

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

**CURRICULUM FRAME WORK-B.ED (GENERAL)**



**B.Ed Syllabus (2024–2025 onwards)**

**Women's University College of Education.  
Constituent College of  
Mother Teresa Women's University, Kodaikanal  
Curriculum Frame work of two Years B.ED Programme  
(General)  
B.Ed Syllabus (from 2024-2025 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, 1 pedagogy paper and 2 Elective papers, Second Semester consists of 2 Core papers, 1 pedagogy paper and 2 Elective papers, Third Semester consists of internship in Teaching with practical component and 1 Skill paper/ MOOC (Self Learning) Fourth Semester consists of 3 Core papers 2 Elective papers. Thus, B.Ed. Programme is having 15 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 teacher to serve the society in the best possible way
PEO5	contribute to the development of the Nation as a human resource

#### ✓ Eligibility for admission:

- ✓ A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education (B.Ed.) provided:
- ✓ 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.
- ✓ 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.
- ✓ Candidates who have passed under double degree / additional degree programme with less than three years duration are not eligible for admission.
- ✓ 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.
- ✓ In the case of physically or visually challenged candidates, a minimum pass in the degree is enough.
- ✓ 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.
- ✓ 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.

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

### 6. 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.

- ✓ **Medium of Instruction: English**

### 7. Course of Study:

- ✓ Core Subjects
- ✓ Pedagogical Subjects
- ✓ Electives
- ✓ Internship-School Teaching Practice
- ✓ Teaching Competency Level-I
- ✓ Teaching Competency Level-II and
- ✓ Other Records
- ✓ **Scheme of Examination:**

Continuous Internal Assessment (CIA) (Formative)	<b>25</b>
End Semester Examination (ESE) (Summative)	<b>75</b>

- ✓ **Break up of Continuous Internal Marks: (Formative)**

Internal test	<b>15</b>
Assignment	<b>5</b>
Seminar	<b>5</b>

- ✓ 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

- ✓ **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.

**8. 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

- ✓ **Total marks for two years B.Ed Programme 2000 marks**

Total marks for Theory Papers.....15 Papers x 100 marks =1500 marks

Conduct of Practical Examination:..... 400 marks

Skill Paper/Moocs (Self Learning)..... 100 marks

**Total... 2000 marks**

- ✓ Teaching Competence of School Subject Level -I 80 marks
- ✓ Teaching Competence of School Subject Level -II 80 marks
- ✓ Other Records 240 marks
- ✓ **Total... 400 marks**

**Split up marks for Practical Examination:**

**Teaching Competance of School Subjects Level I & II .....140 marks**

Microteaching Level I & II .....20 marks

Demonstration Level I & II .....20 marks

Observation Level I & II .....20 marks

Lesson Plan Level I & II .....	30 marks
Teaching Aids Level I & II.....	30 marks
Test and Measurement Level I & II .....	20 marks
<b>Other records .....</b>	<b>100 marks</b>
Case study .....	10 marks
Psychology Experiment .....	10 marks
Community work and Field Visit .....	10 marks
Educational Technology .....	10 marks
Citizenship and First Aid training .....	10 marks
School Profile .....	10 marks
Art and Craft and SUPW .....	10 marks
Text book Review .....	10 marks
Reflective Journal – Diary .....	10 marks
Environmental Education Record .....	10 marks

✓ **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.

## 9. 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.

## 10. 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 Frame work 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 & Growingup
- ✓ Psychology and Learner
- ✓ 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 Level - I
- ✓ Pedagogy of Teaching School Subject Level - II
- ✓ Principles of Curriculum Development
- ✓ Educational Assessment & Evaluation
- ✓ Educational Management and Administration
- ✓ Environmental Education
- ✓ Value and Peace Education
- ✓ Teaching Competence of School Subject Level -I
- ✓ Teaching Competence of School Subject Level -II
- ✓ Other Records

#### Group-C Experiences for Enhancing Professional Capacities

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

**B.Ed (General) Syllabus (from 2024-2025 onwards)**

**I Year –Semester-I**

**Core I-** Contemporary India and Education

**Core II-** Childhood and Growing Up

Pedagogy of Teaching School Subjects - Level I

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

**Elective-I-**Instructional Skills and Strategies

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

**I Year–Semester II**

**Core-III-**Educational Assessment and Evaluation

**Core-IV-**Psychology and Learning

Pedagogy of Teaching School Subjects - Level II

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

**Elective-III-**Health and Yoga Education

**Elective-IV-**(Optional)-(A) Women's Education **OR** (B) Human Rights Education



### **II Year-Semester-III**

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

**SBE-I-** Managerial Skills /MOOCs (Self Learning)

### **II Year-Semester-IV**

**Core-V-**Principles of Curriculum Development

**Core-VI-**Educational Administration and Management

**Core VII** – ICT in Education

**Elective V** - Inclusive Education

**Elective-VI-**(Optional) – ( A) Guidance and Counselling OR (B) Physical Education and First Aid

**Curriculum Structure of B.Ed (Regular)****Syllabus (2024-25 onwards)**

Nature	Subject Code	Year/ Semester/ Subject Title	Hrs T*	Hrs P*	Crs	Internal	External	Total
<b>SEMESTER-I</b>								
Core-I	U24GET11	Contemporary India and Education	5	-	5	25	75	100
Core-II	U24GET12	Childhood and Growing Up	5	-	5	25	75	100
<b>Pedagogical School Subject Level - I</b>								
Level I	U24GEL111	Tamil	4	1	5	25	75	100
	U24GEL112	English						
	U24GEL113	Biological Science						
	U24GEL114	Mathematics						
	U24GEL115	Physical Science						
	U24GEL116	Computer Science						
	U24GEL117	Social Studies						
	U24GEL118	Commerce						
	U24GEL119	Economics						
	U24GEL1110	Home Science						
Elective-I	U24GEE11	Instructional Skills and Strategies	5	-	4	25	75	100
Elective-II (Optional)	U24GEE12A	Environmental Education	5	-	4	25	75	100
	U24GEE12B	Value and Peace Education						

<b>SEMESTER-II</b>								
<b>Nature</b>	<b>Subject Code</b>	<b>Year/Semester/ Subject Title</b>	<b>Hrs T*</b>	<b>Hrs P*</b>	<b>Crs</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>
Core-III	U24GET23	Educational Assessment and Evaluation	5	1	5	25	75	100
Core-IV	U24GET24	Psychology & Learning	5	1	5	25	75	100
<b>Pedagogical School Subject Level - II</b>								
Level II	U24GEL221	Tamil	4	1	5	25	75	100
	U24GEL222	English						
	U24GEL223	Biological Science						
	U24GEL224	Mathematics						
	U24GEL225	Physical Science						
	U24GEL226	Computer Science						
	U24GEL227	Social Studies						
	U24GEL228	Commerce						
	U24GEL229	Economics						
	U24GEL2210	Home Science						
Elective-III	U24GEE23	Health and Yoga Education	5	-	4	25	75	100
Elective IV	U24GEE24A	Women's Education	5	-	4	25	75	100
	U24GEE24B	Human Rights Education						

SEMESTER – III								
Nature	Subject Code	Year / Semester / Subject Title	Hrs T*	Hrs P*	Crs	Internal	External	Total
School Practice	U24GEP31	Internship in Teaching practice / Practical		20	20	-	400	400
SBE-I	U24MS31	Managerial Skills/MOOCs	2	-	1	25	75	100
SEMESTER-IV								
Nature	Subject Code	Year/ Semester/ Subject Title	Hrs T*	Hrs P*	Crs	Internal	External	Total
Core-V	U24GET45	Principles Of Curriculum Development	5	-	5	25	75	100
Core-VI	U24GET46	Educational Administration and Management	5	-	5	25	75	100
Core-VII	U24GET47	ICT in Education	5	-	5	25	75	100
Elective V	U24GEE45	Inclusive Education	5	-	4	25	75	100
Elective-VI (Optional)	U24GEE46A	Guidance & Counselling	5	-	4	25	75	100
	U24GEE46B	Physical Education and First Aid						
		<b>Total</b>			<b>90</b>			<b>2000</b>

\*T-Theory, \*P-Practical

### Internship Teaching Practice - 16 Weeks

**Note 1:** The major objective of the Pedagogic course is to make the student teachers to get an overview of the content of the chosen subject and also to get practiced in classroom teaching at Level-I & Level – II.

**Level – I** is pertaining to standard VI to VIII and is compulsory for the entire student - teachers to get many-fold experiences in classroom teaching of their pedagogic subject during the School Internship. The students of Economics, Commerce should study and teach the subject Social Sciences, students of Computer Science should study and teach the subject Mathematics; and students of Home Science should study and teach the subject Science prescribed in the school curriculum at Level – I.

**Level – II** is pertaining to standard IX and X for undergraduate qualified student- teachers and standard XI and XII for post graduate qualified student-teachers. The student-teachers need to get an overview of their pedagogy subject prescribed in the school curriculum and also to teach their concerned pedagogic subject at Level – II during the School Internship.

- ✓ Internship Teaching School Practice-16 weeks
- ✓ One week Observation of Guide Teacher in Regular Class room.
- ✓ 14 weeks Intensive Teaching Practice.
- ✓ One week for Preparation of Blue print and Achievement Test Construction.

### Semester Wise Distribution of Marks

Semester	Total Credits	Distribution of Marks in %
I Semester	23	25.50
II Semester	23	25.50
III Semester (with Practical)	21	23.50
IV Semester	23	25.50
<b>Total</b>	<b>90</b>	<b>100 %</b>

### 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)**

<b>POs</b>	<b>Upon the successful completion of the Programme, the student teachers will be able to</b>
PO1	acquires knowledge about basics of Education, Philosophy of Education, Child Psychology, Theories of learning and Individual Differences.
PO2	understands the Professional Qualities and ethics needed for a teacher and Qualities of Counsellor, Guidance services
PO3	Explains 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 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)**

<b>PSOs</b>	<b>Upon the successful completion of the Programme, the student teachers will be able to</b>
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, Mainstream 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

**Interpretaion of Mapping:**

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

**Values Scaling:**

$\frac{\text{Total of Values}}{\text{Total No.of POs \& PSOs}}$	$\frac{\text{Total of Mean Scores}}{\text{Total No.of COs}}$
Mean Score of COS =-----	Overall Mean Score of COS=-----



## SEMESTER-I

<b>Course Code</b>	<b>U24GET11</b>	<b>CONTEMPORARY INDIA AND EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>CORE – I</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>5</b>

### Learning Objectives:

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

- ✓ acquire knowledge of Education
- ✓ describe the concept of philosophy and education
- ✓ understand the contribution of Indian and Western thinkers
- ✓ develop knowledge an Emerging Trends in Education
- ✓ explain Role of Central and State Governments on Education
- ✓ enumerate Secondary Education Commission

### Unit I: Nature and Scope of Education

Education - Meaning, Definition – Nature and scope of Education - 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: Indian and Western thinkers and their contribution to Education:

Indian Thinkers: Swami Vivekananda (Man Making Education) – Mahatma Gandhi (Basic Education) – J.Krishna Moorthy (Child Centered Education)– Western Thinkers: Rousseau (Learning by Self Experience) – John Dewey (Learning by Doing) – Montessori (Child Centered Education)

### Unit III: Emerging trends in Education and Problems in Indian Society and Education

Impact of Globalisation, Liberalization and Privatization on Education- Life long learning- online learning- Social Mobility- Social Change- Social Stratification – Problems in Indian Society and Education: Wastage and Stagnation – Brain Drain.

### 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 – DTERT- DIET – Innovative Programmes for Strengthening Quality and Quantity of Education: Universalisation of Elementary Education, MDM, OBB, SSA and RMSA, RUSA.

### Unit V: Education in the Indian Constitution and Education Commissions:

Preamble of the constitution – Directive Principles of state policy and Education - Constitutional Amendments: 42<sup>nd</sup> and 86<sup>th</sup> Amendments–Right to Education Act (2009)–  
**Education Commissions:** Radhakrishnan Committee on Education (1948) - Secondary Education Commission (1952 - 53) – Kothari Commission (1964–66) – Eswar Bhai Pattel Committee (1977) – NPE (1986) - New Education Policy 2020.

**Practicum:**

- ✓ Prepare a report of suggestions to improve problems in Education.
- ✓ Prepare assignment on various topics
- ✓ Discussa 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, NewDelhi, 2007.
- ✓ Sharma, RamNath, Indian Education at the cross road, Shubhi Publications, 2002.
- ✓ Banrs, J.A., Cultural diversity and education: Foundations curriculum and teaching (4thed.) Alyn and, Becon, Boston, 1996.
- ✓ Ghosh, S.C., History of educationin India.The University of Michigan, Rawat Publications, 2007.
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- ✓ Kumar, K., Politics of education in colonial India, Routledge, NewDelhi, 2014.
- ✓ Naik, J.P., Andrew, Vereker, &Nurullah, S., Astudent's history of education in India (1800-1973), Macmillan, UK, 2000.
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- ✓ Levitt, R., Janta, B.andWegrich, K., Accountability of Teachers-Literature Review (Technical Report, General Teaching Council England), Europe. 2008.
- ✓ DeardenR. F., Theory and practice in Education, Routled geKKegan & Paul, 1984.

**Course Outcomes:**

<b>Cos</b>	<b>Upon completion of this course the students teachers will be able to</b>
CO1	state the meaning and types of Education
CO2	understand the contributions of Indian and Western of philosophers
CO3	correlate Philosophy 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 U24GET11						I Semester Core-I-Contemporary India and Education								Credit 5
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	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
<b>Overall Mean Score</b>														<b>3.17</b>	

**Result: The Score for this Course is 3.17 (High Relationship)**

#### 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 Poor	Poor	Moderate	High	Very High

<b>Course Code</b>	<b>U24GET12</b>	<b>CHILDHOOD AND GROWING UP</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>CORE -II</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>5</b>

**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 Attention, Memory, Forgetting
- ✓ develop creativity
- ✓ promote intelligence
- ✓ comprehend the determinants of Personality

**Unit I: Growth and Development**

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

**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- 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 mock interviews.
- ✓ Activities for promoting intelligence

**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.
- ✓ Clitinger, S.C., Theories of Personality: Understanding Person (5th ed.), Englewood Cliffs, NJ: Prentice Hall, 2008.
- ✓ Crowne, D.P., Personality theory (2nd ed.), Oxford University Press, 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 and development
CO2	explain the theories of development
CO3	acquire the knowledge of Attention, Memory, Forgetting
CO4	develop creativity
CO5	promote intelligence
CO6	development of Personality

### Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U24GET12						I Semester Core-II-Childhood and Growing Up								Credit 5
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	<b>3.28</b>
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	<b>3.14</b>
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	<b>3.21</b>
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	<b>3.07</b>
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
<b>Overall Mean Score</b>														<b>3.11</b>	

Result: The Score for this Course is 3.11(High Relationship)

#### 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 Poor	Poor	Moderate	High	Very High

<b>Course Code</b>	<b>U24GET13</b>	<b>Kjy; gUtk;</b> <b>epiy – 1- jkpo; fw;gpf;Fk; Kiw</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level- I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Nehf;fq;fs;:**

- ✓ jha;nkhop fw;wypd; Nehf;fq;fis mwpjy;
- ✓ jha;nkhopapd; jdp rpwg;gpid mwpjy;
- ✓ Ez;zpiy fw;gpj;jy; jpwd;fspy; gapw;rp ngWjy;.
- ✓ ghlj;jpl;ljjpy; mike;Js;s Nfhl;ghLfis mwpjy;.
- ✓ kjpg;gpliy fw;Wf; nfhs;Sjy;.

**myF 1: jkpo; nkhopapd; tuyhW**

jkpo;nkhop tuyhW – jkpo;nkhopapd; rpwg;Gfs; - jkpo;nkhopapd; ngUik – jkpo;nkhopapd; gz;Gfs; - nkhopapd;njhd;ik – nkhopapd; mikg;Gkiw nkhopapd; gz;Gfs; - nkhopNjhw;wf; nfhs;iffs; - nkhop tsh;r;rp – nkhop mikg;G – nkhop gad;ghL.

**myF 2: jkpo;nkhopapd; Kf;fpaj;Jtk; kw;Wk; Nehf;fq;fs;**

jkpo;nkhopapd; Kf;fpaj;Jtk; - jkpo; nkhopf;fw;gpj;jypd; Nehf;fq;fs; - Nehf;fk; kw;Wk; Fwpf;Nfhs; NtWghL – GSkpd; fw;gpj;jy; Nfhl;ghLfs; - mwpjy; gFjp – czh;jy; gFjp – cs ,af;fg; gFjp – nghJ kw;Wk; rpwg;G Nehf;fq;fis vOJjy;.

**myF 3: Ez;zpiyf; fw;gpj;jy;**

nghUs; kw;Wk; tiuaiu – Njit,gz;Gfs; - Ez;zpiy fw;gpj;jy; Row;rp – Ez;zpiyf; fw;gpj;jypd; epiyfs; - fw;gpj;jy; jpwd;fs; - njhlq;Fjy; jpwd; - tpsf;Fjy; jpwd; – tpdhf;fs; Nfl;Fk; jpwd; - gy;tif J}z;ly;fis gad;gLj;Jk; jpwd; - tYT+l;bfisg; gad;gLj;Jk; jpwd; - fpsh; tpdh jpwd; - fUk;gyifiag; gad;gLj;Jk; jpwd; - FWk;ghlk; - gy;tif jpwd;fis gad;gLj;jp FWk;ghlk; jahhpj;J gapw;rp ngWjy; - Ez;zpiyf; fw;gpj;jy; FWk;ghlk; fw;gpj;jy; kw;Wk; tFg;giwf; fw;gpj;jy; ,tw;wpw;F ,ilNaahd NtWghL.

**myF 4: ghlj;jpl;lk;**

nghUs;, tiuaiw, cl;\$Wfs; ghlj;jpl;ljjpd; ed;ikfs; - ey;yg;ghlj; jpl;ljjpd; gz;G eyd;fs; - ghlj;jpl;ljjpd; mZFKiwfs; - ghlj;jpl;ljjpw;fhd n`h;ghl;bd; gbepiyfs; - ghlj;jpl;ljjpid tbtik;jy; - khjphpghlj;jpl;lk; jahhpj;jy; - myF jpl;lk; - Mz;L jpl;lk;.

**myF 5: kjpg;gPL**

kjpg;gPL: nghUs; kw;Wk; tiuaiw - kjpg;gPbd; nray;ghLfs; - kjpg;gPl;bd; Nehf;fk; - milTj;Njh;tpd; tiffs; - tpdhj;jhs; tbtikf;Fk; Kiwfs; - gFj;jhuha;e;J tpsf;Fjy; - Gs;spapay; gFg;gha;T.

**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 inTamil
CO3	explains micro teaching inTamil
CO4	prepare lesson plan
CO5	practice micro teaching skills.
CO6	prepare blue print.

**Outcome Mapping (CO, PO, PSO)**

Hrs 5	Subject code U24GELI11						I Semester - Level I- Pedagogy of Teaching Tamil								Credit 5
Cos	Programme Outcomes						Programme Specific Out comes								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	4	3	4	3	3	4	3	3	3	3	3	<b>3.21</b>
CO2	3	3	4	4	3	3	3	3	3	4	3	3	3	3	<b>3.42</b>
CO3	2	3	3	3	3	2	3	4	3	3	3	4	3	3	<b>3</b>
CO4	3	3	3	3	4	3	4	3	3	4	3	3	4	3	<b>3.28</b>
CO5	3	3	3	3	3	3	3	3	3	4	3	3	3	3	<b>3</b>
CO6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3.07</b>
<b>Overall Mean Score</b>														<b>3.16</b>	

Result: The Score for this Course is 3.16(High Relationship)

**Interpretation of Mapping:**

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



<b>Course Code</b>	<b>U24GELI12</b>	<b>SEMESTER -I PEDAGOGY OF TEACHING ENGLISH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Learning Objectives:**

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

- ✓ develop the knowledge about Scope of English language.
- ✓ apply the importance of teaching English
- ✓ acquire knowledge about the general and specific objectives of lesson plan
- ✓ understand the skills involved in micro teaching
- ✓ develop the knowledge and purpose of evaluation.

**Unit I: Nature and Scope of English**

Language: Meaning and definition- status of English in India- importance of English Language- English as second language-English as an international language – English as a skill rather than a knowledge subject- English for national integration and international understanding-qualities of good English teacher.

**Unit II: Aims, Objectives and Importance of teaching English**

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-Importance of teaching English.

**Unit III: Micro Teaching**

Meaning and Definition – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – 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-Difference between Micro teaching, Miniteaching and Traditional Teaching.

**Unit IV: Lesson Plan**

Meaning, Definition, Requirements of preparing lesson plan- Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan -Format of Lesson Plan (Model Lesson Plan) – Unit Plan-Year Plan.

**Unit-V: Evaluation**

Evaluation: Meaning and Definition - Functions of Evaluation- Purpose of Evaluation – types of achievement tests - Preparation of blueprint-Analysis and Interpretation of test scores - Measures of Central Tendencies: Mean, Median, Mode- Measures of Dispersion: Range, Standard deviation, Quartile deviation- Correlation: Spearman Rank correlation co-efficient.

**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:**

- ✓ V.K.Nanda, Teaching of English, Anmol Publications Pvt .Ltd, NewDelhi, 2006.
- ✓ ShaikhMowla, Methods of Teaching English. NeelKamal Publications Pvt.Ltd. Hyderabad, 2012.
- ✓ Dr.P.S.Chandrakumar, Dr.A.Joycilin Shermila (2012).Pedagogy of teaching English. AV. Parvathy pvt publications. Tirunelveli.Tamil Nadu.
- ✓ Davis, Fiona and Rimmer, Wayne. Active Grammar (Level1, 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 SecondLanguageAcquisition.NewYork: 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. NeelKamal Publications Pvt. Ltd. Hyderabad, 2012.
- ✓ Rivers, WilgaM. 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	Subjectcode U24GEL112						I Semester Level I-English								Credit 5
COs	Programme Outcomes						Programme Specific Outcomes								Meanscore 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	<b>3.28</b>
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	<b>3.14</b>
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	<b>3.21</b>
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	<b>3.07</b>
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
<b>Overall Mean Score</b>														<b>3.11</b>	

Result: The Score for this Course is 3.11(High Relationship)

**Interpretation of Mapping:**

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

<b>Course Code</b>	<b>U24GEL113</b>	<b>SEMESTER -I PEDAGOGY OF TEACHING BIOLOGICAL SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level-I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**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, and 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 – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – 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-Difference between Micro teaching, Miniteaching and Traditional Teaching.

**Unit IV: Lesson Plan**

Meaning, Definition, Requirements of preparing lesson plan- Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan -Format of Lesson Plan (Model Lesson Plan) – Unit Plan-Year Plan.

**Unit-V: Evaluation**

Evaluation: Meaning and Definition - Functions of Evaluation- Purpose of Evaluation – types of achievement tests - Preparation of blueprint-Analysis and Interpretation of test scores-Measures of Central Tendencies: Mean, Median, mode- Measures of Dispersion:Range, Standard deviation, Quartile deviation- Correlation: Spearman Rank correlation co-efficient.

**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:**

- ✓ Sharma R.C. Modern Science teaching, Dhanpat Rajandsons, 1985.
- ✓ Siddigi, Teaching of Science To day and Tomorrow, Doals House, 1985.
- ✓ Biology: A Text book for higher secondary schools, NCERT, New Delhi, 1996.
- ✓ Dr.G.Venugopal, Mrs. .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 IBHPub.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	ucquire 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 U24GEL113						I Semester Level I - Pedagogy of Teaching Biological Science								Credit 5
	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	
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
<b>Overall Mean Score</b>														<b>3.04</b>	

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

**Interpretation of Mapping:**

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

<b>Course Code</b>	<b>U24GEL114</b>	<b>SEMESTER -I PEDAGOGY OF TEACHING MATHEMATICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level – I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

### 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 with other subjects – Need and significance of Mathematics Education - Contribution of eminent mathematicians to the development of mathematics – Aryabhata, Srinivasa Ramanujan, Euler, Pythagoras.

### Unit II: Aims, Objectives and Values of Teaching Mathematics

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 objectives - Values of Teaching Mathematics.

### UnitIII: Micro Teaching

Meaning and Definition – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation- Skill of reinforcement – Probing Questioning –Skill of Black board –Mini Teaching- Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback-Difference between Micro teaching, Miniteaching and Tratitional Teaching.

### Unit IV: Lesson Plan

Meaning, Definition, Requirements of preparing lesson plan- Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan -Format of Lesson Plan (Model Lesson Plan) – Unit Plan-Year Plan.

### Unit–V: Evaluation

Evaluation:Meaning and Definition - Functions of Evaluation- Purpose of Evaluation – types of achievement tests - Preparation of blueprint-Analysis and Interpretation of test scores-Measures of Central Tendencies: Mean, Median, mode- Measures of Dispersion:Range, Standard deviation, Quartile deviation- Correlation: Spearman Rank correlation co-efficient.

**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 PvtLtd, UP, 2008.
- ✓ Butter, C.H, Theteaching of Secondary Mathematics, Mc Graw Hill Book Company, London, 1965.
- ✓ James, Anice. Teaching of mathematics, Neelkamal Publications, Hyderabad, 2010.
- ✓ Bagyanathan, D., Teaching of Mathematics, TamilNadu 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, NewDelhi, 2010.
- ✓ Wadhwa, S., Modern methods of teachingmathematics, Karan, NewDelhi, 2008.
- ✓ <http://tcthankseducation.blogspot.in/2010/04/micro-teaching-and-teachingskills>.
- ✓ <http://www.mathematics.com>

**Course Outcomes:**

Cos	Upon completion of this course the student teachers 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 Blueprint



### Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U24GEL114						I Semester Level I – Pedagogy of Teaching Mathematics								Credit 5
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	<b>3.21</b>
CO2	2	2	2	3	3	4	4	2	2	2	3	3	2	3	<b>2.64</b>
CO3	2	2	4	3	2	4	4	3	2	2	3	3	2	2	<b>2.71</b>
CO4	4	2	4	4	2	3	3	2	2	2	2	2	2	3	<b>2.64</b>
CO5	2	2	3	3	2	4	3	3	3	2	3	4	3	3	<b>2.92</b>
CO6	2	2	4	3	3	4	2	2	2	2	3	2	2	2	<b>2.5</b>
<b>Overall Mean Score</b>														<b>2.77</b>	

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

#### Interpretation of Mapping:

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

<b>Course Code</b>	<b>U21GEL115</b>	<b>SEMESTER -I PEDAGOGY OF TEACHING PHYSICAL SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level – I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

### **Learning Objectives:**

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

- ✓ acquire knowledge of physical science.
- ✓ 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 in writing lesson plan
- ✓ 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 – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – 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-Difference between Micro teaching, Miniteaching and Traditional Teaching.

### **Unit IV: Lesson Plan**

Meaning, Definition, Requirements of preparing lesson plan- Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan -Format of Lesson Plan (Model Lesson Plan) – Unit Plan-Year Plan.

### **Unit-V: Evaluation**

Evaluation:Meaning and Definition - Functions of Evaluation- Purpose of Evaluation – types of achievement tests - Preparation of blueprint-Analysis and Interpretation of test scores-Measures of Central Tendencies: Mean, Median, mode- Measures of Dispersion:Range, Standard deviation, Quartile deviation- Correlation: Spearman Rank correlation co-efficient.

**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**

- ✓ UdaiVeer, 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, Harvard 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 Rajand 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 .
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 in writing lesson plan
CO6	apply the evaluation of teaching physical science

### Outcome Mapping (CO, PO, PSO)

Hrs	Subject code						I Semester								Credit
5	U24GEL115						Level -I –Pedagogy of Teaching Physical Science								5
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	<b>2.92</b>
CO2	3	3	3	3	3	4	3	3	3	3	3	2	3	3	<b>3</b>
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
<b>Overall Mean Score</b>														<b>2.98</b>	

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

#### Interpretation of Mapping:

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

<b>Course Code</b>	<b>U24GEL116</b>	<b>SEMESTER - I PEDAGOGY OF TEACHING COMPUTER SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level – I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**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 blueprint and conduct achievement test

**Unit I: Computer Fundamentals and Applications:**

Introduction to computers – Features of computers – Types/ Classification of computers – Components of computers – Hardware – Software – Maintenance of computers / laptop – operating system – Windows – Mobile Apps for teaching – Introduction to Word – Spread sheet – Power Point Presentaion.

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

**Unit III: Micro Teaching**

Meaning and Definition – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation- Skill of reinforcement – Probing Questioning –skill of Black board – Mini Teaching- Preparation and Practise of Mini teaching with the integration of multiple skills- Observation and evaluation with feedback-Difference between Micro teaching, Miniteaching and Tratitional Teaching.

**Unit IV: Lesson Plan**

Meaning, Definition, Requirements of preparing lesson plan- Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan -Format of Lesson Plan (Model Lesson Plan) – Unit Plan- Year Plan.

**Unit–V: Evaluation**

Evaluation: Meaning and Definition - Functions of Evaluation- Purpose of Evaluation – types of achievement tests - Preparation of blueprint-Analysis and Interpretation of test scores-Measures of Central Tendencies: Mean, Median, mode- Measures of Dispersion:Range, Standard deviation, Quartile deviation- Correlation: Spearman Rank correlation co-efficient.

**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**

- ✓ 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, Microteaching, APHPublishing Corporation, New Delhi, 2004.
- ✓ Hasnain Qureshi, ModernTeaching of Computer Science, Anmol Publications, New Delhi, 2004.
- ✓ Qureshihasnain, ModernTeachingof Computer science, AnmolPublications, NewDelhi, 2005.
- ✓ Singh, P.P. Computer Education: New Trends and Innovation, Anmol Publications, New Delhi, 2005.
- ✓ Y.K.Singh, InstructionalTechnology in Education, Anmol Publications, NewDelhi, 2005.
- ✓ SunithaJoshi, Micro Teaching, Authors Press, Global Network, NewDelhi, 2006.
- ✓ Venkataiah, S., Computer Education in Millennium, AnmolPublications, NewDelhi, 2007.
- ✓ Prof.LaliniVaranasi, Prof.V.Sudhakar, Dr.T.Mrunalini, Computer Education, Neelkamal PublicationsPvt 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 teachers 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	develop inderst 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 U24GEL116						I Semester Level -I Pedagogy of Teaching Computer Science								Credit 5
	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 of Cos, POs and PSOs
<b>CO1</b>	2	2	4	2	2	4	3	4	2	2	2	2	2	4	<b>2.64</b>
<b>CO2</b>	2	2	4	3	3	3	3	2	2	2	2	2	2	2	<b>2.42</b>
<b>CO3</b>	2	2	4	3	4	3	4	2	2	2	2	2	2	2	<b>2.57</b>
<b>CO4</b>	2	2	4	3	3	4	4	3	2	2	2	2	2	2	<b>2.64</b>
<b>CO5</b>	2	2	3	4	2	3	3	4	2	2	2	2	2	2	<b>2.5</b>
<b>CO6</b>	2	2	3	2	2	3	3	3	2	2	2	4	2	2	<b>2.42</b>
<b>Overall Mean Score</b>															<b>2.53</b>

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

**Interpretation of Mapping:**

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

<b>Course Code</b>	<b>U24GEL117</b>	<b>SEMESTER -I PEDAGOGY OF TEACHING SOCIAL STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level – I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**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 -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, Objectives and Values of Teaching Social Studies:**

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 Social Studies.

**Unit III: Micro Teaching**

Meaning and Definition – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – 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-Difference between Micro teaching, Miniteaching and Traditional Teaching.

**Unit IV: Lesson Plan**

Meaning, Definition, Requirements of preparing lesson plan- Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan -Format of Lesson Plan (Model Lesson Plan) – Unit Plan-Year Plan.

**Unit-V: Evaluation**

Evaluation: Meaning and Definition - Functions of Evaluation- Purpose of Evaluation – types of achievement tests - Preparation of blueprint-Analysis and Interpretation of test scores-Measures of Central Tendencies: Mean, Median, mode- Measures of Dispersion:Range, Standard deviation, Quartile deviation- Correlation: Spearman Rank correlation co-efficient.



**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:**

- ✓ 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.(Ed2010), 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, Landmarks 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 U24GEL117						I Semester Level -I- Pedagogy of Teaching Social Studies								Credit 5
COs	Programme outcomes						Programmes pecific 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	2	3	4	4	2	3	3	4	2	3	3	4	3	3.0
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 Relationship)

**Interpretation of Mapping:**

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

<b>Course Code</b>	<b>U24GEL118</b>	<b>SEMESTER - I PEDAGOGY OF TEACHING COMMERCE AND ACCOUNTANCY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level – I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Learning Objectives:**

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

- ✓ state the branches of Commerce
- ✓ explain skills in microteaching
- ✓ acquire knowledge about preparing lesson plan
- ✓ prepare Blue print in the construction of achievement test.
- ✓ understand scoring key and marking scheme.

**Unit I: 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: Aims, Objectives and Values of teaching Commerce and Accountancy**

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 Commerce and Accountancy

**Unit III: Micro Teaching**

Meaning and Definition – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – 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 - Difference between Micro teaching, Miniteaching and Traditional Teaching.

**Unit IV: Lesson Plan**

Meaning, Definition, Requirements of preparing lesson plan - Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan - Format of Lesson Plan (Model Lesson Plan) – Unit Plan - Year Plan.

**Unit - V: Evaluation**

Evaluation: Meaning and Definition - Functions of Evaluation - Purpose of Evaluation – types of achievement tests - Preparation of blueprint - Analysis and Interpretation of test scores - Measures of Central Tendencies: Mean, Median, mode - Measures of Dispersion: Range, Standard deviation, Quartile deviation - Correlation: Spearman Rank correlation co-efficient.

**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:**

- ✓ Seema Rao: Teaching of commerce, Anmol Publishers, NewDelhi, 2005.
- ✓ Maheshkumar Modern teaching of Commerce, Anmol Publications Pvt., Ltd, NewDelhi, 2005.
- ✓ Chopra, H.K. and Sharma, H.: Teaching of commerce, Kalyani publisher, Ludhiana, 2007.
- ✓ Raj, Rani Bansal. New trends in teachingof commerce: Models of teaching and concepts of learning. New Delhi: Anmol Publications, 1999.
- ✓ Rao, Digumarti Bhaskara., Methods of teaching commerce.NewDelhi: Discovery Publishing House, 2006.
- ✓ Verman, M.M. Method of teaching accountancy.NewYork: 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, sultanchand and sons, publishers, NewDelhi, 1987.
- ✓ Dr.M.Manoharan, Statistical Methods, Paramount Publications Palani, TamilNadu, 2011.
- ✓ Joyce&Well, Models of teaching: U.K.: Prentice Hallof India,2004.

**Course Outcomes:**

COs	Upon completion of this course the student teachers will be able to
CO1	explain skills of micro teaching
CO2	acquire knowledge about preparing lesson plan
CO3	prepare instructional Aids for teaching commerce and accountancy
CO4	explain co-curricular activities
CO5	analyse the qualities of good test
CO6	prepare blueprint in the construction of achievement test.

### Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U24GEL118						I-Semester Level –I Pedagogy of Teaching Commerce And Accountancy								Credit 5
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	<b>3.21</b>
CO2	3	3	3	5	4	3	4	4	4	3	3	3	3	3	<b>3.42</b>
CO3	3	3	3	4	3	4	3	5	4	3	3	4	3	3	<b>3.42</b>
CO4	3	3	3	3	3	4	3	3	3	3	4	3	3	3	<b>3.14</b>
CO5	3	3	3	4	4	3	3	3	3	3	3	3	4	3	<b>3.21</b>
CO6	3	3	4	3	3	5	4	4	4	3	4	3	3	3	<b>3.5</b>
<b>Overall Mean Score</b>														<b>3.32</b>	

Result: The Score for this Course is 3.32 (High Relationship)

#### 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 Poor	Poor	Moderate	High	Very High

<b>Course Code</b>	<b>U24GEL119</b>	<b>SEMESTER -I PEDAGOGY OF TEACHING ECONOMICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level – I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

### **Learning Objectives:**

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

- ✓ acquire knowledge on various concepts of Economics.
- ✓ explain skills in microteaching
- ✓ acquire knowledge about preparing lesson plan
- ✓ prepare Blue print in the construction of achievement test.
- ✓ 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: Aims, Objectives and Values of teaching Economics**

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 Economics.

### **Unit III: Micro Teaching**

Meaning and Definition – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – 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-Difference between Micro teaching, Miniteaching and Tratitional Teaching.

### **UnitIV: Lesson Plan**

Meaning, Definition, Requirements of preparing lesson plan- Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan -Format of Lesson Plan (Model Lesson Plan) – Unit Plan-Year Plan.

### **Unit–V: Evaluation**

Evaluation:Meaning and Definition - Functions of Evaluation- Purpose of Evaluation – types of achievement tests - Preparation of blueprint-Analysis and Interpretation of test scores-Measures of Central Tendencies: Mean, Median, mode- Measures of Dispersion:Range, Standard deviation, Quartile deviation- Correlation: Spearman Rank correlation co-efficient.

**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:**

- ✓ 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.
- ✓ Kochhar S.K. Methods and techniques of teaching. New Delhi: Sterling Publishers Private Limited, 1992.
- ✓ 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	explain skills in microteaching
CO3	acquire knowledge about preparing lesson plan
CO4	prepare Blue print in the construction of achievement test
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 U24GEL119						I-Semester Level I - Pedagogy Of Teaching Economics								Credit 5
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	<b>2.78</b>
CO2	2	3	3	5	4	3	4	4	4	3	2	3	2	2	<b>3.07</b>
CO3	3	2	3	2	2	4	4	5	4	3	3	2	2	2	<b>2.92</b>
CO4	2	2	3	2	3	4	3	3	4	3	4	2	2	2	<b>2.78</b>
CO5	2	2	3	4	2	3	3	3	3	3	3	3	2	2	<b>2.92</b>
CO6	2	2	4	3	3	4	4	4	4	3	3	2	2	2	<b>3</b>
<b>Overall Mean Score</b>														<b>2.91</b>	

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

#### Interpretation of Mapping:

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



<b>Course Code</b>	<b>U24GEL1110</b>	<b>SEMESTER -I PEDAGOGY OF TEACHING HOME SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level – I</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

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

- ✓ acquire knowledge about home science in the modern world.
- ✓ explain skills in microteaching
- ✓ acquire knowledge about preparing lesson plan
- ✓ prepare Blue print in the construction of achievement test.
- ✓ calculate mean, median and mode

**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: 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 – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – 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-Difference between Micro teaching, Miniteaching and Traditional Teaching.

**Unit IV: Lesson Plan**

Meaning, Definition, Requirements of preparing lesson plan- Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan -Format of Lesson Plan (Model Lesson Plan) – Unit Plan-Year Plan.

**Unit-V: Evaluation**

Evaluation:Meaning and Definition - Functions of Evaluation- Purpose of Evaluation – types of achievement tests - Preparation of blueprint-Analysis and Interpretation of test scores-Measures of Central Tendencies: Mean, Median, mode- Measures of Dispersion:Range, Standard deviation, Quartile deviation- Correlation: Spearman Rank correlation co-efficient.

**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:**

- ✓ 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.
- ✓ Vijayalakshmi & Digamarti Bhaskar Rao, Basic Education, Discovery Publishing House, New Delhi, 2005.
- ✓ Dale Edgar, Audio Visual Methods in Teaching, Revised edition Holt Rinehart and Winston, New York, 1962
- ✓ Dars, R.R. and Ray Binita—Teaching of Home Science I, Sterling Publisher Pvt. Ltd. New Delhi, 1979.
- ✓ Devdas R.P. Methods of Teaching Home Science, Poineer 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 modern world.
CO2	understand the knowledge about values of teaching Home Science
CO3	explain skills in microteaching
CO4	acquire knowledge about preparing lesson plan
CO5	prepare Blue print in the construction of achievement test.
CO6	calculate mean, median and mode

### Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U24GEL1110						I Semester Level I –Pedagogy of Teaching Home Science								Credit 5	
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	<b>3</b>
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
<b>Overall Mean Score</b>															<b>3</b>	

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

#### Interpretation of Mapping:

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

<b>Course Code</b>	<b>U24GEE11</b>	<b>SEMESTER -I INSTRUCTIONAL SKILLS AND STRATEGIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ELECTIVE-I</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>

**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
- ✓ practice self learning skills

**Unit I: Significance of Skills**

Skills- Meaning, Definition, Part of Skills: functional skills, personal traits, knowledge based skills -Types of Skill: Job skills, leadership and management skills, professional skills, organizational skills, team building skills, analytical skills, life skills-importance of 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 - 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 (6thEd),Allyn and Bacon, Boston, 2000.
- ✓ Verma, Romesh and Suersh Sharma, ModernTrends in TeachingTechnology, Anmol Publication PVT. Ltd, New Delhi, 2003.
- ✓ R.Y.K.Singh & Ms.Archnesh Sharma, MicroTeaching, APH Publishing Corporation, New Delhi, 2004.
- ✓ Dr.R.A.Sharma, Managing Teaching Activities, R.Lall Book Depot, Meerut, UP, 2006.
- ✓ SunithaJoshi & Abha Sharma, MicroTeaching, Authors Press Global Network, New Delhi, 2006.
- ✓ Passi, B.K.Becoming abetter teacher: Micro Teaching approach, Sahitya Mudranalaya. Ahemedabad, 1976.
- ✓ Passi,B.K.andLalita,M.A.,Micro–Teaching:Theoryand 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	understand the core training programme Package of NCERT
CO3	explains various types of communications
CO4	acquires knowledge about measures for over coming barriers in Communication
CO5	explains different teaching strategies
CO6	understands different self-learning skills

**Outcome Mapping (CO, PO, PSO)**

Hrs 5	Subject code U24GEE11						I Semester ElectiveI: 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	<b>3.14</b>	
CO2	3	3	4	4	3	4	3	3	3	4	4	3	3	3	<b>3.35</b>	
CO3	2	3	3	3	3	4	3	4	3	3	3	4	3	3	<b>3.14</b>	
CO4	3	3	3	3	4	4	4	3	3	4	3	3	4	3	<b>3.35</b>	
CO5	4	3	3	2	3	4	3	4	3	3	3	4	3	3	<b>3.21</b>	
CO6	4	3	4	3	3	4	2	3	3	3	3	3	3	3	<b>3.14</b>	
<b>Overall Mean Score</b>														<b>3.22</b>		

Result: The Score for this Course is 3.22 (High Relationship)

**Interpretation of Mapping:**

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

<b>Course Code</b>	<b>U24GEE112A</b>	<b>SEMESTER - I ENVIRONMENTAL EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ELECTIVE- II (A)</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>

**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 – 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- Latest Trends of E-resources in Environmental Education.

**Practicum:**

- ✓ Utilizing e-learning resources for environmental education
- ✓ Giving training for disaster management
- ✓ Preparation of album for environmental protection

**Suggested References:**

- ✓ 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, NewDelhi:Anmol publication.2005
- ✓ Reddy, P. K.,& Reddy, N. D: Environmental Education. Hyerabad: Neelkamal publications.2001
- ✓ Ahrens, C.D. Essentials ofMeteorology: 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	U24GEE12A						<b>Environmental Education</b>								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	<b>3.14</b>
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	<b>3.14</b>
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	<b>3.07</b>
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	<b>3.07</b>
CO5	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	<b>2.85</b>
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
<b>Overall Mean Score</b>															<b>3.04</b>	

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

**Interpretation of Mapping:**

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

<b>Course Code</b>	<b>U24GEE12B</b>	<b>SEMESTER -I VALUE AND PEACE EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ELECTIVE– II (B)</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>

### **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 the 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 Story telling,
- ✓ 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 Hand book 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.
- ✓ Adishiah, 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.Raj Kumar 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	acquire knowledge about Values.
CO2	understand the concept of value Education
CO3	explain the role of various agencies in fostering values.
CO4	understand dimensions of culture of value.
CO5	explain value conflict and resolution
CO6	understand theories of values.

**Outcome Mapping (CO, PO, PSO)**

<b>Hrs</b> <b>5</b>	<b>Subject code</b> U24GEE12B						<b>I Semester</b> <b>Elective II (B): Value and Peace Education</b>								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	<b>3.07</b>
CO2	3	3	2	4	3	4	3	4	3	4	4	3	2	3	<b>3.07</b>
CO3	2	3	3	4	3	3	3	4	3	3	3	4	3	2	<b>3.07</b>
CO4	3	3	4	3	4	4	4	3	2	4	3	3	4	3	<b>3.35</b>
CO5	4	3	3	2	3	4	3	4	3	3	3	4	3	3	<b>3.07</b>
CO6	4	3	4	3	3	4	2	3	3	3	3	3	3	3	<b>3.14</b>
<b>Overall Mean Score</b>														<b>3.12</b>	

Result: The Score for this Course is 3.12 (High Relationship)

**Interpretation of Mapping:**

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

## SEMESTER- II

<b>Course Code</b>	<b>U24GET23</b>	<b>SEMESTER II EDUCATIONAL ASSESSMENT AND EVALUATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core-III</b>			<b>5</b>	<b>-</b>		<b>5</b>

### 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 Introduction:

Evaluation: Meaning and definition- Need and significance- purpose and functions of Evaluation – Assessment: Meaning and Definition - 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: Questionnaires, Check List, Cumulative Record, Socio Metric Techniques and Projective Techniques.

### Unit III: Test and Measurement

Achievement Test: Meaning and definition- Qualities of a good test- Measurement: Meaning and Definition- difference between test and measurement, Difference between test and Examination Types of test: Diagnostic test and remedial measures - Achievement test: Meaning, Definition, types, uses, construction of 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, General Rules –Types: 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.Land 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 21st century 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, New Delhi, 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	develop 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 U24GET23						II Semester Core III: Educational Assessment and Evaluation								Credit 5
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	<b>2.5</b>
CO2	2	2	3	4	3	4	4	3	2	2	2	4	2	2	<b>2.78</b>
CO3	2	2	2	3	3	3	4	3	2	2	2	4	2	2	<b>2.57</b>
CO4	2	2	3	2	3	4	3	3	2	2	2	4	2	3	<b>2.64</b>
CO5	2	2	2	2	2	4	2	3	2	2	2	4	2	3	<b>2.42</b>
CO6	2	3	3	3	2	4	2	2	2	2	2	4	2	2	<b>2.5</b>
<b>Overall Mean Score</b>														<b>2.56</b>	

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

#### Interpretation of Mapping:

Mapping	1-20%	21-40%	<b>41-60%</b>	61-80%	81-100%
Scale	1	2	<b>3</b>	4	5
Relation	0.0-1.0	1.1-2.0	<b>2.1-3.0</b>	3.1-4.0	4.1-5.0
Quality	Very Poor	Poor	<b>Moderate</b>	High	VeryHigh

<b>Course Code</b>	<b>U24GET24</b>	<b>SEMESTER II PSYCHOLOGY AND LEARNING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core- IV</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**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:**

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

**Suggested References:**

- ✓ Bhatia, K.K., Bases of Educational Psychology. Kalyan iPublishers, New Delhi, 2003.
- ✓ Chauhan, S.S: Advanced Educational Psychology. Vikas Publishing House, New Delhi. 2002.
- ✓ Meenakshisundaram, A Experimental Psychology, Kavyamala Publishers, Dindigul, Tamil Nadu, 2006.
- ✓ Bhatia, H.R., Elements of Educational Psychology, 5<sup>th</sup> Edition, Orient Longman, 1973.
- ✓ Bigge, M.L., Learning Theories for Teachers, 4<sup>th</sup> Edition, Harper and Row Publishers, New York, 1982
- ✓ Dhandapani .S, A text Book of Advanced Educational Psychology, Anmo Publication, 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, in win 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.
- ✓ Spinhall, N. and Spinhall. R.C, Educational Psychology, 5<sup>th</sup> Edition, Mc Graw 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 Educational Psychology.
CO2	understand the theories of Learning.
CO3	describe individual difference
CO4	analyze the individual difference
CO5	explain mental health.
CO6	apply the concept formation

**Outcome Mapping (CO, PO, PSO)**

Hrs	Subject code						II Semester								Credit	
5	U24GET24						Core IV: Psychology and Learning								5	
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
<b>Overall Mean Score</b>															<b>3.01</b>	

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

**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 Poor	Poor	Moderate	High	Very High

<b>Course Code</b>	<b>U24GEL221</b>	<b>gUtk; - II</b> jkpo; fw;gpf;Fk; Kiwfs;	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level-II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Nehf;fq;fs;:**

- ✓ jkpo;nkhop fw;gpj;jypd; Kiwfs;
- ✓ jkpo;nkhop fw;gpj;jypd; mZFKiwfs;
- ✓ jkpo; fw;gpf;Fk; Kiwfs;
- ✓ jkpo; fw;gpj;jy;; %yq;fs;
- ✓ jkpo; fw;gpj;jypy; Jizf;fUtpfis gad;gLj;Jjy;

**myF 1: jkpo; fw;gpf;Fk; Kiwfs;**

nra;As; fw;gpf;Fk Kiw – Nehf;fq;fs; ciueil fw;gpf;Fk; Kiw - Nehf;fq;fs; - ,yf;fzk; fw;gpf;Fk; Kiw - Nehf;fq;fs; - Jizg;ghlk; fw;gpf;Fk; Kiw Nehf;fq;fs; - fl;Liu Nehf;fq;fs; tiffs;.

**myF 2: jkpo; fw;gpj;jy; mZFKiwfs;**

nrhw;nghopT ciuahly; - jiltpil – tpdhtpil- tpisah;lLKiw – ebg;G Kiw nray;jpl;l Kiw – jdpj; gapw;rp Kiw – Nkw;ghh;it gbg;G Kiw - FO fw;gpj;jy; - fij \$wy; - %isr;ryit - jpl;l kpl;Lf; fw;wy – fzpdp top fw;gpj;jy; -

**myF 3: jkpo; fw;gpj;jy;; %yq;fs;**

ghlE}y; - ey;y ghlE}ypd; ey;ypay;Gfs; - rpwe;j ghlE}y;fisj; jahhpf;Fk; nghOJ kdjpw; nfhs;sj;jf;f nra;jpfs; - nkhop Mrphpahpd; gz;G eyd;fs; - E}yfk; : gs;sp E}yfk; - tFg;G E}yfk; - fUtp E}yfk;; - E}yf E}y;fis gad;gLj;Jk; Kiw – nra;jpj;jhs; - mfuhjp – nrhw;fsQ;rpak; - fsg;gazk; - jkpo; ,yf;fpa kdwk;.

**myF 4: nkhopapd; jw;fhy khw;wq;fs;**

GJr; nrhy; Mf;fk; - gpwnkhopr; nrhw;fs; - jkpo; Ml;rp nkhopaha; ,Ug;gjy; Vw;gLk; gad;fs; - tlnkhopj; jhf;fk; - ghlnkhopahfj; jkpo; - mwptpay;; jkpo; - fzpg; nghwpAk; jkpOk; - gy;Y}lfKk; jkpOk; - jkpo; ,izak;.

**myF 5: jkpo; fw;gpj;jy; Jizf;fUtpfs;**

Jizf;fUtpfs; - Jizf;fUtpfis gad;gLj;Jjy; - vl;fh;Nly; fw;wy; mZgTk; - Jizf;fUtpfspd; tiffs; - fhl;rp fUtpfs; - Nfs;tp fUtpfs; - fhl;rp;Nfs;tp fUtpfs; - ; gad;fs.;

## 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 U24GEL221						II Semester Level II: Pedagogy of Teaching Tamil								Credit 5
	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
<b>Overall Means core</b>															<b>3.18</b>

Result: The Score for this course is 3.18 (High Relationship)

### Interpretation of Mapping:

Mapping	1-20%	21-40%	41-60%	<b>61-80%</b>	81-100%
Scale	1	2	3	<b>4</b>	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	<b>3.1-4.0</b>	4.1-5.0
Quality	Very poor	Poor	Moderate	<b>High</b>	Very High

<b>Course Code</b>	<b>U24GEL222</b>	<b>SEMESTER-II PEDAGOGY OF TEACHING ENGLISH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level-II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

### Learning Objectives:

After completing this course, the students will be able to

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

### Unit I: Methods of Teaching English

Methods of Teaching English – Meaning and concept – Observation – Demonstration – Dramatization – Debate – Translation Method – direct Method – Bilingual Method – audiolingual Method – Group Method – Substitution Method – Playway Method – Dr. Wet's new method – Total Physical Response (TPR) – Interactive Method/Participative Method.

### Unit II: Approaches and Techniques of Teaching English

Meaning and concept of approaches and techniques - Difference between approaches and techniques – Approaches: Structural-Situational – Eclectic approach - communicative language teaching (CLT) – Task based teaching (TBT) – Constructive and Co-operative Learning – Techniques: Discussion – Simulation – Games – Pair work/Group work – Notation and Questioning.

### Unit III: Learning Resources

Language Laboratory – Library – talking books – English reader – news paper - diary – notices – articles – reports – advertisements – dictionary – Thesaurus – encyclopedia – English club – art gallery – online resources – podcasts – webinars – worksheets – Interactive Games and fun activities – News paper map.

### Unit IV: Teaching of English:

Teaching of prose, poetry, and grammar in schools – active and passive voice – degrees of comparison – sentence and its types – prefix – suffix – question tag – articles – proposition – idioms .Phonetics: Organs of speech – classification of vowels and consonants.

### Unit V: Instructional Aids in Teaching English

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.

**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 Raipub.co, New Delhi, 2006.
- ✓ Joyce, & Well, Models of teaching, Prenticehall 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 U24GEL222						II Semester Level II : Pedagogy of Teaching English								Credit 5
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	3	3	4	4	3	3	3	2	<b>3.21</b>
CO2	3	3	4	2	3	3	4	3	3	4	3	2	3	2	<b>3</b>
CO3	4	3	3	3	4	3	3	3	4	2	3	3	4	2	<b>3.42</b>
CO4	3	3	4	3	3	2	3	4	3	3	4	3	2	3	<b>3.28</b>
CO5	4	3	3	2	3	3	4	3	3	4	3	3	3	3	<b>3</b>
CO6	3	3	4	3	2	3	3	4	3	3	4	3	3	3	<b>3.07</b>
<b>Overall Mean Score</b>														<b>3.18</b>	

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

#### Interpretation of Mapping:

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

<b>Course Code</b>	<b>U24GEL223</b>	<b>SEMESTER-II PEDAGOGY OF TEACHING BIOLOGICAL SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level-II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Learning Objectives:**

After completing this course, the students are able to

- ✓ 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
- ✓ explain skills in microteaching

**Unit I Methods of Teaching:**

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**

Techniques of Teaching: Team teaching -Supervised Study – Individualization of Instructions: PSI, Programmed Learning, CAI- Brainstorming – Buzz session – Simulation.

**Unit III: Biological 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- Rules/discipline in the laboratory-Laboratory accidents and remedies -safety in the lab- Improvised Apparatus in a Biological Science Laboratory- Science Kits– Virtual BiologyLaboratory.

**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.

**UnitV: 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.



**Practicum:**

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

**Suggested Rferences:**

- ✓ 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.
- ✓ Anjasoni, 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 21<sup>st</sup> 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 abreath 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	U24GEL223						Level II- Pedagogy of Teaching Biological Science								5
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	<b>3.07</b>
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
<b>Overall Mean Score</b>														<b>3.01</b>	

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

**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 Poor	Poor	Moderate	High	Very High

<b>Course Code</b>	<b>U24GEL224</b>	<b>SEMESTER-II PEDAGOGY OF TEACHING MATHEMATICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level-II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Learning Objectives:**

After completing this course, the students are able to

- ✓ give students adequate knowledge about the various methods of mathematics.
- ✓ understand the various approach in problem solving method in mathematics.
- ✓ acquire knowledge about the teaching learning resources in mathematics education.
- ✓ understand the strategies for the gifted and slow learners
- ✓ explain AV\_aids.

**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: Ttechniques 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

**Unit IV: Individualised Instruction**

Identification of Slow Learners – causes and remedies - arousing and maintaining interest in Mathematics - useful classroom techniques for Slow Learners – identification of Gifted Children – characteristics of the Mathematically Gifted – enrichment program for the gifted - Programmed Learning – CAI- use of modules and learning packages.

**Unit V: Instructional Aids in teaching Mathematics**

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 .

**Practicum:**

- ✓ Analyzing the content available in Mathematics textbooks of class X.
- ✓ Practise of Work books
- ✓ Preparing teaching Aids and instructional modules
- ✓ Evaluation of Mathematics

**Suggested References:**

- ✓ James, Anice, Teaching of mathematics, Neelkamal Publications, Hyderabad, 2010.
- ✓ Bagyanathan, D., Teaching of Mathematics, TamilNadu 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, Sterling Publishers, New Delhi, 2010.
- ✓ Mathematics Books for Standard VI–XII. TamilNadu 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 U24GEL224						II Semester Level II- Pedagogy of Teaching Mathematics								Credit 5
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	<b>3</b>
CO2	2	2	3	4	3	4	4	3	2	2	2	3	2	2	<b>2.78</b>
CO3	2	3	3	3	3	4	3	4	2	2	2	3	2	4	<b>2.85</b>
CO4	2	3	3	4	4	3	3	3	2	2	2	3	2	3	<b>2.78</b>
CO5	2	3	3	3	2	4	3	4	2	2	2	3	2	4	<b>2.78</b>
CO6	3	3	2	3	3	4	3	3	2	4	2	2	3	2	<b>2.85</b>
<b>Overall Mean Score</b>														<b>2.84</b>	

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

### Interpretation of Mapping:

Mapping	1-20%	21-40%	<b>41-60%</b>	61-80%	81-100%
Scale	1	2	<b>3</b>	4	5
Relation	0.0-1.0	1.1-2.0	<b>2.1-3.0</b>	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	<b>Moderate</b>	High	Very High

<b>Course Code</b>	<b>U24GEL225</b>	<b>SEMESTER-II PEDAGOGY OF TEACHING PHYSICAL SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level –II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Learning Objectives:**

After completing this course, the students are able to

- ✓ understand the various methods and use in the class room.
- ✓ apply the techniques of teaching physical science
- ✓ list out the Facilities, Equipment and Materials for teaching Physical Science
- ✓ understand the special qualities of good Science teacher
- ✓ determine the outcome of a curriculum evaluation
- ✓ understand the Instructional Aids in teaching Physical Science

**Unit I: Methods of Teaching Physical Science**

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 Physical Science**

Techniques of Teaching: Team teaching -Supervised Study – Individualization of Instructions: PSI, Programmed Learning, CAI- Brainstorming – Buzz session – Simulation.

**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: Instructional Aids in Teaching Physical 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.

**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.
- ✓ Karol Bagh Mishra, D.C., Teaching of Chemistry, Sahitya Prakashan Agra, Mittal, 2008.
- ✓ Arun, Teaching of Chemistry, Efficient Offset Pvt. Morrisson & 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.
- ✓ Panner Selvam, 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 various sources and use in the classroom.
CO2	apply the various techniques used to assess the learner in learning Physical Science.
CO3	analyse the various methods of physical science
CO4	determine the outcome of a curriculum evaluation
CO5	understand the special qualities of good Science teacher, acquire those qualities and to evaluate herself

**Outcome Mapping (CO, PO, PSO)**

Hrs	Subject code						Level II – Pedagogy of Teaching Physical Science								Credit
5	U24GEL225														5
COs	Programme Outcomes						Programme Specific Outcomes								Mean score of Cos, POs andPSOs
	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
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	3
CO4	3	3	4	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	4	3	3	3	3	3	3	3	3
<b>Overall Mean Score</b>															<b>3.08</b>

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

**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 Poor	Poor	Moderate	High	Very High



<b>Course Code</b>	<b>U24GEL226</b>	<b>SEMESTER-II PEDAGOGY OF TEACHING COMPUTER SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level-II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**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 MassMedia and its advantages

**Unit I: Methods of teaching Computer Science:**

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 Computer Science:**

Techniques of Teaching: Team teaching - Supervised Study – Individualization of Instructions: PSI, Programmed Learning, CAI- Brainstorming – Buzz session – Simulation.

**Unit III: Computer Science Laboratory:**

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 IV: 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.

**Unit V: Instructional Aids in Teaching Computer 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.

**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, NeelKamal 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 Programming 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	Subjectcode U24GEL226						II Semester Level II- Pedagogy of Teaching Computer Science								Credit 5
COs	Programme Outcomes						Programme Specific Outcomes								Mean score ofCos, POsand 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	3	3	4	3	4	3	2	2	3	2	4	<b>2.85</b>
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	<b>2.92</b>
CO4	2	2	3	3	4	4	4	3	2	2	2	3	2	3	<b>2.78</b>
CO5	2	2	3	3	3	4	3	3	2	2	2	2	2	4	<b>2.64</b>
CO6	2	3	3	3	3	3	3	4	2	2	2	2	2	4	<b>2.71</b>
<b>Overall Mean Score</b>														<b>2.76</b>	

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

**Interpretation of Mapping:**

Mapping	1-20%	21-40%	<b>41-60%</b>	61-80%	81-100%
Scale	1	2	<b>3</b>	4	5
Relation	0.0-1.0	1.1-2.0	<b>2.1-3.0</b>	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	<b>Moderate</b>	High	Very High

<b>Course Code</b>	<b>U24GEL227</b>	<b>SEMESTER-II PEDAGOGY OF TEACHING SOCIAL STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level-II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Learning Objectives:**

After completing this course, the students will be able to

- ✓ Understand the various learning Methods.
- ✓ Inculcate the values of democracy, co-operation, tolerance, national integration and international understanding.
- ✓ Understand the role and importance of social studies teacher.
- ✓ Developing the knowledge about some learning resources in social studies.
- ✓ Prepare instructional Aids for teaching social studies.

**Unit I: Methods of Teaching:**

Teacher centred methods – Lecture Method - Descriptive method – Observation Method – Source Method – Inductive and Deductive method -,Learner Centred Methods: Problem Solving Method – Project Method, Recent Trends: Constructivist Learning, Flipped Learning, Blended Learning.

**Unit II: Techniques of Teaching:**

Techniques of Teaching: Oral,- written – assignment – story telling – map drawing – atlas - role playing – co-operative learning – class discussion and debate

**Unit III: Learning Resources:**

Social Studies Text Book- Characteristics of good social studies Text Book- Social Science Library – Essential facilities of good library- Social Studies Club- Visit to temples, museums, art galleries, monuments, Exhibition / fair - stamps and coin collections.

Social Studies Teacher - Role and importance of Social Studies Teacher – special qualities required for social studies teacher – duties and responsibilities of a social studies teacher – Professional Development of Social Studies Teacher.

**Unit IV: 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 V: Instructional Aids in Teaching Social Studies:**

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

**Practicum:**

- ✓ Critical analysis of text book 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..
- ✓ Preparing maps, charts, picture, models, etc.,
- ✓ Identifying monuments and geographical important places.

**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 Model's 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 learning resources in teaching social science
CO3	develop teaching methods
CO4	perceives the role of social science teacher
CO5	develop national integration
CO6	explain instructional Aids

### Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U24GEL227						II Semester Level – II – Pedagogy of Teaching Social Studies								Credit 5
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	<b>3.5</b>
CO2	3	3	4	3	3	3	3	3	3	3	4	3	4	4	<b>3.1</b>
CO3	3	3	3	3	4	2	2	4	3	3	4	4	4	4	<b>3.2</b>
CO4	3	2	3	4	3	3	2	2	2	3	3	3	3	3	<b>2.7</b>
CO5	3	3	3	3	2	3	2	3	3	3	3	3	4	4	<b>3</b>
CO6	3	3	3	4	4	3	2	2	2	2	4	3	4	2	<b>2.9</b>
<b>Overall mean score</b>														<b>3.06</b>	

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

#### Interpretation of Mapping:

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

<b>Course Code</b>	<b>U24GEL228</b>	<b>SEMESTER-II PEDAGOGY OF TEACHING COMMERCE AND ACCOUNTANCY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level-II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Learning Objectives:**

After completing course, the students will be able to

- ✓ list out the qualities and duties of a Commerce Teacher.
- ✓ make use of important techniques in Commerce teaching.
- ✓ explain various teaching methods in commerce teaching.
- ✓ use library in an effectiveway

**Unit I: Methods of Teaching:**

Teacher centred methods – Lecture Method - Descriptive method – Observation Method – Source Method – Inductive and Deductive method -,Learner Centred Methods: Problem Solving Method – Project Method, Recent Trends: Constructivist Learning, Flipped Learning, Blended Learning.

**Unit II: Techniques of Teaching:**

Techniques of Teaching: Supervised study – Assignment – group Discussion – Role Playnig – Brain storming – seminar – symposium – work shop – Personalised system of Istruction: Programmed Learning – CAI - PSI

**Unit III: Learning Resources in Commerce and Accountancy**

Commerce text book- Characteristics of good commerce text book- Commerce Library – Essential facilities of good library- News Papers- Periodicals – Journals- Magazines – commerce encyclopedias - Commerce Club- field trips – exhibition/fair- visiting Banks and insurance companies.

Commerce teacher - Role and importance of commerce teacher – special qualities required for commerce teacher – duties and responsibilities of a commerce teacher – Professional Development of Commerce Teacher.

**Unit IV: Important Concepts in Commerce and Accountancy:**

World Trade Organization (WTO) – General Aggrement on Tariffs and Trade (GATT) – General Aggrement on Trade in Service ( GATS) – Foreign Exchange Regulation Act (FERA)- Foreign Exchange Managemetn Act (FEMA) – Goods and Service Tax (GST): Meaning, Nature, Scope, importance and impacts.

**Unit V: Instructional Aids in teaching Commerces and Accountancy:**

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 .

**Practicum:**

- ✓ Write a report about the anytwo of the places visited.
- ✓ Visitstobanks, 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 Handbook 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 CAI
CO2	enlist the qualities and duties of Commerce teacher
CO3	understands need and importance of Commerce Library
CO4	explain quality and duties of Commerce teacher
CO5	nderstand importance of learning resources in Commerce
CO6	analyse significance of AV aids in Commerce Education



### Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U24GEL228						II-Semester Level II- Pedagogy of Teaching Commerce and Accountancy									Credit 5
COs	Programme Outcomes						Programme Specific Outcomes									Mean score of Cos, POs and PSOs
	JP 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	3	3	3	3	3	<b>3.07</b>
CO2	3	5	3	3	3	4	3	3	3	3	3	3	3	3	3	<b>3.21</b>
CO3	3	3	3	3	3	4	3	5	3	3	3	3	3	3	3	<b>3.21</b>
CO4	3	4	3	3	3	4	3	4	3	3	3	3	3	3	3	<b>3.21</b>
CO5	3	3	3	3	3	4	3	3	3	3	3	3	3	5	3	<b>3.21</b>
CO6	3	3	3	5	3	4	3	3	3	3	3	3	3	3	3	<b>3.21</b>
<b>Overall Mean Score</b>															<b>3.18</b>	

Result: The Score for this Course is 3.18 (High Relationship)

### 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 Poor	Poor	Moderate	High	Very High

<b>Course Code</b>	<b>U24GEL229</b>	<b>SEMESTER-II PEDAGOGY OF TEACHING ECONOMICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Learning Objectives:**

After completing this course, the students will be able to

- ✓ explain the various methods in teaching economics.
- ✓ understand the qualities required of a economic teacher.
- ✓ use various techniques in economics teaching.
- ✓ understand the use of economic text book.
- ✓ differentiate demand and supply.
- ✓ enumerate the role agriculture in economic development.

**Unit I: Methods of Teaching:**

Teacher centred methods – Lecture Method - Descriptive method – Observation Method – Source Method – Inductive and Deductive method -,Learner Centred Methods: Problem Solving Method – Project Method, Recent Trends: Constructivist Learning, Flipped Learning, Blended Learning.

**Unit II: Techniques of Teaching:**

Techniques of Teaching: Supervised study – Assignment – group Discussion – Role Playnig – Brain storming – seminar – symposium – work shop – Personalised system of Instruction: Programmed Learning – CAI - PSI

**Unit III: Learning Resources: -**

Economics text book - Characteristics of good Economis text book - Economics Library – Essential facilities of good library - News Papers - Periodicals – Journals - Economics magazines – Economics encyclopedias - Economics Club- field trips – exhibition / fair - visiting Banks insurance companies, industries.

Economics teacher - Role and importance of Economics teacher – special qualities required for Economics teacher – duties and responsibilities of a Economics teacher – Professional Development of Economics Teacher.

**Unit IV: 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.

**Unit V: Instructional Aids in teaching Economics:**

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.

**Practicum:**

- ✓ Prepare power point presentation.
- ✓ Prepare mini projects 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.
- ✓ Amita Yadav, 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: Prentice Hall, 1991.
- ✓ Green H.L, Activities Handbook 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 U24GEL229						II-Semester Level II – Pedagogy of Teaching Economics									Credit 5
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	3	4	3	3	4	3	3	2	2	2	<b>2.85</b>	
CO2	2	4	2	3	3	4	3	3	3	3	3	3	2	2	<b>2.71</b>	
CO3	2	2	3	2	2	4	3	5	3	2	3	2	2	2	<b>2.64</b>	
CO4	2	4	3	3	3	4	3	4	2	2	2	3	2	2	<b>2.78</b>	
CO5	2	2	2	2	3	4	3	3	3	2	2	3	3	2	<b>2.57</b>	
CO6	2	3	3	5	3	4	3	3	2	2	2	2	2	2	<b>2.71</b>	
<b>Overall Mean Score</b>															<b>2.71</b>	

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

#### Interpretation of Mapping:

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

<b>Course Code</b>	<b>U24GEL2210</b>	<b>SEMESTER-II PEDAGOGY OF TEACHING HOME SCIENCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Level -II</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

**Learning Objectives:**

After completing this course, the students will be able to

- ✓ understand the methods of teaching in Home Science.
- ✓ list out the professional qualification of Home Science teacher.
- ✓ appreciate role of text book in Home Science.
- ✓ identify the new developments in Home Science.
- ✓ explain the importance of instructional aids in Home Science

**Unit I: Methods of Teaching:**

Teacher centred methods – Lecture Method - Descriptive method – Observation Method – Source Method – Inductive and Deductive method -, Learner Centred Methods: Problem Solving Method – Project Method, Recent Trends: Constructivist Learning, Flipped Learning, Blended Learning.

**Unit II: Techniques of Teaching:**

Techniques of Teaching: Supervised study – Assignment – group Discussion – Role Play – Brain storming – seminar – symposium – work shop – Personalised system of Instruction: Programmed Learning – CAI – PSI

**Unit III: Learning Resources: -**

Home Science text book- Characteristics of good Home Science text book- Home Science Library – Essential facilities of good library- News Papers- Periodicals – Journals- Home Science magazines - Home Science Club- field trips – exhibition/fair-

Home Science teacher - Role and importance of Home Science teacher – special qualities required for Home Science teacher – duties and responsibilities of a Home Science teacher – Professional Development of Home Science Teacher.

**Unit IV: Home Management and New Development**

Home Management: Definition – Time-Energy- Money – and Human resource Management- Principles of interior decoration

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

**Unit V: Instructional Aids in teaching Home 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.

**Practicum:**

- ✓ 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.
- ✓ Lakshmi K., 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 Science teacher.
CO3	appreciate role of Action research in Home science.
CO4	identify the new developments in Home Science.
CO5	analyse the states of Home Science
CO6	create new developments in Home Science

**Outcome mapping (CO,PO, PSO)**

Hrs 5	Subjectcode U24GEL2210						II Semester Level II- Pedagogy of Teaching Home Science									Credit 5
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	<b>3</b>
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	<b>3.14</b>
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	3	<b>3.21</b>
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	<b>3.07</b>
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
<b>Overall Mean Score</b>															<b>3.07</b>	

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

**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 Poor	Poor	Moderate	High	Very High

<b>Course Code</b>	<b>U24GEE23</b>	<b>SEMESTER-II HEALTH AND YOGA EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective III</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>4</b>

**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, Bhakti 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, achar 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, Hyderabad, 2006.
- ✓ Venugopal Band Dr. Ranganayaki, Yoga and Yoga Practices, Neelkamal Publications, Hyderabad, 2010.
- ✓ Yoga Education, (Bachelor of Education B.Ed.), National Council for Teacher Education, St. Joseph 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](http://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, Kheel Sahitya Kendra, New Delhi, 2005.
- ✓ Nagendra H.R. and Nagaratna, R., Yoga Practices, 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, and 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 U24GEE23						II Semester Elective III- 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	<b>3.21</b>	
CO2	3	3	3	3	3	4	3	3	3	3	4	3	3	3	<b>3.14</b>	
CO3	3	3	3	3	3	3	3	3	3	4	5	3	3	3	<b>3.21</b>	
CO4	3	3	3	3	3	4	3	3	3	4	5	3	3	3	<b>3.28</b>	
CO5	3	3	3	3	3	4	3	3	3	3	4	3	3	3	<b>3.14</b>	
CO6	3	3	3	3	3	3	3	3	3	3	5	3	3	3	<b>3.14</b>	
<b>Overall Mean Score</b>														<b>3.18</b>		

Result: The Score for this Course is 3.18 (High Relationship)

**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	<b>3.1-4.0</b>	4.1-5.0
Quality	Very Poor	Poor	Moderate	<b>High</b>	Very High

<b>Course Code</b>	<b>U24GEE24A</b>	<b>SEMESTER-II WOMEN'S EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective IV (Optional)–A</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>

### **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's Equality

### **Unit I: Women's Education**

Women's 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, Common wealth 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 U24GEE24A						II Semester Elective IV–(A)Women’s Education								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	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	3.21
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	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	3.07
Overall Mean score															3.21

Result: The Score for this course is 3.21 (High Relationship)

**Interpretation of Mapping:**

Mapping	1-20%	21-40%	41-60%	<b>61-80%</b>	81-100%
Scale	1	2	3	<b>4</b>	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	<b>3.1-4.0</b>	4.1-5.0
Quality	Very poor	Poor	Moderate	<b>High</b>	Very High

Course Code	U24GEE24B	SEMESTER-II HUMAN RIGHTS EDUCATION	L	T	P	C
Elective IV (Optional)–(B)			5	-	-	4

**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 Humanright 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-eveteasing-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, Fulton publishers, 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 U24GEE24Bs						II Semester-Elective-IV(Optional)(B) Human Rights Education								Credit 4
Cos	Programme outcomes						Programme specific out comes								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
<b>Overall mean score</b>														<b>3.0</b>	

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

**Interpretation of Mapping:**

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

## SEMESTER-III

### Semester-III–Internship in Teaching Practice

School Practice	Subject code	<b>SEMESTER-III INTERNSHIP IN TEACHING PRACTICE</b>	Practical	C
	U24GEP31		16 Weeks	20

Course Code	U24MS31	<b>SEMESTER-II MANAGERIAL SKILLS</b>	L	T	P	C
<b>SBE- I</b>			1	-	1	1

#### 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 rules - Time Management Matrix - Scheduling - Grouping of Activities – Over coming 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

**Out come Mapping (CO, PO, PSO)**

Hrs 2	Subject code U24MS31						III Semester-SBE-I- Managerial Skills									Credit 1
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	PS O 8		
CO1	4	4	3	4	4	4	3	3	4	4	3	4	1	2	<b>3.3</b>	
CO2	3	2	3	5	2	4	3	2	3	3	3	2	2	3	<b>2.6</b>	
CO3	3	2	4	3	2	4	4	2	4	3	3	3	4	4	<b>2.8</b>	
CO4	3	2	4	3	2	4	2	2	4	3	3	3	5	5	<b>3.0</b>	
CO5	3	2	4	3	2	4	3	2	2	3	3	4	3	2	<b>2.8</b>	
CO6	3	2	4	3	2	4	3	2	3	3	3	5	2	2	<b>3.2</b>	
<b>Overall mean score</b>															<b>2.9</b>	

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

**Interpretation of Mapping:**

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

## SEMESTER-IV

<b>Course Code</b>	<b>U24GET45</b>	<b>SEMESTER-IV PRINCIPLES OF CURRICULUM DEVELOPMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core V</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>5</b>

### 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, and feedback from administrators- outcomes of curriculum evaluation.

**Practicum:**

- ✓ Participation in curricular and extra-curricular activities
- ✓ Power point 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)**

<b>Hrs</b> <b>5</b>	<b>Subject code</b> U24GET45						<b>IV Semester</b> <b>Core-V-Principles of Curriculum Development</b>								<b>Credit</b> <b>5</b>
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	<b>3.14</b>
CO2	3	3	3	3	3	4	3	3	4	3	3	3	3	3	<b>3.14</b>
CO3	3	3	3	3	3	3	4	3	3	4	3	3	3	4	<b>3.21</b>
CO4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	<b>3.07</b>
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3</b>
<b>Overall Mean Score</b>														<b>3.09</b>	

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

**Interpretation of Mapping:**

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

<b>Course Code</b>	<b>U24GET46</b>	<b>SEMESTER-IV EDUCATIONAL MANAGEMENT AND ADMINISTRATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core VI</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>5</b>

**Learning Objectives:**

After completing this course the, students will be able to

- ✓ Underst and the administrative structure of educationat the central, state and district level.
- ✓ Underst and the functions of Educational Management.
- ✓ Differentiate between Management and Administration.
- ✓ Describe the role of a Headmaster.
- ✓ Explain the qualities of the teacher.
- ✓ BringTQM 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 Adminstration:**

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 Planningand 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.

**UnitV: 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., QualityAssessment 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 class room management and its techniques



### Outcome Mapping (CO, PO, PSO)

Hrs 5	Subject code U24GET46						IV Semester-Core VI Educational Administration and Management								Credit 5
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	<b>2.35</b>
CO2	3	3	2	2	3	4	3	3	4	2	2	2	2	2	<b>2.64</b>
CO3	2	3	2	2	3	4	3	3	4	2	2	2	2	2	<b>2.57</b>
CO4	3	4	2	2	2	4	3	3	4	2	2	3	2	2	<b>2.71</b>
CO5	2	3	2	2	3	4	3	3	4	2	2	3	2	3	<b>2.71</b>
CO6	3	3	3	3	3	4	3	3	4	2	2	2	2	3	<b>2.85</b>
<b>Overall Mean Score</b>														<b>2.63</b>	

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

#### Interpretation of Mapping:

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

<b>Course Code</b>	<b>U24GET47</b>	<b>SEMESTER-IV ICT IN EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Core- VII</b>			<b>4</b>	<b>-</b>	<b>1</b>	<b>5</b>

### **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, Origin, characteristics of Educational Technology – Need and importance of Educational Technology - Types of Educational Technology: Technology of Education, Technology in Education – advantages of educational technology - challenges of educational technology.

### **Unit II: Information and Communication Technology**

ICT: Meaning, need and importance of ICT – Multimedia: Meaning, elements of multimedia system – applications of multimedia, advantages and disadvantages of multimedia. ICT in Education: Individualised Instruction: Programmed Learning: Principles, types, modes of presentation and development – Computer Assisted Instruction (CAI), S I T E (Satellite Instruction Television Programme) – EDUSAT.

### **Unit III: Internet and Educational Resources:**

Introduction to Internet – www – E-mail-advantages and disadvantages – Search engine – Internet resources for different discipline – E- learning: Types of e-learning- Advantages of E-learning- e book- advantages and disadvantages of e-book – Mobile learning: benefits and disadvantages – Online learning- Smart Classroom – Wikipedia – MOOCs (Massive Open online Courses) – Social Networking.

Mass Media: Meaning, Definition, Functions of Mass Media-Non-Print / Electronic Media- Educational Radio - Educational 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**

Education 4.0 – Meaning - importance of Education 4.0- Skills required for Education 4.0 - Enabling Technologies for Education 4.0 :Artificial Intelligence (AI)-Role of Artificial Intelligence in Education, Immersive learning with AR (Augmented reality), VR (virtual Reality), IOT (Internet of Things), Gamification of Learning-Benefits of Education 4.0 for students, Teachers and Administrators

**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, NewDelhi, 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 HaworthPren, Inc., N.Y., 1985.
- ✓ Alexey Semenov, UNESCO: Information and Communication Technologies in Schools: A Handbook for Teachers, 2005.
- ✓ Rosenberg, M.J.e-learningMcGraw Hill, NewYork, 2001.
- ✓ Schank, R.C., Virtual Learning, McGraw Hill, NewYork, 2001.
- ✓ Sareen, N. Information and communication Technology, Anmol Publications, NewDelhi, 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, Meerut, 2005.

**Course Outcomes:**

Cos	Upon completion of this course the students will be able to
CO1	acquires knowledge of EducationalTechnology
CO2	understand importance of ICT in Education
CO3	understands functions of ET cells
CO4	explains technology oriented Learning
CO5	promotes importance of massmedia approach in Education
CO6	develops skills in using lateste-resources in learning

**Outcome Mapping (CO, PO, PSO)**

Hrs 5	Subject code U24GET47						IV Semester Core VII-ICT in Education								Credit 5
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	<b>3</b>
CO2	2	3	3	3	3	4	4	4	2	2	2	2	2	4	<b>2.85</b>
CO3	2	2	2	2	2	4	3	4	2	2	2	2	2	4	<b>2.5</b>
CO4	2	3	3	3	3	4	3	4	2	2	2	2	2	4	<b>2.78</b>
CO5	2	2	3	3	3	3	3	3	2	2	2	2	2	4	<b>2.57</b>
CO6	2	3	3	3	3	3	3	4	2	2	2	2	2	4	<b>2.71</b>
<b>Overall Mean Score</b>														<b>2.72</b>	

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

**Interpretation of Mapping:**

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

Course Code	U21GEE45	SEMESTER-IV INCLUSIVE EDUCATION	L	T	P	C
Elective V			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, main stream 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 frame works promoting inclusion
- ✓ create inclusive class rooms 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.

**Unit II: 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)

**Unit IV: 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:**

- ✓ SharmaYogendra K, Inclusive education, Kaniksha Publishers, NewDelhi, 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 andArmstrong, Teaching and Learning in Diverse and Inclusive Classroom. Routledge, London, 2013.
- ✓ RCIstatus ofdisabilityinIndia, NewDelhi, RCI Publication, New Delhi, 2013.
- ✓ NeenaDash, InclusiveEducationforchildrenwithSpecialNeeds, Atlantic Publishers & Distributors (P) Ltd, New Delhi, 2012.
- ✓ Umadevi, MR., Special education, Neelkamal Publications, Hyderabad, 2010.
- ✓ Raj,F Breaking Through –A handbook 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.andKliner. F Learning Disabilities and Related Disorder Characteristics and Teaching Strategies, Houghton Mifflin Company, 10th Edition, New York, 2005.
- ✓ SharmaP.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 U24GEE45						IV Semester Elective V : 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	<b>3.3</b>
CO2	3	2	3	5	2	4	3	2	3	3	3	2	2	3	<b>2.6</b>
CO3	3	2	4	3	2	4	4	2	4	3	3	3	4	4	<b>2.8</b>
CO4	3	2	4	3	2	4	2	2	4	3	3	3	5	5	<b>3.0</b>
CO5	3	2	4	3	2	4	3	2	2	3	3	4	3	2	<b>2.8</b>
CO6	3	2	4	3	2	4	3	2	3	3	3	5	2	2	<b>3.2</b>
<b>Overall mean score</b>														<b>2.9</b>	

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

**Interpretation of Mapping:**

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

<b>Course Code</b>	<b>U21GEE46A</b>	<b>SEMESTER-IV GUIDANCE AND COUNSELING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective-VI (A)</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>

### **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 programme
- ✓ 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- Types of Guidance services- Guidance services in Schools-Organization of Guidance service in schools- Role of Guidance personals- Career Corner- Career Conference.

### **Unit III: Counseling**

Meaning- Definition- Elements of Counseling- Characteristics of Counseling-Objectives- Need- Role of Counseling- Goals of Counseling- Types of Counseling: Directive, Non- Directive & Eclectic Counseling- Difference between Guidance and Counseling.

### **Unit IV: Qualities of a Counsellor**

Counselor-School Counselor- Qualities of a counselor- Role of counselor-Functions of School Counselor- Role of Teacher as a Counselor- Teacher Power-Qualities of a Teacher- Difference between Counsellor and teacher.

### **Unit V: Group Guidance and Group Counseling**

Group guidance: Concept-Meaning and 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. NewDelhi, 2004.
- ✓ Meenakshisundaram A. Guidance and Counseling, Kavyamala Publishers, Dindigul, Tamil Nadu, 2005.
- ✓ S.R.Vashist, Principles of Guidance, Anmol Publications Pvt.Ltd.NewDelhi, 2006.
- ✓ Alka Saxena, Counselling and Guidance, Rajat Publications, NewDelhi, 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, NewDelhi, 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 counseling
CO4	promotes knowledge of effective counsellor
CO5	distinguish between Guidance and counselling
CO6	discuss Guidance and counseling

**Outcome Mapping (CO, PO, POS)**

Hrs 5	Subject code U24GEE46A						IV Semester Elective VI (A) –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	<b>3.14</b>
CO2	3	3	4	3	3	3	3	3	3	4	3	3	3	3	<b>3.14</b>
CO3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	<b>3.14</b>
CO4	3	3	3	3	4	3	4	3	3	4	3	3	4	3	<b>3.28</b>
CO5	3	3	3	3	3	3	3	3	3	4	3	3	3	3	<b>3.07</b>
CO6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	<b>3.07</b>
<b>Overall Mean score</b>														<b>3.14</b>	

Result: The Score for this course is 3.14 (Moderate)

**Interpretation of Mapping:**

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

<b>Course Code</b>	<b>U24GEE46B</b>	<b>ELECTIVE VI (B) - PHYSICAL EDUCATION AND FIRST AID</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective-VI (B)</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>4</b>

### 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- Components of Physical Fitness: Health related fitness: Strength , flexibility, Local Muscular Endurance, Cardio Vascular Endurance,Skill related fitness: Power, Speed, Agility, Balance, and Co-Ordination- Benefits of Physical Fitness- Physical activityand 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.

## Unit V: First Aid and Disaster Management

Disaster – definition, meaning and types -Disaster management – functions-Roles of Technologies in Disaster 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 Disaster Management- Fire- Fire Extinguisher- Earth Quake- Floods- soil erosion- Disaster 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.
- ✓ ArulJothi, 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-and-resources-/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 U24GEE46(B)						IV Semester Elective VI (B)- 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	<b>3.14</b>
CO2	3	3	3	3	3	4	3	3	3	3	4	3	3	3	<b>3.14</b>
CO3	3	3	3	3	3	4	3	3	3	4	4	3	3	3	<b>3.21</b>
CO4	3	3	3	3	3	4	3	3	3	4	4	3	3	3	<b>3.21</b>
CO5	3	3	3	3	3	4	3	3	3	3	4	3	3	3	<b>3.14</b>
CO6	3	3	3	3	3	4	3	3	3	3	4	3	3	3	<b>3.14</b>
<b>Overall Mean Score</b>														<b>3.16</b>	

Result: The Score for this Course is 3.16 (High Relationship)

**Interpretation of Mapping:**

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



