development
- Prepare scrap book
- Prepare food items

Suggested References:

- ✓ Arvinda Chandra, Anupama Shah, Umajoshi, Fundamentals of Teaching Home Science, Sterling Publishers Pvt Ltd, New Delhi, 1995.
- ✓ Das R. R, and Ray B, Methods of Teaching of Home Science, Sterling Publication Pvt. Ltd, New Delhi, 1979.
- ✓ Yadav. S., Teaching of Home Science, Anmol Publishers, New Delhi, 1997.
- ✓ Dale Edgar, Audio Visual Methods in Teaching, Revised edition Hold Rivehart and Winston, New York, 1962.
- ✓ Das, R.R. and Ray Binita, New Delhi, Teaching of Home Science, Sterling Publisher Pvt. Ltd, New Delhi, 1979.
- ✓ Devdas R.P., Methods of Teaching Home Science, Poineer Press, Coimbatore, 1976.
- ✓ Mangal S.K., Science Teaching, Arya Book Depot, New Delhi, 1996.
- ✓ Sharma R.C. , Science Teaching, New Delhi, Dhanpat Rai Publishing Co. Pvt. Ltd, 2005.
- ✓ Sood J.K., Teaching Life Sciences, Kohli Publishers, Chandigarh, 1987.
- ✓ Bhatia, K.K, Measurement and evaluation in Education, Prakash Brothers, Ludhiana, 1990.
- ✓ Mangal, S. K., & Mangal, S. Essentials of educational technology and management, loyal book depot, Meerut, 2005.

Course Outcomes

COs	Upon completion of this course the student's teachers will be able to
CO1	understand various home science concepts.
CO2	appreciate the curriculum of homescience.
CO3	develop modern Define techniques in teaching homescience.
CO4	explore the importance of home science in healtheducation.
CO5	analyses the various methods of home science
CO6	list out the importance of enriching activities

Outcome mapping (CO, PO, PSO)

Hrs	Subject code						II Semester									Credit
5	U21GEO215						Optional II- Paper-III –Methods of teaching of Home Science									4
COs	Programme Outcomes						Programme Specific Outcomes									Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score															3	

Result: The Score for this Course is 3 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO221	சிறப்புத் தமிழ் கற்பித்தல் - 2	L	T	P	C
OPTIONAL - II			4	-	1	4

நோக்கங்கள்:

- ✓ மொழிப் பற்றி அறிதல்
- ✓ உளவியல் அடிப்படையில் மொழிப்பற்றி அறிதல்
- ✓ மொழியின் தற்கால மாற்றங்கள் பற்றி அறிதல்
- ✓ மொழியின் சமூகப் பணிகள் அறிதல்
- ✓ மொழியாசிரியர் பற்றி அறிதல்
- ✓ நூலகத்தின் பயன்கள் பற்றி அறிதல்

அலகு- 1: மொழி மற்றும் பின்னணி:

மொழி கற்றலில் சமூக அடிப்படைகள் - மொழியும் பண்பாடும் - மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு - மொழியும் சமூகச் சூழ்நிலையும் - மொழியும், மொழி கற்றலும் - மொழியின் அமைப்பு - பின் தங்கியவர்களுக்கான கல்வி - மலைவாழ் மக்களுக்கான கல்வி

அலகு- 2: உளவியல் அடிப்படையில் மொழி:

மொழி கற்றலின் நோக்கங்கள் - மொழியும் அறிதிறன் கூறுகளும் - மொழித் தொடர்பான கற்றல் கொள்கை - குழந்தை வளர்ச்சியும், மொழி கற்றலும் - மொழி கற்றலின் பல்வேறு கூறுகள் - மொழியும் குறியீடுகளும்

அலகு- 3: மொழியின் தற்கால மாற்றங்கள்:

புதுச் சொல் ஆக்கம் - பிறமொழிச் சொற்கள் - தமிழ் ஆட்சி மொழியாய் இருப்பதால் ஏற்படும் பயன்கள் - வழமொழித் தாக்கம் - பாடமொழியாகத் தமிழ் - அறிவியல் தமிழ் - கணிப் பொறியும் தமிழும் - பல்லாடகமும் தமிழும் - தமிழ் இணையம்

அலகு- 4: மொழியின் சமூகப் பணிகள்:

மொழியும் சமயமும் - மொழியும் குடும்பமும் - மொழியும் நிலைப்புத் தன்மையும் - மொழியும் பொருளாதாரமும் - மொழியும் அரசியலும் - மொழியும் பகுத்தறிவும் - மொழியும் இலக்கியமும் - மொழியும் அறிவியலும் - மொழியும் கல்வியியலும் - அறிவியலம் மொழியின் தன்மைகள்.

அலகு- 5: மொழியாசிரியர்கள், நூலகம்:

மொழியாசிரியர் - மொழியாசிரியரின் பண்பு நலன்கள் - நூலகம் - பள்ளி நூலகம் - பயன்கள் - பள்ளி நூலகத்தின் இடம் பெறும் நூல்கள் - வகுப்பு நூலகம் - கருவி நூலகம் - நூலக நூல்களைப் பயன்படுத்தும் முறை

செயல்முறை பயிற்சி:

- சொற்போர் - பட்டிமன்றம் நடத்துதல்
- சொற்பொழிவுகள் நடத்துதல்கருத்தரங்கம் நடத்துதல்
- வானொலி நாடகம் தயாரித்தல்
- திறனாய்வுக் கட்டுரைகள் தயாரித்தல்

- கையெழுத்து இதழ் தயாரித்தல்
- செய்யுள் பகுதியை நாடகமாக மாற்றுதல்
- கற்பித்தல் பொருள் தொடர்பான துணைக் கருவிகளை தயாரித்தல்
- வினாவங்கி, இதழ் தயாரித்தல்
- சிறுகதைப் படைப்பில் பின்பற்ற வேண்டியவை குறித்து கலந்துரையாடல்
- கல்லூரி ஆண்டு மலரில் இடம் பெறத் தக்க கவிதை, சிறுகதை, கட்டுரை, துணுக்குச் செய்திகள் எழுதுதல்.
- களப்பணி மூலம் நாட்டுப்புறப் பாடல்களைத் தொகுத்தல்

பார்வை நூல்கள்:

- முனைவர். ஞா.பழனிவேலு இ.(2009) 'செந்தமிழ் கற்பித்தல் - சிறப்புத்தமிழ்' நலங்கிள்ளி பதிப்பகம், தஞ்சாவூர்.
- முனைவர்.எஸ்.ஸ்ரீ குமார்.(2002) 'மொழியும் சமூகமும்' செண்பகா பதிப்பகம், தி.நகர், சென்னை - 17
- முனைவர்.சேதுமணியன் (1990) 'மொழி பெயர்ப்புக் கோட்பாடுகளும் உத்திகளும்' செண்பகம் வெளியீடு, மதுரை.
- நற்றமிழ் கற்பிக்கும் முறைகள் பகுதி - 2 (2008) பேராசிரியர் வி.கணபதி.சாந்தா பப்ளிஷர்ஸ்.
- சிறப்புத் தமிழ் கற்பிக்கும் முறைகள் (2008) முனைவர்.இ.பா.வேணுகோபால், சாராதா பதிப்பகம்.
- இலக்குவன் (2008) : தமிழ்ப்பாடநூலும் ஆசிரியரும் இ சென்னை: சாரதா பதிப்பகம்
- இரத்தின சபாபதி .பி. (1997) செம்மொழிக்கல்வி, சென்னை சாந்தா பப்ளிஷர்ஸ்
- கோவிந்தராசன்.மு.பயிற்றுப் பயிற்சியும் மொழியாசிரியர்களும் தஞ்சை மாவட்டம், திருமலைக்குமரன் பதிப்பகம்.

Course Outcomes

COs	Upon completion of this course the students teachers will be able to
CO1	acquires knowledge about Tamil in curriculum
CO2	understand the Tamil literature
CO3	understand the Tamil grammar
CO4	practice in Tamil poem
CO5	develop fluency skill in Tamil
CO6	practice Tamil teaching.

OUTCOME MAPPING (CO, PO, POS)

Hrs 5	Subject code U21GEO221						II Semester Optional II: Special Tamil								Credit 4
	Programme Outcomes						Programme Specific Outcomes								
COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	POS 1	POS 2	POS 3	POS 4	POS 5	POS 6	POS 7	POS 8	Mean of COs, POs and PSOs
CO1	3	3	3	4	3	4	3	3	4	3	3	4	4	3	3.35
CO2	3	3	4	2	3	3	3	3	3	4	3	3	3	2	3
CO3	4	3	3	3	3	3	3	4	3	3	3	4	3	3	3.42
CO4	3	3	3	3	4	3	4	3	3	4	3	3	4	3	3.28
CO5	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3
CO6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3.07
Overall Mean score															3.18

Result: The Score for this course is 3.18(**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO222	SPECIAL ENGLISH-II	L	T	P	C
OPTIONAL - II			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- acquire the knowledge about linguistics
- understand functional Grammar
- practise different Vocabulary words
- prepare composition
- acquire knowledge about various resources
- Practice fluency in speaking english

Unit I: Linguistics

History of Linguistics- Meaning and Scope of Linguistics- Branches of Linguistics- Linguistics in Language teaching.

Unit II: Functional Grammar

Expressing various concepts: Command-Instruction-Request-Invitation-Suggesting-Prohibition-Likelihood-Possibility-Obligation-Necessity: Cause, reason and Purpose-Condition and Contrast-Comparison-Concession-Supposition.

Unit III: Teaching of Vocabulary

Aims of teaching vocabulary-nature of words-types of vocabulary- Learning Vocabulary: Word formation, memorizing words, Brain storming- Vocabulary testing technique: Dictation, Odd one out, gap filling, Matching, Multiple choice, Sentence completion.

Unit IV: The Writing Process

Types of writing: composition- types of composition: controlled, guided & free-kinds of composition: formal, informal, business letters- paragraph writing: essay writing, précis writing, expansion of proverb and developing stories from outline.

Practice in Higher Level writing skill- Practice in different types of writing- reports, dialogues, explanation, letter writing etc.- Special attention to types of writing required a High School level & beyond.

Unit V: Fluency

Use of conventional formulae: Greeting, Apology- Invitation-Refusal- Accepting- Thanking- Expressing various concepts in Fluency: Construction, Suggestion- prohibition- Permission- Probability- Likelihood- Possibility-Obligation-Necessity-Concession-Task centered fluency.

Practicum:

- Preparation of Story writing
- Writing Composition
- Practising Paragraph writing
- Participating in Communication games
- Oral practice in word and sentences stress.

Suggested References:

- ✓ Rao, P., Method of teaching English, Neelkamal Publications, Hyderabad, 2005.
- ✓ Kohli, A. L., Techniques of teaching English, Dhanpat Rai pub.co, New Delhi, 2006.
- ✓ Joyce, & Well, Models of teaching, Prentice hall of India, U.K, 2004.
- ✓ Sachdeva, M. S, A new approach to teaching of English in India, Tandon Publications, New Delhi, 2003.
- ✓ Krishnaswamy, N. Teaching English grammar, T.R. Publication, Chennai, 1995.
- ✓ Indra, C. T., Teaching poetry at the advanced level, T.R. Publication, London, 1995.
- ✓ Lester, M., Introductory transformation grammar of English, Macmillian, New Delhi, 1977.
- ✓ Lee, W. R., Language teaching, games and contexts, Oxford University Press, London, 1976.
- ✓ Frisby, A. W., Teaching English, Longman, London, 1970.
- ✓ Wright, A., Visual material for the language teacher, Longman, London, 1977

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	acquires knowledge about linguistics.
CO2	understand functional Grammar
CO3	develops skills in different vocabulary words
CO4	practice in writing composition
CO5	develop fluency skill
CO6	analyse various types of writing

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO222						II Semester Optional II: Special English								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	3	3	4	3	3	4	3	3	4	4	3	3	3	2	3.21
CO2	3	3	4	2	3	3	4	3	3	4	3	2	3	2	3
CO3	4	3	3	3	4	3	3	3	4	2	3	3	4	2	3.42
CO4	3	3	4	3	3	2	3	4	3	3	4	3	2	3	3.28
CO5	4	3	3	2	3	3	4	3	3	4	3	3	3	3	3
CO6	3	3	4	3	2	3	3	4	3	3	4	3	3	3	3.07
Overall Mean Score														3.18	

Result: The Score for this Course is 3.18 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO223	METHODS OF TEACHING BIOLOGICAL SCIENCE	L	T	P	C
OPTIONAL - II			4	-	1	4

Learning Objectives:

After completing this course, the students are able to

- understand the basic principles and practices of Science Education
- acquire a breath of knowledge in biological science
- comprehend appropriate teaching techniques
- apply effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of Biological science.
- understand the learning resources of biological science
- acquire adequate skills in using proper and suitable methods of teaching biology

Unit I: Biological Science Curriculum

Biological Science curriculum-meaning-definition-objectives-characteristics- principles of curriculum construction-components of curriculum design-types of curriculum design-defects in tradition centered curriculum, criteria for the selection & organisation of learning activities-criteria for the selection & organisation of content- defects of the existing syllabus.

Unit II: Methods and Techniques of Teaching:

Methods of Teaching: Lecture Method – Lecture-Cum Demonstration Method, Historical Method, Heuristic Method, Laboratory, analytic method, Synthetic method and Problem-solving.

Techniques of Teaching: Team teaching -Supervised Study – Individualization of Instructions: PSI, CAI-Meaning of inductive Approach – Steps in Inductive Approach – Meaning of Deductive Approach– Steps of Deductive approach.

Unit III: Biological Science Laboratory:

Science Laboratory- General Laboratory- location and types of Laboratory-planning a Biology Laboratory - Structure and Design of a Biology Laboratory- Preparation of indent-procedure for the purchase of equipment's - Laboratory Registers-Maintenance of Laboratory-Laboratory rules -Discipline in the laboratory-Laboratory accidents and remedies -safety in the lab- Improvised Apparatus in a Biological Science Laboratory- Science Kits– Virtual Biology Laboratory.

Unit IV: Learning Resources:

Biological Science text book- Characteristics of good Biological Science text book-Biology library- Organization, Selection and collection of books, Maintenance of Biology Library books, Uses of Library, science club-Field trip- science fair and exhibition- Science teacher- Characteristics, qualification, special qualities, Professional Growth of a science Teacher.

Unit V: Instructional Aids in teaching Biological Science

Definition of A.V. Aids- Edger Dale's cone of Experience- Significance of Using Teaching Learning Materials- Classification of A.V. Aids Audio-Aids- Visual-Aids, Projected and Non-projected aids – Audio-Visual Aids.

Practicum:

- Collection, preservation and display of Museum specimen
- Maintenance of aquarium, terrarium, vivarium, use of incubator and so on.
- Preparation of Teaching aids

Suggested References:

- ✓ Chauhan, S.S., Innovations in Teaching Learning Process, Vikas Publishing House Private Ltd., 1995.
- ✓ Ammeta, P., Techniques of Teaching Biological Science, Neelkamal Publications Pvt. Ltd, New Delhi, 2010.
- ✓ Anju soni, Teaching of Bio-Science, Tandon Publications, Ludhiana, 2005.
- ✓ Mangal, S.K: Teaching of Biology, Loyal Publications, Meerut, Chandigarh, 2005.
- ✓ Venugopal, G. et.al: Teaching of Biology (3rd edition), Ram Publishers, Chennai, 2009.
- ✓ Edger, Marlow & Rao, D.B., Teaching Science Successfully, Discovery publishing House, New Delhi, 2003
- ✓ NCERT National Curriculum Framework.2005, NCERT Position Paper of NCF on Teaching of Science, 2005.
- ✓ Sharma R.C., Science Teaching, Dhanhat Rai publishing Company (P.) Ltd. New Delhi, 2005.
- ✓ Singh U.K. & Nayab, A.K. Science Education, Common wealth Publishers Daryaganj, New Delhi, 2003.
- ✓ Vadav, M.S., Modern methods of teaching Science, Anmol Publisher, Delhi, 2000.
- ✓ Venkataih S., Science Education in 21st Century, Anmol Publishers, Delhi, 2001.

Course Outcomes

COs	Upon completion of this course the student's teachers will be able to
CO1	understand the basic principles and practices of Science Education
CO2	acquire a breath of knowledge in biological science
CO3	acquire adequate skills in using proper and suitable methods of teaching biology
CO4	apply effectively different activities/experiments/demonstrations for teaching learning of Biological Science
CO5	understand the learning resources of biological science
CO6	learn appropriate teaching techniques

Outcome mapping (CO, PO, PSO)

Hrs	Subject code						II Semester								Credit
5	U21GEO223						Optional II- Methods of Teaching Biological Science								4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3.07
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score														3.01	

Result: The Score for this Course is 3.01 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO224	METHODS OF TEACHING MATHEMATICS	L	T	P	C
OPTIONAL - II			4	-	1	4

Learning Objectives:

After completing this course, the students are able to

- acquire knowledge about the principles and approaches of mathematics curriculum
- give students adequate knowledge about the various methods of mathematics.
- help Understand the various approaches in problem solving method in mathematics.
- acquire knowledge about the teaching learning resources in mathematics education.
- help understand the strategies for the gifted and slow learners
- explain various approaches to curriculum organisation

Unit I: Methods of teaching Mathematics

Teacher centred methods: Lecture method – Analytical and Synthetic Method – Deductive and Inductive Methods – Demonstration Method, Learner Centred Method: Project method, Problem solving Method, Heuristic Method, Recent Trends: Constructivist Learning, Flipped Learning, Blended Learning

Unit II: Techniques of teaching Mathematics

Techniques of teaching Mathematics- oral work, written work-Drill-Purpose, Types, Essentials of a good drill lesson- Review, assignments, self-study, group study, supervised study-developing speed and accuracy in Mathematics.

Unit III: Learning Resources for Mathematics

Mathematics Library- Need and importance, Mathematics Textbook – Need and qualities of good mathematics textbook, Mathematics club – Functions, organization and activities, Field trip –Advantages-Mathematics fair, Mathematics Olympiad- Mathematics laboratory – Need, Material and equipment for mathematics laboratory, Mathematics journal-Importance of Audio visual aids, role of electronic media in teaching - Radio, TV, Computer and Internet.

Unit IV: Mathematics Curriculum

Curriculum – Meaning, Definition – Curriculum construction-principles of curriculum construction- principles of curriculum organisation- approaches to curriculum organisation- logical, psychological, topical, spiral, unitary, integrated concentric-characteristics of modern Mathematics curriculum- place of Mathematics in school curriculum.

Unit V: Identification of Individual Differences

Evolving strategies for the gifted students and slow learners – gifted students in mathematics – identification and enrichment programmes – slow learners in mathematics – identification and remedial programmes.

Practicum:

- ✓ Analyzing the content available in Mathematics text books of class X.
- ✓ Practise of Workbooks
- ✓ Preparing instructional modules
- ✓ Evaluation of Mathematics Curriculum from VI Std to X Std

Suggested References:

- ✓ James, Anice, Teaching of mathematics, Neelkamal Publications, Hyderabad, 2010.
- ✓ Bagyanathan, D., Teaching of Mathematics, Tamil Nadu Text Book Society, Chennai, 2007.
- ✓ Ediger, M., & Bhaskara Rao,D.B, Teaching Mathematics successfully, Discovery Publishing House,New Delhi, 2004.
- ✓ Joyce, &Well, Models of teaching, Prentice hall of India, UK, 2004.
- ✓ ICFAI, Methodology of teaching Mathematics. ICFAI University Press, Hyderabad, 2004.
- ✓ Kulshreshta, A.K. Teaching of Mathematics, R.Lall Books Depot, Meerut, 2008.
- ✓ Ediger, M., &Rao.D.B, Teaching Mathematics successfully, Discovery Publishing House, New Delhi, 2008.
- ✓ Agarwal, S.M.,A course in teaching of modern mathematics, Dhanapat Rai Publishing Society,New Delhi, 2001.
- ✓ Sidhu, Kulbir Singh, Teaching of mathematics, SterlingPublishers, New Delhi, 2010.
- ✓ Mathematics Books for Standard VI – XII. Tamil Nadu Text Book Corporation, Government of Tamil Nadu.
- ✓ Wadhwa, S., Modern methods of teaching mathematics, Karan, New Delhi, 2008.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	acquires knowledge of Methods of teaching Mathematics
CO2	classifies techniques of teaching mathematics
CO3	understands various resources for teaching Mathematics
CO4	explains curriculum and its approaches
CO5	promotes importance of Audio Visual Aids in teaching Mathematics
CO6	identifies individual differences in mathematics

OUTCOME MAPPING (CO, PO, PSO)

Hrs 5	Subject code U21GEO224						II Semester Optional II – Methods of Teaching Mathematics								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of COs, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	2	4	3	4	4	4	4	2	2	2	3	2	4	3
CO2	2	2	3	4	3	4	4	3	2	2	2	3	2	2	2.78
CO3	2	3	3	3	3	4	3	4	2	2	2	3	2	4	2.85
CO4	2	3	3	4	4	3	3	3	2	2	2	3	2	3	2.78
CO5	2	3	3	3	2	4	3	4	2	2	2	3	2	4	2.78
CO6	3	3	2	3	3	4	3	3	2	4	2	2	3	2	2.85
Overall Mean Score														2.84	

Result: The Score for this Course is 2.84 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	leaast	Moderate	Strong	Very Strong

Course Code	U21GEO225	METHODS OF TEACHING PHYSICAL SCIENCE	L	T	P	C
OPTIONAL - II			4	-	1	4

Learning Objectives:

After completing this course, the students are able to

- ✓ acquire knowledge about the principles of curriculum construction
- ✓ understand the curriculum reforms in Physical Science
- ✓ understand the various resources and use in the class room.
- ✓ understand the special qualities of good Science teacher
- ✓ Analyze the various methods of physical science
- ✓ understand the special qualities of good Science teacher
- ✓ determine the outcome of a curriculum evaluation

Unit I: Physical Science Curriculum

Curriculum-meaning-definition-objectives-characteristics-Principles of curriculum construction-Physical science curriculum-Organization of content matter- components of curriculum design-types of curriculum design- criteria for the selection & organisation of learning activities-criteria for the selection & organization of content - knowledge of basic concepts in Science up to standard IX.

Unit II: Method & Techniques of Teaching

Methods of Teaching: Lecture Method – Lecture-Cum Demonstration Method, Historical Method, Heuristic Method, Laboratory, analytic method, Synthetic method and Problem-solving.

Techniques of Teaching: Team teaching Supervised Study – Individualization of Instructions: PSI, CAI-Meaning of inductive Approach – Steps in Inductive Approach – Meaning of Deductive Approach– Steps of Deductive approach.

Unit III: Facilities, Equipment and Materials for teaching Physical Science

Structure and Design of general Science laboratory- Physical and Chemistry Laboratory- Preparation of indent- Stock register to be maintained- storage of Chemicals and apparatus- improvisation of apparatus and use of science kits- Discipline in the laboratory-Accidents and first aid.

Unit IV: Learning Resources

Physical Science text book- Characteristics of good Science text book-Physical Science Library-Selection and collection of books, Maintenance of Physical Science Library books, Uses of library, science club-Field trip- science fair and exhibition- Science teacher- Characteristics, qualification, special qualities, Professional Growth of a science Teacher.

Unit V: Curriculum Evaluation

Critical evaluation of Tamil Nadu higher secondary school Science Curriculum-- defects in tradition centered curriculum -defects of the existing syllabus - Curriculum Improvement Projects in India-NCERT and Abroad-CHEM Study, PSSC, CBA, Nuffield-recent trends in Physical Science curriculum.

Practicum:

- ✓ Conducting Science Fair and Exhibition
- ✓ Demonstration of Lecture Method.
- ✓ Doing Science experiments in Physical Science Laboratory.

Suggested References:

- ✓ Nayak, Teaching of Physics, APH Publications, New Delhi, 2003.
- ✓ Pandey, Major Issues in Science Teaching, Sumit Publications, New Delhi, 2003.
- ✓ Sharma, P.C: Modern Science Teaching, Dhanpat Rai Publications, New Delhi, 2006.
- ✓ Yadav, M.S., Teaching of Science, Amol Publications, 2003.
- ✓ Jenkins, E.W., Innovation in science and Technology Education Vol. VII, UNESCO 2000.
- ✓ KarolBagh Mishra, D.C., Teaching of Chemistry, Sahitya Prakashan Agra, Mittal, 2008.
- ✓ Arun, Teaching of Chemistry, Efficient Offset Pvt. Morrison & Boyd – Organic Chemistry VI Edition, 2004.
- ✓ Natrajan, C. (Ed.), Activity based foundation course on Science Technology and Society Homi Bhatia Centre for science Education, Mumbai, 1997.
- ✓ NCERT, National Curriculum Framework, 2005, NCERT, Position Paper of NCF on Teaching of Science, 2005.
- ✓ R.C., Sharma, B.L. and Saxena V.M. Teaching of Chemistry Sharma, H.S. Teaching of Chemistry, Dhanpat Rai Publications, New Delhi, 2006.
- ✓ PannerSelvam, A, Teaching of Physical Science (Tamil), Government of Tamil Nadu, 1976.

Course Outcomes

COs	Upon completion of this course the student's teachers will be able to
CO1	understand the curriculum reforms in Physical Science
CO2	understand the various resources and use in the classroom.
CO3	apply the various techniques used to assess the learner in learning Physical Science.
CO4	analyse the various methods of physical science
CO5	determine the outcome of a curriculum evaluation
CO6	understand the special qualities of good Science teacher, acquire those qualities and to evaluate himself or herself

Outcome mapping (CO, PO, PSO)

Hrs	Subject code						Optional II -Methods of Teaching Physical Science								Credit	
5	U21GEO225														4	
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3.14
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	3.21	
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3.07	
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3.07	
Overall Mean Score															3.08	

Result: The Score for this Course is 3.08 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO226	METHODS OF TEACHING COMPUTER SCIENCE	L	T	P	C
OPTIONAL – II			4	-	1	4

Learning Objectives:

After completing this course, the students are able to

- acquire knowledge about the approaches to computer science.
- understand the various types and generations of computers.
- comprehend the concepts and various growth and development of computers.
- enlist the techniques of teaching computer science
- explain the importance of practical work in computer science Laboratory
- understand Mass Media and its advantages

Unit I: Content

Introduction and basic of Computers- Input and Output device- - Using Web resource in Teaching Computer Science- HTML – Creating a web page – HTML tags, tables, frames, and forms - Introduction to MS.word, spread sheet, Power point presentation- Hands on Training.

Unit II: Method and Techniques of teaching Computer Science:

Methods of Teaching: Inductive and Deductive Method, Lecture Method, Demonstration Method, Project Method, Laboratory Method, Problem-solving Method, Scientific method.

Techniques of Teaching: Individualization of Instructions: PSI-Programmed learning CAI, CMI-Brainstorming – Buzz session – Simulation.

Unit III: Curriculum in Computer Science

Curriculum – Meaning, Definition – Curriculum construction-principles of curriculum Development – Criteria of Selection of Content – Principles of Organizing the Selected content: Development of Computer Science Curriculum – Approaches to the Organization of Computer Science Curriculum: Correlated Approach, Integrated Approach, Topical Approach, Concentric or Spiral Approach, Chronological and Sequential Approach

Unit IV: Laboratory for teaching Computer Science

Structure and Design of Computer Science laboratory- Maintenance-Preparation of indent- Stock register to be maintained-Practical Work in Computer Science - equipment required for Computer Science Lab- safety in the laboratory- Discipline in the laboratory.

Unit V: Learning Resources in Computer Science

Computer Science text book- Characteristics of good Computer Science text book- Science library –Essential Computer facilities of good science library- science club- Science teacher- qualification, qualities, Duties and responsibilities.

Use of e-Resources in Computer Science teaching- www- Internet – Intranet-Types of Networks-WAN-LAN, MAN-e.mail-Browsing Software – URL addresses, Search engines- Learning from cyber resources.

Practicum:

- Creating an own E-mail Id.
- Practicing demonstration method for teaching Computer Science.
- Organizing a computer exhibition.

Suggested References:

- ✓ Dr. S. Rajasekar, Computers in Education, Neel Kamal Publications, New Delhi, 2012.
- ✓ Dr. Vanaja.M, Educational Technology & Computer Education, Neelkamal Publications.Pvt Ltd, New Delhi, 2007.
- ✓ Stanely Pogrow, Education in the Computer Age, Sage Publication, Delhi, 1993.
- ✓ Steeven M. Rass, Basic Programmking for Education, Pentic Hall, New York, 1990.
- ✓ Sandeep, John Milin, Teaching of computer science, Neelkamal Publication, New Delhi, 2014.
- ✓ Rajasekar, S. Computer education and educational computing, Neelkamal Publications, Tamil Nadu Teachers Education University, New Delhi, 2004.
- ✓ Saxena, S., A first course in computers,. Vikas Publishing House, New Delhi, 1999.
- ✓ Singh, Y.K., Teaching of computer science, A.P.H. Publishing Corporation, New Delhi, 2005.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	acquires basic knowledge of Computers
CO2	classifies various methods of teaching computer science
CO3	explains individualization of instruction
CO4	understands curriculum and its approaches
CO5	analyse importance of practical work in computer Science
CO6	enlist e-resources in computer science teaching

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO226						II Semester Optional II – Methods of Teaching Computer Science								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	2	3	3	3	4	3	4	3	2	2	3	2	4	2.85
CO2	2	2	3	4	2	3	4	4	2	2	2	2	2	4	2.71
CO3	2	2	3	4	3	4	4	4	2	2	2	3	2	4	2.92
CO4	2	2	3	3	4	4	4	3	2	2	2	3	2	3	2.78
CO5	2	2	3	3	3	4	3	3	2	2	2	2	2	4	2.64
CO6	2	3	3	3	3	3	3	4	2	2	2	2	2	4	2.71
Overall Mean Score														2.76	

Result: The Score for this Course is 2.76 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO227	METHODS OF TEACHING SOCIAL STUDIES	L	T	P	C
OPTIONAL – II			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- acquire the knowledge of social studies curriculum.
- understand the various learning strategies.
- inculcate the values of democracy, co-operation, tolerance, national integration and international understanding.
- understand the role and importance of social studies teacher.
- develop interest in knowing the current affairs.
- prepare instructional Aids for teaching social studies.

Unit I: Social Studies Curriculum

Present social studies curriculum in schools - History- Geography- Civics- Economics – Principles of curriculum construction- recent trends in curriculum development- Basis for selection of the content- chronological method- spiral method- concentric method – topical method- regressive method.

Theories influencing the selection of materials- Doctrine of natural tastes- Cultural epoch theory- Proceeding from the near to remote – Social studies text book-qualities of a good text book-Evaluation of social studies curriculum.

Unit II: Teaching Methods and Learning Strategies in Social Studies

Methods of Teaching Social Studies- Selection of a good method- Lecture method- Descriptive method-Story Telling- source method – problem solving- project method.

Learning strategies- oral- written- assignment- map drawing- Atlas Audio-visual Aids- charts- models- Flannel board – bulletin board-Film strip and slides–Use of instructional Aids in social studies teaching- Library facilities in school library and its uses – use of computers and internet in social studies teaching.

Unit III: National Integration and Social Studies

National integration and social studies teaching – meaning of national integration – role of social studies in fostering national integration- Values of tolerance, co-operation, Unity and diversity – need for international understanding – role of UNESCO in promoting international understanding.

Unit IV: Social Studies Teacher

Social studies teacher- Role and importance of social studies teacher – special qualities required for social studies teacher – Professional ethics and professional development of a social studies teacher.

Unit V: Co-curricular activities and Current affairs in Social Studies Teaching

Co-curricular activities: Meaning and importance of co – curricular activities- various co-curricular activities: Social Studies Club –cultural activities-festival and celebrations-field trips and educational tour-community resources and its uses – Visit to temples- museums- art galleries- stamps and coin collections.

Importance of current affairs – purpose of teaching current affairs – criteria of selecting current affairs – uses of current events.

Practicum:

- Critical analysis of textbook form VI to X STD.
- Visit to historical places and preparing a report.
- Creative write up for developing national integration.
- Reporting of current events/ scrapbook.
- Preparing 10 slides in power point related to social science.
- Identification of three web sites related to the state board social science curriculum.
- Preparing maps, charts, picture, models, etc.,
- Identifying monuments and geographical important places.
- Conducting Quiz programmes.

Suggested References:

- ✓ Singh, Gurmit, Teaching of Social Studies, Chetna Parkashan, Ludhiana, 2009.
- ✓ Chauhan S.S., Innovation in teaching learning process, vikas publishing house pvt. Ltd, U.P, 2008.
- ✓ Tyagi, G., Teaching of History, Vinod Pustak Mandir, Agra, 2008.
- ✓ Gunter, Mary Alice et.al, Instruction: A Modelís Approach- Fifth Edition, Pearson Education Inc, Boston, 2007.
- ✓ Kochhar, S. K., The teaching of social studies, Sterling Publishers Private Ltd, New Delhi, 2006.
- ✓ Singh, Y.K. Teaching of history modern methods, APH Publishing Corporation, New Delhi, 2004.
- ✓ Kochhar, S. K. Teaching of history, Sterling publishing Pvt. Ltd, New Delhi, 2003.
- ✓ Kubiszyn Tom., Educational Testing and Measurement, John Wiley, Linn, Robert L. 2003.
- ✓ Gronlund, Norman E., Measurement and Assessment in Teaching, Pearson Education Inc., 2000.
- ✓ Taneja, V.K., Teaching of Social Studies, Vinod Publications, Ludhiana, 1992.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	understand learning strategies
CO2	comprehend the knowledge of social curriculum
CO3	develop teaching methods
CO4	perceives the role social science teacher
CO5	develop national integration
CO6	promote co-curricular activities

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO227						II Semester Optional II- Methods of teaching Social Studies								Credit 4
COs	Programme outcomes						Programme specific outcomes								Mean score Cos,POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	4	4	3	4	4	4	3	3	4	4	3	3	4	3	3.5
CO2	3	3	4	3	3	3	3	3	3	3	4	3	4	4	3.1
CO3	3	3	3	3	4	2	2	4	3	3	4	4	4	4	3.2
CO4	3	2	3	4	3	3	2	2	2	3	3	3	3	3	2.7
CO5	3	3	3	3	2	3	2	3	3	3	3	3	4	4	3
CO6	3	3	3	4	4	3	2	2	2	2	4	3	4	2	2.9
Overall mean score														3.06	

Result: The Score for this course is 3.06(**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO228	METHODS OF TEACHING COMMERCE AND ACCOUNTANCY-II	L	T	P	C
OPTIONAL – II Paper-IV			4	-	1	4

Learning Objectives:

After completing course, the students will be able to

- list out the qualities and duties of a Commerce Teacher.
- make use of Web resources in Commerce teaching – learning
- state the importance of Current affairs
- Explain research in commerce Education
- Comprehend diagnostic test
- Use library in an effective way

Unit I:Current Affairs in Commerce Teaching

Current affairs in learning Commerce: Importance of current affairs – purpose of teaching current affairs – criteria of selecting current affairs –Method of using/teaching with commerce teaching- uses of current events.

Unit II:CommerceTeacher

Commerce Teacher- Academic and Professional Qualifications- Special Qualities for a Commerce Teacher-Professional Ethics required of a Commerce teacher– Duties and responsibilities of a Commerce Teacher- Professional Development of a Commerce Teacher.

Unit III:LearningResources

Need and importance of Commerce Library- Effective use of library- contents of Commerce library- text book-Essentials of a good text book-NewspapersPeriodicals- Journals-Magazines - Commerce Encyclopedias-Reference materials-. Community Resources in commerce and Accountancy teaching- Fieldtrips - Commerce exhibition/fair -Visiting Banks, Insurance Companies, Museum and Geographically important areas- Visiting Schools.

Unit IV:WebResources in Commerce Teaching

Web-Resources : Meaning , definition , need and importance – use of web resources in teaching Commerce- World Wide Web-Email- HTML- E-Commerce- ATM Banking- Web Marketing- Web Advertising- Tele Shopping- Internet and Commerce Teaching-Video conferencing.

Unit V: Research in Commerce Education

Research- Meaning, Definition- Significance of Research in Commerce Education- Types of Research- Action Research and its classroom applications.

Diagnostic testing and remedial teaching- Meaning and importance- uses and applications.

Practicum:

- Write report about the visit to any two of the places visited.
- Prepare simple HTML programme and Creation of E. mail..
- Visits to banks, insurance houses, warehouse, trade centres, companies and other business houses.
- Preparing power point presentation & preparing digital lesson plan.

Suggested References:

- ✓ Mahesh Kumar, Modern teaching of commerce. New Delhi: Anmol Publications, 2004.
- ✓ Rao, S., Teaching of Commerce, Anmol Publication, New Delhi, 2004.
- ✓ Sharma, R. A. Technological foundation of education, R.Lall Books Depot, Meerut, 2008.
- ✓ Singh, Y. K. Teaching of commerce, A.P.H. Publishing Corporation. New Delhi, 2005.
- ✓ National Council of Educational Research and Training, 2006.
- ✓ National Curriculum framework, Aims of Education, NCERT Publication, New Delhi, 2005.
- ✓ Aggarwal, Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt Ltd, 2008.
- ✓ Raj, Rani Bansal. New trends in teaching of commerce: Models of teaching and concepts of learning. New Delhi: Anmol Publications, 1999.
- ✓ Rao, Digumarti Bhaskara., Methods of teaching commerce. New Delhi: Discovery Publishing House, 2006.
- ✓ Green H.L, Activities Hand book for Business Teachers, McGraw Hill Book Company.

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	acquires knowledge about current affairs
CO2	enlist the qualities and duties of Commerce teacher
CO3	understands need and importance of Commerce Library
CO4	explain web resources in Commerce teaching
CO5	understand importance of web marketing in Commerce
CO6	analyse significance of Research in Commerce Education

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO228						II-Semester Optional II- Paper-IV – Methods Of Teaching Commerce And Accountancy –II									Credit 4
COs	Programme Outcomes						Programme Specific Outcomes									Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3.07
CO2	3	5	3	3	3	4	3	3	3	3	3	3	3	3	3	3.21
CO3	3	3	3	3	3	4	3	5	3	3	3	3	3	3	3	3.21
CO4	3	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3.21
CO5	3	3	3	3	3	4	3	3	3	3	3	3	3	3	5	3.21
CO6	3	3	3	5	3	4	3	3	3	3	3	3	3	3	3	3.21
Overall Mean Score															3.18	

Result: The Score for this Course is 3.18 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEO229	METHODS OF TEACHING ECONOMICS- II	L	T	P	C
OPTIONAL – II Paper-IV			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- explain the relationship between economics and national development
- understand the qualities required of a economic teacher.
- use web – based resources in economics teaching.
- understand the problems of economic teaching in rural areas.
- differentiate demand and supply.
- enumerate the role agriculture in economic development.

Unit I: Economics and National Development

Evaluation of Economic thought – meaning of growth and development – characteristic of developing countries – role of government in development – Rostow’s stages of Economic development basic economic problem – ways to solve the problems – Economics and National development.

Unit II: Economic Teacher

Economic teacher: academic and professional qualification- Special qualities required for economic teacher – duties and responsibilities of economic teacher- Problems of Economic teaching in rural schools – in-service training to the Economic teachers.

Unit III: Web – Based learning

Web – based learning – use of web resources in teaching economics World Wide Web – HTML – E. commerce. M. Commerce – web marketing- teleshopping – ATM – Internet and Economics teaching.

Unit IV: Project Based Learning

Project based learning in teaching Economics meaning – need – importance – mini projects like – apprenticeship training / vocational training in business centres, Industries, schools, banks, insurance, companies and offices.

Unit V: Content

Demand and supply – law of demand – Elasticity of demand – law of supply – elasticity of supply- Population education – need and importance.

Agriculture –role of agricultural in Economic – development – agricultural problems – causes of low productivity – agricultural marketing- Need and role of industries in Economic development- Monetary policy and Fiscal policy.

Practicum:

- Prepare power point presentation.
- Prepare mini projects in Economics.
- Prepare thematic or research papers in Economics.
- Suggest the ways to handle the problems in teaching in rural areas.

Suggested References:

- ✓ M.Mustafa.Teaching of Economics, Deep & Deep publications, 2005.
- ✓ AmitaYadav, Teaching of Economics, Anmol publications Pvt.Ltd, 2006.
- ✓ Agarwal, J, C., Teaching of Economics, Vinod Pustak Mandir, Agra 2005.
- ✓ Sharma, R. A. Technological foundation of Education, R.Lall Books Depot, Meerut, 2008.
- ✓ National Council of Educational Research and Training, 2006.
- ✓ National curriculum framework, Aims of education, NCERT Publication, New Delhi, 2005.
- ✓ West, C. Instructional design implications from cognitive science. NJ: PrenticeHall, 1991.
- ✓ Green H.L, Activities Hand book for Business Teachers, McGraw Hill Book Company.

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	explains the relationship between Economics and national Development
CO2	understand qualities of a Economic teacher
CO3	apply web based resources in Economic teaching
CO4	understand problems of Economics teaching in rural areas.
CO5	differentiate demand and supply
CO6	enumerate role of agriculture in Economic Development of the Country

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO229						II-Semester Optional II- Paper-IV – Methods Of Teaching Economics - II									Credit 4
COs	Programme Outcomes						Programme Specific Outcomes									Mean score of Cos, POs and PSOs
	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	2	3	3	3	3	4	3	3	4	3	3	2	2	2	2.85	
CO2	2	4	2	3	3	4	3	3	3	3	3	3	2	2	2.71	
CO3	2	2	3	2	2	4	3	5	3	2	3	2	2	2	2.64	
CO4	2	4	3	3	3	4	3	4	2	2	2	3	2	2	2.78	
CO5	2	2	2	2	3	4	3	3	3	2	2	3	3	2	2.57	
CO6	2	3	3	5	3	4	3	3	2	2	2	2	2	2	2.71	
Overall Mean Score															2.71	

Result: The Score for this Course is 2.71 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

CourseCode	U21GEO2210	METHODS OF TEACHING HOME SCIENCE-II	L	T	P	C
OPTIONAL – II Paper-IV			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- understand the contribution of Psychologist in Home Science.
- list out the professional qualification of Home Science teacher.
- appreciate role of Action research in home science.
- identify the new developments in Home Science.
- Analyze the states of home science
- Create new developments in home science

Unit I: Learning Experience

Providing learning experience in Home science – contribution of Piaget, Bruner and Gagne to science education – concept of meaningful learning by Ausubel

Unit II: Home Science Teacher

Academic and professional Qualification – summer institute for science teacher – Teacher’s Diary – Time Table – Home work- Special programs for science teaching in rural school – Need for In-Service training for teachers.

Unit III: Models of Teaching

Definition of model – Need components of model – classification concept attainment model – Inquiry training – Advance organizes model and Behaviour control model.

Unit IV: Action Research in Home Science Education

Educational research: Meaning, types of Research – Need and importance – selection of problems of Action Research – Example of action research – Status of research in Home science education in India – ERIC (NCERT).

Unit V: New Development

Textile – Concept – types of fibers – Concept of community health, ecology of health, Determinants of food consumption and Nutritional status of community.

Practicum:

- Preparing teacher’s Diary
- Conducting action research among the students and prepare the record.
- Organizing textile visit
- Conducting seminar for Health and nutrition.
- Prepare nutritional Diet chart

Suggested References:

- ✓ Devadas R.P, Methods of Teaching Home Science, New Delhi, NCERT, 1950.
- ✓ P.R.Seshaiah, Discovery Publishing House, Home Economics, 2004.
- ✓ Kochar S.K, Methods and Techniques of Teaching, Sterling Publishers Pvt, New Delhi, 2008.
- ✓ LakshmiK., Technology of teaching of Home Science, Sonali Publishers, New Delhi, 2006.
- ✓ Ram Babu A and Dadapani S, Essential of Microteaching, Neelkamal Publications Pvt Ltd, New Delhi, 2010.
- ✓ Kemp, J., Designing effective instruction (2nd Ed.), NJ: Prentice Hall, 1998.
- ✓ Leshin, C. Instructional design strategies and tactics, NJ: Education Technology Publications, 1992.

Course Outcomes

COs	Upon completion of this course the student's teachers will be able to
CO1	understand the contribution of Psychologist in Home Science.
CO2	list out the professional qualification of Home Scienceteacher.
CO3	appreciate role of Action research in homescience.
CO4	identify the new developments in HomeScience.
CO5	analyse the states of home science
CO6	create new developments in home science

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEO2210						II Semester Optional II- Paper-IV Methods of Teaching Home Science									Credit 4
COs	Programme Outcomes						Programme Specific Outcomes									Mean score of Cos, POs and PSOs
	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3.14
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	3	4	3.21
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3.07
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score															3.07	

Result: The Score for this Course is 3.07 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

CourseCode	U21GEE23	PHYSICAL EDUCATION AND FIRST AID	L	T	P	C
Elective-III			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- state principles of Physical Education
- explain the need and importance of physical education
- develop the habit of learning the importance of good posture.
- explain Physical fitness
- describes the principles of first aid
- demonstrate first aid for various situation

Unit I: Physical Education

Concept of Physical Education- meaning and definition-aims and objectives- need and importance -principles of Physical Education programme as given by Indian Education commission- contribution of Physical Education to General Education- benefits of physical education- forms of physical education in schools- programmes for physical education

Unit II: Physical Fitness

Meaning and Definition- Physical fitness and wellness- Importance of Physical Fitness- Strength, Power, Speed, Agility, Balance, Flexibility, Local Muscular Endurance, Cardio Vascular Endurance, Strength Endurance and Co-Ordination-Benefits of Physical Fitness- Physical activity and Exercise - Meaning and Concept- Exercise-Principles of Exercise- Benefits of exercises.

Unit III: First Aid

First aid- Meaning and Definition- Origin and Originator of the First Aid- need and importance- Aims and scope of First aid-Principles of first aid-ABC principles- Importance of First aid training-First aider- Qualities of First aider-concept of a first aid box/kit-things to be kept in a first aid box/kit

Unit IV: First Aid and Emergency care in various situations

Types of injuries-exposed injuries: Abrasion, laceration- wounds or open injuries- head injuries-unexposed injuries: sprain, strain, contusion, fracture-treating and injury-preventing injuries-Shock-electric shock-burns and scalds-drowning-fire-bleeding-nose-accident- poisoning-heart attack-epilepsy- snake bite-sunstroke.

UnitV: First Aid and Diaster Management

Disaster – definition, meaning and types-Disaster management – functions-Roles of Technologies in Diaster Management-GIS, GPS and other emerging technologies – application and uses- Acts in Disaster Management: Disaster management – Act (2005) and Disaster management policy (2009).

First aid and Diaster Management-Fire-Fire Extinguisher-Earth Quake-Floods-soil erosion-Diaster management during Pandemic like COVID-19.

Practicum:

- ✓ Demonstrate few first aid activities
- ✓ Practise physical exercises
- ✓ Do some Physical activities

Suggested References:

- ✓ Aggarwal, J.C. Health and Physical Education. Shipra Publications, New Delhi,2013.
- ✓ Arul Jothi, D.L.Balaji, Jagdish Prasad Sharma, Physical and Health Education. Centrum Press, New Delhi,2011.
- ✓ Dr. Amresh Kumar, Complete book of Physical Education, Sports and Health,Khel Sahitya Kendra, New Delhi, 2007.
- ✓ Dr. A. Abdul Latheef, Dr. A. M.Antony et. al., Introduction to Physical Education for Training Colleges; Educare printers and Publishers, 2009.
- ✓ Mangal, S. K., Health and physical education, Tandon Publication book Market, Ludhiana, 2005.
- ✓ Dr. Dharmendra Prakash Bhatt, Health Education, Khel Sahitya Kendra, New Delhi, 2006.
- ✓ Dr. Amresh Kumar, Complete book of physical education, sports and health, Khel Sahitya Kendra, New Delhi, 2007.
- ✓ Arul Jothi, D.L.Balaji, Jagdish Prasad Sharma, Physical and Health Education, Centrum Press, New Delhi, 2011.
- ✓ <http://www.tutorvista.com/content/biology/biology-i/food-nutritionhealth/classification-food.php>.
- ✓ <http://www.redcross.ca/training-and-certification/first-aid-tips-andresources-/first-aid-tips/Kit-contents>.

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	acquire knowledge about physical Education and their principles
CO2	explain physical fitness and their components
CO3	apply physical exercises for healthy life
CO4	develop the habit of learning the importance of good posture
CO5	understand the need and scope of First Aid
CO6	analyse qualities of first aider

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEE23						II Semester Elective III- Physical Education and First Aid									Credit 4
COs	Programme Outcomes						Programme Specific Outcomes									Mean score of Cos, POs and PSOs
	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3.14	
CO2	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3.14	
CO3	3	3	3	3	3	4	3	3	3	4	4	3	3	3	3.21	
CO4	3	3	3	3	3	4	3	3	3	4	4	3	3	3	3.21	
CO5	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3.14	
CO6	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3.14	
Overall Mean Score															3.16	

Result: The Score for this Course is 3.16 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Semester-II -Preparation to function as teachers

Pre- Internship Activities	Subject code U21GEI21	Preparation to function as teachers	Practical	C
			4 weeks	2

SEMESTER - III

Semester-III– Internship in Teaching Practice

School Practice	Subject code	Internship in Teaching Practice	Practical	C
	U21GEP31		16 Weeks	14

Course Code	U21GET31	ICT in Education	L	T	P	C
Core - V			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- understand the concept of Educational Technology in Education Field.
- describe the role of Educational Technology in India.
- acquire knowledge about Information and Communication Technology
- appreciate the latest trends in ICT
- develop the skills of using new technology
- analyse the role of teachers in ICT

Unit I: Educational Technology

Educational Technology: Meaning, definition, characteristics, scope and nature of Educational Technology – Types of Educational Technology: Technology of Education, Technology in Education – Functions and importance of Educational Technology – Educational Technology cells: Functions of ET cells, Utility of ET cells – Teacher’s role in Educational Technology.

Unit II: Information and Communication Technology

ICT: Meaning, need and importance of ICT – Multimedia: Meaning, scope, components of multimedia, uses of multimedia for teaching. ICT in Education: Web based Education – Computer Assisted Instruction(CAI)-Computer Managed Learning (CML) –S I T E (Satellite Instruction Television Programme)–EDUSAT–Reach the Unreach –UNESCO’s Learning Without Frontiers (L W F) - Digital Library –ERNET,TELNET, INFLIBNET.

Unit III: Technology Based Learning and Mass Media

Internet-meaning and importance-WWW-website, web pages-browsing the internet-URL addresses, search engine--E-mail, Sending and Receiving E-Mail-E.learning:- definition, meaning, modes of e-learning, characteristics of e-learning-Types of E-learning –E.learning tools, benefits of e-learning – e.book –e-journal, e-magazine, e-tutor, electronic community.

Mass Media-Functions of Mass Media-Non-Print/ Electronic Media- Educational RadioEducational Television (ETV) - Role of Teacher in ETV.

Unit IV: Latest trends in ICT

Meaning and Functions of Resource Centres-Pre-Requisites for Setting a Resource Centre-Factors as Setting up Resource Centres- Teleconferencing: Audio Conferencing, Video Conferencing, Computer Conferencing, and Uses of Teleconferencing-Google Classrooms-Zoom- Google Meet-Microsoft teams-Social Media and Mobile technologies.

Unit – V: Education 4.0

Industry 4.0 – influence of industry 4.0 on Higher Education 4.0 – Requirement of Education 4.0 in industry – importance of Education 4.0 in IR 4.0 – Components of Education 4.0: Artificial Intelligence, MOOCs, Virtual Reality and Internet of Things – Role of Artificial intelligence in Education - Benefits of Education 4.0 for students, Teachers, Administrators and Managers – Top ten digital skill in Education 4.0

Practicum:

- Use of Internet
- Multimedia Presentation
- Preparation of Educational Technology Record
- Conduct of Google Meet
- Handle Online Classes

Suggested References:

- ✓ Vanaja.M, Educational Technology and Computer Education, Neelkamal Publications, 2007.
- ✓ Aggarwal, J. C., Essentials of educational technology, Teaching and learning, Vikas Publishing House Pvt. Ltd, New Delhi, 2006.
- ✓ Sambath, K., & Panneerselvam, A., Introduction to educational technology, Sterling Publishers Private Limited, New Delhi, 2006.
- ✓ Sundararajan, K., Internet, Kannadhasan Publications, Chennai, 1998.
- ✓ Leon, A. M., Computer for everyone, Vikas Publishing house, New Delhi, 2001.
- ✓ NC Srinivasan, T. M., Use of Computers and Multimedia in education, Aavisakar Publication. TE., Jaipur, 2002.
- ✓ Intel Education. & NCTE, Hand book for teacher educators, Bangalore, 2007.
- ✓ Adam, D.M., Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y., 1985.
- ✓ Alexey Semenov, UNESCO: Information and Communication Technologies in Schools: A Handbook for Teachers, 2005.
- ✓ Rosenberg, M.J. e-learning McGraw Hill, New York, 2001.
- ✓ Schank, R.C., Virtual Learning, McGraw Hill, New York, 2001.
- ✓ Sareen, N. Information and communication Technology, Anmol Publications, New Delhi, 2005.
- ✓ Khirwadkar, A., Information and communication technology in education, Sarup & Sons, New Delhi, 2005.

- ✓ Mangal, S.K., & Mangal.S.. Essentials of Educational Technology and Management, loyal book depot, Meeurt, 2005.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	acquires knowledge of Educational Technology
CO2	understands importance of ICT in Education
CO3	understands functions of ET cells
CO4	explains technology oriented Learning
CO5	promotes importance of mass media approach in Education
CO6	develops skills in using latest e-resources in learning

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET31						III Semester Core V – ICT in Education								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	2	2	4	3	4	4	4	3	2	2	4	2	4	3
CO2	2	3	3	3	3	4	4	4	2	2	2	2	2	4	2.85
CO3	2	2	2	2	2	4	3	4	2	2	2	2	2	4	2.5
CO4	2	3	3	3	3	4	3	4	2	2	2	2	2	4	2.78
CO5	2	2	3	3	3	3	3	3	2	2	2	2	2	4	2.57
CO6	2	3	3	3	3	3	3	4	2	2	2	2	2	4	2.71
Overall Mean Score														2.72	

Result: The Score for this Course is 2.72 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GET32	Psychology and Learning	L	T	P	C
Core - VI			4	-	1	4

Learning Objectives:

At the end of the course, the student will be able to

- acquire the knowledge of Educational Psychology.
- understand the theories of Learning.
- describe individual difference
- explain mental health.
- analyze the individual difference
- apply the concept formation

Unit I: Nature of Educational Psychology

Psychology: Meaning and Definition-Educational Psychology: Meaning and Definition- Nature and Scope of Educational Psychology: The Learner, Learning Process, Learning Experience, Learning Environment- Difference between Psychology and Educational Psychology-Significance of Educational Psychology to the teacher.

Unit II: Theories of Learning

Concept of Learning- human learning theories: Thorndike's Connectionism-Pavlov's classical condition theory -Skinner operant conditioning theory-learning by insight theory -Gagne's Hierarchy of learning- Factors affecting learning

Transfer of learning- Meaning-Definition -Types- Positive, Negative and Zero transfer- Theories of Transfer of learning.

Unit III: Individual Difference

Meaning- Definition- Areas of individual difference- Factors causing individual difference- Role of Hereditary and Environment in individual difference- Types of Individual difference - General provisions for Individual difference in the class room - Attitudes- Interests-Group behaviours- Discipline- Leadership.

Unit IV: Motivation

Motivation and Learning- Definition of Motives- Theories of Motivation: Maslow's hierarchy of needs, Hull's drive reduction theory, Murray and Morgan theory- Role of rewards and punishments- Level of aspiration- Achievement motivations- Goal as a motivational factor.

Unit V: Mental Health

Mental health and mental hygiene- Meaning of mental health-Importance of Mental Health- Factors affecting the mental health of the learner-Promoting of mental health- Adjustment- Meaning -Definition- Process of Adjustment- Adjustment problem of Adolescence- Maladjustment- Symptoms of maladjustment-Causes of maladjustment- Defense Mechanisms-Functions and Responsibilities of Teachers.

Practicum:

- Practice Psychological tests.
- Conduct seminar on Mental Health.
- Practices the learning styles.

Suggested References:

- ✓ Bhatia, K.K., Bases of Educational Psychology. Kalyani Publishers, New Delhi, 2003.
- ✓ Chauhan, S.S: Advanced Educational Psychology. Vikas Publishing House, New Delhi.2002.
- ✓ Meenakshisundaram, AExperimental Psychology, Kavyamala Publishers, Dindigul, Tamil Nadu, 2006.
- ✓ Bhatia, H.R., Elements of Educational Psychology, 5th Edition, Orient Longman, 1973.
- ✓ Bigge, M.L, Learning Theories for Teachers, 4th Edition, Harper and Row Publishers,New York, 1982
- ✓ Dhandapani .S, A text Book of Advanced Educational Psychology, AnmolPublication,New Delhi, 2001.
- ✓ Dash. M , Educational Psychology, Deep and Deep Publication, Delhi, 1988.
- ✓ M. Prakashan, Poona. Lahey R.B. Graham J. E., & others, An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers,2000.
- ✓ NeMangal S. K. An Introduction to Psychology, Prakash Brothers, Ludhiana, 2000.
- ✓ Santrock John W. Educational Psychology, Inwin Professional Publishers, Delhi, 2010.
- ✓ Sharma R.N. & Sharma R.K., Advanced Educational Psychology, Atlantic Publishers and Distributors, New Delhi, 2003.
- ✓ Aggarwal J. C., Psychology of Learning & Development, Shipra Publishers, Delhi, 2004.
- ✓ Bhatia & Bhatia., Textbook of Educational Psychology, Doaba House, Delhi, 1981.
- ✓ Spinthall, N. and Spinthall. R.C, Educational Psychology, 5th Edition, McGraw Hill Publishing Company, 1990.

Course Outcomes

COs	Upon completion of this course the student's teachers will be able to
CO1	acquire the knowledge of EducationalPsychology.
CO2	understand the theories ofLearning.
CO3	describe individualdifference
CO4	analyze the individual difference
CO5	explain mental health.
CO6	apply the concept formation

Outcome mapping (CO, PO, PSO)

Hrs	Subject code						III Semester								Credit	
5	U21GET32						Core VI: Psychology and Learning								4	
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3.07
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean Score															3.01	

Result: The Score for this Course is 3.01 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEE34	GUIDANCE AND COUNSELING	L	T	P	C
Elective - IV			5	-	-	4

Learning Objectives:

At the end of the course the student will be able to

- understand the principles of guidance
- describe the different services in the school guidance program me
- understand the various types in counseling
- know the qualities required for a good counselor
- understand the various techniques in Group guidance and counseling
- Understand the guidance service

Unit I: Guidance

Guidance-Meaning and Definition-Aims, Nature and Scope- Principles of guidance - Need for Guidance -Types of Guidance: Educational, Vocational, Personal & Social- Benefits and limitations of Guidance

Unit II: Guidance Services in Schools

Guidance services -Meaning- Significance-Guidance services in Schools-Organization of Guidance service in schools –Types of Guidance services-Orientation service-Pupil Inventory service- Career and Occupational information service-Counseling service- Placement service-Career Corner- Career Conference.

Unit III: Counseling

Meaning-Definition-Elements of Counseling- Characteristics of Counseling-Objectives-Need-Role of Counseling-Goals of Counseling- Approaches to counselling - directive or authoritarian (Psychoanalytic)-Humanistic approach – Carl Roger’s self theory-Behaviouristic approach to counseling – eclectic approach.Types of Counseling: Directive, Non-Directive & Eclectic Counseling- Difference between Guidance and Counseling.

Unit IV: Qualities of a Counsellor

Counselor-School Counselor-Qualities of an effective counselor-Role of counsellor-Functions of School Counselor-Role of Teacher as a Counselor-Teachers role in career planning – Teacher as a guidance counsellor – Role of parents and teachers.

Unit V: Group Guidance and Group Counseling

Group guidance:Concept-Meaningand Definition- Objectives- Need and Significance-Principles of Group Guidance – Techniques of Group guidance - Group Counseling-Meaning, Requirements -Difference between Group Guidance & Group Counseling-Uses of Group Guidance & Counseling.

Practicum:

- Group Guidance Practicum(School Based):Career Talk
- Counseling Practicum (School based): Role play exercises to develop skills in rapport building
- Mock Counselling Session
- Mock Guidance Session

Suggested References:

- ✓ Dr. Kiruba Charles, & N.G. Jyothsna, Guidance and Counselling, Neelkamal Publications Pvt. Ltd. Educational Publishers, New Delhi, 2011.
- ✓ Bhatnagar, R. P., & Seema, R. Guidance and Counselling in Education and Psychology. R.Lal Book Depot, Meerut,2003.
- ✓ Qureshi, H. Educational guidance. Anmol Publications Pvt.Ltd.New Delhi,2004.
- ✓ MeenakshisundaramA.Guidance and Counseling, Kavyamala Publishers, Dindigul, Tamil Nadu, 2005.
- ✓ S.R. Vashist, Principles of Guidance, Anmol Publications Pvt.Ltd. New Delhi, 2006.
- ✓ Alka Saxena, Counselling and Guidance, Rajat Publications, New Delhi, 2006.
- ✓ Chauhan, S. S., Principles and techniques of guidance, Vikas Publishing House Pvt Ltd.,UP, 2008.
- ✓ Crow, L. D., & Crow, A. An introduction to guidance, Surjeet Publications,Delhi,2008.
- ✓ Jones, A. J., Principles of guidance. (5th ed), Surjeet Publications,Delhi,2008.
- ✓ Sharma, R. A. Career information in career guidance, R.Lal Books Depot, Meerut, 2008.
- ✓ Sharma, R. N. Vocational guidance &counselling, Surjeet Publications,Delhi, 2008.
- ✓ Hasnain Qureshi, Educational Counselling, Anmol Publications PVT.Ltd,New Delhi, 2008.

Course Outcomes

COs	Upon completion of this course the students will be able to
CO1	acquires knowledge Guidance
CO2	understands the knowledge of school counselling
CO3	explains various types of counselling
CO4	promotes knowledge of effective counsellor
CO5	distinguish between Guidance and counselling
CO6	discuss Guidance and counselling

Outcome mapping (CO, PO, POS)

Hrs 5	Subject code U21GEE34						III Semester Elective IV –Guidance and Counseling								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	POS 1	POS 2	POS 3	POS 4	POS 5	POS 6	POS 7	POS 8	
CO1	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3.14
CO2	3	3	4	3	3	3	3	3	3	4	3	3	3	3	3.14
CO3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	3.14
CO4	3	3	3	3	4	3	4	3	3	4	3	3	4	3	3.28
CO5	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3.07
CO6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3.07
Overall Mean score														3.14	

Result: The Score for this course is 3.14(**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21CSS31	COMPUTER SKILLS FOR OFFICE MANAGEMENT	L	T	P	C
SBE-I			1	-	1	2

Learning Objectives:

At the end of the course the student teachers will be able to

- ✓ acquire knowledge about Operating System
- ✓ make the students understand the principles of software and hardware operations
- ✓ train and educate the mechanical part of computers
- ✓ educate them MS-office system, internet operations, online, offline working areas
- ✓ train them the practical activities in MS-office system
- ✓ understand various services based on online and offline

Unit I: Definition of Operating System

Functions of OS - Types of OS: Single user, Multi-User, multi-task, RTOS, Single-user, Multi-tasking – Windows Desk top

Unit II: Introduction to Office - Open Office – Writer

Word - Working with Documents--Open Office writer-formatting documents-Creating Tables- Table settings, Borders, Alignments, Insertion, deletion, Merging, Splitting, Sorting, and Formula, Insertion of Objects: Equation Editor, Organizational Chart, Drawing - Inserting Clip Arts, Pictures/Files etc., Tools – Word Completion, Spell Checks, Mail merge, Templates, Creating contents for books, Creating Letter/Faxes, Creating Web pages, Using Wizards, Tracking Changes, Security, Digital Signature- Printing documents – Shortcut keys.

Unit III: Introduction to Excel

Spread Sheet & its Applications, Opening Spreadsheet, Menus - main menu, Formula Editing, Formatting, Toolbars, Using Icons, Using help, Shortcuts, Spreadsheet types. Working with Spread sheets- Formatting Spread sheets- Open Office-Calc - Introduction – Introduction to Spreadsheets, Overview of a Worksheet, Creating Worksheet & Workbooks, Organizing files, Managing files & workbooks, Functions & Formulas, Working with Multiple sheets, Creating Charts & Printing Charts – Operating with Excel documents, which are already created and saved in Excel.

Unit IV: Introduction to Access and Power point

Access: Introduction, Planning a Database, Starting Access, Access Screen, Creating a New Database, Creating Tables, Working with Forms, Creating queries, Finding Information in Databases, Creating Reports, Types of Reports- Power point: Introduction to presentation – Opening new presentation, Different presentation templates, Setting backgrounds, Selecting presentation layouts- Creating a presentation: Setting Presentation style, Adding text to the Presentation.

Unit V: Internet and advanced Communication

Internet and Web Browsers-internet browsing, searching - Search Engines - Portals - Social Networking sites- Blogs - viewing a webpage, downloading and uploading the website; Creating an email-ID, e-mail reading, saving, printing, forwarding and deleting the mails, checking the mails, viewing and running file attachments, addressing with cc and bcc- Introduction to various devices & Applications: Other than the computers, (electronic gadgets), which are widely using by executives in the Offices – Tablet, Smart Phone – concept of mobile phone and Tablet and their uses – Various applications using by Tablets and Smart Phones such as UC browser, WhatsApp, Maps, Skype, e- payments.

Practicum:

- ✓ Creation of PPT Presentation
- ✓ Preparation of word Documents
- ✓ Preparation of Time table using tables
- ✓ Preparation of charts using Spread Sheets

SuggestedReferences:

- ✓ Sathish Jain, M.Geetha, Karthika, “MS-Office 2010 – Training Guide”, BPB Publications, 2010.
- ✓ Bittu Kumar, “Mastering MS-Office: Computer Skill Development: be Future Ready”, BPB Publications, 2017.
- ✓ Saxena, S. A first course in computers, Vikas Publishing House, New Delhi, 1999
- ✓ Lalini, V. Sudhakar, Computer Education, Neelkamal Publications, Hyderabad, 2004.

Course Outcomes

COs	Upon completion of this course the student teachers will be able to
CO1	acquire knowledge Open Office – Writer
CO2	understand the knowledge of MS Access and Power point
CO3	understand the Operating system
CO4	apply the knowledge in preparing PPT, Spread sheets
CO5	use internet in the best possible way
CO6	explainvarious types of Reports

Outcome mapping (CO, PO, PSO)

Hrs 2	Subject code U21CSS31						III Semester SBE-I- Computer Skills for Office Management								Credit 2	
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3.14
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	3.21	
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3.07	
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Overall Mean Score															3.07	

Result: The Score for this Course is 3.07 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

SEMESTER- IV

Course Code	U21GET41	Principles of Curriculum Development	L	T	P	C
CoreVII			5	-	-	4

Learning Objectives:

After completing this course, the students will be able to

- acquire knowledge about Curriculum and Syllabus.
- understand curriculum development and Principles.
- describes Curriculum transaction and model.
- evaluate Curriculum of school subjects.
- analyze determinants of curriculum
- understand the technical and non-technical modal of curriculum development

Unit I: Curriculum Development

Meaning and Definition of Curriculum- Nature and Characteristics of Curriculum - Components of Curriculum- Modern Concepts of Curriculum- Curriculum and Syllabus- Need and Importance of Curriculum - Types of Curriculum: Subject Centered Curriculum, Integrated Curriculum- Students Centered Curriculum and Life Centered Curriculum.

Unit II: Determinants of Curriculum

Determinants of Curriculum:Philosophical, sociological, psychological, Political and Scientific aspects- principles of curriculum development -different agencies for curriculum development-NCERT, NCTE, NUEPA and DIET.

Unit III: Models of Curriculum Development

Introduction and meaning-characteristics of models of teaching- **technical/scientific model:** Tyler model, Taba model, Saylor and Alexander's model, Miller and Seller's model - **non technical/non-scientific:** Open classroom model, Wienstien and Fantini's model, Roger's model.

Unit IV: Curriculum Transaction

Meaning- Definition-Components of Curriculum Transaction-Need and importance of Curriculum Transaction -Role and support in transacting curriculum -Requirements of curriculum transaction - strategies for curriculum transaction- instructional system of curriculum transaction-instructional media of curriculum transaction -improving quality of curriculum.

Unit-V: Curriculum and Evaluation

Define curriculum evaluation- Need and Importance-Objectives- Basic elements of curriculum evaluation- Approaches of Curriculum Evaluation- aspects of curriculum evaluation-need for model of continual evaluation-feedback from learners, feedback from teacher 's community, feedback from administrators-outcomes of curriculum evaluation.

Practicum:

- Participation in curricular and extra-curricular activities
- Powerpoint presentation for seminar
- Evaluation of curriculum

Suggested References:

- ✓ Richards, Curriculum development in language teaching, Cambridge University Press, London, 2009.
- ✓ Rao, V. K., Instructional technology, APH Publishing Corporation, New Delhi, 2008.
- ✓ Siddiqui, M. H., Models of teaching, APH Publishing Corporation, New Delhi, 2008.
- ✓ Singh, Y. K., Instructional technology in education, APH Publishing Corporation, New Delhi, 2008.
- ✓ Venkataiah, N., Curriculum innovations for 2000 A.D., APH Publishing Corporation, New Delhi, 2008.
- ✓ Kenneth, A. L., Teaching for deep understanding: What every educator should know. Corwin Press, New Delhi, 2006.
- ✓ Gagnon, J. G. W., & Michelle, C., Constructivist learning design: Key questions for teaching to standards, Corwin Press, New Delhi, 2006.
- ✓ Dick, W., & Carey, L., The systematic design of instruction (4th Ed), Harper Collins College Publishers, New York, 1996.
- Ronald C. Doll, Curriculum Improvement; Decision making and process, 1982.

Course Outcomes

COs	Upon completion of this course the student teachers will be able to
CO1	acquire knowledge about Curriculum and Syllabus.
CO2	understand the technical and non-technical modal of curriculum development
CO3	understand curriculum development and Principles.
CO4	describe Curriculum transaction and model.
CO5	evaluate Curriculum of school subjects.
CO6	analyse determinants of curriculum

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET41						IV Semester Core-VII-Principles of Curriculum Development									Credit 4
COs	Programme Outcomes						Programme Specific Outcomes									Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8		
CO1	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3.14	
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3.14	
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	3.21	
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3.07	
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Overall Mean Score														3.09		

Result: The Score for this Course is 3.09 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GET42	Educational Management and Administration	L	T	P	C
Core VIII			5	-	-	4

Learning Objectives:

After completing this course the, students will be able to

- understand the administrative structure of Education at the central, state and district level.
- understand the functions of Educational Management.
- differentiate between Management and Administration.
- describe the role of a Headmaster.
- explain the qualities of the teacher.
- bring TQM in Education.

Unit I: Educational Organisation

Educational Organisation: Meaning, Definition, Need and Objectives- principles organization-Administrative structure at central and state level.

Unit II: Educational Management

Educational Management: Meaning, definition- objectives of Educational Management- Role of Educational Management – Functions of Educational Management: PODSCORB- Planning, Organisation, Directing, Staffing, Coordination, Reporting, Budgeting, Management skills: Conceptual skills, Human skills, Technical skills.

Unit III: Educational Administration

Administration: Meaning, definition- Difference between Administration and Management -Role of Headmaster- Qualities, duties and functions of a Headmaster- Qualities of a teacher- Duties and responsibilities of a teacher- Leadership styles- Professional development of teachers-Academic freedom- Teacher welfare measures- Job satisfaction of teachers- Parent teacher association.

Unit IV: Institutional Planning and Classroom Management

Need for Institutional planning - Curricular and co-curricular activities- Importance of Co-curricular activities- Types of Co-curricular activities- Preparation of Time Table, need and importance, Principles and types.

Classroom Management: Meaning and concept of classroom management, significance of class room management – Four fold process of classroom management – principles of classroom management – Influencing factors of class room management – Techniques of classroom management.

Unit V: Measures of Quality Control

Quality in Education- Input process output- analysis- concept of Total quality of management (TQM)- Performance assessment of institution- Accreditation and certification- Supervision and inspection for quality control-functions-professional ethics of teachers- Maintenance of order and discipline in schools.

Practicum:

- ✓ Power Point presentation of the student to take seminar.
- ✓ Visit to Educational Institutions.

Suggested Reference:

- ✓ Aggarwal, J. C. Development and planning of modern education, Vikas Publishing House Pvt Ltd,UP, 2008.
- ✓ Aggarwal, J. C. Teacher and education in a developing society, Vikas Publishing House Pvt Ltd. ,UP, 2008.
- ✓ Chaube, S. P., & Chaube, A. School organisation, Vikas Publishing House, New Delhi, 2008.
- ✓ Dr.R.A.Sharma, School Management and Pedagogies of Education,Surya Publications,Meerut, 2006.
- ✓ Dr.R.A.Sharma Educational Administration and Management, Surya Publications,Meerut, 2006.
- ✓ Vashist, S. R., Methods of educational supervision, Anmol Publication Pvt. Ltd,Delhi, 2006.
- ✓ Vashist, S. R. School administration, Anmol Publication Pvt. Ltd,Delhi, 2006.
- ✓ Mahajan, Baldev and Khullar, K.K., Educational administration in Central government: structures, processes, and future prospects, Vikas Publication house Pvt. Ltd, New Delhi, 2002.
- ✓ Mukhopadhyay, M., Total quality management in Education, Sage Publications,New Delhi,2005.
- ✓ Roger, Smith, Successful School Management, Mcgraw Hill, Tokyo, 1995.
- ✓ Ronald, Cambell F., et al, A History of thought and Practice in Educational administration, Teachers College Press,New York,1987.
- ✓ Stella, A., Quality Assessment in Indian Higher Education, Issues of Future Perspectives, Allied Publishers Ltd, Bangalore, 2001.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO 1	acquires knowledge about Educational Administrative structure at central and state Level
CO 2	understands functions of Educational Management
CO 3	differentiates Management and Administration
CO 4	explains Qualities and duties of headmaster and teachers
CO 5	analyses role of PTA in Educational Administration
CO 6	defines classroom management and its techniques

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET42						IV Semester-Core VIII Educational Administration and Management								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	2	3	2	2	2	4	2	2	4	2	2	2	2	2	2.35
CO2	3	3	2	2	3	4	3	3	4	2	2	2	2	2	2.64
CO3	2	3	2	2	3	4	3	3	4	2	2	2	2	2	2.57
CO4	3	4	2	2	2	4	3	3	4	2	2	3	2	2	2.71
CO5	2	3	2	2	3	4	3	3	4	2	2	3	2	3	2.71
CO6	3	3	3	3	3	4	3	3	4	2	2	2	2	3	2.85
Overall Mean Score														2.63	

Result: The Score for this Course is 2.63 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GET43	INCLUSIVE EDUCATION	L	T	P	C
CORE IX			5	-	-	4

Learning Objectives:

After completing this course, the students will be able to

- state the historical perspectives of special Education
- explain special education, integrated education, mainstream and inclusive education practices.
- understand the nature and need of various disabilities
- understand concept and nature of Inclusive Education
- impart inclusive instructions and organize inclusive classroom.
- comprehend Policy and legislative frameworks promoting inclusion
- create inclusive classrooms using inclusive pedagogy

Unit I: Inclusive Education

Meaning, Concept, definition and scope of Inclusive Education- Need and Importance of Inclusive Education- Features, Structure and Functions of Inclusive Education – Principles of Inclusive Education- Inclusive Education in India: Policy and Practices- Inclusive Lesson planning and Instructional strategies- Collaboration & co-operative learning- Peer-mediated instruction and interventions.

UnitII:Historical Perspectives of Special Education

Historical development in India - Policies and Legislations for Special Needs Education & Rehabilitation United Nations Convention of Rights of Persons with Disabilities (UNCRPD), RTE (2009), RCI Act (1992), PWD Act (1995), IEDSS (2003), New Education Policy (2015)- SSA, RMSA, National Commission on Minority Education Institutions (NCMEI), National Commission for Education of SC, ST Government schemes and Provisions-rights of disabled.

Unit III: Types of Disabilities

Hearing & Visual Impairment – Concept, Definition & Characteristics, Classification & Types of Hearing Impairment & Visual Impairment - Nature, needs, causes and characteristics of Sensory Disabilities (VI, HI and Deaf-blind)- Neuron developmental Disabilities (LD, ID/MR, ASD)- Loco motor and Multiple disabilities (Deaf-Blind, CP and MD)

UnitIV: Assistive and Adaptive Technologies

Assistive Technology; Meaning Concept, Definition, Application in Education Wheelchairs, walkers, canes, crutches, prosthetic devices, and orthotic devices - Cognitive aids: Computer or electrical assistive devices for improving memory, attention, or other challenges in their thinking skills - Computer software and hardware: Voice recognition programs, screen readers, and screen enlargement applications for people with mobility and sensory impairments- use computers and mobile devices

Unit V: Educational Provisions for Special Children

Normalization, Deinstitutionalization Mainstreaming, Integration and Inclusion, Special Schools- integrated schools and support services - resource room, resource teacher, counselor; Concept of remedial teaching-Parent and Community Involvement- Role of peers, Community

Based Rehabilitation- Concept, Planning, Organizing and conducting programmes in the community - Role of Multi-Disciplinary Team.

Practicum:

- Arranging School visit for integrated school.
- Making arrangement for teaching special students in various special schools.
- Making arrangements for vocational training among special children

Suggested References:

- ✓ Sharma Yogendra K, Inclusive education, Kaniksha Publishers, New Delhi, 2014.
- ✓ Renuka, P., Children with Disabilities, Neelkamal Publications, Hyderabad, 2014.
- ✓ Ranganathan, Snehlata, Guidelines for children with special educational needs, Kaniksha Publishers, New Delhi, 2014.
- ✓ Manivannan, M., Perspectives on special education, Neelkamal Publications, Hyderabad, 2013.
- ✓ Richards and Armstrong, Teaching and Learning in Diverse and Inclusive Classroom. Routledge, London, 2013.
- ✓ RCI status of disability in India, New Delhi, RCI Publication, New Delhi, 2013.
- ✓ Neena Dash, Inclusive Education for children with Special Needs, Atlantic Publishers & Distributors (P) Ltd, New Delhi, 2012.
- ✓ Umadevi, M R., Special education, Neelkamal Publications, Hyderabad, 2010.
- ✓ Raj, F Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Vifa Publications, Secunderabad, 2010.
- ✓ Venkateswanshu, D., Diagnosis and remediation of mathematical difficulties, Neel Kamal publications, New Delhi, 2005.
- ✓ Lerner J. W. and Kliner. F Learning Disabilities and Related Disorder Characteristics and Teaching Strategies, Houghton Mifflin Company, 10th Edition, New York, 2005.
- ✓ Sharma P.L. Planning Inclusive Education in Small School, R.I.E., Mysore, 2003.
- ✓ Mather N and Goldstein S Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management Brookes Publishing Company, 1st edition, 2001.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	Understand inclusive education
CO2	Promotes knowledge about types of disabilities
CO3	Find relation between inclusion and inclusive education
CO4	Perceives the role of government in inclusive education
CO5	Acquires knowledge about the Assistive technology
CO6	Comprehends the educational provisions

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GET43						IV Semester Core IX: Inclusive Education								Credit 4
COs	Programme outcomes						Programme specific outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	4	4	3	4	4	4	3	3	4	4	3	4	1	2	3.3
CO2	3	2	3	5	2	4	3	2	3	3	3	2	2	3	2.6
CO3	3	2	4	3	2	4	4	2	4	3	3	3	4	4	2.8
CO4	3	2	4	3	2	4	2	2	4	3	3	3	5	5	3.0
CO5	3	2	4	3	2	4	3	2	2	3	3	4	3	2	2.8
CO6	3	2	4	3	2	4	3	2	3	3	3	5	2	2	3.2
Overall mean score														2.9	

Result: The Score for this course is 2.9 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEE45	Health and Yoga Education	L	T	P	C
Elective V			4	-	1	4

Learning Objectives:

After completing this course, the students will be able to

- Acquire good health habits.
- Analyse how yoga and yoga practices are important for healthy living.
- Derive how hathyoga and Astana are complementary to each other.
- Demonstrate some important asana and pranayama.
- Explain methods of Health Education
- Discuss the role of Yoga in stress management

Unit I: Health Education

Meaning and Definition-Concept of Health-Meaning and definition of Health Education-Scope, Aims & Objectives of Health Education - Importance of health education -Importance of health education in teacher education programmes-Factors affecting Health.

Unit II: Methods of Health Education

Methods of imparting Health Education: Health Instruction, Health Services and Health Supervision- Guiding Principles of Health Instruction- Qualities of a Healthy Person-role, Functions and responsibilities of teachers in health education.

Unit III: Personal Hygiene & Nutrition Education

Personal Hygiene: Role of Clothing, Importance of taking bathing, Skin care, Mouth care,Nails care,Care of Face, Hands, Head, Hair and Feet-General Habits- -Food and Nutrition-meaning and definition-Need and Importance-Characteristics of Balanced Diet-Principles of Diet Planning-Nutrition Education-components of Nutrients-Causes for Malnutrition-Symptoms of malnutrition.

Unit IV: Introduction to Yoga

Yoga: Meaning, definition -truths about yoga – Historical development of Yoga–Streams of Yoga: Karma Yoga, Bhaki Yoga, Jnana Yoga, RajYoga and Hath Yoga –Classification of Yoga: Kriyas, Mudras, Asanas, Pranayama, Bandhas-Astanga Yoga of Patanjali – Hatha yogic Practices – Complementary between Patanjali Yoga and Hatha yoga-benefits of yoga-Guidelines for yogic practices.

Unit –V: Yoga and Health

Need of Yoga for Positive health – Role of mind in Positive health as per ancient Yogic literature – Concept of health, healing and disease: Yogic perspectives – potential causes of ill health – Yogic principles of healthy living: agar, vicar, a char and vichar – integrated approach of yoga for management of health – stress management through yoga- benefits of yoga for stress management-yoga for peace-Meditation-benefits of meditation.

Practicum:

- performing yogic practices and asana
- Practising Diet Planning
- Arrange for health services
- performing Meditation

Suggested Reference:

- ✓ Nash T.N., Health and Physical education, Nilkamal Publishers, Hydereabad, 2006.
- ✓ Venugopal B and Dr.Ranganayaki, Yoga and Yoga Practices, Neelkamal Publications,Hyderabad, 2010.
- ✓ Yoga Education, (Bachelor of Education B.Ed)., National Council for Teacher Education, St. Josheph Press,New Delhi,2015
- ✓ Aggarwal, J.C. Health and Physical Education. Shipra Publications, New Delhi, 2013.
- ✓ Geeta Iyer, Illuminating Lives with Yoga, www.geetayoga.com (e.book)
- ✓ Sri Ananda, The complete Book of yoga Harmony of Body and Mind, Orient paper Backs, vision Books Pvt.Ltd., 1982.
- ✓ Gupta D.K. ,Health Education for Children, KheelSahitya Kendra, New Delhi, 2005.
- ✓ Nagendra H.R. and Nagaratna, R., Yoga Prcatices, Swami Vivekananda Yoga Prakashana, Bangalore, 2008.
- ✓ Swami Satyananda., Four Chapters on Freedom, Commentary on Yoga Sutras of Patanjali Saraswathi, Munger, Bihar school of Yoga, 1999.
- ✓ Pandit Lakshmi Doss, Yogasana for Everybody, Balaji Publications,Chennai, 2002.
- ✓ B.K.S Iyengar, Light on the Yoga sutras of patanjali, Haper Collins Publications, India Pvt., Ltd., New Delhi.
- ✓ Dr. HR. Nagendra, Yoga Research and applications, Vivekanda Kendra Yoga Prakashana, Bangalore.
- ✓ Dr. Shirley Telles Glimpses of Human Body, Vivekanda Kendra Yoga Prakashana, Bangalore.
- ✓ Basavaraddi, I.V. (ed), A monograph on yogasana,Morarji Desai National Institute of yoga,New Delhi, 2013.
- ✓ Iyengar, B.K.S Light on yoga, from first impression 2012, Harper Collin, India, 2012.

Course Outcomes

Cos	Upon completion of this course the students will be able to
CO1	Acquires knowledge about Concept of Health Education
CO2	Appreciate the habit of personal hygiene
CO3	Understands importance of food and nutrients
CO4	Explain the concept of Yoga
CO5	Discuss the methods of Health Education
CO6	Analyse the importance of yoga practices for healthy living.

Outcome mapping (CO, PO, PSO)

Hrs 5	Subject code U21GEE45						IV Semester Elective V- Health and Yoga Education								Credit 4
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	3	3	3	3	3	4	3	3	3	3	5	3	3	3	3.21
CO2	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3.14
CO3	3	3	3	3	3	3	3	3	3	4	5	3	3	3	3.21
CO4	3	3	3	3	3	4	3	3	3	4	5	3	3	3	3.28
CO5	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3.14
CO6	3	3	3	3	3	3	3	3	3	3	5	3	3	3	3.14
Overall Mean Score														3.18	

Result: The Score for this Course is 3.18 (**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEE461	WOMEN'S EDUCATION	L	T	P	C
Elective VI(Optional) –A			5	-	-	3

Learning Objectives:

After completing this course, the students will be able to

- acquire knowledge about the history of Women's Education
- bring out the women's contribution to National Development.
- explain women and development
- List out the Women's Higher education
- Explain Women's personal Laws
- Understand the concept of Gender Equality

Unit I: Women's Education

Women' Education: History—Pre Independent, Post Independent and Current Women's Movement – Women education: Need and importance – Role of education in improving the status of women -National committees and commissions for women, Government organizations for women- socio cultural reforms and their impact on women's Education.

Unit II: Gender and Society

Gender- meaning and definition- Difference between sex and gender- Gender discrimination – eliminating gender inequalities- Gender roles in society – Sexual abuse and Violence: Role of Education in preventing them- Eradication of child labor- Child Marriage.

Unit III: Women related Laws

Indian Constitution and provisions relation to Women- Personal laws- Labour laws- Violence against women- Human trafficking- legal protection- Family Courts- Enforcement machinery- Police and judiciary- Human Rights as Women's Rights- Safety of Girls and Women at society- Awareness of women's rights and responsibilities.

Unit IV: Women and Empowerment

Women Empowerment Socio, Economic and Political empowerment –Relationship between Women's Education and Women Empowerment – Women's contribution to National Development.

Unit V: Women in Higher Education

Women in Higher Education- Leadership qualities - Role of Women Universities in Women's Education- Formal and non- formal Education- Women's Education of rural and tribal Women-Life skill education- Research in women's Education

Practicum:

- Conducting Competition for Women's Day Celebration.
- Creating awareness among rural people for importance of Women's Education.
- Giving Life Skill education for tribal women.
- Conducting Seminar on Women rights and responsibilities
- Conducting Seminars on Women's Personal Laws

Suggested References:

- ✓ R.K.Rao, Women and Education: Kalpay Publications, New Delhi, 2005.
- ✓ Sharma, Women and Education, Commonwealth Publishers, Delhi, 2005.
- ✓ Mishra, Women Education APN Publishing Corporation, Delhi, 2005.
- ✓ Sharma.K.K & Punam Miglani.,Gender, school and society,Twenty first century publications, Patiala, 2016.
- ✓ Jayaraman, Chindai, Understanding the schools, Vinodh Publishers, Chennai, 2016.
- ✓ Kata Rousmaiere, Kari Dehli & Ning De Conink Smith, Discipline, moral regulations and schooling: A social history, Routledge, New York, 2013.
- ✓ Kosut, Mary, Encyclopedia of gender in media, New Delhi, Sage Publications, 2012.
- ✓ Rao & Rao Women, Education and Empowerment, Discovery Publishing House, Delhi, 2005.
- ✓ Saxena, Socialization of Women Education, Rajat Publication, New Delhi, 2002.
- ✓ Dr.Sunder Lal, Social status of Women, ABD Publishers, Jaipur, 2005.
- ✓ NCERT, Gender Issues in Education, Publications Division, New Delhi, 2006.
- ✓ Carole Brugeiles & Sylvie Cromer, Promoting gender equality through textbooks, UNESCO Publications Division, Paris, 2009.
- ✓ Byerly, C. M. Global report on the status of women in the news media, International Women's Media Foundation, Washington DC, 2011.
- ✓ Fredrick Luic Aldama., Brown on brown: Chicapola representations of gender, sexuality, and ethnicity, University of Texas Press, 2005.

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	Understand the Women's Education
CO2	Find relation between Gender and sex
CO3	Explains women's personal laws
CO4	Acquire with the knowledge of women in Higher Education
CO5	Comprehends the Relationship between women's Education and women Empowerment
CO6	Understand the Life skill Education

Outcome mapping (CO, PO,POS)

Hrs 5	Subject code U21GEE461						IV Semester Elective VI –(A) Women’s Education								Credit 3
COs	Programme Outcomes						Programme Specific Outcomes								Mean of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	POS 1	POS 2	POS 3	POS 4	POS 5	POS 6	POS 7	POS 8	
CO1	3	2	3	3	3	4	3	3	4	3	3	3	3	3	3
CO2	4	3	4	3	3	3	3	3	3	4	3	3	3	3	3
CO3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	3
CO4	3	3	3	3	4	3	4	3	3	4	3	3	4	3	3
CO5	3	3	3	3	4	3	3	4	3	4	3	3	3	3	3
CO6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Overall Mean score															3.21

Result: The Score for this course is 3.21(**Strong Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21GEE462	HUMAN RIGHTS EDUCATION	L	T	P	C
Elective VI(Optional) – (B)			5	-	-	3

Learning Objectives:

After completing this course, the students will be able to

- acquires knowledge about human rights
- understand the values of human rights
- describe the role and functions of international institutions to enforce human rights.
- understand the power and functions of various Human right Commissions in India
- understand the Indian constitution on human rights
- discuss some human rights issues

Unit I: Introduction to Human Rights

Human Rights: Meaning, Definition and Principles-Classification of Human Rights– theories of Human Rights: natural, legal and social welfare-values of Human Rights: dignity, liberty, equality, justice, unity and diversity- Human Rights Education: Need and Importance-ways of imparting Human Rights Education.

Unit II: Human Rights in Indian Constitution

Constitutional Provisions of Human Rights: Fundamental Rights - Fundamental Duties of the citizens-Directive Principles of State Policy-Protection and Enforcement of Human Rights and duties.

Unit III: Human Rights in the International context

UN Charter (1945) – Universal Declaration of Human Rights (1948) – convention and rights of the child (1989), UN declaration, Duties and responsibilities of individuals(1997)-international councils and commissions on human rights-international court of justice-international labour organization-international Red Cross.

Unit IV: Issues and Human Rights

Issues and Human Rights: Ragging-eve teasing-child trafficking-child labour-domestic violence-sexual harassment-exploitation of labour –female infanticide and means to overcome these issues with human rights.

Unit V: Human Rights Commissions in India

National Human Rights Commission – State Human Rights Commissions: rights of women, rights of children, rights of dalits and tribes and rights of minorities – Human Rights Courts - National Commission and State Commissions for Women, SC/ST, Backward Classes and Minorities – NGOs.

Practicum:

- Discussion of local human rights issues.
- Conducting competition regarding human rights.
- Discussing ragging, eve teasing, Child trafficking

Suggested References:

- ✓ Chaudhary Dashrath, Human Rights and Education, Rainbow Publishers Ltd, Conventions on the Rights of the child (2000), MHRD Govt of India, New Delhi, 2004.
- ✓ Kumar Sandeep, Human Rights and Pedagogy, Discovery publishing House, Delhi, 2012.
- ✓ Bajpai, Asha, Child Rights in India: Law, Policy and Practice, Oxford University Press, New Delhi, 2010.
- ✓ Digvijay, N. Teaching of human rights. Lotus Press, New Delhi, 2007.
- ✓ Mac millan Dhand, H. Teaching human rights: A handbook for teacher educators, Asian Institute of Human Rights Education, Bhopal, 2006.
- ✓ Sen, Amartya, 'Elements of a Theory of Human Rights, Philosophy and public-Affairs, 32. No.4, 2004.
- ✓ Bhakry, Savita, Children in India and their rights, NHRC, New Delhi, 2006.
- ✓ David, Fultonpublishers, Human Rights Education for beginners, National Human Rights Commission, New Delhi, 2005.
- ✓ MHRD, Human Rights Education, Teaching and Training, Indian Institute of Human Rights, New Delhi, 2003.
- ✓ Alam, Aftab, Human Rights in India: Issues and Challenges, Raj Publication, Delhi, 2000.
- ✓ Byrne, Darren, J.O., Human Rights: An Introduction, New Delhi, Pearson Education Limited, 2000.
- ✓ Chatrath, K. J. S., Education for human rights and democracy, Rashtrapati Niwas, Shimla, 1998.
- ✓ Dev, A., & Dev, I.A., Human rights: A source book, NCERT, New Delhi, 1996.
- ✓ Donnelly, Jack, Universal Human Rights in Theory and Practice, Cornell University Press, Cornell, 1989.
- ✓ Pachuari, S.K, Children and Human Rights, APH Publication, Delhi, 1995.
- ✓ Pachuari, S.K., Women and Human Rights, APH Publication. Delhi, 1995.

Course Outcomes:

Cos	Upon completion of this course the students will be able to
CO1	Understand the values of human rights
CO2	Explain Indian constitution
CO3	Perceives the role and functions of human rights commission in india
CO4	Discusses role of human rights education
CO5	Explains reflective teaching
CO6	Understands human rights court

Outcome mapping (CO,PO,POS)

Hrs 5	Subject Code U21GEE462						IV Semester-Elective- VI (Optional) (B) Human Rights Education								Credit 3
Cos	Programme outcomes						Programme specific outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	4	4	3	4	4	4	3	3	4	4	3	3	4	3	3.5
CO2	3	3	3	3	3	3	2	3	2	3	3	3	3	3	2.8
CO3	3	3	3	2	4	4	3	3	3	3	4	4	4	4	3.3
CO4	3	2	3	4	3	3	2	2	2	3	3	3	3		2.7
CO5	3	3	3	3	2	3	2	3	3	3	3	3	4	4	3
CO6	3	3	3	4	4	3	2	2	2	2	4	3	4	2	2.9
Overall mean score														3.0	

Result: The Score for this course is 3.0 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong

Course Code	U21ENJ41	MANAGERIAL SKILLS	L	T	P	C
SBE- II			1	-	1	2

Learning Objectives:

After completing this course, the students will be able to

- ✓ Understand self
- ✓ Comprehend SWOT Analysis
- ✓ Explain scheduling
- ✓ Practise to take decisions
- ✓ Enumerate Team Spirit
- ✓ Resolve conflict

Unit I: Managing Self and Others

Managing Self and Others: Importance of Knowing self - Process of Knowing self - SWOT Analysis -Stages in Interpersonal Relationship - Relationship Building.

Unit II: Managing Time

Managing Time: The 80:20 rule - Time Management Matrix - Scheduling - Grouping of Activities - Overcoming Procrastination - Time Circle Planner.

Unit III: Decision Making

Decision Making: Decision Making Process - Steps in Effective Decision Making - Effective Decision Making in Teams - Decision Making Styles.

Unit IV: Team Building and Leadership

Team Building and Leadership: Skills Needed for Teamwork - Characteristics of an Effective Team - Leadership Traits - Leadership Styles.

Unit V: Conflict Resolution and Stress Management

Conflict Resolution and Stress Management: Sources of Conflict - Functional vs Dysfunctional Conflict - Managing Conflicts - Importance of Work-Life Balance - Achieving Work-Life Balance.

Practicum:

- ✓ Practising SWOT analysis
- ✓ Mock for Decision making skills
- ✓ Mock for resolving conflicts
- ✓ Preparing Time Management Matrix

Text Book:

- ✓ Alex K., Managerial Skills, S. Chand, 2013

Suggested Reference:

- ✓ McGrath E. H., Basic Managerial Skills for All, PHI, 2011
- ✓ Harvard Business Review Manager's Handbook: The 17 Skills Leaders Need to Stand Out (HBR Handbooks), Harvard Business Review Press, 2017

Course Outcomes:

COs	Upon completion of this course the students will be able to
CO1	understand self
CO2	promotes knowledge about time management
CO3	comprehends interpersonal Relationship
CO4	apply SWOT analysis
CO5	acquires knowledge about team Building and Leadership
CO6	makes Conflict Resolution

Outcome mapping (CO, PO, PSO)

Hrs 2	Subject code U21ENJ41						IV Semester- SBE-II-Managerial Skills								Credit 2
COs	Programme outcomes						Programme specific outcomes								Mean score of Cos, POs and PSOs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	
CO1	4	4	3	4	4	4	3	3	4	4	3	4	1	2	3.3
CO2	3	2	3	5	2	4	3	2	3	3	3	2	2	3	2.6
CO3	3	2	4	3	2	4	4	2	4	3	3	3	4	4	2.8
CO4	3	2	4	3	2	4	2	2	4	3	3	3	5	5	3.0
CO5	3	2	4	3	2	4	3	2	2	3	3	4	3	2	2.8
CO6	3	2	4	3	2	4	3	2	3	3	3	5	2	2	3.2
Overall mean score															2.9

Result: The Score for this course is 2.9 (**Moderate Correlation**)

Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very least	least	Moderate	Strong	Very Strong