ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi – 630003. Tamil Nadu, India

2017	2018	2018	2021	2021
Accredited with A+ Grade by NAAC (CGPA : 3.64)	MHRD Govt. of India UGC Graded as Category - 1 Granted Autonomy	MHRD Swachh Campus Rank : 4	nirf NATIONAL INSTITUTIONAL RANKING FRAMEWORK Rank : 33	QS UNIVERSITY RANKINGS Asia Rank : 199

FACULTY OF EDUCATION
ALAGAPPA UNIVERSITY COLLEGE OF EDUCATION

B.Ed.,

REGULATIONS AND SYLLABUS

(For the candidates admitted from the
Academic Year 2022 - 2023)

ALAGAPPA UNIVERSITY COLLEGE OFEDUCATION
B.Ed.

REGULATIONS AND SYLLABUS
[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

ALAGAPPA UNIVERSITY

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle
andGraded as Category-I University by MHRD-UGC)
Karaikudi -630003, Tamil Nadu.

THE PANEL OF MEMBERS-BROAD BASED BOARD OF STUDIES

Convener: Dr. J. E. Merlin Sasikala, Principal i/c, College of Education Teaching experience: 20 years, Research Experience: 15, Area of Research: Educational Psychology , Teacher Education and Educational Technology	
Foreign Subject Expert: Prof. Vinnaras Nithyanantham, Professor Education and Languages, Department of General Education, Lebanese French University, Iraq. Teaching experience: 17 years,Research Experience: 17,	
Subject Expert: Dr. I. Muthuchamy**,** Professor and Head, Department of Educational Technology**,** Bharathidasan University Tiruchirapalli. Teaching experience: 26 years, Research Experience: 26, Area of Research: Educational Technology and Education Psychology.	
Subject Expert: Dr. K. Chellamani Ph.D., Dean – Faculty of Education, Department of Education, Pondichery University, Pondichery. Teaching experience: 25 years, Research Experience: 26 , Area of Research: Educational Psychology, Research Design andMethods, Pedagogy of technology	
Subject Expert for Diploma in Cognitive Science Programme: Dr. A. Jahitha Begum, Professor and Head, Department of Education Gandhigram Rural Institute, Dindigul. Teaching experience: 16 years, Research Experience: 10, Area of Research: Cognitive Science, Communicative Competence	
Industry Expert: Mr. S. Rajapandian, Headmaster, AlagappaModel Higher Sec. School, Karaikudi. Teaching Experience: 25 years, Research Experience: 8 years, Area of Research: Chemical Science and Educational Psychology.	
Special Invitee: Prof. P. Sivakumar, Professor & Head, Department of Education (DDE), Alagappa University, Karaikudi. Teaching experience: 33 years, Research Experience:26, Area of Research: Education Technology, Education Psychology and Curriculum Development	
Special invitee for Diploma in Cognitive Science Programme: Dr. J. Sujathamalini, Professor & Head, Dean of Education,Department of Special Education and Rehabilitation Science Alagappa University, Karaikudi. . Teachingexperience: 20 years, Research Experience:15, Area of Research: Educational Psychology and Special Education and Education	
Student Alumni: Dr. AR. Saravanakumar, Assistant Professor & Head i/c, Department of History, Alagappa University, Karaikudi. Teaching experience: 25 years, Research Experience: 15, Area of Research: Teaching Strategies, Education Psychology and Special Education	
Ex-Officio Member: Dr. V. Sivakumar, Director, Curriculum Development Cell, Alagappa University, Karaikudi-03. Teaching experience: 20 years, Research Experience: 11, Area of Research: Marketing Management, Agricultural Marketing, International Logistics, Retail Logistics, Consumer Research	

Member: Dr. C. Anbuchelvan, Assistant Professor in Commerce College of Education, Teaching experience: 15 years, ResearchExperience: 10, Area of Research: Educational Psychology and technology.	
Member: Dr. A. Pio Albina, Assistant Professor in Mathematics, College of Education, Teaching experience: 13 years, research Experience: 11, Area of Research: Mathematics Education and Education technology	
Member: Dr. M. Parimala Fathima, Assistant Professor, in Physical Science, College of Education, Teaching experience: 18 years, research Experience: 18, Area of Research: Cognitive Science Education and Teaching competency.	
Member: Dr. M. Suganthi, Assistant Professor in Tamil, College of Education, Teaching experience: 18 years, research Experience: 15, Area of Research: Teaching of Tamil, Psychology, Sociology.	
Member: Dr. R. Portia, Assistant Professor in Education, College of Education, Teaching experience: 16 years, research Experience: 16, Area of Research: Educational Psychology, Guidance and Counselling.	
Member: Dr. J. Jayachithra, Assistant Professor in Education, College of Education, Teaching experience: 13 years, research Experience: 12, Area of Research: Life skills, Psychology.	
Member: Dr. M. Sanmuga Revathi, Assistant Professor in Education, College of Education, Teaching experience: 13 years, research Experience: 7, Area of Research: Bio cognition, meta cognition.	
Member: Dr. G. Sivakumar, Assistant Professor in Education, College of Education, Teaching experience: 15 years, research Experience: 9, Area of Research:Primary Education	
Member: Dr. G. Rajeswari, Assistant Professor in Biological Science, College of Education, Teaching experience: 13 years, research Experience: 12, Area of Research: Life skills, Psychology, Biological Science	
Member: Mr. I. Lenin, Assistant Professor in Education, College of Education, Teaching experience: 6 years, research Experience: 4, Area of Research: Social Emotional Learning	
Member: Dr. A. Rube Jesintha, Assistant Professor in Physical Education, College of Education, Teaching experience: 06 years, Research Experience: 12, Area of Research: Physical and yoga Education.	
Member: Mrs. EMN. Sharmila, Arts & Crafts Instructor, College of Education, Teaching experience: 8 years, research Experience: 04, Area of Research: Arts and crafts and computer applications	

REGULATIONS AND SYLLABUS-(CBCS)
[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department: Alagappa University College of Education

Name of the Programme: B.Ed.

Duration of the Programme: Full Time (Two Years)

Programme Educational Objectives- (PEO)

PEO 1	**Pedagogical Excellence**: The pre-service teachers learn to use effective teaching strategies and create instructional materials that support student learning.
PEO 2	**Professional Development:** The pre-service teachers can able to acquire new abilities, earning certifications, gaining more experience in a specific field, moving forward in professional Excellence.
PEO 3	**Communication Skills**: The pre-service teachers learn to apply *the ability to convey information and ideas effectively* inside the classroom ,among peers, parents, society and administrators.
PEO 4	**Assessment and Evaluation**: The pre-service teachers can able to construct evaluation tools, measure their achievements , apply online evaluation mechanism and give proper feedback to students, parents and public.
PEO 5	**Technical Expertise**: The pre-service teachers can able to learn to become technological competence and realize the significance of ICT in teaching learning process. In addition they are able to apply ICT tools, techniques, in formal and non-formal settings of classroom.
PEO 6	**Self Development**: The pre-service teachers can able to equip themselves with knowledge, skills needed for effective teaching, strengthen their physical wellbeing and improve mental health in order to cope up with classroom problems.
PEO 7	**Total Quality Management :** The pre-service teachers can able to learn and apply the school administrative process, effective management system and develop good morale for total quality management.
PEO 8	**Individual Difference**: The pre-service teachers can able to understand the growth and development of the child, deviations among individual in regard to psychological traits, personal characteristic and cognitive process.
PEO 9	**Inclusive Education**: The pre-service teachers can able to identify the children with special needs and use effective teaching strategies appropriately.
PEO10	**Ethical Conduct**: The pre-service teachers can able to uphold the value system based on the philosophical, cultural, social, political, spiritual and moral bases of Indian society.

Programme Specific Objectives-(PSO)

PSO-1	To develop a good command of the subject matter of the assignmentgiven to him in the school
PSO-2	To develop pedagogical skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere and evaluation of students' progress
PSO-3	To understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children.
PSO-4	To develop proper altitudes towards teaching as a result of which hewill be able to maximize the achievements from both the material and humanresources
PSO-5	To develop the capacity to extend the resources of the school bymeans of improvisation of instructional facilities & To understand the significance of individual differences of child and totake appropriate steps for their optimum development

Programme Outcome-(PO)

PO1	Pre-service teachers acquire fundamental knowledge and skills to useeffective teaching strategies and create instructional materials that support student learning.
PO2	Pre-service teachers gain knowledge on educational theories and principles, teaching methods, assessment and action research for professional development.
PO3	Acquire communication skills and apply *the ability to convey information and ideas effectively* inside the classroom ,among peers, parents, society and administrators.
PO4	Familiarize the ability to construct evaluation tools, measure their achievements, apply online evaluation mechanism and give proper feedback to students, parents and public.
PO5	Familiarize to become technological competence and realize the significance of ICT in teaching learning process. In addition they are able to apply ICT tools, techniques, in formal and non-formal settingsof classroom.
PO6	Acquire knowledge, skills needed for effective teaching, strengthen their physical well -being and improve mental health in order to copeup with classroom problems.
PO7	Assess and apply the school administrative process, effective management system and develop good morale for total quality management.
PO8	Pre-service teachers understand the growth and development of the child, deviations among individual in regard to psychological traits,personal characteristic and cognitive process.
PO9	Aware and identify the children with special needs and use effectiveteaching strategies appropriately.
PO10	Execute and uphold the value system, based on the philosophical,cultural, social, political, spiritual and moral bases of Indian society.

Programme Specific Outcome-(PSO)

PSO1	Students will know the various pedagogic skills and approaches oforganizing learning experiences.
PSO2	Students develop Students develop proper altitude towards teaching as a result of which he will be able to maximize the achievements fromboth the material and human resources
PSO3	Students gain relevant knowledge, skills, and values, involved indealing with the academic and personal problems of learners
PSO4	Students will acquire the knowledge of the various procedures and techniques of evaluation and their classroom applications
PSO5	Students understand child psychology, the significance of individual differences of child and to take appropriate steps for their optimum development

Components

The B.Ed. programme is comprised of Two broad inter-related curricularareas, and its sub categorization is as follows

Theory Courses

Group (A): Perspectives in Education (PE): Nine courses

These courses are intended to provide a conceptual understanding of relevant concepts and processes in teacher education and also situate them in the broader perspective of education and development.

Sl. No:	Area	Title	Credits	Marks		
				Int.	Ext.	Total
1	PE1	Childhood and Growing Up	4	25	75	100
2	PE2	Contemporary India and Education	4	25	75	100
3	PE3	Educational Administration and Management	4	25	75	100
4	PE4	ICT in Education	4	25	75	100
5	PE5	Gender, School and Society	4	25	75	100
6	PE6	Teaching and Learning	4	25	75	100
7	PE7	Knowledge and Curriculum	4	25	75	100
8	PE8	Creating an Inclusive School	4	25	75	100
9	PE9	Teacher Education: The Prospectsand Perspectives	4	25	75	100
		Total	**36**	**225**	**675**	**900**

Group (B): Curriculum and Pedagogic Studies (CPS): Five coursesincluding one elective course

These courses pertain mainly to help student-teachers become effective teachers. For this, it offers the student-teachers not only reorganize one's previous understanding of one's subject of specialization but also the pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, so that they may try out evolving a few learning situations and carry them out both in simulated as well as real situations

Sl. No;	Area	Title	Credits	Marks		
				Int.	Ext.	Total
1	CPS1	Language Across the Curriculum	4	25	75	100
2	CPS2	Pedagogy of School Subject –I(any one according to UG degree)	4	25	75	100
		Pedagogy of Tamil – I				
		Pedagogy of English- I				
		Pedagogy of Mathematics –I				
		Pedagogy of PhysicalScience-I				
		Pedagogy of Biological Science–I				
		Pedagogy of Social Studies –I				
		Pedagogy of Commerce–I				
3	CPS3	Assessment for Learning	4	25	75	100
4	CPS4	Pedagogy of School Subject –II (any one according to UGdegree)	4	25	75	100
		Pedagogy of Tamil- II				
		Pedagogy of English – II				
		Pedagogy of Mathematics –II				
		Pedagogy of PhysicalScience-II				
		Pedagogy of Biological Science–II				
		Pedagogy of Social Studies–II				
		Pedagogy of Commerce –II				
5	CPS 5	**Elective (any one of thefollowing)**	4	25	75	100
		Guidance and Counselling				
		Environment and Disaster Management				
		Yoga Education forHuman Excellence				
		Value and Peace Education				
		Total	**20**	**125**	**375**	**500**

Engagement with the Field / Practicum

Apart from conceptual and practical learning gained through Group A and Group B, student-teachers need to develop professional competencies and to experience the fact that the teacher is much more than someone who teaches a subject. The teacher is potentially a participant in the wider education system and he/she may play not onlya proactive role in the community life of the school but also as an agent of social development and social transformation. It includes a number of experiences that will enhance the capacity of student-teachers in essential dimensions

Group (C): School Internship and Group (D): Enhancing Professional Capacities (EPC)

School Internship would be a part of the broad curricular area of _Engagement with the Field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. provides for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organised for 4 weeks in the first year of the programme.

In the final year of the programme students are to be actively engaged in teaching for 16 weeks. They shall be engaged at two levels, namely upper primary (Classes vi- viii) and secondary (ix-x), or higher secondary, with at least 16 weeks in schools with systematic supervisory support and feedback from faculty. The internship shall be organised in both Government and Non- Government Schools located in Urban and Rural Areas. Thus internships in schools will be for a minimum duration of 20 weeks for a two year programme. This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and wouldalso include peer observations, teacher observations and faculty observations of practice lessons.

*Note 1

Level – I is pertaining to standard VI to VIII and is compulsory for all the student teachers to get many – fold experiences in class room teaching of their pedagogic subject during the school internship. The students of commerce should study and teach the subject social sciences 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 school Internship.

*Note 2:

The Enhancing Professional Capacities (EPC) records are to be prepared and submitted at the time of practical examination. The EPC records are to be prepared based on the theoretical inputs and practical experiences gained from reading and reflecting on text, performance in drama and art related to teaching and learning process, critical understanding and usage of ICT for effective teaching and learning process, and understanding of the strengths and weaknesses of one's own self.

School Internship and Enhancing Professional Capacities (EPC)			
S.No.	**Area**	**Practicum Components**	**Marks**
1	**School Internship**	**Teaching Competency of School Subject at level I & II and relatedrecords**	**540**
2	EPC1	**Reading and Reflection on Text**	**20**
3	EPC2	**Drama and Art in Education**	**20**
4	EPC3	**Critical Understanding of ICT**	**20**
		TOTAL	**600**

SELF LEARNING COURSES FROM MOOCS PLATFORMS.
- ➢ MOOCs shall be voluntary for the students.
- ➢ Students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semester.
- ➢ The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits. Otherwise 2 credits/course be given if the self Learning Course (MOOCs) is without credit.
- ➢ While selecting the MOOCs, preference shall be given to the course related to employability skills.

Teaching methods

The transaction of the course is to be done using a variety of approaches, such as Lecture, Demonstration, panel discussion, symposium, school visits, sharing of experiences, tasks and assignments, projects, group discussion, seminar, interactions with community in multiple socio-cultural environments, guest lectures, Individualized instructional methods field visit etc.

Attendance

A candidate shall be permitted to appear for the end-semester examinations only if he/she satisfies the following requirements. He/she maintains not less than 80% attendance for course work & practicum and 90% for school internship.Exemption for the above norms on the basis of medical ground, and condonation shall apply on the basis of University norms

Examination

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

Theory Courses

A. Internal Assessment

   i. **Continuous Internal Assessment for Theory Courses and its pattern**
   The internal assessment marks for theory courses about 25 marks each, shall be based on attendance, Internal tests, seminars, assignments and practical/practicum;

a. Test (average of best of two tests)	10
b. Assignment	05
c. Seminar/Discussion	05
d. Practical/Attendance	05
Total =	**25**

B. External Examination **for Theory Courses**

   For the external assessment of theory courses, marks will be awarded to amaximum of 75 in each course.

   ❖ There shall be examinations at the end of each semester, for odd semesters in the month of November/December; for even semesters in April / May.

❖ A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in November/December or April / May. However, candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.

❖ A candidate should get registered for the first-semester examination. If registration is not possible owing to a shortage of attendance beyond condonation limit/regulation prescribed OR belated joining OR on medicalgrounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.

C. Scheme/Pattern of External Examination (Question Paper Pattern) of Theory Subjects

Theory - Maximum 75 Marks

End-Semester Examinations shall normally be conducted at the end of each semester. There shall be one end-semester examination of 3 hours duration in each theory course. The question papers of end-semester examinations of theory subjects shall be able to perform achievement testing of the students in an effective manner. The question paper shall be prepared in accordance with the following guidelines.

A question paper may contain very short answer type, short answer type questions and essay type questions. Different types of questions shall have different weightage to quantify their range. The pattern of questions for theorysubjects shall be as follows:

Section	Type of Question	Number of Questions	Marks for each question	Total Marks
A	Objective type Questions All questions carry equal Marks	10	1	10
B	Either / or type. All questions carry equal marks	5	5	25
C	Either / or type. All questions carry equal marks	5	8	40
TOTAL				**75**

Practicum

Practicum Components: School Internship and Enhancing ProfessionalCapacities(EPC) – Maximum 600 Marks

School Internship Practical Examinations will be conducted both theinternal andexternal examiners)

Practical Examinations shall be conducted with duly constituted practical examinations board approved by the controller of examinations, Alagappa University. The Practical Examination Board shall consist of members from B.Ed. College. A Teacher Educator with a minimum of 5 years teaching experience at B.Ed. College can be an examiner for practical examination.

The marks for the various aspects of the practical examinations shall be as follows

S. No.	Practicum components/Records	Marks
	Pedagogy of school subject:Level I	
1	Teaching competency: Level I	100
2	Observation record: Level I	10
3	Lesson plan record: Level I	30
4	Instructional Aids: Level I	20
5	Test and Measurement Record: Level I	20
6	Micro Teaching Record	20
	Total of Pedagogy of school subject:Level I	**200**
	Pedagogy of school subject:Level II	
7	Teaching competency: Level II	100
8	Observation record: Level II	10
9	Lesson plan record: Level II	30
10	Instructional Aids: Level II	20
11	Test and Measurement Record: Level II	20
12	Text Book Review record	20
	Total of Pedagogy of school subject:Level II	**200**
	Records	
13	Environmental Education Record	10
14	School Subject Based Album	20
15	Case Study	10
16	SUPW	10
17	Psychology Practical	20
18	Citizenship camp	20
19	Action Research	10
20	School Visit	10
21	Physical Education Record	10
22	Community work record	10
23	Educational tour record	10
24	Reading and Reflection of Text	20
25	Drama and Art in Education	20
26	Critical understanding of ICT	20
	Total of Records	**200**

I. Results

The results of all the examinations will be published through the Departmentwhere the student underwent the course as well as through University Website

II. Passing Minimum

A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.

The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA

tests and by submitting assignments.

Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.

A candidate shall be declared to have passed in the Teaching Competency I & II and Records. If he/she gets not less then 50% in Teaching competency I & II and viva voce in Records.

III. Grading of the Courses

The following table gives the marks, Grade points, Letter Grades and classifications meant to indicate the overall academic performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in Paper / Course)

RANGE OF MARKS	GRADEPOINTS	LETTERGRADE	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

a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).

b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).

c) Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).

d) Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).

e) Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).

f) Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).

g) Candidates earning GPA between 0.0 and marks from 00 - 49 shall be declared to have Re-appear (U).

h) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively **by Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA).** These two are calculated by the following formulate

GRADE POINT AVERAGE (GPA) = $\sum_i C_i \, G_i \, / \, \sum_i C_i$

$$\text{GPA} = \frac{\text{Sum of the multiplication of Grade Points by the credits of the courses}}{\text{Sum of the credits of the courses in a Semester}}$$

Classification of the final result

CGPA	Grade	Classification of Final Result
9.5 – 10.0	**O+**	First Class –Exemplary*
9.0 and above but below 9.5	**O**	
8.5 and above but below 9.0	**D+**	First Class withDistinction*
8.0 and above but below 8.5	**+ D+D**	
7.5 and above but below 8.0		
7.0 and above but below 7.5	**A+**	First Class
6.5 and above but below 7.0	**+ A+A**	
6.0 and above but below 6.5		
5.5 and above but below 6.0	**B+**	Second Class
5.0 and above but below 5.5	**B**	
0.0 and above but below 5.0	**U**	Re-appear

B.Ed.
PROGRAMME STRUCTURE

SEMESTER – I

Sl. No	Area	Course Code	Title	T/P	Credits	Hours/ Week	Marks Int.	Marks Ext.	Marks Tot
1	PE1:	711101	Childhood and Growing Up	T	4	5	25	75	100
2	PE2:	711102	Contemporary India and Education	T	4	5	25	75	100
3	PE3:	711103	Educational Administration and Management	T	4	5	25	75	100
4	CPS 1	711104	Language Across the Curriculum	T	4	5	25	75	100
5	CPS 2	-	**Pedagogy of School Subject - I**	T	4	5	25	75	100
		711105	Pedagogy of Tamil-I						
		711106	Pedagogy of English - I						
		711107	Pedagogy of Mathematics –I						
		711108	Pedagogy of Physical Science-I						
		711109	Pedagogy of Biological Science-I						
		711110	Pedagogy of Social Studies –I						
		711111	Pedagogy of Commerce –I						
			Library/Physical Education/ yoga/ Extension Activities/ Cultural Activities			5			
			Total		**20**	**30**	**125**	**375**	**500**

SEMESTER – II

S. No	Area	Course Code	Title	T/P	Credits	Hours/ Week	Marks Int.	Marks Ext.	Marks Total
1	PE4:	711201	ICT in Education	T	4	5	25	75	100
2	PE5:	711202	Gender, School and Society	T	4	5	25	75	100
3	PE6:	711203	Teaching and Learning	T	4	5	25	75	100
4	CPS 3	711204	Assessment for Learning	T	4	5	25	75	100
5	CPS 4	-	Pedagogy of School Subject - II	T	4	5	25	75	100
		711205	Pedagogy of Tamil - II						
		711206	Pedagogy of English -II						
		711207	Pedagogy of Mathematics –II						
		711208	Pedagogy of Physical Science-II						
		711209	Pedagogy of Biological Science–II						
		711210	Pedagogy of Social Studies –II						
		711211	Pedagogy of Commerce –II						
			Library/Extension Activities/Physical Education/Cultural Programme/			5			
6		MOOC	Self learning Course	-	-	-	-	-	-
			Total		**20**	**30**	**125**	**375**	**500**

III SEMESTER

SL. No.	Area	Course Code	Title	T/P	Credits	16 Weeks	In.	Ext.	Total
1	School Internship	711301	Teaching Competency of School Subject atlevel I & II	P	24	-	-	400	400
2	EPC	711302	Records	P	10	-	-	200	200
3		MOOC	Self learningCourse	T	-	-	-	-	-
			Total		**34**	**-**	**-**	**600**	**600**

SEMESTER IV

Sl.No.	Area	Paper Code	Title	T/P	Credits	Hours /Week	Int	Ext	Total
1	PE8:	711401	Knowledge andCurriculum	T	4	5	25	75	100
2	PE9:	711402	Creating an InclusiveSchool	T	4	5	25	75	100
3	PE10:	711403	Teacher Education: The Prospects and Perspectives	T	4	5	25	75	100
	CPS5		**Electives (any oneof the following)**	T	4	5	25	75	100
4		711404	Guidance andCounselling						
		711405	Environment and Disaster Management						
		711406	Yoga Education for Human Excellence						
		711407	Value and Peace Education						
			Library/Extension Activities / PhysicalEducation/Cultural Programme/			10			
					16	30	100	300	400

T-Theory

P- Practical

I - Semester					
Core PE1	CourseCode 711101	**CHILDHOOD AND GROWING UP**	T	Credits:4	Hours: 5

Unit -I	
Objective 1	To acquire the knowledge of Schools of psychology

Introduction to Psychology

Psychology: Meaning- Definition, Branches of Psychology- Schools of Psychology: Structuralism, Functionalism, Behaviorism, Psycho analysis Constructivism, Humanism -Methods of Psychology. Educational Psychology: Meaning –Definition, Nature And Scope of Educational Psychology, significance of educational psychology.

Outcome 1	**Comprehend the basic Knowledge of Schools of Psychology**.	**K2**

Unit II		
Objective2	To understand the salient features of growth and development from childhood to adolescence.	

Growth and Development

Meaning of Growth and Development - Differences between growth and development, Importance of growth and development, Principles of growth and development – (Childhood (Early and Later) and Adolescence -Physical, Cognitive, Emotional, Social and Moral Development)-Theoretical Approaches to Cognitive and Psychological developments - Cognitive theories- Piaget, Bruner and Bandura – Psycho social theories- Erickson- Sigmund Freud – Kohlberg's Moral Development Theory.

Outcome 2	**Analyse the various characteristics of growth and development from childhood to adolescence**.	**K4**

Unit III		
Objective3	To make students understand how motivation and Memory empowers to human behaviour	

Motivation, Remembering and Forgetting :

Motivation: Meaning, Definition, Motivation and Learning -Characteristics of Motives - Classification of Motives- Theories of Motivation – Maslow's Theory of Hierarchy of Needs- McDougal's Instinct Theory - Motivational Strategies in Classroom- Achievement Motivation-.Memory and forgetting - types of memory - Characteristics of good memory – Memory span – Techniques of promoting better memory for a child - Forgetting and its causes - Curve of Forgetting – Theories of forgetting.

Outcome 3	**Learnt to adapt techniques to promote better memory for a child**	**K3**

Unit IV		
Objective 4	To help the students to gain ideas about Personality as foundation of human empowerment.	

Personality , Self-Concept , Self esteem: Concept of personality: Theories of personality – Measurement of personality (projective tests, pencil- paper test) Determinants of personality: Self Concept : Self concept –Meaning, Definition and importance- Components of Self-Concept -Factors influencing self-Concept -Development of Self-Concept -Impact of Positive and Negative Self-Concept – Self esteem –meaning, definition, importance and Types –- keys to increase Self esteem.

Outcome 4	**Measures the Personality Attributes of an individual.**	**K5**

Unit V	
Objective5	To explain the concept of guidance and Counselling

Guidance and Counselling

Guidance- meaning, definition, characteristics, need, Scope and types. Counseling - meaning, scope, Types of Counseling - Directive, Non-directive, and Eclectic. Process of Counseling - Skills in Counseling - Role of the Counselor. Need for guidance and counseling in schools.

Outcome 5	**Develop the Skill of Guidance and Counseling**	**K6**

Suggested Readings:

Agarwal.J.C(2018), *Essentials of Educational Psychology*, Vikas Publication, NewDelhi.

Ahmad.M.S.(2012),*Psychology of Learning and Human Development, ,*MitalPublications, Jaipur.

Ganesh Kumar Chawla Rramesh Nayak.k (2014),*Advanced EducationalPsychology*, Apran
        Publications,   Delhi.

Mangal, S.K.(2016), *Advanced Educational Psychology*, Phi Learning Publishers Misra .R.C.

(2009),*Educational psychology* ,A.P.H.Publishing Corporation ,New Delhi.Tanton.R.k (2011), *Child Psychology*, A.P.H.Publishing Corporation, New Delhi.

Vinod kumar bansal. (2011), *Hadbook of Children Psychology and Developmen*t, DPS Publishing House, New Delhi.

Online resources

https://onlinecourses.nptel.ac.in/noc21_hs105/previewIntroduction to Basic Cognitive Process ,Prof .Ark Verma ,NPTEL. https://onlinecourses.nptel.ac.in/noc23_hs85/preview

https://drive.google.com/file/d/1BiV-WHTe6mvP_57rVuf5eqsBMF3goJuC/view?usp=drivesdk

https://drive.google.com/file/d/14oCdQHtg8TAAIpfJKebfKENb7KCyjrrR/view?usp=drivesdk

https://drive.google.com/file/d/1RYyz0-
 e3vhGowKIviLdZxLpkTjP_JPB7/view?usp=drivesdk

K1-Remember	**K2- Understand**	**K3-Apply**	**K4-Analyze**	**K4-Evaluate**	**K6-Create**
				Course designed by: Dr.R.PORTIA	

PE- Perspective in Education

Course Outcomes VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)	L(1)	-	-	L(1)	M(2)	M(2)	L(1)	S(3)
CO2	M(2)	S(3)	M(2)	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)	M(2)
CO3	S(3)	M(2)	S(3)	L(1)	L(1)	M(2)	-	S(3)	M(2)	-
CO4	L(1)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)
W.AV	2.0	2.4	2.2	1.4	1.2	2.2	1.8	2.8	2.2	2.0

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	M(2)	-	M(2)
CO2	M(2)	M(2)	M(2)	M(2)	S(3)
CO3	M(2)	L(1)	L(1)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	M(2)	M(2)	S(3)	S(3)	S(3)
W.AV	1.8	1.6	2.0	2.0	2.6

S –Strong (3), M-Medium (2), L- Low (1)

		I – Semester			
Core PE 2	Course Code: 711102	CONTEMPORARY INDIA AND EDUCATION	T	Credits: 4	Hours: 5

Unit -I	
Objective 1	To understand the relationship between education and philosophy and different Indian and Western Philosophers.

PHILOSOPHY AND PHILOSOPHERS IN EDUCATION:. Philosophy –meaning-relationship between philosophy and education –Naturalism, idealism, pragmatism and existentialism with reference, to aims, curriculum ,methods of teaching, role of teacher and discipline – eclectic tendency in education – Great educators and their contributions in education-Western thinkers-Froebel, Montessori-Indian thinkers-Mahatma Gandhi-Tagore, Aurobindo, Swami Vivekananada, Dr.S. Radhakrishnan and J. Krishnamurthy.-Educational implications of different Philosophy.

Outcome1	Learners discuss the relationship between education and philosophy and different Indian and Western Philosophers	K4

Unit II	
Objective 2	To familiarize basic concept and aims of Education

CONCEPT AND AIMS OF EDUCATION : Meaning-Nature-Aims and functions of education-formal education and alternative system of education (non formal education)- continuing education and the concept of open University system-Agencies of Education-Home, School, community, peer group and mass media.

Outcome 2	Learners understand the fundamental concept of Education	K2

Unit III	
Objective 3	To educate the role of education in transmission and transformation of culture and learn the importance of value education

SOCIOLOGY,CULTURE AND EDUCATION : Sociology –meaning and scope- relationship between sociology and education -transmission and transformation of culture-education as an agent of social change -Values –meaning-classification of values- social, moral and spiritual- traditional values of India –Dharma ,non violence, tolerance ,simplicity, spirituality and self realization - constitutional values of India –democracy ,secularism, Socialism and equality- value education – meaning-significance Approaches- direct ,indirect and incidental –Educational implications.

Outcome 3	Students analyze the role of education in transmission and transformation of culture and the importance of value education	K4

Unit IV	
Objective 4	To make them understand the challenges of Education in India

CHALLENGES OF EDUCATION IN INDIA : Universalisation of elementary and secondary education, Wastage and stagnation, remedial measures-Equality of educational opportunities – education of the socially and economically disadvantaged –women education –human rights Education –combating social evils-corruption, consumerism communalism, gender discriminations ,violence, role of education-Right to free and compulsory Education 2010 (RTE) and inclusion

Outcome 4	Learners critically evaluate the challenges of Education in India	K5

Unit V		
Objective 5	**To educate teachers role in society and code of ethics for teachers.**	
Teacher Education :– Meaning -aims and Objectives ,pre service and in -service education -need and significance , Accountability of Teachers –code of ethics for teachers-Teachers role in society – Teacher as social worker. Teacher role in 1. Pupil development, 2. Community development, 3. National integration, 4. International understanding 5. Elimination of social tension and conflict-Education for global peace.		
Outcome5	**Learners acquire knowledge of code of ethics for teachers androle of teachers in the society**	**K2**

Suggested Readings:

Bhattacharya, S. (2006). *Sociological Foundation of Education:* Atlantic Publishers. New Delhi
Dhankar. N. (2010). *Education In Emerging Indian Society*. New Delhi: APH Publishing
Corporation.
Kakkat, S. B. (1995). *Changing Perspectives in Education.* New Delhi: Vikas, Publishing House
Pvt.
Ltd.
Mehra D. D. (2009). *Education in Emerging Indian Education*, Indian Education. Ludhiyana:
Tondan Publications, Books Market.
Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiyana:
TondanPublication. Books Market.
Pathak, K. R. (2007). *Education in the Emerging India.* New Delhi: Atlantic Publishers. Pathak, R.
P. (2009). *Philosophical and Sociological Foundations of Education*. New Delhi:
Kanishka Publishers
Rao, D. B. (1996). *G lobals Perception on Peace Education*, Vol. I, II & III. New Delhi: Discovery
Publishing House.
Siddiqui, M. H. (2009). *Philosophical and Sociological foundation of Education*. New Delhi: APH
Publishing Corporation, APM Publication Corporation.
Singh Y. K. (2007). *Philosophical. Foundation of Education*. New Delhi: APH Publication
Corporation.
Thakur, A. S., and Berwal, S. (2007). *Education in Emerging Indian Society*. New Delhi: National
Publishing House.

Online resources
Philosophy and Education
https://www.reddit.com/r/philosophy/comments/5djc4u/heres_a_collection_of_online_philosophy_resources/
Equality of educational opportunities
https://hrmars.com/papers_submitted/1933/equality-of- educational-opportunity-the-role-of-using-technology-in
http://dx.doi.org/10.6007/IJARPED/v4-i4/1933
(http://mje.mcgill.ca/index.php/MJE/article/view/585/467)
Alkan, C. (1997): "Eğitim Teknolojisinin İkibinli Yıllarda Yapılandırılması" Retrieved 20.06.2013
from http://dergipark.ulakbim.gov.tr/sakaefd/article/viewFile/5000033261/ 5000033472
Globalization -impacts of globalization. (www.pulsus.com/pdfs/gate/paed/10602_ferg.pdf). sourav
pyakurel ,The concept of westernization(article)
http://www.academia.edu/Documents/in/Socio_Political_Philosophy☐ http//c.statcounter.com☐

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Course designed by: Dr.J.E Merlin Sasikala

PE- Perspective in Education

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	M (2)	L (1)	L (1)	L (1)	M (2)	M (2)	M (2)	L (1)	S (3)
CO2	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)	M (2)	S (3)
CO3	L (1)	L (1)	L (1)	L (1)	L (1)	M (2)	L (1)	L (1)	L (1)	S (3)
CO4	M (2)	M (2)	M (2)	M (2)	L (1)	M (2)	M (2)	M (2)	M (2)	S (3)
CO5	M (2)	M (2)	M (2)	L (1)	L (1)	M (2)	L (1)	L (1)	L (1)	S (3)
W.AV	1.6	1.8	1.6	1.4	1.2	2	1.6	1.6	1.4	3

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	S (3)	L (1)	L (1)	L (1)
CO2	M (2)	S (3)	M (2)	M (2)	M (2)
CO3	L (1)	S (3)	L (1)	L (1)	L (1)
CO4	M (2)	S (3)	M (2)	M (2)	L (1)
CO5	M (2)	S (3)	M (2)	M (2)	M (2)
W.AV	1.8	3	1.6	1.6	1.2

S –Strong (3), M-Medium (2), L- Low (1)

I - Semester					
Core PE 3	Course Code 711103	Educational Administration and Management	T	Credits:4	Hours:5
Unit -I					
Objective 1	To understand the concept and concerns of educational organization,administration and management.				
Administration- Meaning and Function: Meaning-. Nature- Objectives-Scope,- basic function – principle of Educational Administration -Difference between Educational Administration and Management.					
Outcome1	Differentiates between administration and management.				K2
Unit II					
Objective 2	To understand the Educational Administration and management at differentlevels and their functioning.				
Educational Planning and Organization: Introduction – Basic Elements of Planning – Type of Educational planning –Need for Educational Planning –Institutional Planning –Preparing time able - Role and function of NIEPA – performance appraisal of teachers- classroom management and components – problem encounter by classroom teacher- Structure of Educational administration in Tamilnadu and India.					
Outcome2	Practice the skill of planning and organizing an effective classroom.				K3
Unit III					
Objective 3	To understand the role of headmaster and the teachers in schoolmanagement: Supervision and inspection				
Management : Meaning and Principles: Introduction – Meaning, Concept, nature and scope of educational management -Different dimension of Management – stages in the Management process- Objectives of Management –Principles of Management –Role of Management in Education— different Views –Function of Management-Process of Management –Modern functions of Management – Management skills					
Outcome3	Operate the Principles of Management.				K4
Unit IV					
Objective 4	To acquaint the quality control measures in school management				
Management of Resources: Human Resource Management –Introduction –Classification- Meaning, types of resources- Human Resources- Planning –Development –Education and Development –Human resource Development and students – Human resource management – Definition Strategies need of HRM-Role of HRM in educational Expansion – HRM and Qualitative Improvement in Education – Headmasters role function and duties – Teacher Qualities and Functions					
Outcome4	Evaluate the functions of Teachers in Management of resources.				K5
Unit V					
Objective 5	To develop the skills in preparing and maintaining the school records.				
Leadership in Educational Administration: Meaning, Principles, Need - Functions and duties of leadership –Important Qualities of leadership –Leadership style –Training in Leadership –Staff morale - organizational commitments – Academic freedom – Professional Development of Teachers- Classroom Management - – Essential requirements for an Educational Institution – records and Registers – Importance of School records and Registers – Guidelines for Maintaining school records.					
Outcome5	Develop Leadership Styles.				K6

Suggested Readings:

Aggarwal, J.C. (1994) Educational Administration, Management and Supervision', New Delhi: AryaBook Depot.

Dash. B.N. (1996) School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt. Ltd.

Devegouda, A.C. (1973) A Handbook of Administration of Education in Mysore', Bangalore,Bangalore Book Bureau.

Halpin, Andrew.W (1966) Theory and Research in Administration', New York: MacmillanCompany.

Bhatnagar, R.P., Vidya Agarwal, Educational Administration Supervision, Planning & Financing.Bush T. and Coleman M, Leadership and Strategic Management in Education, Paul Chapman Publishing, London.

Elaine K. Mc Ewan, 7 steps of effective instructional leadership, Crowin Press, Inc California. Everard K. B. and Morris G., Effective School Management, Paul Chapman Publishing Ltd. LondonFred Luthans, Organizational Behavior, Mc-Graw-Hill International Edition.

Lynne Milgram, Alan Specter, Matt Treger, Managing Smart, Prentice Hall of India Pvt. Ltd., New Delhi.

Online resources

https://onlinecourses.swayam2.ac.in/cec20_ed07/preview

https://onlinecourses.nptel.ac.in/noc23_hs143/preview

https://www.krbed.in/assets/pdf/syllabus/SCHOOL%20MANAGEMENT%20AND%20ADMINISTRATION.pdf https://www.researchgate.net/publication/342449282_EDUCATIONAL_MANAGEMENT-ADMINISTRATION_MANAGEMENT_AND_SUPERVISION

https://ebooks.lpude.in/arts/ma_education/year_2/DEDU503_EDUCATIONAL_MANAGEMENT_ENGLISH.pdf

https://pdffile.co.in/school-management-and-administration/

https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-802C-Administration%20and%20Management%20of%20Education.pdf

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Course designed by: Dr. M. Sanmuga Revathi

PE- Perspective in Education

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	M (2)	L (1)	L (1)	L (1)	L (1)	S (3)	-	L (1)	L (1)
CO2	M (2)	M (2)	L (1)	L (1)	L (1)	M (2)	S (3)	L (1)	L (1)	L (1)
CO3	L (1)	M (2)	L (1)	L (1)	L (1)	L (1)	S (3)	L (1)	L (1)	L (1)
CO4	L (1)	S (3)	M (2)	L (1)	L (1)	M (2)	S (3)	M (2)	M (2)	M (2)
CO5	M (2)	S (3)	S (3)	L (1)	L (1)	L (1)	S (3)	M (2)	M (2)	M (2)
W.AV	1.4	2.4	1.6	1	1	1.4	3	1.2	1.4	1.4

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	L (1)	L (1)	L (1)	-
CO2	L (1)	L (1)	L (1)	L (1)	M (2)
CO3	M (2)	L (1)	M (2)	L (1)	L (1)
CO4	M (2)	S (3)	M (2)	L (1)	M (2)
CO5	M (2)	L (1)	M (2)	L (1)	M (2)
W.AV	**1.6**	**1.4**	**1.6**	**1**	**1.4**

S –Strong (3), M-Medium (2), L- Low (1)

I - Semester					
CPS1	Course Code: 711104	LANGUAGE ACROSS THE CURRICULUM	T	Credits:4	Hours:5
Unit -I					
Objective 1		Understand the Concept of Language Diversity, Multilingualism andClassroom Interaction.			
Language Diversity and Classroom Interaction Meaning and Concept of Language Diversity: Diversity in Classrooms - Types of Diversity-strategies for addressing diversity in classroom - Multilingualism: Meaning and Concept, Classroom Interaction.					
Outcome1		**Understand the language diversity and nature of classroom interaction**			**K 2**
Unit II					
Objective 2		Understand the motivation, leadership and principles of communication			
Communication Communication meaning, definition, process, Concept – components and types, Classroom communication – Barriers of classroom communication – Strategies for promoting effectiveness of communication –communication and Teacher effectiveness, effectiveness of communication in dynamics of classroom communication, skills of LSRW - listening, speaking, receptive skills, productive skills, methods, strategies to improve communication in teaching.					
Outcome2		**Identify and Implement the communication skills for effective teaching.**			**K 3**
Unit III					
Objective 3		Comprehend language for learning various school subjects			
Language and Instruction Language for Specific Purpose in Education and Training: Importance – Content Based Instruction– Purpose of Teaching English as a Second Language – Language for Learning School Subjects – Medium of Instruction : Critical review – Learning through the Mother Tongue – Recommendations of National Education Policy 2020					
Outcome3		**Review the specific purpose of language and it simplications in instruction**			**K 4**
Unit IV					
Objective 4		Imbibe the various language skills for effective teaching and learning			
Language Skills Listening Skill – Meaning, Process and Types – Speaking Skill: Importance, Oral Fluency – Reading skill: types –reading for perception and Comprehension – Writing Skill: Mechanics of Writing – Common Problems in Writing – Strategies for Developing Listening, Speaking, Reading and Writing Skills.					
Outcome4		**Develop the language skills needed for teaching learning process**			**K 6**
Unit V					
Objective 5		Understand the significance of Classroom Discourse			
Classroom Discourse Classroom Discourse - Meaning, Significance and Types – Oral Language – Need for a High –quality Language Environment - Discussion and Questions as Tools for Learning - Role of Teacher in Classroom Discourse.					
Outcome5		**Interpret the role of a teacher in Classroom Discourse**			**K 5**

Suggested Readings:

Agnihotri,R.K.(1995). Multilingualism as a class room resource. In K.Heugh,A.Siegruhn & P.Pluddemann(Eds.),MultilingualEducationforSouthAfrica(pp.3- 7), Heinemann EducationGroups.

Freedman,S.W&Dyson,A.H.(2003). Handbookof Research on Teaching EnglishLanguage Arts. Lawreuel Erlbaum Associates Inclave, USA:NewJersey.

Government of India.(1986).National Policyon Education.GOI.

Grellet,F.(1981)Developing Reading Skills: A practical guide to Reading Comprehensionexercises. Cambridge University Press.

P.Pluddemonn(Eds.)Multilingual Education for South Africa.

Hayes,J.H.(2006)ActiveLiteracyAcrossthecurriculum:StrategiesforReading, Writing, Speaking, and Listening, Eye on Education.

Peachey N., (2003) Content –based Instruction, The British CouncilKumar,Krishna.(2007).ThechildlanguageandtheTeacher.NewDelhi:NationalBook. National Curriculum Framework(2005),NewDelhi: NCERT

Sachdeva,M.S.(2013).TeachingofEnglish.Patiala:TwentyFirstCenturyPublications.

Safaya, Raghunath. Methods of Teaching: Jalandhar, Punjab Book Depot.

Sinha,S.(2009).Roseulblatt's Theory of Reading. Explaining Literature contemporary education dialogue.6(2),pp-223-237. Sullivan,M.(2008).Lessons for Guided writing. Scholastic. National Curriculum Framework.(2005).

Online resources

Khan Academy   Open Course Library

https://www.egyankosh.ac.in/bitstream/123456789/80500/1/Unit-11.pdf

https://files.eric.ed.gov/fulltext/ED625626.pdf https://www.everstudy.co.in/blog/classroom-communication https://www.toppr.com/guides/businessstudies/directing/communication/

http://dspace.hmlibrary.ac.in:8080/jspui/bitstream/123456789/1292/9/9-Chapter-1.pdf

https://www.researchgate.net/publication/364673466_LANGUAGE_SKILLS_A_STUDY_OF_IMPROVING_ENGLISH_SPEAKING_SKILLS_THROUGH_ENGLISH_READING_SKILLS

https://ncert.infrexa.com/language-skills-listening-speaking-reading-writing

https://www.researchgate.net/publication/324173062_Teacher_Questioning_from_a_Discourse_Perspective

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
				Course Designed by: Dr.M.Suganthi	

CPS –Curriculum and Pedagogic Studies

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S (3)	S (3)	S (3)	L (1)	M (2)	S (3)	L (1)	M (2)	M (2)	L (1)
CO 2	S (3)	M (2)	S (3)	M (2)	M (2)	S (3)	L (1)	M (2)	M (2)	-
CO 3	M (2)	M (2)	L (1)	L (1)	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)
CO 4	S (3)	M (2)	S (3)	L (1)	M (2)	S (3)	L (1)	M (2)	M (2)	-
CO 5	M (2)	L (1)	M (2)	M (2)	L (1)	M (2)	M (2)	L (1)	L (1)	M (2)
.AV.	2.6	1.8	2.4	1.4	1.6	2.6	1.2	1.8	1.6	0.8

S –Strong (3), M-Medium (2), L- Low (1)

OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S (3)	M (2)	S (3)	L (1)	M (2)
CO 2	S (3)	M (2)	M (2)	M (2)	M (2)
CO 3	M (2)	M (2)	M (2)	L (1)	L (1)
CO 4	S (3)	L (1)	S (3)	M (2)	L (1)
CO 5	M (2)	M (2)	L (1)	M (2)	M (2)
W.AV.	2.6	1.8	2.2	1.6	1.6

S –Strong (3), M-Medium (2), L- Low (1)

முதல் பருவம்					
CPS 2	**CourseCode: 711105**	தமிழ் கற்பிக்கும் முறைகள் - 1	**T**	**Credits:4**	**Hours: 5**

அலகு -1		
நோக்கம் 1	மொழியின் தோற்றமும் வளர்ச்சியும் பற்றிஅறிதல்	
தமிழ் மொழிவரலாறும் தாய்மொழிக் கல்வியின் சிறப்பும் மொழியின் பண்புகள் - மொழியின் தோற்றக் கொள்கை– மொழியின் வளர்ச்சி– தமிழ் மொழி வரலாறு: தமிழ் மொழியின் கிளைமொழிக் கொள்கைகள் - பேச்சுமொழியும் எழுத்து மொழியும் ய்மொழிக் கல்வியின் இன்றியமையாமை. -தாய்மொழி கற்பித்தலின் நோக்கங்கள் - பயன்கள் - தாய்மொழியின்தனிச்சிறப்பு - எண்ணத்தை வெளியிடும்கருவி- திருத்தமாகப் பேச, கேட்க, படிக்க, எழுதப் பயிற்சி அளித்தல் - செம்மொழித் தமிழ்.		
வெளிப்பாடு 1	மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி புரிந்து கொள்கிறார்கள்.	K2
அலகு -2		
நோக்கம் 2	**தமிழ் கற்பித்தலின் நோக்கங்களைப் பயன்படுத்துதல்**	
தமிழ்கற்பித்தலின் நோக்கங்கள் செய்யுள்–உரைநடை– இலக்கணம்–துணைப்பாடம்–கட்டுரை -புளூமின் கற்பித்தல் கோட்பாடுகள் - அறிவுசார் களம்,உணர்வுசார் களம்,உள இயக்கசார் களம்		
வெளிப்பாடு2	தமிழ் கற்பித்தலின் நோக்கங்களை பயன் படுத்துகிறார்கள்.	K3
அலகு -3		
நோக்கம் 3	**நுண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்மற்றும் பாடத்திட்டம் அமைத்தலில் அமைந்துள்ள கோட்பாடுகளைப் பயன்படுத்துதல்**	
கற்பித்தல் திறன்களில் பயிற்சி,பாடத்திட்டம தயாரித்தல் நுண்ணிலைக்கற்பித்தல் திறன்களில் பயிற்சி-தொடங்குதல் திறன்,விளக்குதல் திறன்,முடித்தல் திறன்,பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்,கிளர் வினாத் திறன்,வலுவூட்டிகளைப் பயன்படுத்தும் திறன், உதாரணங்களைபயன்படுத்தும் திறன்,கரும்பலகையைப் பயன்படுத்தும் திறன் மற்றும் இணைப்புப் பயிற்சி. **அலகுத்திட்டம் -**பயன்கள் -அலகுத்திட்டம்எழுதுதல் **-பாடத்திட்டம் -** விளக்கம் - பயன்கள் -ஹெர்பார்டின் படிநிலைகள் -பாடத்திட்டம் தயாரிக்கும்போதுகவனிக்கப்படவேண்டியவை–பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை–மாதிரிபாடத்திட்டம். - பாடக்குறிப்பு,பாடத்திட்டம் வேறுபாடு		
வெளிப்பாடு 3	கற்பித்தல் திறன்கள் மற்றும் பாடத்திட்டம் தயாரித்தலில் பயிற்சிபெறுகின்றனர்.	K6
அலகு -4		
நோக்கம் 4	**தமிழ்மொழியின் பல்வேறுபயிற்றுமுறைகளைவெளிப்படுத்துதல்**	
தமிழைப் பயிற்றும் முறைகள் பண்டையோர் கண்டபயிற்றுமுறை: குருகுலமுறை-1. சொற்பொழிவுமுறை,2. உரையாடல் முறை3. தடைவிடைமுறை, 4. வினாவிடைமுறை, 5. பயிற்சி -பன்முறைப் பயிற்சிமுறை, 6. விதிவிளக்குமுறை, 7. காரணகாரியமுறை, 8. போலக்கற்றல் முறை, 9. நெட்டுருஅல்லதுமனப்பாடமுறை,10. உய்த்துணர்தல் முறை-நன்மைகள்,தீமைகள்.- தற்காலப் பயிற்றுவிக்கும் முறைகள். புதியமுறைகள் : விளையாட்டுமுறை-நடிப்புமுறை- செயல்திட்டமுறை- தனிப்பயிற்சிமுறை-மேற்பார்வைப் படிப்புமுறை-திட்டமிட்டுக்கற்றல் - வகைகள் - நிறைகள்,குறைகள்.		
வெளிப்பாடு 4	தமிழ்மொழியின் பல்வேறுபயிற்றுமுறைகளை பயன் படுத்துகிறார்கள்.	K 3
அலகு -5		
நோக்கம் 5	**தகவல் நுட்பவியல் வழியாகத் தமிழ் கற்பித்தலைஅறியும் திறன்பெறுதல்**	
மொழிக்கற்பித்தலின் நுட்பக்கூறுகள்,தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும் துணைக் கருவிகள் - பங்கு - வகைகள்: காட்சிக் கருவிகள்,கேள்விக்கருவிகள்,காட்சிக் கேள்விக்கருவிகள் - பயன்கள் மொழிக் கற்பித்தலில் மக்கள் தொடர்புச்சாதனங்கள் - கணினிஅடிப்படையில் கல்வி(Computer Based Education) –கணினிதுணையுடன் கற்பித்தல் (Computer Assisted Instruction) – கணினிமேலாண்மையில் கற்பித்தல் (Computer Managed Instruction)–கணினி ஊடகக் கற்பித்தல் (Computer Mediated Communication)கணினியில் தமிழ் - மின் தமிழ்		
வெளிப்பாடு 5	தகவல் நுட்பவியல் வழியாகத் தமிழ் கற்பித்தலைமதிப்பிடுகிறார்கள்.	மு5

செயல்முறை	➢ கருத்தரங்கம் நடத்துதல்
	கற்பித்தல் துணைக்கருவிகள்தயாரித்தல்
	➢ திட்டமிட்டுக்கற்றல் சட்டகம் தயாரித்தல்
	➢ நாடகங்கள் எழுதுதல் மற்றும் நடித்தல்
	➢ கல்விச் சுற்றுலாசெல்லுதல்
	➢ கருத்தரங்கம் நடத்துதல்
	➢ செயலரங்கம் நடத்துதல்
	➢ கட்டுரையின் வகைகள் தலைப்புகள் தொடர்பானசெய்திகளைத் திரட்டுதல்.

பார்வை நூல்கள்

முனைவர்.பழனிவேலு,ஞா. (2011),*செந்தமிழ் கற்பித்தல்- பொதுத்தமிழ்,*தஞ்சாவூர்: நதிபப்ளிகே'ன்ஸ்.

.கலைச்செல்வி. வெ (2013),*பொதுத்தமிழ் கற்றல் - கற்பித்தல்,*ஈரோடு:சஞ்ஜீவ் வெளியீடு.

புலவர்செந்துார்பாண்டியன்(1979) *"நுண்ணிலைப்பயிற்சி"*புதுக்கோட்டை:மீனாட்சிபதிப்பகம். கோவிந்தராஜன் மு. (1980) *"மொழித்திறன்களும் சிலசிக்கல்களும்"*சென்னை: தேன்மொழிப்பதிப்பகம். கணபதி வி. (2005) *"நற்றமிழ் கற்பிக்கும் முறைகள்"*சென்னை:சாந்தாபதிப்பகம்.

டாக்டர்.ந.சுப்புரெட்டியார்(1964),*தமிழ்பயிற்றுமுறை,*சிதம்பரம்.:மெய்யப்பன் பதிப்பகம்,

இலக்குவன் (2008) : *தமிழ்ப்பாடநுாலும் ஆசிரியரும்,*சென்னை : சாரதாபதிப்பகம்

வேணுகோபால் இ.பா (2008) *பைந்தமிழ் கற்பிக்கும் முறைகள்.* சென்னை: சாரதாபதிப்பகம்.

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தஞ்சைமாவட்டம்:திருமலைக்குமரன் பதிப்பகம்.

பேராசிரியர்.தண்டபாணி,சு   பேராசிரியர்   தேவசகாயம். வி. (2009)   *தமிழ் கற்பித்தல்,*மதுரை:மீனாபதிப்பகம்.

பேராசிரியர்   வி.கணபதி பூ ஜெயராமன் (2010) *நற்றமிழ்   கற்பிக்கும்   முறைகள்,*சென்னை: சாந்தாபப்ளி'ர்ஸ்.

நிகழ்நிலை வளங்கள்

https://www.tntextbooks.in/p/school-books.htmlKhan Academy: TAMIL

https://www.tamilvu.org/en/virtual-classroom

https://www.tamilvu.org/ta/stream-html-basic-lrntml-lrntml01-275400

https://alison.com/course/tamil-for-beginners

https://www.tntextbooks.in/p/school-books.html

https://www.tnteu.ac.in/pdf/tamil.pdf

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
			Name of the Course Teacher: Dr.M.SUGANTHI		

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	L(1)	M(2)	L(1)	L(1)	-	L(1)	L(1)	-	L(1)	L(1)
CO 2	M(2)	S(3)	M(2)	M(2)	L(1)	M(2)	-	L(1)	-	L(1)
CO 3	S(3)	M(2)	S(3)	M(2)	L(1)	S(3)	L(1)	L(1)	L(1)	-
CO 4	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	L(1)	L(1)	M(2)	L(1)
CO 5	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	L(1)	L(1)	-
W.AV.	**2.2**	**2.4**	**2**	**1.8**	**1.4**	**2.4**	**1**	**0.8**	**1**	**0.6**

S –Strong (3), M-Medium (2), L- Low (1)

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M(2)	L(1)	L(1)	L(1)	L(1)
CO 2	S(3)	M(2)	M(2)	M(2)	L(1)
CO 3	S(3)	S(3)	S(3)	M(2)	M(2)
CO 4	S(3)	S(3)	M(2)	M(2)	M(2)
CO 5	M(2)	M(2)	M(2)	M(2)	M(2)
W.AV.	**2.6**	**2.2**	**2**	**1.8**	**1.6**

S –Strong (3), M-Medium (2), L- Low (1)

		Semester-I			
CPS 2	Course Code: *711106*	**PEDAGOGY OF ENGLISH –I**	T	Credits:4	Hours:5

	Unit -I	
Objective 1	**To understand the aims and objectives of teaching English**	

AIMS AND OBJECTIVES OF TEACHING ENGLISH

Importance of English Language in India - Rationale for learning English – Four important aims of teaching English in schools - Objectives of teaching English as a second language - General principles of language teaching - Psychological principles of teaching English as a second language - Relationship between culture and language-Characteristics of good class room speech in English

Outcome1	**Explore the aims and objectives of teaching English.**	**K6**

	Unit II	
Objective 2	**To examine the planning for instruction in teaching English**	

PLANNING FOR INSTRUCTION IN THE LESSON PLAN

Steps in planning a lesson: setting lesson goals - Designing unit and lesson plan - Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels. Structure of a four-fold lesson plan - Preparation of a model lesson plan. Characteristics of a good English question paper.

Outcome 2	**Develop the planning for instruction in teaching English**	**K6**

	Unit III	
Objective 3	**To acquire skills related to planning their lessons and teaching effectively**	

PRACTICING THE SKILLS IN TEACHING ENGLISH

Meaning of Teaching Skills – Verbal – Non verbal – Fluency in Communication – presentation – Interaction- Reflection – Summing up – Teaching prose and poetry –Micro Teaching Skills - Micro-Teaching practices and fundamental skills in Teaching.

Outcome3	**Practice the skills related to their lessons in teaching English**	**K3**

	Unit IV	
Objective 4	**To identify the various methods and techniques of teaching English.**	

METHOD OF TEACHING ENGLISH

Methods: Grammar-Translation Method - Bilingual Method - Direct Method – The Audio-Lingual Method - Dr.West's New Method - Computer-Assisted Language Learning (CALL) - Learning by Teaching - Mixed-ability grouping.

Approaches: The Structural-Situational approach - Communicative approach – Recent trends in communicative approach - Eclectic approach in language teaching - Recent trends in teaching English subject- Learner-centred teaching methods.

Resources in teaching English - Teacher-made aids: Flash cards, pictures, charts,models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Televion - Language Lab - PowerPoint presentation - Websites for teaching English - Multimedia - Internet for teaching English - Newspaper articles in language Class - Mobiles to learn English - Films for learning English - English clubs - Qualities of a good language textbook - Professional competencies of a English language Teacher.

Outcome4	**Apply various approaches and methods of teaching English in real classroom context**	**K3**

Unit V		
Objective 5	**To interpret the various types of tests in teaching English**	
TESTING AND EVALUATION IN ENGLISH The value of testing - Focus of testing - Different kinds of test: achievement tests -aptitude tests - proficiency tests - diagnostic tests -Types of test in English: objective type of tests - construction of objective-types questions - Error recognition- Written tests: short answer tests - paragraph tests - essay tests - Teacher-made achievement test: steps in planning and constructing a test - Constructing a table of specifications for building a test -Marking scheme and scoring key - Item analysis.		
Outcome5	**Design and implement various tools of evaluation in teaching English.**	**K6**

Suggested Readings:

Allen, Edward and Rebecca M. Valettee (1977). *Classroom Techniques: Foreign Languages and English as a Second Language.* New York: Harcourt Brace Jovanich Inc J A and McGregor G P (1970). *Teaching English as a Second Language*.

Essex: E L B S and Longman. Chastain, Kenneth (1976). *Developing Second Language Skills: Theory to Practice*. Chicago: Rand McNally Publishing Company.

Crystal, David (1987). *The Cambridge University Encyclopedia of Language*.Cambridge: Cambridge University Press.

Davis, Fiona and Rimmer, Wayne (2011). Active Grammar (Level 1, 2 & 3 Cambridge University Press.

Doff, Adrian (1990). *Teach English: A Training course for Teachers*. Cambridge:Cambridge University Press.

Krashen, Stephen D (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press.

Larsen-Freeman, Diane (1986). *Techniques and Principles in Language Teaching*.Oxford: Oxford University Press.

Online resources

http://knol.google.com/k/low-cost-teaching-aids-for-rural-schools-in-india

http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/lesson.pdf

http://pdonline.ascd.org/pd_online/ubd_intro/wiggins98chapter4.html

http://www.csun.edu/science/ref/plans/lesson_design_hunter.html

Mooc Course: Outcome based pedagogic principles of effective teaching

              Pedagogy of English

K1-Knowledge	**K2- Understanding**	**K3-Apply**	**K4-Analyze**	**K4-Evaluate**	**K6-Create**
				Course designed by Dr.SP.Shanthi	

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	L (1)	L (1)	L (1)	S (1)	L (1)	M (2)	M (1)	S(3)	M(2)	-
CO 2	M (2)	M (2)	M (2)	M (2)	L (1)	M (2)	M(2)	S(1)	L (1)	-
CO 3	L(1)	S (3)	S (3)	M (2)	M (2)	S(3)	M(2)	M(2)	M (2)	L (1)
CO 4	S (3)	S (3)	M (2)	M (2)	M (2)	S(3)	S(3)	M(2)	M (2)	L (1)
CO 5	L (1)	M (2)	M (2)	S (3)	L(1)	L(1)	S(3)	S(3)	L (1)	L (1)
W.AV.	1.6	2.2	2	2	1.4	2.2	2.2	2.2	1.6	0.4

S – Strong (3) M – Medium (2), L - Low (1)

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	L(1)	L(1)	S(3)	L(1)	M(2)
CO 2	M (2)	S(3)	M(2)	S(3)	M(2)
CO 3	M(2)	S(3)	S(3)	M(2)	L (1)
CO 4	M(2)	M(2)	M(2)	S(3)	M(2)
CO 5	M(2)	S(3)	S(3)	M(2)	M(2)
W.AV.	1.8	2.4	2.6	2.2	1.8

S – Strong (3) M – Medium (2), L - Low (1)

SEMESTER I					
CPS-2	Course Code: 711107	PEDAGOGY OF MATHEMATICS - I	T	Credits:4	Hours: 5

Unit - I	
Objective1	To understand the nature, aims and objectives of teaching mathematics.

UNDERSTANDING OF MATHEMATICS

Meaning and Nature of mathematics -Characteristics of mathematics: Precision and Accuracy, Logical Sequence, Symbolism and Applicability –Values of teaching mathematics: practical, cultural, social and disciplinary values - Correlation of Mathematics with other subjects - Contributions of Mathematicians: Aryabhatta, Bhaskaracharya, Ramanujam, Euler, Euclid and Pythagoras.

Outcome 1	Appreciate the nature and scope of Mathematics and also recognize thevalues of teaching mathematics.

Unit - II	
Objective2	To develop various skills of teaching mathematics

AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Aims of teaching mathematics: practical, social, disciplinary and cultural aims - Objectives of teaching mathematics- Taxonomy of educational objectives with special reference to mathematics - Classroom objectives in the cognitive, psychomotor and affective domains – its implications.

Outcome 2	Appreciate the interdisciplinary contributions of Mathematics and alsorecognize the Correlation of Mathematics with other subjects

Unit - III	
Objective3	To acquire competencies in teaching mathematics and to prepare lessonplans

TEACHING SKILLS AND PLANNING FOR INSTRUCTION

Microteaching: Meaning, characteristics and cycle -Relevant skills in Micro teaching- Skill of Illustrating with examples, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Questioning, Skill of Explaining, Skill of Introduction, Skill of Closure Year plan, Unit plan: Characteristics, steps and advantages - Lesson plan: Preparation, characteristics, and advantages – Herbartian Approach

Outcome 3	Acquire the skill of writing objectives and specifications of any topic inMathematics and acquire various skills in the teaching of Mathematics

Unit - IV	
Objective 4	To understand various methods of teaching mathematics

MODE OF TRANSACTION

Methods of Teaching:Inductive and Deductive method, Analytic and Synthetic method Laboratory method, Heuristic method, Problem Solving method and Project method – Constructivis Approach: Activity Based Learning (ABL) - Active Learning Method (ALM): TIGER method. Moder Teaching Techniques: Brain Storming, Team Teaching, Workshop, Seminar, Concept mapping - Modern Learning Approaches: Blended Learning, Flipped Classroom, Brain based learning, Game based learning, Phenomenon based learning.

Outcome 4	Develop the skill of identifying suitable method to teach a particular topic in Mathematics and also recognize the need and importance of teaching aids.

Unit - V	
Objective 5	To understand various technologies available for teaching mathematics

TECHNOLOGY IN TEACHING MATHEMATICS

Audio-Visual aids: concept, importance and classification – Teaching Learning Materials (TLM) - Interactive white Board - Web based learning- Mobile learning -E-resources - Virtual Reality and Augmented Reality.

Outcome 5	Appreciate the use of various technologies in teaching mathematics and develop the skill of integrating ICT in teaching of mathematics
PRACTICUM / SESSIONAL WORK	1. Collection of Biographies of any two mathematicians. 2. Writing instructional objectives in terms of cognitive, affective and psychomotor domain for a selected topic in mathematics at the secondary level. 3. Practicing five micro teaching skills and link practice. 4. Preparation of lesson plan for any topic in Mathematics at the secondary level. 5. Construction of a mind map for any topic in Mathematics at the secondary level. 6. Identification of the most suitable method to teach a particular topic in Mathematics. 7. Development of an e-content on any topic in mathematics

Suggested Readings:

Anice James. (2005). *Teaching of Mathematics*.Hyderabad:Neelkamal Publications.

Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: TamilNadu Text Book Society.

Bolt, B., & Hobbs, D. (2005). *101 Mathematical Projects*. New Delhi: Cambridge University Press.

Deborah Loewenberg Ball. **(2003). Mathematical Proficiency forAll Students,** RAND Corporation.

Ediger, M., &BhaskaraRao, D. B. (2004). *Teaching mathematicssuccessfully*. New Delhi: Discovery Publishing House. Mangal, S. k., & Mangal, S. (2005). *Essentials of EducationalTechnology andManagement*. Meerut: loyal book depot.

Michelle Manes. **(**2017). **Mathematics forElementaryTeachers**, Pressbooks: A University of Hawai'I OER. Retrieved from http://pressbooks.oer.hawaii.edu/math forelementaryteachers

Sharan, R., & Sharma, M. (2006). *Teaching of Mathematics*. Newdelhi: A.P.H.Publishing Corporation.

Pedagogy of Mathematics: Aims and Objectives of TeachingMathematics. (n.d.). Retrieved July 18, 2023, from http://pedagogybyvasu.blogspot.com/2019/06/aims-and- objectives-of-teaching.html

Teaching Mathematics with Technology (TMT) | MOOCs ForDevelopment. (n.d.). Retrieved July 18, 2023, from https://www.mooc4dev.org/TMT

The Importance of Technology in Mathematics | Report Example.(n.d.). Free Essays. Retrieved July 18, 2023, from https://ivypanda.com/essays/the-impact-of-technology-on-the-learning-and-teaching-of-mathematics/

Childhood Development of Math Skills | Free Online Course | Alison.(n.d.). Retrieved July 2023, from https://alison.com/course/early-childhood-development-of-math-skills#google_vignettehttps://alison.com/course/early-childhood-development-of-math-skills#google_vignette

Teaching mathematics. (n.d.). Teaching Mathematics. Retrieved July18, 2023, from https://www.open.edu/openlearn/mod/oucontent/education- development/teaching- mathematics https://www.open.edu/openlearn/mod/oucontent/view.php?id=8 5465

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
		Name of the Course Teacher: Dr. A. Pio Albina			

CPS – Curriculum and Pedagogic Studies.

Course Outcome VSProgramme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	-	-	-
CO2	M(2)	M(2)	M(2)	M(2)	L(1)	S (3)	-	L(1)	L(1)	L(1)
CO3	S (3)	S (3)	S (3)	M(2)	M(2)	S (3)	L(1)	L(1)	M(2)	L(1)
CO4	S (3)	S (3)	M(2)	M(2)	M(2)	S (3)	L(1)	L(1)	M(2)	L(1)
CO5	L(1)	M(2)	M(2)	S (3)	S (3)	S (3)	-	-	L(1)	L(1)
W.AV	2	2.2	2	2	1.8	2.8	0.6	0.6	1.2	0.8

S–Strong (3), M-Medium (2), L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M (2)	L (1)	L (1)	L (1)	L (1)
CO2	S (3)	M (2)	M (2)	M (2)	L (1)
CO3	S (3)	S (3)	S (3)	M (2)	L (1)
CO4	S (3)	S (3)	M (2)	M (2)	L (1)
CO5	S (3)	M (2)	M (2)	M (2)	M (2)
W.AV	2.8	2.2	2	1.8	1.2

S–Strong (3), M-Medium(2), L-Low(1)

		I - Semester			
CPS 2	Course Code: 711108	PEDAGOGY OF PHYSICAL SCIENCE I	T	Credits: 4	Hours: 5
		Unit -I			
Objective1	To understand the nature, scope, aims and objectives of teaching Physical Science.				
CONCEPTUAL FRAMEWORK OF PHYSICALSCIENCE Science - Meaning, Nature, Scope, and Importance – Structure of Science: Process and Product of Science – Values of learning Physical Science / Function of Teaching Science: Intellectual, Disciplinary, Utilitarian, Cultural, Vocational, Recreative, Aesthetic, Moral, Social etc. Correlation with other subjects - Scientific Attitude and Scientific Aptitude, Branches of Sciences, Emerging Interdisciplinary Subjects like Biotechnology, Biomedical sciences, Bioinformatics, Biophysics, Biochemistry, Molecular Biology ect, Eminent Scientists and their contributions.					
Outcome1	Student teachers comprehend the fundamental concepts in physical science				K2
		Unit II			
Objective 2	To examine the aims and objectives of Teaching Physical science				
AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE Aims and Objectives of Teaching Physical Science in Elementary, Secondary, and Higher Secondary level – taxonomy of Educational Objectives. Blooms, Anderson— Instructional and Behavioural Objectives of Teaching physical Science -Scientific Creativity – Scientific Literacy – Scientific Temper.					
Outcome2	Student teachers explore the aims and objectives of teachingphysical science				K4
		Unit III			
Objective 3	To acquire skills related to planning their lessons and presenting themeffectively				
TEACHING SKILLS AND PLANNING FOR INSTRUCTION Teaching Skills: Micro teaching - Importance of Planning for Teaching – Year Plan – Unit Plan: Meaning, Importance, Format, and Uses – Lesson Plan: Meaning, and importance, Herbartian Lesson Plan Format and uses.					
Outcome3	Student teachers develop the skills of teaching and planning for instruction				K6
		Unit IV			
Objective4	To identify the various methods and techniques of teaching physical science				
METHODS OF TEACHING Concept of Teaching with Special reference to physical science – Approaches and Methods – Lecture, Lecture cum Demonstration, Historical method, Heuristics, Projects, Scientific method, field visit etc. Modern Teaching Techniques: Brain Storming, Team Teaching, Panel Discussion, Workshop, Seminar, Symposium, Supervised Study, Concept mapping, Flipped Classroom, Blended Learning, Collaborative learning, Brain Based Learning – Constructivist Approach: Immersive learning, Activity based learning, Active Learning Method (ALM), Simplified Active Learning Method (SALM).					
Outcome4	Student teachers apply various approaches and methods ofteaching physical science in real classroom context				K3

Unit V	
Objective 5	To interpret the modern techno-pedagogical skills and the technology ofteaching physical science

TECHNOLOGY IN TEACHING PHYSICAL SCIENCE

Audio Visual Aids – Concept, Importance and Classification of audio- visual aids– Teaching Learning Material(TLM)–Improvisation of Teaching aids- Science Educational Programmes – Information and Communication Technology in Science Teaching – internet - utilization of e- resources– E - learning - e content: Web based learning, e-tutoring, Webinars(video conferencing), Interactive White Board (Smart Classroom), Virtual classroom, Mobile learning – educational implications.

Outcome5	Student teachers evaluate the implications of technology inteaching of physical science	K5

Suggested Readings:

Marlow Ediger and BhaskaraRao.D (2016) *Teaching Science Successfully*,New Delhi: Discovery Publishing House Pvt. Ltd.

Nagaraju, M.T.V., Vanaja, M., (2016). Methods of Teachings PhysicalScience Pandey, (2003). *Major Issues in Science Teaching*, New Delhi: SumitPublications.

Radha Mohan, (2012). Methods of Physical Science, Neelkamal publications,New Delhi.

Rajasekar, S. (2016). Methods of Teaching Physical Science, NeelkamalPublisher Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications,New Delhi.Venkat Rao, N., Ramalu, CH.A., (2016). Pedagogy of Physical Science, Neelkamal Publisher

Online resources

Khan Academy: Physiacal science

Open Course Library

http://en.wikipedia.org/science-education

http://iat.com/learning-physical science

Mooc Course: Outcome based pedagogic principles of effective teachingPedagogy of Science

K1-Knowledge	K2- Understanding	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Name of the Course Teacher: Dr.M.Parimala Fathima

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	L (1)	L (1)	L (1)	L (1)	L (1)	M (2)	L (1)	-	-	-
CO 2	M (2)	M (2)	M (2)	M (2)	L (1)	S (3)	-	L (1)	L (1)	L (1)
CO 3	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	L (1)	L (1)	M (2)	L (1)
CO 4	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	L (1)	L (1)	M (2)	L (1)
CO 5	L (1)	M (2)	M (2)	S (3)	S (3)	S (3)	-	-	L (1)	L (1)
W.AV.	2	2.2	2	2	1.8	2.8	0.6	0.6	1.2	0.8

S – Strong (3)M – Medium (2), L - Low (1)

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M (2)	L (1)	L (1)	L (1)	L (1)
CO 2	S (3)	M (2)	M (2)	M (2)	L (1)
CO 3	S (3)	S (3)	S (3)	M (2)	L (1)
CO 4	S (3)	S (3)	M (2)	M (2)	L (1)
CO 5	S (3)	M (2)	M (2)	M (2)	M (2)
W.AV.	2.8	2.2	2	1.8	1.2

S – Strong (3) M – Medium (2), L - Low (1)

Semester –I					
CPS - 2	**Course Code: 711109**	**Pedagogy of Biological Science - I**	**T**	**Credits : 4**	**Hours: 5**

Unit – I	
Objective1	**To understand the nature, scope, functions and emerging trends in biological science.**

Conceptual Framework of Biological Science

Science - Meaning, Nature, Scope, and Importance – Structure of Science: Process and Product of Science – Values of learning Biological Science / Functions of Teaching Science. Correlation with other subjects - Scientific Attitude and Scientific Aptitude, Emerging Interdisciplinary Subjects like Biotechnology, Biomedical sciences, Bioinformatics, Biophysics, Biochemistry, Molecular Biology, etc. – Eminent Scientists and their contributions.

Outcome1	**Student teachers comprehend the fundamental concepts in biological science**	**K2**

Unit – II	
Objective2	**To examine the aims and objectives of Teaching Biological science**

Aims and Objectives of Teaching Biological Science

Aims and Objectives of Teaching Biological Science in Elementary, Secondary, and Higher Secondary level – taxonomy of Educational Objectives – Blooms, Anderson— Instructional and Behavioural Objectives of Teaching Biological Science -Scientific Creativity – Scientific Literacy – Scientific Temper.

Outcome2	**Student teachers explore the aims and objectives of teaching biological science**	**K4**

Unit – III	
Objective3	**To acquire skills related to planning their lessons and teaching effectively**

Teaching Skills and Planning for Instruction

Teaching Skills: Micro teaching - Importance of Planning for Teaching – Year Plan – Unit Plan: Meaning, Importance, Format, and Uses – Lesson Plan: Meaning, and importance, Herbartian Lesson Plan Format and uses.

Outcome3	**Student teachers develop the skills of teaching and planningfor instruction**	**K6**

Unit IV	
Objective4	**To identify the various methods and techniques of teaching BiologicalScience.**

Methods of Teaching

Concept of Teaching with Special reference to Biological Science – Approaches and Methods – Lecture, Lecture cum Demonstration, Historical method, Heuristics, Projects, Scientific method, field visit etc. Modern Teaching Techniques: Brain Storming, Team Teaching, Panel Discussion, Workshop, Seminar, Symposium, Supervised Study, Concept mapping, Flipped Classroom

Blended Learning, Collaborative learning, Brain Based Learning – Constructivist Approach: Immersive learning, Activity based learning, Active Learning Method (ALM), Simplified Active Learning Method (SALM).

Outcome4	**Student teachers apply various approaches and methods of teaching biological science in real classroom context**	**K3**

Unit V		
Objective5	**To interpret the modern techno-pedagogical skills and the technology ofteaching Biological Science.**	

Technology in Teaching Biological Science

Audio Visual Aids – Concept, Importance and Classification of audio-visual aids– Teaching Learning Material (TLM) – Improvisation of Teaching aids- Science Educational Programmes – Information and Communication Technology in Science Teaching – internet - utilization of e- resources – E – learning – e content –: Web based learning, e-tutoring, Webinars (video conferencing), Interactive White Board (Smart Classroom), Virtual classroom, Mobile learning – educational implications.

Outcome5	**Student teachers evaluate the implications of technology in teaching of biological science**	**K5**

Reference Text Books:

Choudary.S. (2008) *Teaching of Biological Sciences*, PHI Learning Private Ltd. Dipti

Pinakin Bhatt (2011) *Teaching of Science,* APH Publishing Corporation. Jasim

Ahmad (2011) *Teaching of Biological Sciences,* PHI Learning Private Ltd.

Marlow Ediger and BhaskaraRao.D (2016) *Teaching Science Successfully*, Discovery Publishing House Pvt. Ltd.

Pandey, (2003). *Major Issues in Science Teaching*, Sumit Publications.

Reena Bharti, (2018), *Teaching of Biological Science,* Agrawal Publishers.

Satnam Singh and Devendra Aggarwal (2014) *Teaching Methods of Biology*, Shristi Book Distributors.

Sharma, P.C. (2006). *Modern Science Teaching*, Dhanpat Rai Publications.

Yadav, M.S. (2003). *Teaching of Science*, Anmol Publications Private Ltd.

Online Resources

Biology library | Science | Khan Academy

https://www.bioexplorer.net/fathers-of-biology.html/

https://www.ncbi.nlm.nih.gov/books/NBK45403/

https://gizmodo.com/11-emerging-scientific-fields-that-everyone-should-know-5987296

https://onlinecourses.swayam2.ac.in/cec22_ed10/preview

https://onlinecourses.swayam2.ac.in/ntr23_ed02/preview

K1-Remember	**K2- Understand**	**K3-Apply**	**K4-Analyze**	**K4-Evaluate**	**K6-Create**
			Name of the Course Teacher: Dr. G. Rajeswari		

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	L (1)	L (1)	L (1)	L (1)	L (1)	M (2)	L (1)	-	-	-
CO 2	M (2)	M (2)	M (2)	M (2)	L (1)	S (3)	-	L (1)	L (1)	L (1)
CO 3	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	L (1)	L (1)	M (2)	L (1)
CO 4	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	L (1)	L (1)	M (2)	L (1)
CO 5	L (1)	M (2)	M (2)	S (3)	S (3)	S (3)	-	-	L (1)	L (1)
W.AV.	2	2.2	2	2	1.8	2.8	0.6	0.6	1.2	0.8

S – Strong (3)M – Medium (2), L - Low (1)

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M (2)	L (1)	L (1)	L (1)	L (1)
CO 2	S (3)	M (2)	M (2)	M (2)	L (1)
CO 3	S (3)	S (3)	S (3)	M (2)	L (1)
CO 4	S (3)	S (3)	M (2)	M (2)	L (1)
CO 5	S (3)	M (2)	M (2)	M (2)	M (2)
W.AV.	2.8	2.2	2	1.8	1.2

S – Strong (3) M – Medium (2), L - Low (1)

I - Semester					
CPS - 2	Course Code: 711110	PEDAGOGY OF SOCIAL STUDIES - I	T	Credits:4	Hours:5

Unit -I

Objective1	To recall and understand the nature, scope, aims and objectives of teaching Social Studies.	

CONCEPTUAL FRAMEWORK OF SOCIALSTUDIES

History- Meaning, Definition, Nature and purpose of Teaching History - Different concept of Social Studies - Geography - Civics and Culture- History is the mother subject of all other subjects and Daily Life - Great man theory who is Great man- History is the philosophy of Examples – Relations, Difference between social studies and Social Science- School of Indian thinkers and western thinkers in History.

Outcome1	Recollect and also recognize the nature and structure of social studies.	K1

Unit II

Objective2	To understand the skills in the teaching of Social Studies and to develop the skills in them.	

AIMS AND VALUES OF LEARNING AND TEACHING SOCIAL STUDIES

Social studies- aims, goals and objectives - values of teaching Social Studies at various levels - Curriculum reference in Social Studies at the Global, National and State level -strategies of Learning for Social studies.

Outcome2	Acquire the skills in the teaching of social studies and to developthe skills in them through classroom teaching.	K2

Unit III

Objective3	To acquire skills related to planning their lessons and presenting them effectively	

TEACHING SKILLS, LESSONS AND UNIT PLANNING FOR INSTRUCTION

Micro Teaching - Microteaching Cycle - Skill of Stimulus Variation -Skill of Questioning - Skill of Explanation - Skill of Reacting - Link Practice - Benefits from Micro-Teaching - Instructional objectives in behavior form - Bloom's Taxonomy of objectives - Advantages of planning a lesson - Steps involved in lesson planning – Herbertian steps-Laboratory, Heuristic, Problem Solving and Project Methods- Specimen lesson plan- Teaching Aids- Learning Experiences -Evaluation of objectives and learning experiences – Unit planning -Advantages of unit planning - Specimen unit plans - Resource units.

Outcome 4	Acquire the skill of identification and writing of objectives and specifications of any topic in social science.	K3

Unit IV

Objective4	To develop a theoretical and practical understanding of the various methods and techniques of teaching Social Studies and the importance ofself-learning devices through classroom teaching.	

MODE OF TRANSACTION IN TEACHING SOCIAL STUDIES

Methods of Teaching- Lecture Method- Demonstration Method- Inductive Method and Deductive Methods- Seminar- Symposia- Workshop- Panel discussion- Debate- Team teaching- Supervised Study- Modern Teaching Techniques- Brain storming- Programmed learning (linear and branching)- Characteristics of students of slow and gifted learners.

Outcome4	Develop the skill of identifying the topics that can be taughtthrough various methods and also recognize the need and importance of teaching aids.	K3

Unit V

Objective5	To understand the technology of teaching Social Studies and give they practice in the application of modern techno-pedagogical skills.	

TECHNOLOGY IN TEACHING OF SOCIAL STUDIES

Educational Technology- Meaning, Definition- Traditional Methods- Need and importance of Instructional materials-Programmed Learning Material (PLM)- Information and Communication Technology in History Teaching- History Room –Social Science Laboratory- Museum – Field Trips- Epigraphy- Excavation- Smart Board- Web based Learning- E-Learning- Video Conferencing- Virtual Classroom- Mobile Learning.

Outcome 5	Develop the skill of teaching social studies by integrating ICT and other modern techno pedagogical skills	K5

PRACTICUM/ SESSIONALWORK

- Preparation of work programme for (a) A year (b) A Term
  (c) A week (d) Lesson.
- Drawing up detailed notes of Lesson for at least 20 Typical - Lessons.
- Preparation of Teaching Aids and making 3 slides and one film strip.
- Preparation and Administration of Diagnostic scoring, Tabulationand Interpretation of Marks.
- The Practice of any ten Micro - Teaching Skills.
- Drawing up detailed the 40 lesson plan for semester.
- Preparing programmed instructions for any five units.
- Maintaining a Smart Board and preparing display materials.

Suggested Readings:-

Narayenan, N.K. *Modern Indian History.* Tamilnadu Text book Society. Rajendran, N.*(2006). Construction and Reconstruction of History.* Bangalore.ICHR.

Balu, A.*(2011). Methods of Teaching History.* Mohan Publications.Balu , A. *(2012). Human Rights Education.* ACT Publications.

Perikkar *. A Survey of India History.* APH.

Ellis, A.K*. (1977), Teaching and Learning Elementary Social studies, Allynand BacconInc.*London.

Michactis J.V. *(1963), Social Studies for Children in a Democracy.*

Recent Trends and Development. 3rd ED; Prestice Hall Inc. Englewood Cliffs. Taylor, J., & Duran, M. *(2006). Teaching Social Studies with Technology: NewResearch On Collaborative Approaches. The History Teacher, 40(1), 9-25. doi:10.2307/30036936*

Kincheloe, J. *(2001). Chapter 25: Educational Studies as a Component of theSocial Studies Curriculum. Counterpoints, 100, 683-692.* Retrieved from *http://www.jstor.org/stable/42976215*

Online References/URL links

https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf
https://testbook.com/question-answer/the-main-objective-of-teaching-history-at-elementa--622b1ffa444eb5eaf90a1e40#:~:text=History%20should%20be%20taught%20to%20provide%20students%20with%20the%20concepts,elsewhere%20in%20time%20and%20space.
https://testbook.com/question-answer/the-most-effective-important-method-ofteachi--61c4315e4b264672c0118083
https://edutechwiki.unige.ch/en/Educational_technology#:~:text=of%20various%20sorts)-,4%20A%20short%20history,teaching%20machines%20in%20the%201920'.
https://www.indeed.com/career-advice/career-development/teaching-methods
https://www.loyola.edu/school-education/blog/2021/what-is-educational-technology
Instructional Design and Technology –University of Mariland Global Campus
University of British Columbia: Online Course Development: Planning and ImplementationCornell University: Teaching & Learning in the Diverse Classroom

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Course Designed by: Dr. Neethiperumal

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOME VS PROGRAMME OUTCOMES

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	L(1)
CO2	L(1)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO3	L(1)	M(2)	L(1)	S(3)	L(1)	S(3)	L(1)	S(3)	L(1)	S(3)
CO4	M(2)	L(1)	M(2)	S(3)	L(1)	S(3)	M(2)	L(1)	M(2)	M(2)
CO5	M(2)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	S(3)	M(2)	S(3)
W.AV	1.4	1.6	1.6	2.6	1.4	2.4	1.6	2	1.8	2.4

S –Strong (3), M-Medium (2), L- Low (1)

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	S(3)	L(1)	M(2)	M(2)
CO2	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	S(3)	S(3)	L(1)	S(3)
CO4	M(2)	M(2)	M(2)	M(2)	L(1)
CO5	M(2)	S(3)	S(3)	M(2)	M(2)
W.AV	1.6	2.6	2.2	1.8	2

S –Strong (3), M-Medium (2), L- Low (1)

I - Semester					
CPS - 2	Course code: 711111	PEDAGOGY OF COMMERCE– I	T	Credits:4	Hours:5

Unit -I	
Objective1	Acquire knowledge about the meaning of commerce, nature, aims and general objectives of teaching commerce and accountancy at higher secondary level..

Conceptual Background of Commerce

Introduction to Commerce: Meaning, Definitions, scope and nature of commerce as discipline - Classification: Trade, Transport, Warehouse, Banking, Insurance and Advertisement – Consumer education – E-commerce - Correlation of commerce with other subjects like economics, geography, mathematics, law and statistics.

Accountancy- Book keeping, Subsidiary books, Ledgers - Trial balance, Final accounts.

Outcome1	Recollect the basic concepts of commerce and accountancy	K1

Unit II		
Objective 2	Understand about the development of commerce Education and its present status	

Objectives of teaching Commerce:- Aims and Objectives of teaching Commerce at higher secondary level – Historical development of commerce education in India - need and importance of learning commerce and accountancy - values of learning commerce (practical utility, social, disciplinary and cultural values)- Bloom's taxonomy of educational objectives(cognitive, affective and psycho motor domains)

Outcome2	Understand the objectives of teaching commerce education	K2

Unit III		
Objective3	Develop ability in micro teaching skills, lesson planning and preparation of teaching materials	

Teaching skills and Planning for Instruction:- Micro-teaching – Meaning, Definition, Objectives – Development of micro teaching – Micro teaching cycle – Stages of micro teaching – Advantages of micro teaching - Micro Teaching practice in basic teaching skills (Skill of Introducing a lesson, Explanation, illustrating with examples, Questioning, Reinforcement and Blackboard work)–Link **practice.**

Meaning, Importance and purpose of planning – Year plan – Unit plan - Lesson plan: Needs, Advantages - Aspects of a good lesson plan(prerequisite information, Instructional objectives, Specifications, Teaching aids, Steps and Content, Learning experiences, Evaluation, Review, and Assignments).

Outcome3	Develop the skills of teaching and planning for instruction.	K3

Unit IV		
Objective4	Develop ability to select appropriate teaching methods and technology forteaching of different topics in commerce and Accountancy	

Instructional methods:- Lecture method – Demonstration method – Inductive method and Deductive methods - Seminar – Symposia - Workshop – Panel discussion - Debate - Team teaching - Supervised study - Tutorial - Assignment– Brain storming – Heuristic method –Programmed learning(linear and branching).

Outcome4	Application of appropriate method for teaching of differentconcepts in commerce.	K3

Unit V		
Objective5	**Develop desirable attitude towards Commerce Education**	
Teaching aids and Educational Technology:- meaning – Definition –importance — Types of teaching aids (on the basis of projected and non projected) - Computer Assisted Instruction - Television learning – Radio - Over Head Projector – Tape recorder – epidiascope - Video-conferencing - Internet -Mass media and Multimedia in teaching of commerce		
Outcome5	**Implement and evaluate the use of teaching aids and educational technology in commerce teaching.**	**K5**

Transactional mode:

Lecture-cum-discussion, interaction, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, seminar presentations and assignments.

Practicals/Sessional Work:

The students may undertake the following activities

1. Preparation of programmed learning material
2. Preparation of radio/video lessons
3. Seminar presentations
4. Micro-teaching practice
5. Preparation of lesson plans
6. Preparation of teaching aids
7. Demonstration classes

Suggested Readings:-

Passi, B.K (1976), *Becoming a better teacher: Micro teaching approach.* Ahemedabad: SahityaMudranalaya.

James, M.L (1965), *Principles and methods of secondary education*, New York: McGraw – Hill Publicasher Company Ltd.,

Singh, Y.K (2009) *Teaching of Commerce*. New Delhi: APH Publishing Corporation.

Sharma R.N (2009) *Principles of Techniques of Education*. Delhi: Surjeet Publications

Rao, S.(2000) *Teaching of commerce*. New Delhi: Anmol Publications Pvt. Ltd.

Kocher S.K (1992) *Methods and techniques of teaching*. New Delhi: Sterling Publishers Private Limited.

Gupta, U.C.(2007), *Teaching of Commerce*. New Delhi: Khelsahidtya Kendra.Rao,

Seema (2007), *Teaching of Commerce*, New Delhi: Anmol Publication.

Wilson, Bob. (1984), *Methods of Training: Resource-based and open learning: study skills*- volume 4. New Jersey: Parthenon Publishing group Ltd.,

Kundu C.L (1988), *Educational Psychology*, Sterling Publishers Private Limited: New Delhi.

Online References/URL links
https://www.learningclassesonline.com/2020/10/pedagogy-of-commerce.html
https://www.distanceeducationju.in/pdf/B.%20Ed%20%20C.%20No%20302%20Teaching%20of%20Commerce.pdf
https://books.google.co.in/books?id=jIYaD4JMp5cC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
https://www.indeed.com/career-advice/career-development/teaching-methods
https://www.loyola.edu/school-education/blog/2021/what-is-educational-technology
Instructional Design and Technology –University of Mariland Global Campus
University of British Columbia: Online Course Development: Planning and Implementation
Cornell University: Teaching & Learning in the Diverse Classroom

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
				Name of the Course Teacher : Dr. C. Anbuchelvan	

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOME VS PROGRAMME OUTCOMES

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO2	L(1)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO3	L(1)	M(2)	L(1)	S(3)	L(1)	S(3)	L(1)	S(3)	L(1)	S(3)
CO4	M(2)	L(1)	M(2)	S(3)	L(1)	S(3)	M(2)	L(1)	M(2)	S(3)
CO5	M(2)	L(1)	M(2)	S(3)	L(1)	M(2)	L(1)	S(3)	M(2)	S(3)
W.AV	1.8	1.6	1.8	2.6	1.4	2.4	1.6	2	1.6	2.6

S –Strong (3), M-Medium (2), L- Low (1)

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	S(3)	L(1)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	L(1)	S(3)	S(3)	L(1)	S(3)
CO4	M(2)	S(3)	M(2)	M(2)	L(1)
CO5	M(2)	S(3)	S(3)	M(2)	S(3)
W.AV	1.6	3	2.2	1.8	2.2

S –Strong (3), M-Medium (2), L- Low (1)

II - Semester						
PE4	Course Code: 711201	ICT IN EDUCATION	T	Credits:4	Hours:5	
Unit -I						
Objective 1	To understand the various techniques used to ICT for Teaching Learning and role of e-resources in education.					

Introduction to basic computing

Computer – Types of computer – Parts of computer –Evolution of computers – Generation of computers – Theoretical and practical outlook of working with windows – M.S Word – create, edit and print document – M.S Power point – Create and manage presentation – M.S Excel – create and manage worksheets – Formatting worksheets. Uses of Computer in Education.

Outcome 1	Learners understand the fundamental concepts of basic computing.	K2

Unit II		
Objective 2	To know the instructional applications of Internet and web resources.	

Network and Internet

Introduction to Network- Types of Network- Advantages of network - Introduction to Internet – Internet guidelines for teachers- E-mail, Search Engines- M-learning, U-Learning, On-line learning.

Outcome 2	Students discuss the Internet and World Wide Web, Information,Service and function of the Internet and the web.	K3

Unit III		
Objective 3	To understand the various skills to use computer technology for sharing the Information and ideas through the social Networking.	

E- Resources in India

E-Resources in Education: UGC – INFLIBNET, NPTEL, SWAYAM. Massive Open Online Courses (MOOCs) , DIKSHA, Web 2.0 Technologies - Web 3.0 Technologies - Nature and Characteristics of Web 2.0 and 3.0 Technologies – Blogs, Podcasts, and Wikis. Educational applications of digital media. - Social Media Networks.

Outcome 3	Students apply the E-resources in Teaching Learning process.	K4

Unit IV		
Objective 4	To Understand E-Learning, its nature, dimensions, modes and technologies.	

ICT in Teacher Professional Development

History of E- learning - Concept and Characteristics of E-Learning - Definition of E-learning - Types of E-learning - Approaches to E- learning . E-Learning Technologies: LMS, CMS - Virtual Learning: Virtual Classroom -, Virtual Labs- Merits and Limitations - Virtual University. E–Content – Meaning, Need and Significance.

Outcome 4	Development the ICT related Teacher Professional Competence.	K6

Unit V		
Objective 5	To develop the ICT related Teacher Professional competence	

ICT in School Administration

Recordkeeping - School Management Tools - Managing ICT Infrastructure of the School -School Management Information System (SMIS) - Technology Plan for the School - Role of ICT in School Administration.

Outcome 5	Students Utilize the ICT in School Administration and itsmanagement tools.	K3

Suggested Readings:

Adam, D.M. (1985) Computers and Teacher Training: A Practical   guide, The Haworth Pren,Inc., N.Y.

Aggarwal. J.C. (2013). Essentials of Educational Technology, Noida: Vikas   PublishingHouse.

Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.

Bose K Sanjay (1996): Hardware and Software of Personal Computer.

Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press. Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.

Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design WodworthPublishing Co.

Horton, W (2001): Designing web-based Training John Wiley & Sons.Intl Teach to the Future –beginner's Curriculum. 2000.

Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer –Based Training. Jossey – Bass.

Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer –Based Training. Jossey – Bass.

Mallik, Utpal et al. (2001): Leaning with Computers Level – III. NCERT New Delhi.

Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India)Ltd: Hyd.

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
				Course designed by: Dr.G.Sivakumar	

PE - Perspectives in Education

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L (1)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	L (1)	M(2)	M(2)
CO2	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L (1)	M(2)	L (1)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	L (1)	M(2)	S(3)
CO5	M(2)	S(3)	M(2)	L (1)	S(3)	M(2)	L (1)	L (1)	L (1)	M(2)
W.AV	**1.8**	**1.6**	**1.2**	**1.2**	**1.6**	**3**	**1.6**	2	1.6	**2.2**

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	M(2)	S(3)	L(1)
CO2	M(2)	M(2)	M(2)	S(3)	M(2)
CO3	M(2)	M(2)	M(2)	S(3)	L(1)
CO4	M(2)	S(3)	S(3)	S(3)	M(2)
CO5	L(1)	M(2)	M(2)	S(3)	M(2)
W.AV	1.8	2.2	2.2	3	1.6

S –Strong (3), M-Medium (2), L- Low (1)

		II-Semester			
PE5	CourseCode: 711202	**GENDER, SCHOOL AND SOCIETY**	T	Credits:4	Hours:5

	Unit-I	
Objective1	**Acquire knowledge about gender sensitivity and Gender mainstreaming.**	

CONCEPT OF GENDER : Introduction - Definition and concept of Gender - Difference between Gender and Sex -Biological Determinism - Patriarchy -Feminism - Gender diversity and transgender - Gender Discrimination -Gender Stereotyping - Gender Sensitivity - Gender Equity m- Equality - Gender Mainstreaming :Steps, Tools and Techniques -Empowerment

Outcome1	**Explain about Gender Sensitivity,Gender Equity, GenderStereotyping and Gender Mainstreaming**	**K2**

	Unit II	
Objective2	**Understand about the gender issues faced in school, society and workplace**	

GENDER AND EDUCATION :Representation of gendered roles , relationships and ideas in textbooks and curriculum - Role of schools, peers, teachers, curriculum and textbooks in challenging gender - Issues related to Gender in School: Sexual abuse, Sexual Harassment, and Perception of safety at school, home and beyond-Andro- centric construction of knowledge - Education goals from gender perspective-Transgender education -Inclusiveness- Challenges of Transgender Education

Outcome2	**Describe the gender issues like Sexual abuse, Sexual Harassmentand Perception of safety at school and home**	**K1**

	Unit III	
Objective3	**Aware of the livelihood management in rural and tribal societies.**	

GENDER,SOCIETY AND LIVELIHOOD: Environment and Livelihoods of Rural Women, Environmental Degradation and Livelihoods of Tribal Women, Role of Women in Sustainable Environment, Livelihood Management -Gender division of labour and asymmetric role structure - Gender and Economy : Gender discrimination in work place-Segmented labour market - Occupational segregation and wage discrimination

Outcome3	**Critically evaluate the Livelihoods of Rural Women, Environmental Degradation and Livelihoods of Tribal Women**	**K5**

	Unit IV	
Objective4	**Develop sensitivity towards national and international women development**	

INTERNATIONAL AND NATIONAL INITIATIVES FOR WOMEN'S DEVELOPMENT Mexico City

conference -Copenhagen conference -Nairobi Conference- Beijing Conference - The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) - Women development programs in India- National Commission for Women- Indian Association of Women's Studies-Women's Movement against Poverty and Violence (MAPOVT)-Resolution and implementations-Education policy frame work with reference to Women

Outcome4	**Interpret about International and National Initiatives for Women's development**.	**K4**

Unit V	
Objective5	**Aware about constitutional provisions of human rights and women right**

GENDER AND LAW : The Indian constitution and provisions according to women- Women Education and Law-Human rights and women's rights-Media and Women- Portrait of women on TV-National efforts to protect women's rights -Law related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance) - Women's reservation bill- history and current status

Outcome5	**Discuss the constitutional provisions of human rights and womenrights in India**	**K6**

Suggested Readings:

Bhasin Kamala,(2004) Understanding Gender : Gender Basics , New Delhi : Women Unlimited.

Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.,)(2006) Capabilities , Freedom , and Equality: Amartya Sen's Work from a Gender Perspective, New Delhi: Oxford University Press.

Rajadurai. S.V,Geetha.V, (2007)Themes in Caste Gender and Religion, Tiruchirappalli: Bharathidasan University.

Saha Chandana (2003), Gender Equity and Gender Equality : Study of Girl Child in Rajasthan, Jaipur: Rawat Publication.

Momsen J. H. (2010) Gender and development, 2nd edition, New York: Routledge

Ceka, A., & Murati, R. (2016).The Role of Parents in the Education of Children.Journal ofEducation and Practice, 7(5), 61-64.

EIGE (2017), Economic benefits of gender equality in the European Union. Literature review: existing evidence and methodological approaches, EIGE, Vilnius.Available at: https://eige.europa.eu/sites/default/files/documents/ti_pubpdf_mh0116176enn_pdfweb_2 0170516164243.pdf

O'Hagan, A., &Klatzer, E. (eds.) (2018), Gender Budgeting in Europe: Developments and challenges, Palgrave Macmillan, Basingstoke.

Onlineresources

Eurostat (2019), Gender Statistics. Eurostat, Brussels. Availableat: https://ec.europa.eu/eurostat/statisticsexplained/index.php/Gender_statistics

K1-Remember	**K2- Understand**	**K3-Apply**	**K4-Analyze**	**K4-Evaluate**	**K6-Create**
			Name of the Course Teacher: Dr.J.Jayachithra		

PE- Perspectives in Education

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	-	L(1)	-	M(2)
CO2	M(2)	M(2)	M(2)	L(1)	-	L(1)	L(1)	M(2)	-	M(2)
CO3	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)	M(2)
CO4	L(1)	M(2)	L(1)	M(2)	L(1)	M(2)	L(1)	S(3)	M(2)	M(2)
CO5	L(1)	M(2)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)
W.AV	1.4	1.6	1.2	1.2	0.8	1.8	1	1.6	0.8	2

S–Strong (3), M-Medium(2), L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	M(2)	M(2)	M(2)
CO2	L(1)	L(1)	S(3)	L(1)	S(3)
CO3	L(1)	L(1)	S(3)	M(2)	S(3)
CO4	L(1)	L(1)	S(3)	L(1)	M(2)
CO5	L(1)	L(1)	S(3)	L(1)	M(2)
W.AV	1	1	2.8	1.4	2.4

S–Strong (3),M-Medium(2), L-Low(1)

II - Semester					
PE - 6	Course Code 711203	Teaching and Learning	T	Credits:4	Hours: 5

Unit -I		
Objective 1	To understand the psychology of Learners and the learning process.	
Learner And Learning Process: Learning – Meaning, Concept, Nature, Characteristics and Significance – Factors Affecting Learning – Ways to Enhance Learning Skills and Minimizing learning difficulties – Levels of Learning – Maxims of Learning – Pillars of Learning – Transfer of Learning – Meta-cognition and learning styles, Attention sensation – Perception and Concept formation.		
Outcome1	Illustrate the Psychology of Learner and Learning.	K2
Unit II		
Objective 2	To know the major approaches of learning	
Theories Of Learning: Different Viewpoints of Learning and their classroom implications - Learning by Trial and Error (Thorndike) – Learning by Stimulus – Response Conditioning- Pavlov – Classical Conditioning, Skinner – Operant Conditioning – Hull's Reinforcement theory – Gestalt Theory - Guthrie's Theory of Learning- Gange's theory of Learning – Lewin's field theory – the Educational Implications.		
Outcome2	Interpret the various Theories of Learning	K4
Unit III		
Objective 3	To understand the models of teaching	
Approaches To Teaching And Functions Of Teaching: Teaching – Meaning and nature – phases of Teaching – levels of Teaching – Models of Teaching – Information processing model, Personal Development model and Social Development model.		
Outcome3	Apply the teaching models on their classroom teaching	K3
Unit IV		
Objective 4	To identify and measure Intelligence	
Intelligence And Creativity: Meaning, Definition, concept, and characteristics -Types: Social, Biological, Eco-cultural determinants. Theories of Intelligence: Spearman, Thurston, Guilford, Multifactor theory, social intelligence and its theory-, Emotional intelligence. Creativity –Definition, Characteristics –thinking and reasoning –meaning, definition, types –problem solving –meaning, definition, Steps in problem-solving		
Outcome4	Assess human beings on the basis of Intelligence.	K5
Unit V		
Objective 5	To develop and use various skills & competencies in classroom teaching	
Adjustment And Mental Health: Introduction-Type of Adjustment – Characteristics of Adjustment – Process of Adjustment –Adjustment Mechanism- Type of Defense Mechanism-Maladjustment – Causes of Maladjustment- the Adjusted Person – Maladjustment Person-Concept Of Frustration –Frustration And Conflicts –Types of Conflicts –Multiple conflicts – Frustration – Causes of Frustration – Symptoms of Frustration - Concept And Definition Of Mental Health – characteristics of Mental Health-Nature of Mental Health-Concept of Hygiene-Mental Health in Indian School-Mental Health Programmes in School– Special Children – Type Of Disability –Stress And Stress Management –Stress Management- Mediation.		
Outcome5	Enrich the well-being of the individual.	K6

Suggested Readings:

Aggarwal .J.C. (2007, 2008).Essentials of Educational Psychology. Vikas Publishing House Pvt Ltd, New Delhi.

Ganesh Kumar Chawla Ramesh K.Nayak. (2014). Advanced Educational Psychology. Arpan Publications, New Delhi.

Dr.LaxmiRani.P, Chetal Prasad. (2014). Educational Psychology Basic Concepts and Challenges.Globus Press, New Delhi.

Mangal. S.K.(2016). Advanced Educational Psychology. PHI learning Private Limited. New Delhi.

Nagarajan.K and Mr.Deva Seetharaman.(2014).Psychology of Learning and Human Development .SriRam Publishers, Chennai.

Dr.Seemasethi. (2014).Teaching Learning Psychology.KSK Publishers, New Delhi.Tandon.R.k. (2011). Child Psychology. APH Publishing Corporation, New Delhi.

Vankhede. A.N, Sheikh Mushtaq Ahmad.(2017).A *Textbook of Psychology*. Black printers, India

Online resources

https://onlinecourses.nptel.ac.in/noc21_hs105/previewIntroduction to Basic Cognitive Process ,Prof .Ark Verma ,NPTEL. https://onlinecourses.nptel.ac.in/noc23_hs85/preview

https://drive.google.com/file/d/1BiV-WHTe6mvP_57rVuf5eqsBMF3goJuC/view?usp=drivesdk

https://drive.google.com/file/d/14oCdQHtg8TAAIpfJKebfKENb7KCyjrrR/view?usp=drivesdk

https://drive.google.com/file/d/1RYyz0-e3vhGowKIviLdZxLpkTjP_JPB7/view?usp=drivesdk

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Course designed by: Dr. M. Sanmuga Revathi

PE – Perspectives in Education

Course Outcomes VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	H (3)	H (3)	M (2)	S (1)	S (1)	H (3)	S (1)	H (3)	H (3)	M (2)
CO2	H (3)	H (3)	M (2)	S (1)	-	S (1)	M (2)	H (3)	M (2)	S (1)
CO3	M (2)	H (3)	H (3)	M (2)	-	S (1)	S (1)	H (3)	M (2)	S (1)
CO4	S (1)	M (2)	S (1)	M (2)	M (2)	M (2)	M (2)	H (3)	H (3)	-
CO5	S (1)	M (2)	M (2)	S (1)	M (2)	H (3)	M (2)	H (3)	S (1)	M (2)
W.AV	2.0	2.6	2.0	1.4	1.0	2.0	1.6	3.0	2.2	1.2

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M (2)	H (3)	M (2)	M (2)	H (3)
CO2	M (2)	M (2)	H (3)	S (1)	H (3)
CO3	M (2)	M (2)	M (2)	S (1)	M (2)
CO4	M (2)	S (1)	M (2)	M (2)	H (3)
CO5	S (1)	M (2)	M (2)	M (2)	H (3)
W.AV	1.8	2.0	2.2	1.6	2.8

S –Strong (3), M-Medium (2), L- Low (1)

		II – Semester			
CPS - 3	Course Code: 711204	**ASSESSMENT FOR LEARNING**	T	Credits: 4	Hours: 5

Unit -I	
Objective 1	**To gain a critical understanding of issues in assessment and evaluation**

Clarifying the terms : Test, measurement, examination, assessment and evaluation - Purpose and objectives of assessment and evaluation- Need and importance of assessment and evaluation for quality education-Forms of assessment- Formative, Summative, Diagnostic, Prognostic, Norm Referenced, Criterion Referenced- Teacher made tests and Standardized tests- CCE, School based assessment; concept of CCE, need for CCE its importance-Recent trends in assessment and evaluations: Assessment for Learning, Assessment of Learning, and Assessment as Learning.(Self- Assessment, Peer-Assessment, Teacher Assessment)- Achievement surveys-Online assessment; On demand assessment/evaluation- Focus on Assessment and Evaluation in various educational commissions and NCFs.

Outcome1	The student Teachers will be able to understand the issues ofassessment and evaluation	K2

Unit II		
Objective 2	**The student Teachers will be able to develop and use the tools and techniques of Evaluation.**	

Major Tools, Techniques of Evaluation - Observation techniques-Projective techniques- Socio Metric Techniques- Tools of Evaluation- Rating Scales – Check list – Anecdotal Records – Cumulative Record - Intelligence and Aptitude Tests- Interview- Questionnaire and Inventories - Promoting Self assessment and Peer assessment- concept and criteria- Portfolio assessment- meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Outcome2	Apply the tools and techniques of evaluation.	K3

Unit III		
Objective 3	The student teachers will be able to construct the different types of tests	

Developing Assessment Tools, Techniques and Strategies-Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives- Knowing dimensions:-factual, conceptual, procedural and Meta-cognition- Cognition, Affective and Psychomotor domains- Stating objectives as learning outcomes: General, Specific- Construction of achievement tests-steps, procedure and uses (Teacher made test/Unit tests)-Construction table of specifications &writing different forms of questions (Objective type, VSA, SA, ET)with their merits and demerits; assembling the test ,preparing instructions, scoring key and marking scheme; and question wise analysis- Construction of diagnostic test –Steps, uses & limitation; Remedial measures-needs types and strategies

Outcome3	Construction of different types of tests.	K6

Unit IV		
Objective 4	The student teachers will be able to maximize the quality assurance in Tools	

Quality assurance in tools -Validity: Meaning & Different methods of estimating validity (Face, content, construct) – Reliability: Meaning & Different methods of estimating reliability (Test-retest; equivalent forms; split-half) - Objectivity- Usability- Practicability – Measurability- Inter dependence of validity, reliability and objectivity.

Outcome4	Assess the Validity and Reliability of tools for quality assurance.	K6

Unit V		
Objective 5		
Analysis, Interpretation, and Reporting of student's performance- Interpreting students performance- **Descriptive Statistics** (Measures of central tendency, Measures of dispersion/variability, Spearman's rank correlation)- **Graphical Representation of Data**(Histogram, Frequency Curve, Frequency Polygon, Cumulative Frequency Curve, Cumulative Percentage Frequency Curve (or) Ogive)-**Grading**-Meaning, types and its uses- **Reporting student's** performance-Progress reports, and cumulative records.		
Outcome5	**Interpret the students performance.**	**K4**

Suggested Readings:

Guskey, T.R., & Bailey, J.M. (2001). Developing *grading and reporting systems for student Learning*. Thousand Oaks, CA. Corwin.

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Rani, P (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishers.Garrett, H.E. (2008).*Statistics in Psychology and Education*. Delhi: Surjeet Publication.

Ebel, R.L and Fresbie, D.A (2009).*Essential of Educational Measurement*. New-Delhi: PHI Learning PVT. LTD.

Thorndike, R.M. (2010).Measurement and Evaluation in Psychology and Education. New-Dehil: PHI Learning PVT LTD.

Reynolds, C.R., Livingston, R.B., andWillson, V. (2011).Measurement and Assessment in Education. New-Delhi: PHI Learning PVT LTD.

Online resources https://onlinecourses.swayam2.ac.in/nou21_ed11/preview
https://www.academia.edu/43381304/ASSESSMENT_FOR_LEARNING_BOOK
https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/ASSESSMENT%20FOR%20LEARNING.pdf
https://www.gkpad.com/assessment-for-learning-book-in-english/amp/
https://dera.ioe.ac.uk/id/eprint/7800/1/AssessmentforLearning.pdf
https://books.google.co.in/books/about/ASSESSMENT_FOR_LEARNING.html?id=Sqaj
DwAAQBAJ&redir_esc=y
https://www.pdfdrive.com/assessment-for-learning-assessment-as-learning-assessment-of-learning-e6259529.html

K1-Knowledge	K2- Understanding	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Course designed by: Dr.R.PORTIA

CPS – Curriculum and Pedagogic Studies.

Course Outcomes VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	M(2)	M(2)	L(1)	S(3)	L(1)	L(1)	-	M(2)	L(1)	L(1)
CO2	L(1)	M(2)	L(1)	S(3)	M(2)	-	M(2)	S(3)	M(2)	-
CO3	M(2)	S(3)	L(1)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)
CO4	L(1)	M(2)	L(1)	S(3)	L(1)	-	-	-	L(1)	L(1)
CO5	L(1)	S(3)	-	S(3)	M(2)	-	M(2)	L(1)	M(2)	-
W.AV	1.4	2.4	0.8	3	1.4	0.4	1.2	1.6	1.6	0.6

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcomes VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	L(1)	S(3)	L(1)
CO2	M(2)	L(1)	M(2)	S(3)	M(2)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)
CO4	L(1)	-	-	S(3)	-
CO5	L(1)	L(1)	M(2)	S(3)	M(2)
W.AV	1.4	1	1.4	3	1.6

S –Strong (3), M-Medium (2), L- Low (1)

இரண்டாம் பருவம்				
CPS - 4	**Course Code: 711205**	தமிழ் கற்பிக்கும் முறைகள் - II	**Credits: 4**	**Hours:5**

அலகு -1	
நோக்கம் 1	கலைத்திட்டின் கோட்பாடுகளைஅறிதல்

கலைத்திட்டத்தில் தாய்மொழி

கலைத்திட்டம் - கலைத்திட்டத்தின் கோட்பாடுகள் - கலைத்திட்டத்தில் தாய்மொழிபெருமிடம் - தேசியக்கல்விக் கொள்கை - தேசியக்கல்வியின் நோக்கங்கள் - தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் உள்ளதொடர்பினைக் காணல் - பள்ளிக் கலைத்திட்டம் - தேசியக்கல்விக் குறிக்கோளுக்கும்,பள்ளிக் கலைத்திட்டத்திற்கும் உள்ளதொடர்பினைக் காணல் - திறனாய்வு– திறனாய்வின் வகைகள்- தமிழகபள்ளிக்கல்வியில் தமிழ்கலைத்திட்ட திறனாய்வு.

வெளிப்பாடு 1	கலைத்திட்டில் தாய் மொழியின் பங்கினைப் புரிந்துகொள்கிறார்கள்.	K2

அலகு -2	
நோக்கம் 2	பள்ளியிதழ்கள் மற்றும் இலக்கியக் கழகங்களின் இன்றியமையாமையைஅறிதல்

மொழிக் கற்பித்தல்வளங்கள்

இலக்கியகழகங்கள் - இன்றியமையாமை -பயன். பள்ளி இதழ்கள் - கையெழுத்துப்பிரதிகள் - இதழாசிரியர்கள் - மொழிப் பயிற்றாய்வுக் கூடம் - பாடநூல் - அமைப்புமுறை– பாடநூலின் தன்மைகள் - மொழிப்பாட நூலின் பண்புகள் - பயிற்றுச் சிக்கல்கள் - தீர்வுகள் -நூலகம்- நூலகத்தின் வகைகள்

வெளிப்பாடு 2	பல்வேறுமொழிகற்பித்தல் வளங்களைப் பயன் படுத்துகிறார்கள்.	K3

அலகு - 3	
நோக்கம் 3	அடிப்படைத்திறன்களை வளர்ப்பதின் இன்றியமையாமையை அறிதல்

மொழித்திறன்களைக் கற்பித்தல்

கேட்டல் : வரையறை -கேட்டல் வகைகள் : உற்றுக் கேட்டல்,செவிமடுத்துக் கேட்டல் - கேட்டல் திறனைவளர்ப்பதற்கானநோக்கங்கள் - கேட்டல் பழக்கத்திறனைவளர்த்தல் - கேட்டல் பயிற்சி.

பேசுதல் : வரையறை - திருத்தமானபேச்சின் பயன்கள் - பேச்சுத் திறனைவளர்ப்பதற்கானநோக்கங்கள் - பேசுதல் திறனின் பண்புகள் - தொடக்கநிலையில் பேச்சுத் திறன் பயிற்சிகள் -பேச்சின் குறைகளைப் போக்கும் முறைகள் - திருந்தியபேச்சின் நல்லியல்புகள் - பேச்சுத் திறனைவளர்க்கஆசிரியர் செய்யவேண்டுவன.

படித்தல் : வரையறை -படிக்க கற்பித்தலின் நோக்கங்கள் - படிக்க கற்பிக்கும் முறைகள்-எழுத்துமுறைப் படிப்பு- சொல்முறைப் படிப்பு-சொற்றொடர் முறைப் படிப்பு, இவற்றின் நிறை,குறைகள் - சொற்களஞ்சியப் பெருக்கம் - வாய்விட்டுப் படித்தல், வாய்க்குட் படித்தல் முறைகள் - நன்மை, தீமைகள் - நூலகப் படிப்பு - படிப்பு வகைகள் - ஆழ்ந்தபடிப்பு, அகன்றபடிப்பு -நோக்கங்கள் - நிறை,குறைகள் எழுதுதல் : வரையறை - எழுதுதலின் நோக்கங்கள் - எழுதுவதற்குப் பயிற்சிஅளித்தல் - நல்ல கையெழுத்தின் நல்லியல்புகள் - எழுத்துப்பயிற்சிமுறைகள் - பிழைகளைக் களையும் வழிமுறைகள் - நிறுத்தல் குறியீடுகளைப் பயன்படுத்துதல். வாய்மொழிப்பயிற்சி - இன்றியமையாமை, நோக்கங்கள் -வாய்மொழிப் பயிற்சினைப் பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள்.

வெளிப்பாடு3	தமிழ்மொழியின் திறன்களைவளர்த்துக் கொள்கிறார்கள்.	K 6

அலகு -4	
நோக்கம் 4	மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகளைஅறிதல்

மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகள்

பேச்சுப்பிழைகள் - வாக்கியஅமைப்புப் பிழைகள் - பொருண்மையியற் பிழைகளின் பாகுபாடு - எழுத்துப்பிழைகள் - எழுத்துக்களைத் தவறாகப் பயன்படுத்தும் பிழைகளின் பாகுபாடு - பிழைகளின் மூலங்கள் - மொழிக்கற்றலில் பிழைஆய்வு – பிழை ஆய்வு வரம்புக்குட்பட்டது–நிறுத்தற்குறிகள் - வல்லினம் மிகும் இடங்கள் - வல்லினம் மிகா இடங்கள்.

வெளிப்பாடு4	மாணாக்கர்கள் செய்யும் பிழைகளைப் பகுத்தறிகிறார்கள்.	K4

அலகு 5	
நோக்கம் 5	வினாத்தாள் அமைத்தலில் உள்ளபல்வேறுதிறன்களைவளர்த்தல்

மதிப்பிடல்

மதிப்பிடல்,அளவிடல், - தேர்வு வகைகள் - ஆசிரியர்களால் உருவாக்கப்படும்தேர்வுகள், தரப்படுத்தப்பட்ட தேர்வுகள் - தேர்வுச் சீர்திருத்தங்கள் - நல்லமதிப்பீட்டுக் கருவியின் பண்புநலன்கள் - குறையறிசோதனை - ,குறைதீர் பயிற்சி - புறவயத் தேர்வுஅமைத்தல் முறைமை - தொடர் மற்றும் முழுமையானமதிப்பீடு (CCE) - நோக்கம் - பயன்கள். வினாக்கள் - வினாக்கள் கேட்டலின் இன்றியமையாமை - வினவுதல் நோக்கங்கள் - பயன்கள் - வினாக்களின் வகைகள் - சிறந்தவினாக்களின் சிறப்பியல்புகள் - வினாத்தாள் வடிவமைக்கும் முறை - தமிழ் வினாத்தாள் - மாதிரிவினாத்தாள் வடிவமைப்பு - புள்ளியியல் பகுப்பாய்வு.

வெளிப்பாடு 5	வேறுபட்ட மதிப்பிடல் முறைகளைப் பயன்படுத்துகிறார்கள்.	K3

பார்வை நூல்கள்

முனைவர் பழனிவேலு. ஞா. (2011),"*செந்தமிழ் கற்பித்தல் - சிறப்புத்தமிழ்*",தஞ்சாவூர்:நதிபப்ளிகே'ன்ஸ்.

முனைவர் ஸ்ரீகுமார்.எஸ் (2002) "*மொழியும் சமூகமும்*"தி.நகர் சென்னை -17. செண்பகாபதிப்பகம்

முனைவர் சேதுமணியன் (1990) "*மொழிபெயர்ப்புக் கோட்பாடுகளும் உத்திகளும்*"மதுரைசெண்பகம் வெளியீடு.

கணபதி .வி., ஜெயராமன். பூ., (2010) "*நற்றமிழ் கற்பிக்கும் முறைகள்*"பகுதி–2சென்னை.சாந்தாபப்ளி'ர்ஸ்., முனைவர் முத்துசண்முகம் (1988) "*இக்காலமொழியியல்*"கழகவெளியீடு

முனைவர் முவ. (1988) "*மொழிவரலாறு*"கழகவெளியீடு.

வெ.கலைச்செல்வி., (2013) "*சிறப்புத்தமிழ்*"ஈரோடு.. சஞ்சீவ் வெளியீடு,

முனைவர் வேணுகோபால், இ.பாசாந்தகுமாரி. மு (2009) "*சிறப்புத்தமிழ் கற்பித்தல்*"சாரதாபதிப்பகம் சென்னை. முனைவர் சு. சக்திவேல் (1996) "*தமிழ் மொழிவரலாறு*"சென்னைமாணிக்கவாசகர் பதிப்பகம்

முனைவர் கோவிந்தராஜன்மு. "*மொழித்திறன்களும் சிலசிக்கல்களும்*"சென்னை: தேன்மொழிபதிப்பகம் சு.கண்ணன்., (2011) "*தமிழ் (இரண்டாம் பாகம்)*".சென்னைதாணுபதிப்பகம்,காரைக்குடி.

விஜயலட்சுமி,இ., (2008). "*கற்பித்தலில் சிக்கல்கள் - தீர்வுகள்*"சாந்தா பதிப்பகம் சென்னை.

நிகழ்நிலைவளங்கள்

https://www.tntextbooks.in/p/school-books.htmlKhan Academy: TAMIL

https://www.tamilvu.org/en/virtual-classroom

https://www.tamilvu.org/ta/stream-html-basic-lrntml-lrntml01-275400 https://alison.com/course/tamil-for-beginners

https://www.tntextbooks.in/p/school-books.html

https://www.tnteu.ac.in/pdf/tamil.pdf

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
				Name of the Course Teacher: Dr.M.SUGANTHI	

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)
CO 2	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO 3	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	L(1)	S(3)	S(3)	M(2)
CO 4	M(2)	M(2)	S(3)	S(3)	L(1)	S(3)	L(1)	M(2)	S(3)	M(2)
CO 5	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	L(1)	L(1)
W.AV.	2.6	2	2.4	2.4	1.8	2.6	1.6	2.2	2.2	1.8

S –Strong (3), M-Medium (2), L- Low (1)

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M(2)	M(2)	M(2)	M(2)	M(2)
CO 2	S(3)	M(2)	M(2)	M(2)	M(2)
CO 3	S(3)	S(3)	S(3)	S(3)	S(3)
CO 4	M(2)	M(2)	S(3)	S(3)	S(3)
CO 5	S(3)	L(1)	M(2)	S(3)	M(2)
W.AV.	2.6	2	2.4	2.6	2.4

S –Strong (3), M-Medium (2), L- Low (1)

II - Semester						
CPS -4	Course Code: 711206		PEDAGOGY OF ENGLISH – II	T	Credits:4	Hours:5

Unit -I

Objective1	Understand the concept of English language curriculum and pedagogicalanalysis.

ENGLISH LANGUAGE IN CURRICULUM AND PEDAGOGY ANALYSIS

Meaning, Definition, Concept, Components of English Language Curriculum- Principles Involved in Curriculum Construction- Basis for the Selection of the Content- Chronological Method- Spiral Method-Concentric Method-logical and Psychological Method - Pedagogical Analysis: Meaning, Definition, Concept and Stages -Need and its Implications in Teacher Education- Interaction Analysis; Flander's Interaction Analysis , Galloway's System of Analysis.

Outcome1	Know the nature of Teaching English language curriculum.	K2

Unit II

Objective2	Comprehend the teaching models in teaching English.

TEACHING MODELS IN TEACHER EDUCATION

Language Revitalization and Social Change - Bloom's Mastery learning, Skinner's Operant Training - Bruner's Concept Attainment - Ausubel's Advance Organizer - Glaser's Basis Teaching - Byron Massials and Benjamin Cox's Social Inquiry - Carl Roger's Non Directive and William

Gordon's Synaptic models.

Outcome2	Apply various models in teaching of English.	K3

Unit III

Objective3	Develop the practice of activity based instruction in content of English.

CONTENT ANALYSIS WITH ACTIVITY - BASED INSTRUCTION

Content Analysis: Meaning and Definition - The Subject Contents Prescribed for Standard VI to XII by the Tamil Nadu School Textbook Society - Content of English at the Secondary and Higher Secondary Stage - Activity based Instruction: Meaning and Definition Concept, Classification Group Controlled Instruction - Types: Group interactive Sessions, Co-operative Learning Methods, Group Interaction, Group Projects.

Outcome3	Develop the role of textbooks and carrying out content analysis.	K3

Unit IV

Objective4	Utilize the different types of learning resources

LANGUAGE LEARNING RESOURCES

Meaning and Definition of Educational Resource Centre - Types of Resources - Users and their Role in a Resource Centre - Discussion Forums - Group Discussion Activities - Recent Trends in Teaching English - Electronic Equipments for English Language Learning.

Outcome4	Acquire knowledge of language learning resources.	K2

Unit V

Objective5	Comprehend the construction of the achievement test.

ASSESSMENT IN PEDAGOGY OF ENGLISH

Linguistics and Language Teaching - Criteria for Teacher Evaluation - Concept of Test: Measurement and Evaluation - Differentiate between Assessment and Evaluation - Standardization of Test: Principles and steps involved in the Construction of Achievement Test - Blue Print and its steps - Question Pattern - Feedback Devices: Meaning, Types, Criteria,Guidance as a Feedback Devices – Assessment of Portfolios, Reflective Journal, Field Engagement Using English Competency Based Evaluation

Outcome5	Construct various tools of evaluation in teaching English.	K6

Suggested Readings:

Doff Adrian, (1985). Teach English- A S Training Course for Teachers, Cambridge University Press, Cambridge, Freeman, D.L. (2000).Techniques & Principles in Language Teaching, Oxford: O.U.P.

Grenville Kleiser, (2004). Practical Writing and Reading. New Delhi: APH Publishing Corporation, Hill,L.A. and Dobby, M.A. T (1979).raining Course, Trainer's Book, Cassell, London,

 Krishnasamy, Modern English Grammar Composition, Macmillan, (1975).

NCERT: Rolding in Language and language teaching Book-I, Publication Division, NCERT, NewDelhi.

Richard J.and Theodore S. R oders T.S. (1986). Approaches and Methods in Language, Cambirdge University Press,

Online resources

http://etc.usf.edu/broward/mod2/module2.html http://knol.google.com/k/low-cost-teaching-aids-for-rural-schools-in-india http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/lesson.pdf

http://pdonline.ascd.org/pd_online/ubd_intro/wiggins98chapter4.html

http://www.csun.edu/science/ref/plans/lesson_design_hunter.html

Mooc Course: Outcome based pedagogic principles of effective teachingPedagogy of English

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Name of the Course Teacher: Dr.SP.Shanthi

CPS – Curriculum and Pedagogic Studies.

OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S(3)	S (3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	-	-
CO 2	M(2)	M(2)	M(2)	L (1)	S(3)	M(2)	S(3)	L(1)	M(2)	-
CO 3	L(1)	L(1)	L(1)	M (2)	S (3)	S (3)	M (2)	S(3)	L(1)	L(1)
CO 4	M(2)	L(1)	M (2)	M(2)	M(2)	S(3)	L(1)	M(2)	S(3)	L(1)
CO 5	L(1)	L(1)	L(1)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	L(1)
W.AV.	1.8	1.6	1.8	2.2	2.4	2.2	2	1.8	1.6	0.4

S – Strong (3) M – Medium (2), L - Low (1)

OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S(3)	L(1)	M(2)	S(3)	S(3)
CO 2	S(3)	M(2)	S(3)	S(3)	S(3)
CO 3	L(1)	S(3)	L(1)	M(2)	M(2)
CO 4	M(2)	L(1)	M(2)	S(3)	S(3)
CO 5	L(1)	S(3)	S(3)	M(2)	M(2)
W.AV.	2	1.6	2.2	2.6	2.6

S – Strong (3) M – Medium (2), L - Low (1)

		SEMESTER II		
CPS 4	**Course Code 711207**	**PEDAGOGY OF MATHEMATICS - II**	**Credits: 4**	**Hours: 5**

	Unit - I
Objective 1	To realize the importance of curriculum development in mathematics and identify the principles and steps in curriculum construction

CURRICULAR REFORMS IN MATHEMATICS

Curriculum: Definition and concept- Principles of Curriculum Construction – Principles of Curriculum Organization -Approaches to Curriculum Organization: psychological and logical, unitary, Integrated, topical and spiral methods. Critical evaluation of mathematics syllabus at the secondary stage – Overview on Tamil Nadu State Board, CBSE and ICSE syllabi - Current Trends in Mathematics Curriculum.

Outcome 1	Recognize the principles of curriculum construction and curriculum organization in Mathematics and critically evaluate the mathematics syllabus at the secondary stage

	Unit - II
Objective 2	To identify the uses and applications of different equipments and resources in teaching mathematics

RESOURCES FOR TEACHING MATHEMATICS

Mathematics Library: Need and importance, Mathematics Textbook: Need and qualities of good mathematics textbook, Mathematics club: Functions, organisation and activities - Field trip – Mathematics laboratory: Need, Material and equipments for mathematics laboratory - Mathematics journal—National Council of Teachers of Mathematics (NCTM) E-Resources: ICT and multimedia resources for teaching mathematics — DIKSHA APP WITH QR CODE Established by Tamil Nadu Government – Educational Blogs - Massive Open Online Course (MOOC) in teaching of Mathematics – Open Educational resources (OER).

Outcome 2	Appreciate the uses of different equipments and resources in teaching mathematics and appraise the importance of Mathematics Library, Mathematics Textbook, Mathematics club and Mathematics laboratory in teaching mathematics

	Unit - III
Objective 3	To recognize the qualities, competencies and commitments expected from a good mathematics teacher

ESSENTIAL SKILLS FOR A GLOBAL COMPETENT MATHEMATICS TEACHER: PROBLEMS AND PROSPECTS

Qualities of a good mathematics teacher- Professional growth of mathematics teacher – Promoting culturally inclusive classroom environment - Developing speed and accuracy in mathematics, Developing and maintaining interest in mathematics - Classroom Management - Essential Skills for a Mathematics Teacher (Global Competent): Creativity and innovation, Critical thinking and problem solving, Collaboration, Communication, Construction and exploration of new understandings, Metacognitive skills, Research skills, interrogative questioning, Techno- pedagogic skills.

Outcome 3	Identify the requisite qualities of a good mathematics teacher and develop the essential Skills for a Mathematics Teacher

	Unit - IV
Objective 4	To understand the role of a mathematics teacher in remedying the differentials in the mathematics classroom.

CATERING TO INDIVIDUAL DIFFERENCES	
Meaning of individual differences - Catering to individual differences in learning Mathematics – Causes and remedial measures for slow learning mathematics – identification and enrichment programmes for the gifted- Mathematics Olympiad – Dyscalculia- meaning, symptoms, causes and types.	
Outcome 4	**Gain insight on** individual differences in learning Mathematics and understand the role of a mathematics teacher in remedying the differentials in the classroom.
Unit V	
Objective 5	To understand the techniques of evaluation, to construct achievement test to evaluate the progress of pupils and to develop statistical skills to interpret the test results.
EVALUATION IN MATHEMATICS	
Measurement and Evaluation – Meaning, Nature and Purposes - Criteria of a good test— Diagnostic test, Prognostic tests, achievement test - Construction of an achievement test - Statistical Interpretation of Scores - Measures of central tendency, Standard Deviation, Skewness, Kurtosis, Normality, Rank difference and product moment Correlation.	
Outcome 5	Realize the importance of evaluation in teaching mathematics and understand the techniques of evaluating and acquire the statistical skills to interpret the test results
PRACTICUM/ SESSIONAL WORK	➢ Collection of Biographies of any two mathematicians and history of symbols. ➢ Select a topic in mathematics at the secondary level and write instructional objectives in terms of cognitive, affective and psychomotor domain. ➢ Practicing five micro teaching skills and link practice. ➢ Preparation of lesson plan for any topic in Mathematics at the secondary level. ➢ Construct a mind map for any topic in Mathematics at the secondary level

Suggested Reading:

Anice James. (2005). *Teaching of Mathematics*. Hyderabad: Neelkamal Publications.

Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: TamilNadu Text Book Society.

Bolt, B., & Hobbs, D. (2005). *101 Mathematical Projects*. New Delhi: Cambridge University Press.

Deborah Loewenberg Ball. **(2003). Mathematical Proficiency for All Students,** RAND Corporation.

Ediger, M., &BhaskaraRao, D. B. (2004). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

Mangal, S. k., & Mangal, S. (2005). *Essentials of Educational Technology and Management*. Meerut: loyal book depot.

Michelle Manes. **(**2017). **Mathematics for Elementary Teachers**, Pressbooks: AUniversity of Hawai'I OER. Retrieved from http://pressbooks.oer.hawaii.edu/math for elementary teachers

Sharan, R., & Sharma, M. (2006). *Teaching of Mathematics*. Newdelhi: A.P.H.Publishing Corporation.

Essential Qualities of an Effective Mathematics Teacher. (n.d.). Retrieved July 18, 2023, from https://merithub.com/tutorial/essential-qualities-of-an-effective- mathematics-teacher-c7e9jh5onhcu71pbudq0MEI Website. (n.d.). Retrieved July 18, 2023, fromhttps://mei.org.uk/

Staff, T. (2019, October 27). 25 of the Best Math Resources[Updated]. Teach Thought. https://www.teachthought.com/technology/best-math- resources/

Holly Lynne, S. Lee, and Karen, F. (2020). Teaching Mathematicswith Technology [Webex]. MOOC-ED Courses.

https://www.classcentral.com/course/mooc-ed-teaching- mathematics-with-technology-6608

Teaching mathematics. (n.d.). Teaching Mathematics. RetrievedJuly 18, 2023, from https://www.open.edu/openlearn/mod/oucontent/education- development/teaching-mathematics https://www.open.edu/openlearn/mod/oucontent/view.ph p?id=85465

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
			Name of the Course Teacher: Dr. A. Pio Albina		

CPS – Curriculum and Pedagogic Studies

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	M (2)	L (1)	M (2)	-	L (1)	M (2)	L (1)	L (1)	-
CO2	S (3)	M (2)	M (2)	-	S (3)	-	-	L (1)	L (1)	-
CO3	S (3)	S (3)	S (3)	-	-	S (3)	M (2)	M (2)	L (1)	L (1)
CO4	-	-	-	-	-	L (1)	L (1)	S (3)	S (3)	-
CO5	-	-	-	S (3)	-	-	L (1)	M (2)	L (1)	-
W.AV	1.2	1.4	1.2	1	0.6	1	1.2	1.8	1.4	0.2

S–Strong (3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	L(1)	L(1)	-
CO2	S(3)	S(3)	M(2)	-	-
CO3	S(3)	S(3)	M(2)	-	-
CO4	S(3)	S(3)	S(3)	-	S(3)
CO5	-	L(1)	L(1)	S(3)	M(2)
W.AV	2.2	2.4	1.8	0.8	1

S–Strong (3),M-Medium(2),L-Low(1)

II - Semester					
CPS 4	Course Code: 711208	PEDAGOGY OF PHYSICAL SCIENCE - II	T	Credits:4	Hours:5

Unit -I	
Objective 1	To understand the principles of curriculum construction, organization of subject matter and curriculum reforms in Physical Science.

CURRICULUM REFORMS IN PHYSICAL SCIENCE: Curriculum- Meaning and scope – Curriculum and syllabus, Principles of Curriculum Construction–Critical evaluation of Tamil Nadu higher secondary school Science Curriculum-State board, CBSE and ICSE curriculum – Curriculum Improvement Projects in India-NCERT and Abroad- BSCS, Nuffield Science Teaching Project - recent research trends in Physical Science curriculum - Reflection of Gandhian values.

Outcome1	Student teachers understand the curricular reforms in Physicalscience	K2

Unit II	
Objective 2	To relate various resources for teaching and their utilization in the class room.

RESOURCES FOR TEACHING PHYSICAL SCIENCE: Physical Science Laboratory - Structure and Design-Organization and Maintenance of Science Laboratory - Maintenance of Registers-Organization of Practical Work- Accidents and First Aids - Organization of Science Club, Science Exhibitions and Fairs, Fieldtrips and Excursions - Learning resources of Physical Science – Science text book: Qualities - Criteria for evaluation -Science Libraries-E-Resources: Virtual Laboratory – Integrating ICT in teaching – DIKSHA APP-Educational Blogs -Massive Open Online Courses (MOOC) - SWAYAM Portal– Open Educational Resources (OERs).

Outcome2	Student teachers apply various resources in teaching of Physicalscience	K3

Unit III	
Objective 3	To recognize the special qualities of a science teacher, acquire those qualitiesand to evaluate himself or herself

GLOBAL COMPETENT PHYSICAL SCIENCE TEACHER: Science Teacher - Academic and Professional Qualification-Special qualities- Essential Skills: Communicative skills, social skills, Research skills, Critical thinking skills, Problem solving skills, Team work, collaborative skills, Metacognitive skills, Techno-pedagogic skills- In service training - Classroom Management- Promoting Culturally Inclusive Classroom Environment -Problems of Science teaching in urban and rural areas.

Outcome3	Student teachers evaluate and reflect the qualities of a global competent Physical science teacher	K5

Unit IV	
Objective 4	To examine the individual differences in the class room and cater their needs.

INDIVIDUAL DIFFERENCES: Meaning of individual differences –identify – cater individual differences- causes for slow learning and remedial measures for the backward – identification of the gifted and enrichment programmes for the gifted- Initiative for Research and Innovation in Science - National Talent Search Examination - DST-NCSTC Network- National Children Science Congress-National Teacher Science Congress – NEET and other competitive exams based on concepts in physical science.

Outcome4	Student teachers identify and cater to the needs of children with individual differences.	K4

Unit V		
Objective 5	**To implement various techniques used to assess the learner in learning Physical Science.**	

EVALUATION IN PHYSICAL SCIENCE: Continuous and Comprehensive Evaluation (CCE) – Concept, need and significance – formative and summative assessment -Modes of Evaluation: Oral, Observation, Written -Tests and its types-Achievement tests– Qualities of a good test- Principles of test construction-Blue Print and Question Paper - Interpretation of Test Results –Prognostic and Diagnostic Tests- E-assessment tools in evaluation.

Outcome5	**Student teachers design and implement various tools of evaluation in Physical science**	**K6**

Suggested Readings:

Bhatia, K.K. (2001). *Foundations of teaching learning process*. Tandon Publications. Mangal, S.K., Shubhra Mangal.,(2016). Pedagogy of Physical Science Marlow Ediger and BhaskaraRao.D (2016) *Teaching Science Successfully*,Discovery Publishing House Pvt. Ltd. Nagaraju, M.T.V., Vanaja, M., (2016). Methods of Teachings PhysicalScience Pandey, (2003). Major Issues in Science Teaching, Sumit Publications, NewDelhi.Radha Mohan, (2016). Methods of Physical Science Rajasekar, S. (2016). Methods of Teaching Physical Science, NeelkamalPublisherSharma, P.C. (2006). Modern Science Teaching, DhanpatRai Publications, New Delhi.

Online resources

http://etc.usf.edu/broward/mod2/module2.html http://knol.google.com/k/low-cost-teaching-aids-for-rural-schools-in-india

http://nobelprize.org/nobel_prizes/physics/laureates/1930/raman-bio.html

http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/lesson.pdf

http://pdonline.ascd.org/pd_online/ubd_intro/wiggins98chapter4.html

http://physics.msuiit.edu.ph/spvm/papers/2005/iso.pdf

http://www.csun.edu/science/ref/plans/lesson_design_hunter.html

http://www.ilt.columbia.edu/publications/papers/icon.html

Mooc Course: Outcome based pedagogic principles of effective teaching
                Pedagogy of Science

K1-Remember	**K2- Understand**	**K3-Apply**	**K4-Analyze**	**K4-Evaluate**	**K6-Create**
				Name of the Course Teacher: Dr.M.Parimala Fathima	

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M (2)	S (3)	L (1)	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	M(2)
CO 2	M (2)	S (3)	S (3)	M (2)	M (2)	S (3)	L (1)	M (2)	M (2)	L(1)
CO 3	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	M (2)	M (2)	M (2)	S(3)
CO 4	S (3)	M (2)	M (2)	M (2)	L (1)	M (2)	L (1)	S (3)	S (3)	M(2)
CO 5	S (3)	S (3)	L (1)	S (3)	S (3)	M (2)	M (2)	M (2)	M (2)	L(1)
W.AV.	**2.6**	**2.6**	**1.8**	**2**	**2.2**	**2.2**	**1.6**	**2**	**2**	**1.8**

S – Strong (3) M – Medium (2), L - Low (1)

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M (2)	M (2)	M (2)	M (2)	L (1)
CO 2	M (2)	L (1)	M (2)	M (2)	M (2)
CO 3	M (2)	S (3)	S (3)	M (2)	L (1)
CO 4	M (2)	M (2)	S (3)	M (2)	S (3)
CO 5	S (3)	M (2)	S (3)	S (3)	M (2)
W.AV.	**2.2**	**2**	**2.6**	**2.2**	**1.8**

S – Strong (3) M – Medium (2), L - Low (1)

		Semester – II			
CPS-4	Course Code: 711209	Pedagogy of Biological Science - II	T	Credits:4	Hours: 5

	Unit – I	
Objective 1	To understand the principles of curriculum construction, organization of subject matter and curriculum reforms in Biological Science.	

CURRICULAR REFORMS IN BIOLOGICAL SCIENCE

Curriculum- Meaning and scope - Curriculum and syllabus, Principles of Curriculum Construction – Critical evaluation of Tamil Nadu higher secondary school Science Curriculum - State board, CBSE and ICSE curriculum - Curriculum Improvement Projects in India-NCERT and Abroad- BSCS, Nuffield Science Teaching Project - recent research trends in Biological Science curriculum - Reflection of Gandhian values.

Outcome 1	Student teachers understand the curricular reforms in biological science	K2

	Unit – II	
Objective 2	To relate various resources for teaching and their utilization in the classroom.	

RESOURCES FOR TEACHING BIOLOGICAL SCIENCE

Biological Science Laboratory - Structure and Design-Organization and Maintenance of Science Laboratory - Maintenance of Registers- Organization of Practical Work- Accidents and First Aids - Organization of Science Club, Science Exhibitions and Fairs, Fieldtrips and Excursions - Learning resources of Biological Science – Science text book: Qualities - Criteria for evaluation - Science Libraries- E-Resources:Virtual Laboratory – Integrating ICT in teaching – DIKSHA APP - Educational Blogs - Massive Open Online Courses (MOOC) - SWAYAM Portal – Open Educational Resources (OERs).

Outcome 2	Student teachers apply various resources in teaching of biological science	K3

	Unit – III	
Objective 3	To recognize the special qualities of a science teacher, acquire those qualities and to evaluate himself or herself	

GLOBAL COMPETENT BIOLOGICAL SCIENCE TEACHER

Science Teacher - Academic and Professional Qualification-Special qualities- Essential Skills: Communicative skills, social skills, Research skills, Critical thinking skills, Problem solving skills, Team work, collaborative skills, Metacognitive skills, Techno-pedagogic skills- Inservice training - Classroom Management - Promoting Culturally Inclusive Classroom Environment - Problems of Science teaching in urban and rural areas.

Outcome 3	Student teachers evaluate and reflect the qualities of a global competent biology teacher	K5

	Unit IV	
Objective 4	To examine the individual differences in the class room and cater their needs.	

INDIVIDUAL DIFFERENCES

Meaning of individual differences – identify – cater individual differences - causes for slow learning and remedial measures for the backward – identification of the gifted and enrichment programmes for the gifted- Initiative for Research and Innovation in Science - National Talent Search Examination - DST- NCSTC Network- National Children Science Congress - National Teacher Science Congress – NEET and other competitive exams based on concepts in Biology.

Outcome 4	Student teachers identify and cater to the needs of children with individual differences.	K4

Unit V	
Objective 5	**To implement various techniques used to assess the learner in learning Biological Science.**

EVALUATION IN BIOLOGICAL SCIENCE

Continuous and Comprehensive Evaluation (CCE) – Concept, need and significance – formative and summative assessment - Modes of Evaluation: Oral, Observation, Written - Tests and its types-Achievement tests – Qualities of a good test- Principles of test construction-Blue Print and Question Paper - Interpretation.

Outcome 5	**Student teachers design and implement various tools of evaluation in biological science**	**K6**

Suggested Readings:

Bhatia, K.K. (2001). *Foundations of teaching learning process*. Tandon Publications.

Choudary. S. (2008) *Teaching of Biological Sciences*, PHI Learning Private Ltd.

Dipti Pinakin Bhatt (2011) *Teaching of Science,* APH Publishing Corporation.

Jasim Ahmad (2011) *Teaching of Biological Sciences,* PHI Learning Private Ltd. Second edition.

Marlow Ediger and BhaskaraRao.D (2016) *Teaching Science Successfully*, Discovery Publishing House Pvt. Ltd.

Reena Bharti, (2018), *Teaching of Biological Science,* Agrawal Publishers.

Satnam Singh and Devendra Aggarwal (2014) *Teaching Methods of Biology*, Shristi Book Distributors.

Sharma, P.C. (2006). *Modern Science Teaching*, Dhanpat Rai Publications.Yadav, M.S. (2003). *Teaching of Science*, Anmol Publications Private Ltd.

Online Resources

Biology library | Science | Khan Academy

https://www.bioexplorer.net/fathers-of-biology.html/

https://www.ncbi.nlm.nih.gov/books/NBK45403/

https://gizmodo.com/11-emerging-scientific-fields-that-everyone-should-know-5987296

https://onlinecourses.swayam2.ac.in/cec22_ed10/preview

https://onlinecourses.swayam2.ac.in/ntr23_ed02/preview

K1-Knowledge	**K2-Understanding**	**K3-Apply**	**K4-Analyze**	**K4-Evaluate**	**K6-Create**
				Course designed by: Dr. G. Rajeswari	

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M (2)	S (3)	L (1)	L (1)	M (2)	L (1)	M (2)	L (1)	L (1)	M (2)
CO 2	M (2)	S (3)	S (3)	M (2)	M (2)	S (3)	L (1)	M (2)	M (2)	L (1)
CO 3	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)
CO 4	S (3)	M (2)	M (2)	M (2)	L (1)	M (2)	L (1)	S (3)	S (3)	M (2)
CO 5	S (3)	S (3)	L (1)	S (3)	S (3)	M (2)	M (2)	M (2)	M (2)	L (1)
W.AV.	2.6	2.6	1.8	2	2.2	2.2	1.6	2	2	1.8

S – Strong (3) M – Medium (2), L - Low (1)

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M (2)	M (2)	M (2)	M (2)	L (1)
CO 2	M (2)	L (1)	M (2)	M (2)	M (2)
CO 3	M (2)	S (3)	S (3)	M (2)	L (1)
CO 4	M (2)	M (2)	S (3)	M (2)	S (3)
CO 5	S (3)	M (2)	S (3)	S (3)	M (2)
W.AV.	2.2	2	2.6	2.2	1.8

S – Strong (3) M – Medium (2), L - Low (1)

II - Semester					
CPS - 4	CourseCode: 711210	PEDAGOGY OF SOCIAL STUDIES - II	T	Credits: 4	Hours:5
Unit -I					
Objective 1	To the student teacher acquires and understands the curricular activities pertinent to the teaching of Social Studies.				

SOCIAL STUDIES CURRICULUM

Present Social Studies Curriculum - Modern concept of Social Studies Curriculum -Principles involved in curriculum construction - Basis for the selection of the content - Chronological Method - Spiral Method - Concentric Method –Logical and Psychological - Content of Social Studies at the secondary and higher secondary stage - Social Studies syllabus as recommended by Ministry of Education- Principles of selection of content - Individual, Social and National Heads - Theories influencing Selection of Materials - Doctrine of Natural. Tastes- Cultural Epoch Theory- Proceedingfrom the Near to the Remote- Comparison of Indian Social Studies Curriculum with the Europe and far East Countries.

Outcome 1	Developing the different curricular activities pertinent totheteaching of social studies.	K1
Unit II		
Objective 2	To understand the different learning resources for teaching SocialStudies.	

LEARNING RESOURCES OF SOCIAL STUDIES

Text book - Reference books - Research Journals- Newspapers-E-Resources- Field Trips- Educational Tours- Social Studies Club- Temples- Museums- Art Galleries- Exhibitions- Collection of Specimens- Stamps, Coins etc. Reading of Historical Novels, Magazines and learning from other media- Self learning materials and using instructional materials- Assignment- Oral- Written- Map Drawing-Preparation of charts- Models, Albums - Motion Picture- Video Tapes- Radio- Softwareand Hardware. Need of a Social Studies Room- Equipment of Social Studies- Advantage of Social Studies Room - Classroom Management - Laboratory- Library facilities in schools - Materials for social studies library- How to motivate pupils to utilize the Library Resources.

Outcome 2	Selecting appropriate learning resource for teaching andlearning of social studies.	K2
Unit III		
Objective 3	To understand the Human relationship in social studies, and LearningStrategies.	

HUMAN RELATIONSHIP IN SOCIAL STUDIES TEACHING AND LEARNING STRATEGIES

National Integration and Social Studies Teaching - Meaning of national integration- Factors and Forces standing in the way of national integration - Role of Social Studies infosteringnationalintegration- Needfor internationalUnderstanding - Causesof international Dissensions and Conflicts –Nationalism Vs Internationalism - Roleof Social Studies in International Understanding - Role of UNESCO - Struggle for Tolerance and Peace- Uses of Various Learning Activities.

Outcome3	Analyze the human relationships in social studies teaching.	K3

Unit IV	
Objective 4	To understand the Education for Democracy and Education for Citizenship

EDUCATION FOR DEMOCRACY AND EDUCATION FOR CITIZENSHIP

Values of Democracy – Relationship between Democracy and Education – Function of Schools in Democracy – Aims of Democratic Education – Education for Democracy through Social Studies - Citizenship – Rights and Duties of a Citizen – Need for Education for citizenship – Citizenship Education through Social Studies

Outcome4	Examines the broad perspective on education for Democracyand Citizenship.	K4

Unit V		
Objective 5	To the utilization of Current Affairs and recent trends.	

UTILIZING CURRENT AFFAIRS AND RECENT TRENDS

Importance of Current Affairs – Purpose of teaching current affairs – Criteria of selecting Current events – Programme of current affairs – Restriction – Use of Various Learning Activities in Current Affairs programme – Specimen Current Affairs for Higher classes - Recent Trends in Social Studies Education –Evaluation of History, Geography, and Civic form political and Social point of view

Outcome 5	Acquaints the students' updated current affairs	K6

Transactional mode:

Lecture-cum-discussion, interaction, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, seminar presentations andassignments.

Practicals/ Sessional Work:

The students may undertake the following activities

1. Text book analysis
2. Field trips
3. Seminar presentations
4. Observing and analysis of classroom activities
5. Demonstration classes
6. Preparation and administration of an achievement test
7. Assignments and Preparation of commerce Album

Suggested Readings:-

James, M.L (1965), *Principles and methods of secondary education,* New York: McGraw – Hill Publisher Company Ltd.,

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https://www.prodigygame.com/main-en/blog/classroom-management-strategies/
https://mamtacommerce.blogspot.com/p/blog-page.html
University of British Columbia: Online Course Development: Planning and ImplementationCornell
University: Teaching & Learning in the Diverse Classroom
University of British Columbia: Designing and Developing an Online CourseX:
Studio Advanced: Expanded Course Creation Techniques

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Name of the Course Teacher: Dr. Neethiperumal

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOME VS PROGRAMME OUTCOMES

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	S(3)	L(1)	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)
CO2	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)
CO3	L(1)	M(2)	L(1)	S(3)	L(1)	S(3)	L(1)	L(1)	L(1)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)	S(3)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)	S(3)	M(2)	S(3)
W.AV	1.6	2	2.2	2.4	1.8	2.4	2	2	1.8	2.8

S –Strong (3), M-Medium (2), L- Low (1)

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	M(2)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	S(3)	S(3)	L(1)	S(3)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	S(3)	M(2)	S(3)
W.AV	2	2.8	2.4	1.8	2.4

S –Strong (3), M-Medium (2), L- Low (1)

II - Semester					
CPS - 4	**Course code: 711211**	**PEDAGOGY OF COMMERCE–II**	**T**	**Credits:4**	**Hours:5**
**Unit -I**
Objective1		**Acquires knowledge about the curriculum, learning resources, evaluation, exceptional children.**
Curriculum:- Curriculum – Meaning, Definition – Principles involved in the curriculum construction - Organization of content: Organization of subject matter – Unit- Topical – Concentric – Logical and psychological – Maxims in teaching - comparison of CBSE and state board commerce and accountancy syllabus – need and importance of reforms of curriculum – comparison of commerce education at school level of India and Finland.
Outcome1		**Recollect the basic concepts of curriculum, and ability to critical analysis of different curriculums.**	**K1**
**Unit II**
Objective2		**Understand the usage of learning resources and different types of disabilities.**
Learning Resources, and addressing the needs of Exceptional Children:- Learning Resources: Resources – Textbook – Reference books - Periodicals - Research journals – Survey reports – Business documents - News paper - E- resources – Library – Field trip – Educational tours - Guest lecture – Excursions – Commerce club. Exceptional Children: Concept and Meaning of exceptional children and special Education– Objectives of Special Education - different types of Disabilities – Recent trends in the field of Special Education - Characteristics of students of slow and gifted learners.
Outcome2		**Identify the different learning resources suitable for the different learners.**	**K2**
**Unit III**
Objective3		**Understand the classroom management and characteristics of slow &gifted learners**
Classroom Management:- Classroom management - Factors influencing classroom management - classroom interaction analysis – Class room climate - Types of teachers based on leadership styles (autocratic, democratic, free-rein/laissez fair and paternalistic) - Characteristics of slow and gifted learners - Problems faced by commerce teacher in rural schools
Outcome3		**Develop the skills of classroom management.**	**K3**
**Unit IV**
Objective4		**Develops ability in evaluation of students with different techniques and educational statistics.**
Assessment of Commerce Learning and Educational Statistics:- Evaluation- Meaning, definition – objectives and importance of evaluation - Formative and Summative Evaluations - Achievement test, steps involved in construction of an achievement test – Different test items - Diagnostic test and Prognostic test - Educational statistics: Measures of Central Tendency – Standard deviation – Rank correlation - Graphical representation of scores).
Outcome4		**Application of appropriate method and statistics for evaluating students' achievement.**	**K4**

Unit V	
Objective 5	**Develops desirable behavior in professional development as excellent commerce teacher.**

Professional Development of Commerce Teacher:- Qualifications: Academic and professional qualifications of commerce teacher – Good qualities ofcommerce teacher - Role of teacher - Teachers diary - Social and environmental responsibilities of commerce teacher – types of training of teachers (Pre-service, Induction and In-service training programs) – Professional development of commerce teacher (professional writings, publications, continues learning, professional contacts, participation and presentation of papers in seminar and conferences.

Outcome5	**Ability in teaching proficiency and cope up with professional capacities**.	**K6**

Transactional mode:

    Lecture-cum-discussion, interaction, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, seminar presentations and assignments.

Practicals/ Sessional Work:

    The students may undertake the following activities

1. Text book analysis
2. Field trips
3. Seminar presentations
4. Observing and analysis of classroom activities
5. Demonstration classes
6. Preparation and administration of an achievement test
7. Assignments and Preparation of commerce Album

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Khan M.S (1982) *Commerce education*. New Delhi: sterling publishers' private limited.Verma, M.M.A. (1979) *Method of teaching accountancy*. New York: McGrawHill.

Dhand, H. (2009), *Techniques of teaching*. New Delhi: APH Publishing Corporation

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Gupta, U.C.(2007), *Teaching of Commerce*. New Delhi: Khel sahidtya Kendra.Rao, Seema (2007), *Teaching of Commerce*, New Delhi: Anmol Publication.

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K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
					Course Designed by: Dr. C. Anbuchelvan

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOME VS PROGRAMME OUTCOMES

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	S(3)	L(1)	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)
CO2	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)
CO3	L(1)	M(2)	L(1)	S(3)	L(1)	S(3)	L(1)	L(1)	L(1)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)	S(3)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)	S(3)	M(2)	S(3)
W.AV	1. 6	2	2.2	2.4	1.8	2.4	2	2	1.8	2.8

S –Strong (3), M-Medium (2), L- Low (1)

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	M(2)	M(2)	M(2)
CO2	M(2)	S(3)	M(2)	M(2)	M(2)
CO3	M(2)	S(3)	S(3)	L(1)	S(3)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	S(3)	M(2)	S(3)
W.AV	2	2.8	2.4	1.8	2.4

S –Strong (3), M-Medium (2), L- Low (1)

III - Semester					
School Internship & EPC	**Course Code: 711301&711302**	**School Internship & EPC**		**Credits:24&10**	**Hours:16 Weeks**

School Internship Practice for 16-Weeks. After the completion of Internship Teaching competency will be evaluated.

Description of Teaching Competency and Records

1. Observation Record

Observation of minimum of five lessons by student teachers at level – I & II of pedagogical subjects delivered by school teachers.

2. Lesson Plan Record

Regular Classroom Teaching: Preparation and delivery of 25 lessons in each level (I & II) of Pedagogy subject in the cooperative school during the school internship programme.

3. Instructional Materials Record

The student teacher prepare a record about the preparation and use of various instructional materials at level I and II such as Print, Audio, Audio-Visual and Electronic Interactive materials during the school Internship programme.

4. Demonstration Record

Demonstration of minimum 2 model lessons delivered by the concern pedagogic teacher and 3 model lessons by each student teacher under the supervision of pedagogy teacher.

5. Test and Measurement Record

This record is to be prepared covering theoretical aspects of Test and Measurement during the evaluation process with regard to students learning outcome. The following components shall be included in the preparation of record.

- Construction and administration of Achivement Test at level –I & II of pedagogy subjects.
- Measures of Central Tendency: Mean, Median, Mode
- Measures of Dispersion: Range, Quartile deviation, Mean deviation and Standard deviation.
- Co-efficient of Correlation: Spearman's Rank Correlation Co-efficient
- Graphical Representation of data: Histogram, Bar diagram, Frequency Curve, Frequency Polygon and Ogive Curve.

6. Micro Teaching Record

Microteaching – Practice is to develop the skills of introducing lesson, explaining, probing questioning, stimulus variation, reinforcement, use of black board and achieving closure related to pedagogy subject under the supervision of pedagogy teacher.

7. Text Book Review Record

Textbooks are widely accepted as a common feature of classrooms worldwide and are important vehicles for the promotion of curricula. Consequently their content and structure are very important for the promotion of a specific vision of curriculum. There are many features of textbooks, some of which go unknown to the authors, which have a significant impact on their target audience. Such features can have positive or negative impacts on learning.

8. Environmental Education Record

The student teachers prepare a record about the process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment.

9. School Subject Based Album

This album includes pictures, photos, publications, newspaper cuttings, palmlets, related to school subject matters.

10. Case Study Record

The case study record includes detailed examination of a student as a case understand the reasons behind his/her unique habits or character to become a good citizen.

11. Psychology Practical Record

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

12. Citizenship Camp

The student teacher will undergo five days citizenship training programme in order to develop community based skills and related activities.

13. Action Research

The student acquaint to solve the immediate class room problem by the application of various steps formulated in action research.

14. School Visit

The student teacher should visit different school such as special schools, model schools, innovative schools to understand the methods of teaching and administration.

15. Physical Education Record

The student teacher should perform any five physical education activities and any five Psychological Tests from the following and the activities regarding this shall be carried out during the first semester and the completed practical record should be submitted at the time of practical examinations.

16. Community Work

This programme gives opportunity to attach with and to solve the problems of the community to make the student teachers sensitive and aware about the society **Objectives:** to enable student teachers to-

- ➢ Develop social sensitivity among student teachers
- ➢ Develop sympathy with the poor and the people below poverty-line
- ➢ Develop awareness about the environment
- ➢ To have the positive attitude toward the neglected class

Activities:

This can be achieved by organizing a number of programme for the welfare of the community, like

- ➢ To educate he dropouts and adults
- ➢ To educate the people of slum areas to take the nutritious diet
- ➢ To make the people learn the importance of small family norm
- ➢ To make the people learn the importance of the girls child and their
education for the family and the society
- ➢ To motivate the people to grow more plants
- ➢ To motivate the people to keep the city and the public places clean
- ➢ To motivate the people to save river and ponds

17. Educational Tour Record

The student should acquire the first hand experience through the visit ofdifferentplaces in connection with their curriculum.

18. READING AND REFLECTION ON TEXT

The aim of this course is to enhance the professional capacities of astudent-teacher, specifically reading and writing skills.

Course objectives:

1. To enhance their capacities as readers and writers by becoming participants intheprocess of reading.
2. To read diverse texts/books and learn to think together.
3. To use their reading and writing skills for effective preparation for the other courses.

Mode of Transaction of the course

The teachers in colleges of education should:

1. Engage the student-teachers in reading interactively-individually and in small groups.
2. Offer opportunities to the student-teachers to read wide variety of texts(such as empirical, conceptual and historical texts, policy documents, studies about schools, teaching and learning, texts about people`s experiences relating to teaching, learning and schools.
3. Engage the student-teachers in reading the autobiographical narratives, field notes, ethnographies(scientific description of different races cultures), etc. anddevelop different types of reading skills and strategies.
4. Engage the student-teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.
5. Engage the student-teachers to analyses various text structures and develop comprehension of them.
6. Engage the student-teachers in developing their writing skill by providing various contexts for writing.
7. Prepare the student-teachers for selected readings and writings required for other courses.
8. Train the student-teachers, through structured tasks, in writing with of sense of purpose and audience and responding to a text with one's own opinion or writing within the context of others' ideas.
9. Train the student-teachers to learn to combine both reading and writing that leads to the development of critical skills.
10. Read any three books related to education and make a critical a presentation. Tasks and Assignments:

Preparing a Record on "Reading and Reflection on Text".

1. Every student-teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course for his/her teacher's feedback and evaluation.
2. Read any three books related to education and submit a review of them.

19. DRAMA AND ARTS IN EDUCATION

The aim of this course is to enhance the professional capacities of astudent-teacher, specifically his her creativities and aesthetic sensibilities. **Course objectives:**

1. To use the techniques of art, music and drama for enhancing teachingandlearning.
2. To use art, music and drama for enhancing one's self, expression andcreativity.
3. To identifyn and recognize the experts in art, music and drama in thecommunity and invlove them for enhancing of teaching-learning process.

Mode of Transaction of the Course

The teachers in Colleges of Education should:

1. Engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/a rough sketch, in painting a picture/landscape/ mural/in oils/in water colours/draw a picture /a protract/a cartoon/a line /a figure/a human form/in charcoal/ in ink.with fine arts experts,

2. .Engage the students-teachers in visiting art galleries/art exhibitions and cultural festivals.

3. Encourage the student-teachers to understand local culture and art forms and interpret art works,movies and other media.

4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of 'discomfort' and 'confusion'to them (such as Completely segregated social environments, bounded by caste, class, religions or gender, etc).

5. Train the students-teachers in choosing themes and stage them as skits plays /dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.

6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretations.

7. Guide the student- teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.

8. Motivate the student- teachers to use drama as a ' critical pedagogy ' moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.

9. Guide the student- teachers to experience the stage different kinds of drama/ skits/ street plays/ folk and contemporary traditions relating today- to- day problems of people of different walks of life.

10.   Invite local experts in music and explore the possibilities of teaching certain contents in school subject through music.

Activities:

An artist or artisan may be invited to organize a workshop on Drama and Art in education. The student-teachers may be asked to Participation indrama and prepare items of different categories.

Tasks and assignments:

1. Write a detailed report on how you have used drama as a technique for teaching school subject.

2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.

20.CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The aim of this course is to enhance the professional capacities of a student Teacher in integrating information and communication technologies (ICTs) with effective teaching and learning in a classroom.

Course objectives:

1. To teach effectively in a "technology enhanced classroom" (previouslyreferred to as"smart classroom")

2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

Mode of Transition of the course

The teachers in colleges of Education should train the student- teachers:

1. To operate / use various ICT tools such as computer, laptop/ internet, interactive whiteboard, tablet PC, iPad, iphone, mobile phones, digital cameras, multimedia

equipments(audio/ video), skype and video- conferencing.

2. To browse the internet, using a computer/ laptop, identify and use education related websites and video/ audio resources in teaching- learning.

3. 3. To prepare teaching material/ learning resource material: e-content, e- booklet for selected school subject areas and to create edu(cational) blogs for individual/ group students for strengthening sharing and learning.

4. 4. To use a laptop / PC for preparing slides for powerpoint presentations/ lectures and also download the video resources available on the internet and use them embedded with slide presentations.

5. To teach a content / lesson using an interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it.

6. To use a visualizer/ document camera (visual projector) to display andshare an information to the whole class.

7. To use a mobile device/ a camera phone to take a series of snapshots of children's actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.

8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.

9. Organize a few video- conferencing classes (organize skype –based video conferencing) inviting experts in school subjects and encourage the students to share the learning experiences through whatsapp with their classmates and others.

10. To create educational blogs (edublogs) for individual/ group students for sharing and learning articles/ classnotes/ assignments and participating In active blogging community.

Tasks and Assignments:

1. Write a report based on your preparation of e- content and presentation of it to the class with different ICT tools.

2. Write a report on the organization of video- conferencing with educational expert.

22. SUPW

The full form of SUPW is Socially Useful Productive Work. It is defined as the significant manual work and services which are related to the needs of the society, community, and children and are very much meaning for the student. In July 1977, the term SUPW was first coined by the Ministry of Education to encourage the values, morals and educational teachings of great Mahatma Gandhi and the Ishwarbhai Patel Committee gave the concept of Socially Useful Productive Work.

Objectives:

• To encourage the Gandhian principles and philosophy regarding the educational system

• To develop a coherent personality of a person

• To make the people aware of the values of Mahatma Gandhi i.e. non-violence, speaking truth, cooperation, dignity, labor, tolerance, self-independence, and many more

• It helps us in correlating educational knowledge with socially useful work and craft

• It helps in reducing the stress of people nowadays by connecting life with work and education

Semester-IV					
PE - 8	Course Code: 711401	Knowledge and Curriculum	T	Credits:4	Hours:5

	Unit -I	
Objective1	To make distinctions between knowledge and information, reason and belief based on epistemological basis of education.	

Epistemological bases of Knowledge: Meaning of knowledge -Nature of knowledge-Types of knowledge-Differences between knowledge, Information, belief and truth- Knowledge and Knowing - Knowing Process: Different ways of knowing; Knowledge construction, Process of Construction of Knowledge.

Outcome1	The students will be able to make distinctions between knowledge, information and reason and belief based on epistemological basis of education.	**K1**

	Unit II	
Objective2	To the basic concepts and process of curriculum planning, preparation ofsyllabi and development of text books at different levels.	

Forms of Knowledge and its Organization in Schools

Meaning of curriculum, Perspectives of curriculum- Traditionalist, Empiricist Reconceptualise and Social constructivists- Understanding the meaning and nature of curriculum: need for curriculum in schools- Concept of Core curriculum, Hidden curriculum, and Spiral curriculum- School knowledge and its reflection in the form of curriculum, syllabus and Textbooks- Curriculum visualized at different levels: National-level; state-level; school-level; class-level and related issues.

Outcome2	The students will be able to the basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels.	**K3**

	Unit III	
Objective3	To enable students to understand various concepts of education and models of teaching.	

Curriculum Approach- Maxims of Teaching- Models of Teaching- Salient features of models of teaching-Components of models of teaching-Classification of models of teaching based on Joyce and Well-Models of Teaching: Richard Suchman's Inquiry Training Model- Bruner's Concept Attainment Model- Ausubel's Advance Organizer Model

Outcome3	The students will be able to understand various concepts of educationand models of teaching.	**K2**

	Unit IV	
Objective4	To enable the students to understand models and process of curriculum development	

Foundations of Curriculum Development & Curriculum Implementation- Models of curriculum development - Process of curriculum development–Curriculum planning - Curriculum designing - Curriculum implementation - Curricular team and its functions at local- state and national levels- Tools of Implementation-Hand books-Manuals- Textbooks- Modules- Instructional Materials - Training teachers for curriculum implementation

Outcome 4	**The students will be able to understand models and process of curriculum development**	**K3**

Unit V	
Objective 5	To enable the students to understand the strategies of curriculum evaluation
Curriculum Evaluation and Issues- Meaning-concepts and importance of Evaluation-Types of Evaluation -Formative and Summative Evaluation - Participatory and Self evaluation-Criteria for evaluating the curriculum - Curriculum evaluation models	

Outcome5	The students will be able to understand the strategies of curriculum evaluation	**K6**

Suggested Readings

NCERT (2000). National Curriculum Framework for School Education.

Sharma, R. (2002). Modern methods of Curriculum Organization. Jaipur: Book Enclave. Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPI-1. Hassrin, M. (2004).Curriculum Planning for elementary education. New Delhi: Anmol Publishers.

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Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sal Printographers. Srivastava, H. S. (2006). Curriculum and methods of teaching. New Delhi: Shipra Publishers. Erickson, H.L. (2007). Concept based curriculum and instruction for the thinking classroom.California: corwin press.

Panday, M. (2007). Principles of Curriculum Development. New Delhi: Rajat Publications. Letha ram mohan, (2009). Curriculum instruction and evaluation. Agra: Agarwal Publication.

Schilvest, W.H. (2012).Curriculum: prospective paradigm and possibilty.M.C.MLLAN Publication. Butchvarov,P.(1970), The Concept of Knowledge, Evanston, Illinois: North Western UniversityPress. Datta, D.M. (1972). Six ways of Knowing. Calcultta University Press, Calcultta.

G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and thecurriculum. Rand McNally & Company, Chicago.

online resources
https://www.getguru.com
https://tergetb-ed.co.in
https://ncte.gov.in
https://egyankosh.ac.in https://www.sciencedirect.com

K1-Remember	**K2- Understand**	**K3-Apply**	**K4-Analyze**	**K4-Evaluate**	**K6-Create**
				Course designed by: Mr.I.Lenin	

PE- Perspectives in Education

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	L(1)	S(3)	L(1)	M(2)	M(2)	M(2)	L(1)	M(2)
CO2	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)
CO3	L(1)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	L(1)	L(1)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
W.AV	1.6	1.8	1.6	3.0	1.2	2	1.6	1.6	1.4	1.8

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	S(3)	L(1)	L(1)
CO2	M(2)	M(2)	S(3)	M(2)	M(2)
CO3	L(1)	M(2)	S(3)	L(1)	L(1)
CO4	M(2)	L(1)	S(3)	M(2)	L(1)
CO5	M(2)	L(1)	S(3)	M(2)	M(2)
W.AV	1.8	1.4	3	1.6	1.2

S –Strong (3), M-Medium (2), L- Low (1)

IV-Semester					
PE-9	Course Code: 711402	CREATING AN INCLUSIVE SCHOOL	T	Credits:4	Hours:5
Unit-I					
Objective1	Understand the concept of Integrated Education, Special Education and inclusion.				

INTRODUCTION:CONCEPT AND IMPORTANCE OF INCLUSION : Meaning and Concept: Special Education, Inclusion, Integration- History of Special Education -Special Education to Integrated Education- Integrated Education to Inclusive Education- difference between Integrated and Inclusive Education Importance of Inclusion -Challenges of Inclusive Education-Characteristics of inclusive school

Outcome1	Explain the concept of Integrated Education and inclusion	K2

Unit-II		
Objective2	Aware about the national policy programme and acts with respect to thedisabled.	

POLICIES,PROGRAMMES AND ACTS FOR INCLUSIVEEDUCATION
NPE (1986) - UNESCO (1989) – UNESCO (2006)- UNESCO (2009) -UN convention on rights of the child and rights of the person with disability–RCIAct1992-PWD act1995-National trustAct1999- RTE Act2009.

Outcome2	Examine the national policy programme to uplift the disabled	K4

Unit III		
Objective3	Analyze about the special needs of individuals with disabilities.	

NATURE AND NEEDS OF THE INDIVIDUALS HAVING DISABILITIES : Hearing impaired– visual impaired–Ortho pedicimpaired–Mental illness–Learning disabilities–Autism–Cerebralpalsy- Muscular dystrophy- Speech and Language disability- Thalassaemia - Parkinson's disease.

Outcome3	Identify the special needs of the individuals having disabilities andfulfill their needs	K3

Unit IV		
Objective4	Familiarize the method of operation of Inclusive education	

INCLUSIVE EDUCATION IN OPERATION : Parameters of inclusive education–promoting inclusive education– early detection of disability – Parental attitude – community awareness – rehabilitation of disabilities–inclusive education in the context of EFA–models of inclusive education–role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher.

Outcome4	Develop the method of operation of Inclusive education	K3

Unit V		
Objective5	Understand the socio- cultural and economic issues due to disability	

ADDRESSING LEARNERS' DIVERSITY : Diversity due to socio- cultural and economic factors: Discrimination, language attitudes, violence and abuse- Girls with disabilities: Issues, Challenges, and Supportive Programmes- Learning and learner support: assistive and adaptive devices, ICT.

Outcome5	Discuss the socio- cultural and economic issues due to disability *Solve.*	K6

Suggested Readings:

Dr. Anjum Mahdi, Shilpisharama& Bharti Saxena.(2014). Inclusive Education. Alfa Publications, New Delhi.

Ashima Das, Shankar Das & Ruth Kattumari .(2013).Inclusive Education A Contextual Working Model. Concept Publishing company Pvt.Ltd, New Delhi.

Kaushal Sharma. (2016). Inclusive Education ,Perspectives And Paradigm In ProfessionalPractices. SR Publishing House, New Delhi.

Mangal.S.K.(2017).EducatingExceptinalChildren,An Introduction to Special Education.PHI Learning private Ltd, New Delhi.

Prof.Nagarajan.K and Dr.Doreen Gnanam.(2016).Creating an Inclusive School, SriRam Publishers, Chennai.

Dr.Nagaraju .M.T.V. (2014). Inclusive Education, Quality Aspect. Common Wealth PublishersPvt.Ltd, New Delhi.

Dr.Nagaraju. M.T.V. (2014). Inclusive Education Roles And Responsibilities,CommenWealth Publishers, New Delhi.

Yogendra K.Sharma, Madhulika Sharma. (2014). Inclusive Education,Conceptual Framework, Approaches and Facilitators. Kanishka Publishers, New Delhi.

Online resources

Ministry of Education. (2018). *The education and disability legislation guiding our approach to learning support.* Retrieved from https://www.education.govt.nz/ministry-of-education/legislation/education-disability-legislation/

K1-Knowledge	K2- Understanding	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Course designed by:Dr.J.Jayachithra

PE – Perspective in Education

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)
CO2	M(2)	L(1)	M(2)	L(1)	L(1)	M(2)	L(1)	S(3)	S(3)	L(1)
CO3	M(2)	L(1)	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	S(3)	L(1)
CO4	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)	S(3)	S(3)	L(1)
CO5	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	L(1)
W.AV	2	1.6	2.2	1.6	1.6	2.2	1.8	2.8	3	1.2

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	S(3)	S(3)	S(3)
CO2	L(1)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)
CO4	L(1)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	S(3)	M(2)	L(1)
W.AV	2	2.2	2.6	2.4	2

S–Strong(3),M-Medium(2),L-Low(1)

Semester-IV					
PE - 10	**Course Code: 711403**	**TEACHER EDUCATION THE PROSPECTS AND PERSPECTIVES**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	To understand the concept, need and significance of teacher education.	
Teacher Education in India: Historical Perspective Teacher Education – Concept, aims and scope; Need and significance of Teacher Education, Aims & Objectives of Teacher Education at various levels. Teacher Education in the Post-Independence Period • Approaches to Teacher Education • Recent Trends and Issues in Teacher Education..		
Outcome1	The students will be able to understand the concept, need and significance of teacher education	**K1**

Unit II		
Objective 2	To develop an understanding of the teacher education curriculum in India.	
Teacher Education Organizations in India • Institutions and Agencies of Teacher Education. • Centrally Sponsored Schemes in Teacher Education IASEs, DIETs-Networking institutions like NIEPA, NCERT, SCERT,RIEs, SIEMAT, and SAMAGRA SHIKSHA ABHIYAN (SMSA) • Pre-service and In-service Teacher Education in India: Need, concept, objectives and techniques. Role and Functions of Universities Department of Education		
Outcome 2	The students will be able to an understanding of the teacher education curriculum in India.	**K3**

Unit III		
Objective3	To enable students to acquaint with the competencies essential for a teacher for effective transaction.	
Teacher Education Curriculum and Transaction Analysis of Teacher Education Curriculum at different stages Pre-primary, Elementary, Secondary and Higher Education: Approaches to Teacher Education– consecutive and integrated. NCFTE (2014) as prescribed by NCTE. • Qualities of a good teacher-Teaching skill. • Competency-based teacher education: Quality assurance in teacher education. • Initial and Continuing Education of Teachers and Teacher Educators.		
Outcome3	The students will be able to acquaint with the competencies essential fora teacher for effective transaction.	**K2**

Unit IV		
Objective4	To get sensitized innovative programmes for continuous professional development of school teachers	
Teacher Education through Open and Distance Learning (ODL)- Innovations and Research in Teacher Education Open and Distance Learning (ODL): Need, Scope, Types and Characteristics. • Use of Training Technology and Media & ICT in teacher education. • Innovative Programmes for continuous professional development of school teachers • Research in Teacher Education and scope of Action Research in teacher education. • Recent development in teacher education: study of futuristic, innovations, experiments.		
Outcome4	The students will be able to get sensitized innovative programmes for continuous professional development of school teachers	**K3**

Unit V		
Objective 5	To get equipped with the skills to become effective and efficient teachers andteacher-educators.	
Professional Development Teaching as a Profession. Performance Appraisal of Teachers. Faculty improvement programme for Teacher Education. Orientation and Refresher courses for Teachers. Teacher Education and Practicing Schools.		

Outcome5	The students will be able to get equipped with the skills to becomeeffective and efficient teachers and teacher-educators.	K6

Suggested Readings:

Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.

India, Ministry of Education; Report of the Education Commission (1964-66) Education & National development New Delhi publication division 1966.

UNESCO(1976). Regional office for Education in Asia, Bangkok, Exploring, New dimensions in Teacher Education, Bangkok.

R.S.Shukla(1978) Emerging Trendes in Teacher Education,Chugh Publications.

UNESCO(1981). A System approach to teaching & learning procedures a guide for teacherEducators, Paris: UNESCO.

Gupta Arun K.(1984). Teacher Education: Current & Prospects New Delhi, Sterling Publications Kochar S.K.(1985). Methods & techniques of teaching 2nd & rev & enlarged edition, New Delhi,Sterling Publishers.

Upasani N.K(1988). Effective college Teaching, Mumbai S.N.D.T Women's University.

Upasani N.K.(1988). Planning for better learning Mumbai, S.N.D.T. Women's University.

R.C.Srivastava(1997),Teacher Education India,Daya Books.

NCF (2000), NCF (2005). NCERT Publication, New Delhi.

NCFTE(2009). NCTE Publication, New Delhi.

Online resources

https://dsel.education.gov.inhttps://ncte.gov.in

https://egyankosh.ac.inhttps://www.researchgate.net

https://www.academia.eduhttps://www.oecd.org

K1-Knowledge	K2- Understanding	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
				Course designed by: Mr.I.Lenin	

PE – Perspective in Education

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	M(2)	L(1)	S(3)	L(1)	M(2)	M(2)	M(2)	L(1)	M(2)
CO2	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)
CO3	L(1)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	L(1)	L(1)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
W.AV	1.6	1.8	1.6	3.0	1.2	2	1.6	1.6	1.4	1.8

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	S(3)	L(1)	L(1)
CO2	M(2)	M(2)	S(3)	M(2)	M(2)
CO3	L(1)	M(2)	S(3)	L(1)	L(1)
CO4	M(2)	L(1)	S(3)	M(2)	L(1)
CO5	M(2)	L(1)	S(3)	M(2)	M(2)
W.AV	1.8	1.4	3	1.6	1.2

S –Strong (3), M-Medium (2), L- Low (1)

IV - Semester					
CPS 5	Course Code: 711404	**GUIDANCE AND COUNSELLING**	T	Credits:4	Hours:5

Unit -I

Objective 1	To understand the role of Guidance and Counselling in educativeprocess.

INTRODUCTION: Guidance: definition, need and importance, aims, principles. Counselling: definition, need and importance, aims, principles, types. History-guidance movement in India, socio cultural foundations of counselling. Psychological foundation of counselling. Differentiate guidance andcounselling. Relationship between guidance and counselling. Scope of guidance and counselling.

Outcome1	Student will be able to understand the psychological foundation ofGuidance and counselling	K2

Unit II		

Objective 2	To know various techniques and approaches in guidance and counselling inonly to apply them in the school environment.

TYPES OF GUIDANCE AND COUNSELLING: Types of guidance- educational, vocational, personal, group, moral, social, health. Types of counselling- educational, vocational, personal. Levels of counselling, Approaches of counselling: directive counselling, non- directive, eclectic counselling-purpose-steps-merits-demerits.

Outcome2	Students would be able to apply these in approach anddevelopment	K3

Unit III		

Objective 3	To channelize the pupil towards well adjusted individuals by providingnecessary guidance and counselling services in the school environment.

PROCESS OF GUIDANCE AND COUNSELLING: Guidance with special needs- students with disability, socio-emotional problems of students with disability. Process of counselling- Phases/steps in counselling process, attributes of counsellor, Skill in counselling, role of counsellor, professional ethics of counsellor.

Outcome3	Students would be able to plan and conduct counselling sessions	K6

Unit IV		

Objective 4	To understand the role of teacher as guidance counsellor.

TOOLS FOR GUIDANCE AND COUNSELLING: Psychological tests-meaning, need, limitations. Testing – intelligence, aptitude, attitude, achievement, interest, personality. Tool: interview, check list, observation, case study, cumulative record, diary, anecdotal record, questionnaire, self appraisal, participatory appraisal, sociometric data, autobiography.

Outcome4	Students would become proficient to the skills and proceduresfor delivering interventions.	K3

Unit V		

Objective 5	To list different ways in which the counsellor can help the classroom teacher.

TECHNIQUES OF GUIDANCE AND COUNSELLING
Techniques of guidance, guidance programme. Career development, occupational information, career pattern, career development of girls inIndia. Counseling and psychotherapy-children with special needs, behavioral problems, mental health and stress management, and drug abuse, sexual abuse, emotional problems of adolescence and juvenile delinquents.

Outcome5	Students would be able to develop about practical process incounselling and psychotherapy	K6

Suggested Readings:

Agarwal, J.C. (2004). Educational, vocational guidance and counselling. Doaba House.

Amos.W.E. and Grambs.J.D. 1968.Counselling the Disadvanced. Prentice Hall.N.J.

Bhatia. K.K. (1993). Educational and vocational and guidance. Vinod.

Berdie,Ralph and Layton Wilber1963.,Testing in Guidance and Counselling Mc.Graw Hill Co.N.Y.

Blocker,D.H. 1966. Delopmental Counselling Ronald Press.N.Y.

Gerler Jr, E. R., Ciechalski, J. C., & Parker, L. D. (1990). *Elementary School Counseling in a Changing World*. ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Guidance Monograph Series1975.-I-IV.Houghton Niffin Co,N.Y.

Gysbers, N. C., & Lapan, R. T. (2009). *Strengths-based career developmentfor school guidance and counseling programs*. Chelsea, MI: Counseling Outfitters.

Gysbers, N. C., & Henderson, P. (2014). *Developing and managing your school guidance and counseling program*. John Wiley & Sons.

Traxler, A. E.and North, R.D. (1996). Techniques of guidance. Harper and Row.

Online resources

1. http://www.counseling.org
2. http://www.academia.edu
3. http://www.tandfonline.com
4. http://www.jstor.org 5. http://www.apa.org

Mooc Course: Adolescence health and well being- A Holistic ApproachCounselling Psychology

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create

Name of the Course Teacher: Dr.M.Parimala Fathima

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	L(1)	L(1)	-	-	L(1)	-	-	-
CO2	M (2)	L (1)	M (2)	M (2)	-	L(1)	-	L (1)	M (2)	L (1)
CO3	S(3)	S(3)	S (3)	M (2)	L (1)	S (3)	L (1)	L (1)	S (3)	L(1)
CO4	S (3)	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	L (1)	S (3)	L(1)
CO5	L (1)	M (2)	M (2)	S (3)	S (3)	S (3)	M (2)	S(3)	S (3)	L(1)
W.AV	1.6	1.8	1.6	1.4	1.2	2	1.6	1.6	1.4	3

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M (2)	L(1)	L(1)	L (1)	L (1)
CO2	M (2)	M (2)	M (2)	M (2)	L(1)
CO3	S (3)	S (3)	S (3)	M (3)	M(2)
CO4	L (1)	L(1)	M(2)	M (2)	S (3)
CO5	L (1)	M(2)	M (2)	M (3)	S (3)
W.AV	1.8	2	2	2.2	2

S –Strong (3), M-Medium (2), L- Low (1)

Semester – I

CPS 5	Course Code: 711405	Environment and Disaster Management	T	Credits:4	Hours: 5

Unit – I		
Objective1	To acquaint with the concept of Environment and importance of Environmental Education	
Environmental Education: An Introduction Meaning of the term Environment and its relation to human beings; Nature and principles of the environment; The emergent inter-disciplinary perspective. Meaning, Objectives, Nature, Scope, Need & Principles of Environmental Education. Environmental awareness through Education - specific approaches – activities - Role of ICT and media in creating environment awareness/ consciousness.		
Outcome1	Student teachers comprehend the fundamental concepts in Environment and significance of environmental education	K2
Unit – II		
Objective2	To sensitize students to the Global Environmental challenges and the need to conserve the resources	
Challenges of Environment Population explosion – problems and prospects - Urbanization and environmental degradation - Waste disposal and management - effect on health and environment. Environmental Pollution: Causes, effects and remedial measures of Air, Water, Soil, Radio Active, Noise and E – waste pollution; Causes, effects and remedial measures of Deforestation, soil erosion, Climate change, Greenhouse effect, Global warming, Ozone depletion, Acid rain.		
Outcome2	Student teachers explore the Global Environmental challenges	K4
Unit – III		
Objective3	To acquire skills related to environmental management and conservation of resources.	
Environmental Policies and Management Environmental protection and polices in India –Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws; Environmental Management and Protection – Need, function, characteristics and dimensions of environmental management. Conservation of renewable and non - renewable resources - Natural resources and associated problems (a)Forest resources: (b) Water resources: (c) Mineral Resources: (d) Energy resources. Bio-diversity and its conservation - Threats to biodiversity - Role of an individual in conservation of natural resources.		
Outcome3	Student teachers develop the skills of environmental management and conservation of natural resources.	K3
Unit IV		
Objective4	To understand the concept of disaster and its types.	
Understanding Disasters and its Types (Trends, Causes, Consequences and Control of Disasters): Understanding the Concepts and definitions of Disaster, Hazard, Vulnerability, Risk, and Capacity; Natural disasters: meaning - Geological Disasters (earthquakes, landslides, tsunami, mining); Hydro-Meteorological Disasters (floods,cyclones,lightning, thunder-storms, hail storms, avalanches, droughts, cold and heat waves); Biological Disasters (epidemics, pest attacks, forest fire); Manmade disasters: meaning – Technological Disasters: (chemical, industrial, radiological, nuclear) and(building collapse, rural and urban fire, road and rail accidents, nuclear, radiological, chemicals, pollution and deforestation and biological disasters)Global Disaster Trends –Emerging Risks of Disasters – Climate Change and Urban Disasters		
Outcome4	Student teachers comprehend the concept of disaster, itstypes, Causes, Consequences and Control measures.	K2

Unit V		
Objective5	**To develop rudimentary ability to respond to their surroundings withpotential disaster response in areas where they live, with due technology.**	
Disaster Management Cycle:- Disaster cycle - Phases, Culture of safety, prevention, mitigation and preparedness - Applications of Science and Technology for Disaster Management:- Geo- informatics in Disaster Management (RS, GIS, GPS and RS) - Disaster Communication System (Early Warning and Its Dissemination) – wireless and radio - Land Use Planning and Development Regulations - Disaster Safe Designs and Constructions - Structural and Non Structural Mitigation of Disasters - S&T Institutions for Disaster Management in India.		
Outcome5	**Student teachers apply the principles of disaster management at times of need.**	**K3**

Suggested Readings:

Agarwal, A., et.al. (ed.) (2001). Green Politics: Global Environment Negotiations.Centre for Science and Environment.

Behera. B.N. and Rath. A.K. (2014) Basic Environmental education, Dominant Publishers and Distributors Pvt. Ltd.

Bharti Kumar. (2017) A Text Book of Environmental Education, Wisdom Press.Gujar. M.

C. (2014) Environmental Study, DND Publications.

Keshri.K (2013) Environment and Biodiversity, Rajesh Publications.

Krishnamacharyulu and Reddy GS. (2005): Environmental Education, Neelkamal Publication. Coppola D P, (2007) Introduction to International Disaster Management, Elsevier Science (B/H).Gupta M C (2009) Manual on natural disaster management in India, NIDM.

Bhandani. R K, An overview on natural & man-made disasters and their reduction, CSIR.

Goyal, S L, Deep & Deep (2006), Encyclopaedia of Disaster Management, Vol I, II and IIIL Disaster management policy and administration.

Angus M. Gunn (2008) Encyclopaedia of Disasters –Environmental Catastrophes and Human Tragedies, Vol. 1 & 2, Greenwood Press.

Srivastava, H.N. & G.D. Gupta, (2006) Daya Publishers, Management of Natural Disasters in developing countries.

Singhal J.P. "Disaster Management", Laxmi Publications, 2010. ISBN-10: 9380386427 ISBN-13: 978-9380386423

Tushar Bhattacharya, "Disaster Science and Management", McGraw Hill India Education Pvt. Ltd.

Gupta Anil K, Sreeja S. Nair., (2011) Environmental Knowledge for Disaster Risk Management, NIDM.

Online Resources

https://www.learningclassesonline.com/2020/11/environmental-education.html

https://www.conserve-energy-future.com/environmental-education-and-its-components.php

https://ndma.gov.in/

https://publichealth.tulane.edu/blog/what-is-disaster-management/

https://www.undrr.org/terminology/disaster-risk-management

https://onlinecourses.swayam2.ac.in/nou23_ag16/preview

https://onlinecourses.swayam2.ac.in/cec23_hs04/preview

https://onlinecourses.swayam2.ac.in/cec23_hs53/preview

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
		Course designed by: Dr. C. Anbuchelvan & Dr. G. Rajeswari			

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOMES VS PROGRAMME OUTCOMES

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	L (1)	L(1)	L(1)	-	L (1)	L (1)	-	L (1)	L (1)	L (1)
CO 2	-	-	-	-	-	-	-	-	-	-
CO 3	-	-	L (1)	-	-	-	-	-	-	L (1)
CO 4	-	-	-	-	-	-	-	-	-	-
CO 5	-	-	-	-	L (1)	-	-	-	-	-
W.AV.	0.2	0.2	0.4	0	0.4	0.2	0	0.2	0.2	0.4

S – Strong (3) M – Medium (2), L - Low (1)

COURSE OUTCOMES VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	L (1)	M (2)	L (1)	-	L (1)
CO 2	-	-	-	-	-
CO 3	-	-	-	-	-
CO 4	-	-	-	-	-
CO 5	-	-	-	-	-
W.AV.	0.2	0.4	0.2	0	0.2

S – Strong (3) M – Medium (2), L - Low (1)

		Semester – I			
CPS 5	Course Code: 711406	YOGA EDUCATION FOR HUMAN EXCELLENCE	T	Credits:4	Hours: 5

	Unit – I	
Objective1	To understand the concept and principles of yoga.	

INTRODUCTION TO YOGA AND YOGIC PRACTICES

Yoga: Meaning and Initiation- Introduction to yoga concept and principles – Classical approach to yoga practices Viz, Kriyas, Mudras , Asanas, Pranayama, Bandhas & Meditation- General guidelines for performing yoga practices.

Outcome1	**Student teachers comprehend the basics of Yoga education**	**K2**
	Unit – II	
Objective2	**To sensitize students about the ancient system of yoga.**	

HISTORICAL DEVELOPMENT OF YOGA

Origin and history of development of yoga- Misconceptions of yoga – Messages from Buddhism, Bhagavat Gita, Bible and Quran. – Astanga yoga – Patanjali's Eight limbs of yoga (yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi). Streams of Yoga – Karma Yoga, Bhakti Yoga, Jnana Yoga, Raja Yoga (Astanga) and Hatha Yoga**.**

Outcome2	**Student teachers explore the historical aspects of yoga.**	**K4**
	Unit – III	
Objective3	**To acquire skills related to To learn mindfulness meditation techniques.**	

ANCIENT SYSTEMS OF INDIAN PHILOSOPHY AND YOGIC TEXT

Ancient system of Indian philosophy – Yoga & Sankhya Philosophy andtheir Relationship – Significance of Yogic texts in the context of School of Yoga – Hathayogic   Texts (Hatha Pradaspika   and   Ghera   and   Sahita) – Complementarities   between   Patanjali   Yoga   and Hathayoga - Meditational Processes in Patanjali Yoga Sutras.

Outcome3	Student teachers analyze the importance of yoga and analyzethe significance of yoga for the citizen of country.	**K3**
	Unit IV	
Objective4	➢ **To understand the concept of positive health and disease.**	

YOGA AND HEALTH

Need of Yoga for Positive health – concept of health, healing, and disease : Yogic perspectives – potential cause of ill health – Yogic principles of healthy living – Concept of pancha Kopsa for integrated Yogic perspectives – mindfulness meditation techniques to overcome Stress, aggression, anxiety tension – Utilitarian values of yoga in modern age.

Outcome4	**Student teachers comprehend the concept of Application ofyoga techniques in day today life for health and peace.**	**K2**
	Unit V	
Objective5	**To understand the role of yoga and education.**	

YOGA AND EDUCATION

Role of Yoga in Education with special emphasis on values – Role of Yoga towards personality development – Role of teacher in development of health and good hygiene habits – yogic practices for common man – Yogic Management of common disorders –Role of Yoga and healthy lifestyle in society.

Outcome5	**Student teachers apply the Principles of yoga for humanexcellence.**	**K3**

Suggested Readings:

Anjana kaual, (2011) *Yoga Education*, New Dellhi: A.P.H.Publishing corporation.

Dr.Krishna Raman. (1998) *A Matter of Health (Integration of yoga and western medicinefor prevention and cure)* (Chennai East Books (Madras) Pvt.Ltd.

Karmanada Swami (2008), *Yogic Management of common diseases, Munger*: Yoga Publications Trust.

Sivananda Yoga Center (2003), *The Sivananda Companion to Meditation*, Newyork:Simen& Schuster.

Visharadananda Swami (2007), *Human Values*, Bangalore: Swami Vivkananada Yoga Prakashana.

Online Resources

https://www.researchgate.net/publication/356147572_THE_ROLE_OF_YOGA_IN_EDUCATION
https://journals.lww.com/yomi/fulltext/2021/53010/integrating_yoga_with_education_in_the_modern.9.aspx

K1-Remember	K2- Understand	K3-Apply	K4-Analyze	K4-Evaluate	K6-Create
				Course designed by: Dr. A. Rube Jesintha	

CPS – Curriculum and Pedagogic Studies.

COURSE OUTCOME VS PROGRAMME OUTCOMES

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	1	2	2	1	2	3
CO2	1	2	3	3	3	3	2	2	2	3
CO3	1	3	1	2	1	3	1	1	1	3
CO4	2	1	2	3	1	3	2	1	2	2
CO5	2	1	2	3	1	2	1	3	2	3
W.AV	1.6	1.8	1.8	2.4	1.4	2.6	1.6	1.6	1.8	2.8

S – Strong (3) M – Medium (2), L - Low (1)

COURSE OUTCOME VS PROGRAMME SPECIFIC OUTCOMES

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	2	2
CO2	2	2	3	2	3
CO3	1	3	3	1	3
CO4	2	3	2	3	1
CO5	3	2	3	2	2
W.AV	2.2	2.6	2.4	2	2.2

S – Strong (3) M – Medium (2), L - Low (1)

SEMESTER IV				
CPS 5	Course Code 711407	VALUE AND PEACE EDUCATION	Credits:4	Hours:5

Unit - I	
Objective1	To acquire knowledge of the nature, importance and classification ofValue Education.

INTRODUCTION TO VALUES

Values: Meaning, definition, nature Personal, social, professional, moral, spiritual, cultural, aesthetic values-National Integration, and international understanding-Ethical values-Professional Ethics-Value Education: Meaning, definition, need and importance–Classification of Educational values.

CO 1	Comprehend the Meaning and nature of values and valueeducation	K2

Unit - II	
Objective2	To understand the effect of Self-introspection in one's life.

CHARACTER FORMATION AND PERSONALITY DEVELOPMENT

Self-Discipline – Self-Confidence -Forgiveness – Empathy – Compassion – Honesty and Courage - Self-introspection: Johari Window-Self- Esteem-Leadership qualities- Personality development.

CO 2	Construct character formation and personality development	K3

Unit - III	
Objective3	To understand the meaning, concept, scope, aims and objectives ofPeace Education.

PEACE EDUCATION

    Peace Education–Meaning–Definition–Concept–Scope-Aims and Objectives of Peace Education – Different Levels of Education - Human Miseries in the Modern world and quest for peace- Gandhian concept of peace-Different approaches to peace-Establishment of peace education institutions- Pacifism and Education

CO 3	Identify the Aims and Objectives of Peace Education and its Different approaches	K3

Unit - IV	
Objective4	To use various conflict management techniques for resolving theconflicts

EDUCATION FOR PEACE AND CONFLICT RESOLUTION

Concept and meaning of Education for peace – Objectives -Curriculum Development of Education for peace - Stage specific approach - Early childhood –Elementary Stage - Secondary Stage - Higher Education Stage-Adult Education stage Conflict Resolution: Bases of Conflicts -Types of Conflicts – Conflict resolution - Conflict management - Models of conflict Resolution

CO 4	Discuss about Education for Peace and Conflict Resolution	K6

Unit V	
Objective 5	To identify and apply relevant strategies and pedagogies to promotevalue and peace education to inculcate an essential value system towards building a healthy society.

PEDAGOGY OF VALUE AND PEACE EDUCATION

Pedagogy of Value Education Teaching strategies/Activities: Lecture cum Discussion Method, Project method, Source method, Socialized recitation, Supervised study, Goldfish bowl method-Providing religious Education- Providing assembly programmes, storytelling, songs, sharing personal experience and role modeling. Pedagogy of Peace Education Enquiry method - Value clarification - Role playing - Dramatics and Literacy Activities - Yoga and Meditation - Sports and Games.

CO 5	Analyse Various Pedagogies of Value and Peace Education	K4

PRACTICUM / SESSIONAL WORK	➢ Collection of Biographies of any two mathematicians and history of symbols. ➢ Select a topic in mathematics at the secondary level and write instructional objectives in terms of cognitive, affective and psychomotor domain. ➢ Practicing five micro teaching skills and link practice. ➢ Preparation of lesson plan for any topic in Mathematics at the secondary level. ➢ Construct a mind map for any topic in Mathematics at the secondary level

Suggested Readings:

Patil. (2005). Value Education and Human Rights Education.Delhi: GNOSIS.

Pratap Kumar panda. (2017). Value Education. NewDelhi: A.P.H.Publishing Corporation.

Dhananjay Joshi. (2006). Value Education in Global Perspective,New Delhi: Lotus Press.

Yogesh Kumar Singh., &Ruchika Nath. (2016). Value Education. New Delhi: A.P.H. Publishing Corporation

Sharma. (2013). Moral and Value Education. New Delhi:Kanishka Publishers, Distributors.

Ram Pratap Sharma., & Madhulika Sharma. (2019). ValueEducation and Professional Ethics. New Delhi: Kanishka Publishers, Distributors.

Barash.P.David(2000). Approaches to peace, Oxford UniversityPress, NewYork.

Burns, Robin Joan and Robert Aspeslagh (1996). Three Decadesof peace education Around the world, New Jersey: Garl and Publication, INC.

Gandhi, M.K., (1959) An Autobiography of the story of myexperiments with Truth, Ahmadabad: Navajivan Trust.

Gavriel Solomon; Baruch Nevo (2002) Peace Education: The concept, Principles and Practices around the World, LawrenceeErlbaum Associates.

Hicks, David, Edi, (1988), Education for Peace, New York:Routledge.Page, JamesS.(2008)Peace Education: Exploring Ethical and Philosophical Foundations. Chapter Charlotte: Information Age Publishing.

Reardon, Betty,(1988),ComprehensivePeaceeducation.Educationsforglob alresponsibility,NewYork:Teachers College Press.

Timpson,WilliamM.(2002). TeachingandLearningpeace.Madision,Wisconsin: AtwoodPublishing Importance of Character in Personality Development. (n.d.).Retrieved July 18, 2023, from https://www.managementstudyguide.com/importance-of-character-in-personality-development.htm*Conflict Resolution Education and Peace Education*. (n.d.). Retrieved, from https://creducation.net/resources/Success_Story_1/success_02.htm

(PDF) Peace Education Pedagogy: A Strategy to Build Peaceful Schooling. (n.d.). Retrieved, from https://www.researchgate.net/publication/339233098_Peace_ Education_Pedagogy_A_Strategy_to_Build_Peaceful_Schooling *Value Education and Professional Ethics. (n.d.). Udemy. Retrieved July 18, 2023, from https://www.udemy.com/course/value-education-and-professional-ethics/* https://www.udemy.com/course/value-education-and- professional-ethics/?utm_source=adwords&utm_medium=udemyads&ut m_campaign=DSA_Catchall_la.EN_cc.INDIA&utm_content=d eal4584&utm_term=_._ag_82569850245_._ad_5332208055 77_._kw_._de_c_._dm_._pl_._ti_dsa-391663266418_._li_9061894_._pd_._&matchtype=&gclid=C j0KCQjw8NilBhDOARIsAHzpbLAmdSJAmOvUgpgso6cQkeA qqr3ky4A8MRx-I2FY0L1k9wB51Sp1gF8aAhkWEALw_wcB

Human Values and Professional Ethics. (n.d.). Udemy. RetrievedJuly 18, 2023, from https://www.udemy.com/course/human- values-and-professional-ethics/ https://www.udemy.com/course/human-values-and-professional- ethics/				
K1-Knowledge	**K2-Understanding**	**K3-Apply**	**K4-Analyze**	**K4-Evaluate**	**K6-Create**
Name of the Course Teacher: **Dr. A. Pio Albina & Dr.M.Suganthi**					

CPS – Curriculum and Pedagogic Studies.

Course Outcome VSProgramme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	L (1)	M (2)	-	-	S (3)	S (3)	L (1)	-	S (3)
CO2	-	M (2)	S (3)	M (2)	-	S (3)	M (2)	S (3)	L (1)	L (1)
CO3	M (2)	S (3)	-	-	-	M (2)	M (2)	M (2)	S (3)	L (1)
CO4	L (1)	M (2)	S (3)	L (1)	-	S (3)	S (3)	L (1)	-	S (3)
CO5	S (3)	S (3)	S (3)	L (1)	-	M (2)	L (1)	S (3)	M (2)	L (1)
W.AV	1.2	2.2	2.2	0.8	0	2.6	2.2	2	1.2	1.8

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VSProgramme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L (1)	M (2)	S (3)	-	L (1)
CO2	M (2)	S (3)	S (3)	L (1)	M (2)
CO3	L (1)	L (1)	M (2)	-	M (2)
CO4	L (1)	S (3)	S (3)	-	S (3)
CO5	S (3)	S (3)	S (3)	M (2)	S (3)
W.AV	1.6	2.4	2.8	0.6	2.2

S–Strong(3),M-Medium(2),L-Low(1)

EDUCATION CAMPUS