



**THE GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)**

காந்திகிராம கிராமிய நிகர்நிலைப் பல்கலைக்கழகம் | गांधीग्राम ग्रामीण संस्थान (मानित विश्वविद्यालय)

கிராமம் உயர் நாடு உயரும்

Ministry of Education (Shiksha Mantralaya), Government of India.

Accredited by NAAC with 'A++' Grade (4<sup>th</sup> Cycle)



## **CURRICULUM WITH OUTCOME BASED EDUCATION**

FOUR - YEAR INTEGRATED TEACHER EDUCATION PROGRAMME

**ITEP – Secondary Stage B.Sc.B.Ed.**

**(PHYSICS/CHEMISTRY/MATHEMATICS)**

(2026-2027 Onwards)



**DEPARTMENT OF EDUCATION**

SCHOOL OF SOCIAL SCIENCES

GANDHIGRAM, DINDIGUL – 624 302.

TAMILNADU, INDIA.

TAMILNADU, INDIA.

**THE GANDHIGRAM RURAL INSTITUTE (DTBU)**

**DEPARTMENT OF EDUCATION**

## **Regulations and Syllabus**

**Four-Year Integrated Teacher Education Programme (ITEP)**

**(Secondary Stage, Science Stream)**

### **Preface**

The prosperity of a nation depends on its enlightened human resource, which depends on the quality of education. Quality relies on a teacher which in turn relies on quality of teacher education. As envisaged in NEP 2020 Four-Year Integrated Teacher Education Programme, a dual-major holistic bachelor's degree in Education rolled out nationwide from 2023-2024 onwards with the nomenclature Integrated Teacher Education Programme (ITEP). Department of Education, Gandhigram Rural Institute is sanctioned with ITEP Secondary Stage, Science Stream from the academic year 2026-2027 onwards. The program title is Bachelor of Science (Physics/Chemistry/Mathematics) and Bachelor of Education. The Rules and regulations of Choice Based Credit System of the Gandhigram Rural Institute apply to this programme. This tertiary level programmes are a link between secondary education and post graduate level education. The programme aims at integrating general studies comprising Science and Professional studies. It includes foundations of education, content cum pedagogy of school subjects and practicum related to the tasks and functions of a secondary school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme. The course also ensures opportunities for higher learning of the students. The syllabus is designed in eight semesters. B.Sc.B.Ed., is offered in Physics/Chemistry/Mathematics under the umbrella of Sciences and Teacher Education.

### **Objectives of the B.Sc.B.Ed. Programme**

On completion of the program, the student teacher will:

- develop competencies and skills needed to become an effective Science teacher at secondary level.

- develop insight into the meaning, nature, objectives and scope of Physical science education at secondary level.
- acquire logical thinking and pedagogical understanding at secondary level.
- protect of human rights and the rights of the child

### **Unique Features of the Programme**

- National Education Policy- 2020
- Choice Based Credit System (CBCS)
- Outcome Based Education
- Training on Vocational Education and Experiential Learning
- ICT & e – Content Development Training
- Communication and Soft Skills Training
- Shanti Sena
- NSS
- Group Project
- Village Placement Programme (VPP)
- Extension work in Villages.

### **Duration of the Course**

Duration of the programme will be of four academic years comprising eight semesters with a minimum of 96 working days per semester excluding end-semester examination days.

### **Medium of Instruction**

The medium of instruction is English.

### **Eligibility for Admission**

The admission guidelines for the program are as follows:

A pass in the Higher Secondary (Plus two) examination conducted by state school education department or the equivalent of any recognized board with subjects Mathematics, Physics, and Chemistry. Community-wise mark eligibility is 60% for the general category, 55% for OBC (Non-creamy layer), and 50% for SC/ST/PWD candidates. Those appearing for the Higher Secondary Examination are also eligible to apply but must satisfy prescribed age criteria when applying.

The admission is through National Common Entrance Test (NCET) conducted by National Testing Agency (NTA), New Delhi.

### **Methods of Transaction**

The following are the indicative methods of curriculum transaction

- ✓ Lecture-cum-discussion
- ✓ Lecture-cum-demonstration
- ✓ Use of narratives based on research and documentation
- ✓ Project reviews
- ✓ Case studies
- ✓ Use video clips and transcripts of classroom teaching
- ✓ Success stories / innovations
- ✓ Observation in schools and other field sites
- ✓ Recording of observations and experiences
- ✓ Interviews with school personnel
- ✓ Panel or group discussion on issues
- ✓ Group projects
- ✓ Journal writing
- ✓ ICT resources.

### **Attendance**

Students of the program must secure a minimum of 80 percentage attendance in theory courses and 90 percentage for field-based experience or school internship to appear in the End Semester Examination (ESE). If any student fails to complete, he/she will not be permitted to attend end-semester examinations. He / She shall be asked to Re-do the course by enrolling for it in the next time/semester as per the GRI norms.

### List of Records

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

### Experiments in Psychology

The student teachers should perform **any ten experiments in psychology** from the following and the activities regarding this shall be carried out from the first semester and the completed practical record should be submitted at the time of practical examinations.

Sl.No	Experiments in Psychology	Sl.No.	Experiments in Psychology
1.	Span of Attention - Tachistoscope	8.	Wallace-Kohan-Creativity Test
2.	Tweezer Dexterity-Interest and Aptitude	9.	Eysenck Personality Test
3.	Illusion Board-Illusion	10.	Teacher Aptitude Test
4.	Card Sorting Tray-Transfer of Learning	11.	Job Satisfaction
5.	Mirror Drawing Apparatus- Learning	12.	Interest Inventory
6.	Bhatia's Battery- Intelligence	13.	Happiness Inventory
7.	Vygotsky's 22 Wooden Block- Concept Formation		

**FACE-SHEET FOR ITEP – B.Sc.B.Ed (PHYSICS/CHEMISTRY/MATHEMATICS)**

Category	Course code	Name of the course	No/of Credits	Hrs per week	Exam Duration (Hrs.)	Maximum marks		
						CFA	ESE	Total
<b>SEMESTER - I</b>								
Foundations of Education (FoE)	25EDUC1101	Evolution of Indian Education	3	3	3	40	60	100
		Total	3					
<b>SEMESTER – II</b>								
(AEC)	25EDUA1201	Teacher and Society	3	3	3	40	60	100
VAC	25EDUV1201	Mathematical and Quantitative Reasoning	2	2	3	50	-	50
		Total	5					
<b>SEMESTER III</b>								
FoE	25EDUC2102	Child Development and Educational Psychology	3	3	3	40	60	100
School Experience	25EDUP2101	Pre Internship Practice	2	5	3	60	40	100
		Total	5					
<b>SEMESTER IV</b>								
FoE	25EDUC2203	Philosophical and Sociological Perspectives of Education - I	4	4	3	40	60	100
School Experience	25EDU P2202	Creating Teaching Learning Materials	2	3	-	50	-	50
	25EDUP2203	School Observation (Summer Internship)	2	2 Weeks	-	50	-	50
		Total	8					
<b>SEMESTER - V</b>								
AEC (Practical)	25EDUA3102	Critical Understanding of ICT	2	4	2	60	40	100
Content cum Pedagogy	25EDUC3104	Pedagogy of Physical Sciences - I	4	4	3	40	60	100
		Total	6					
<b>Semester -VI</b>								
Content cum Pedagogy	25EDUC3206	Pedagogy of Physical Sciences - II	4	4	3	40	60	100
		Total	4					
<b>SEMESTER VII</b>								
Content cum Pedagogy	25EDUC4108	Pedagogy of Physical Sciences - III	4	4	3	40	60	100
FoE	25EDUC4110	Assessment and Evaluation	3	3	3	40	60	100
	25EDUC4111	Perspectives on School Leadership and Management	3	3	3	40	60	100
	25EDUC4112	Curriculum Planning and Development	3	3	3	40	60	100
AEC	25EDUA4103	Art Education	2	4	3	60	40	100

(Practical)								
School Experience	25EDUP4104	Internship in Teaching	10	12 weeks	3	100	100	200
		MOOC (SWAYAM/NPTEL/CEC)*						
		<b>Total</b>	<b>25</b>					
<b>SEMESTER VIII</b>								
FoE	25EDUC4213	Philosophical and Sociological Perspectives of Education - II	4	4	3	40	60	100
	25EDUC4214	Inclusive Education	3	3	3	40	60	100
	25EDUC4215	Education Policy Analysis	3	3	3	40	60	100
Elective	25EDUB4201	Freedom, Economic stability and Social Justice	3	3	3	40	60	100
	25EDUB4202	Guidance and Counselling						
	25EDUB4203	Sports and Fitness Education						
	25EDUB4204	Perspectives of Cognition						
	25EDUB4205	Education for Sustainable Development						
School Experience	25EDUP4205	School - Based Research Project	4	4	3	40	60	100
	25EDUP4206	Post - Internship	2	2 weeks	3	75	75	150
		<b>Total</b>	<b>19</b>					
<b>Grand Total Up to VIII</b>			<b>69</b>					

**\*Note:** A student can opt for MOOC SWAYAM/NPTEL/CEC courses confirming to the stipulations of credit transfer policy of GRI

## OBE Elements for BSc.BEd.

### Programme Educational Objectives (PEO)

<b>PEO 1:</b>	Promote capabilities to become a secondary school teacher right from the first year of their Undergraduate degree program
<b>PEO 2:</b>	Integrate content knowledge and pedagogical knowledge with professional studies (Teacher Education) and provide a good foundation to the student teachers
<b>PEO 3:</b>	Develop mastery of the subject content along with needed teaching skills
<b>PEO 4:</b>	Provide excellence in the field of teacher education at secondary level
<b>PEO 5:</b>	Inculcate Gandhian values and principles for the sustainable rural development
<b>PEO 6:</b>	Promote capabilities by inculcating national values and goals mentioned in the constitution of India

### Programme Outcome (PO)

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

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

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

## Programme Specific Outcome (PSO)

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

**Graduates will be able to:**

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

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

### Mapping of COs with PSOs: (Max score in each cell is 3)

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1							
CO2							
CO3							
CO4							
CO5							
<b>Average</b>							

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

**MINUTES OF MEETING OF THE BOARD OF STUDIES IN EDUCATION FOR INTEGRATED  
TEACHER EDUCATION PROGRAMME HELD ON 18.12.2025 AT 10.00 AM IN THE DEPARTMENT  
OF EDUCATION, GRI (DEEMED TO BE UNIVERSITY), GANDHIGRAM**

**Members Present:**

1. Dr. P. S. Sreedevi  
Professor & Head  
Department of Education, GRI. - Chairperson
2. Sr. Prof. E. Ramganes  
Senior Professor  
Department of Educational Technology  
Bharathidasan University, Trichy - External Expert
3. Dr. P. Srinivasan  
Professor  
Department of Education  
Central University of Tamil Nadu,  
Thiruvavur-610 005. - External Expert
4. Dr. N. Devaki  
Associate Professor  
Department of Education, GRI. - Member
5. Dr. R. Bagdha Vatchala Perumal  
Assistant Professor  
Department of Education, GRI. - Member
6. Dr. P. Ponnusamy  
Assistant Professor  
Department of Education, GRI. - Member

The Chairperson introduced the Faculty Members of the Department and highlighted the accomplishments and the Programmes offered such as B.Ed., M.Ed. B.Sc.B.Ed. and Ph.D. in the Department at present.

The following agenda were taken for discussion.

- To approve the syllabus for Integrated Teacher Education Programme to be offered from the academic session 2026-2027.
- To finalize and approve the Panel of Experts.
- Any other matter.

## The following Resolutions were made in the BOS Meeting:

After the deliberation and discussion on the curriculum for B. Sc. B. Ed. (ITEP); it is resolved that:

- The curriculum for B. Sc. B. Ed. (ITEP) be approved for the academic year 2026-2027 onwards
- The Panel of Experts finalized be approved
- The CBCS regulations of GRI be complied with.

The meeting came to end by at 1.30 PM.

### MEMBERS

### SIGNATURE

1. Dr. P. S. Sreedevi - Chairperson

  
18/12/25

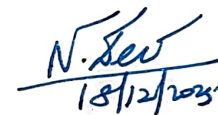
2. Sr. Prof. E. Ramganesh - External Expert

  
18/12/25

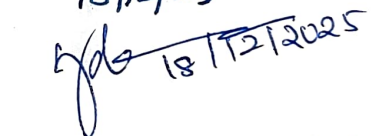
3. Dr. P. Srinivasan - External Expert

  
18/12/25

4. Dr. N. Devaki - Member

  
18/12/25

5. Dr. R. Bagdha Vatchala Perumal - Member

  
18/12/2025

6. Dr. P. Ponnusamy - Member

  
18/12/25

**SEMESTER – I**  
**25EDUC1101: EVOLUTION OF INDIAN EDUCATION**

Semester	<b>I</b>	Course Code	<b>25EDUC1101</b>
Course Title	<b>Evolution of Indian Education</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Foundations of Education</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K – 6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• know our educational heritage and policy frameworks of India.</li> <li>• explore the thoughts and contributions of Indian and Western Educational thinkers.</li> <li>• develop awareness on social diversity and constitutional values.</li> <li>• identify the role of education in ensuring access, equity, skill development, and social transformation across all levels.</li> <li>• understand the quality, planning, and financing concerns in education, along with its global implications related to environmental and educational issues.</li> </ul>		

**Course Content:**

Unit	Content	No. of Hours
<b>I</b>	<b>Educational Heritage and Policy Frameworks</b> Education in India – Education in pre-independent and post-independent periods – Salient features of Vedic, Buddhist, Jain, Islamic and Christianity systems of education – Characteristics of Basic education and its relevance to the present-day context –Detailed study of NEP 2020, NCF 2023, NCFSE, Samagra Shiksha, PM SHRI schools, Indian Knowledge Systems (IKS), Nai Talim	10
<b>II</b>	<b>Educational Thoughts and Contribution</b> Educational thoughts and contribution of Indian Philosophers: Thiruvalluvar, Rabindranath Tagore, Vivekananda, Mahatma Gandhi, Aurobindo Ghosh, J. Krishnamurti, Dr. S. Radhakrishnan, and A.P.J. Abdul Kalam – Western Philosophers: Plato, Rousseau, Dewey, Froebel, Montessori - Integration of value-based and experiential education.	09
<b>III</b>	<b>Social Diversity and Indian Constitutional Values in Education</b> Social diversity – Meaning and definition – Levels of social diversity: Individual, regional, linguistic, religious, caste and tribes – Preamble of the Constitution – Fundamental rights and duties – Directive Principles of State Policy – Challenges to constitutional obligations – RTE Act- 2009.Multilingual education, CWSN, classroom implementation of constitutional values.	09

<b>IV</b>	<p><b>Quality Concerns in Education</b>  Pre-primary Education - Programme of Pre-primary Education-universalization of Primary Education- Equality of opportunity- Secondary and Higher Secondary Education-Need for uniform pattern-Non-formal and Adult Education-Functional Literacy Programme- Programmes for workers in Industry- Programme for dropouts-Role of Educational Institutions in Non-formal Education-Open School/Open University, Quantity and Quality of Education- State and National level-Unemployment and underemployment-Delinking employment from degrees- Skill development- Vocational Skill oriented education- Man Power planning and education – Brain drain – Special problems of rural and tribal people – Illiteracy and poverty- Eradication of poverty through Education.</p>	10
<b>V</b>	<p><b>Global Concerns in Education</b>  Quality concerns – Employability – Distance and open learning systems – ABL, ALM, SALM and CCE – Educational policy making and budgeting – Digital initiatives like DIKSHA, SWAYAM, NISHTHA, Outcome-based planning. Education for social justice, communal conflict management and racism – National and international understanding – Lifelong learning – Environmental conservation and regeneration. SDG-4, GCED, ESD, climate literacy, green skills, and sustainability education.</p>	10
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Sharma R.N., Sharma R.K. (2012) History of Education in India, Atlantic Publishers, New Delhi.</li> <li>• Ehlers, U.-D. (2020). Future Skills: The future of learning and higher education. Books on Demand publishers</li> <li>• Anand, C.L, et al, (1993). Teacher and Education in the Emerging Indian Society, New Delhi: NCERT.</li> <li>• Chaube. S.P, Akhilesh Chaube, (2002). Western Educational Thinkers, Concept Publishing Company, New Delhi.</li> <li>• Patak, R.P.(2007). Education in the Emerging India, Atlantic Publishers &amp; Distributors (Pvt) Ltd, New Delhi.</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> apply the educational heritage and policy recommendations of education in teaching-learning.</p> <p><b>CO2:</b> adopt the Indian and western philosophies in teaching- learning</p> <p><b>CO3:</b> explain the social diversity and constitutional values.</p> <p><b>CO4:</b> understand the role of education in promoting access, equity, skill development, and social transformation across all levels of the education system.</p> <p><b>CO5:</b> use innovative methods of teaching and adapt to the impacts of liberalization, privatization, and globalization in education.</p>	

**Mapping of COs with PSOs:**

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

**SEMESTER – II**  
**25EDUA1201: TEACHER AND SOCIETY**

Semester	<b>II</b>	Course Code	<b>25EDUA1201</b>
Course Title	<b>Teacher and Society</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>AEC (Ability Enhancement Course)</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills / Advanced Skill</b></li> <li>• <b>Skill Development</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K – 6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• Compare the relationship between beliefs, values, character, life, social and cultural context of the teacher and teaching.</li> <li>• Identify the roles and characteristics of the teacher and its significant role in nurturing the posterity.</li> <li>• Analyse the narrow and broad curricular aims of education and explain their role in shaping self, school, and society.</li> <li>• Use positive classroom environment through engaging in the ethic of care.</li> <li>• Apply the personal and collective practice in order to improve learning and teaching for global perspectives.</li> </ul>		

**Course Content:**

Unit	Content	No. of Hours
<b>I</b>	<p><b>Understanding the Teacher: Exploring the Personal and Professional Teacher</b></p> <p>Exploring the wider Personal and General Social Context of Teacher: Life History, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education. Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure. The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher. Reflexive Practice: Nurturing the Professional Capital through collaborative and/or collective engagement with self, others, the social context.</p>	10
<b>II</b>	<p><b>Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity</b></p> <p>Teaching: One profession, many roles. Teaching Character: Nurturing Teachers for Human Flourishing. Holistic Teacher Development: Nurturing the Panchakoshas. Teacher Values, Beliefs, and current Philosophy of Teaching: A Reflective Dialogue. Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards a pedagogy of care.</p>	09
<b>III</b>	<p><b>Understanding and Fostering Teacher Agency: Role in Shaping Education Systems of Tomorrow</b></p> <p>Teacher Agency: What is it and why does it matter? Individual, Cultural and Structural Dimensions of Teacher Agency. Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher</p>	10

	agency and Creative insubordination. Challenges and Issues inf fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others. Role of Teacher in shaping the educational policy, practice, and reforms	
<b>IV</b>	<b>Teacher as an Architect of the New India: Shaping the Society of Tomorrow</b> Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential. Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the ‘state’ and the ‘market’ and their impact on formal education.	10
<b>V</b>	<b>Global Teacher: Future Productive Skills</b> Global Teacher: conceptualization of teacher, skills, Teaching and teacher roles, responsibility of Teacher as, ‘globalization minds set’ and the reconstructed nationalism shaping the socio-political milieu and impact on social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.	09
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Becky Zayas, Ian Jukes, et al. <i>Learner Choice, Learner Voice: A Teacher’s Guide to Promoting Agency in the Classroom (Eye on Education)</i>, Routledge, 2022.</li> <li>• Todd Whitaker, <i>What Great Teachers do differently-Nineteen things that matter most</i>, 3rd edition, Routledge, 2020. 7.</li> <li>• Denise Mifsud, Stephen P. Day (Ed.), <i>Teacher Education as an ongoing Professional Trajectory</i>, Springer, 2023</li> <li>• N. Entwistle (ed.), <i>Handbook of educational ideas and practices</i>, Routledge, 1990.</li> <li>• Jerry Aldridge, Renitta L. Goldman (2007). <i>Current Issues and Trends in Education</i>. Pearson/Allyn and Bacon.</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> Critically examine the relationship between beliefs, values, character, life, social and cultural context of the teacher and teaching.</p> <p><b>CO2:</b> Explain the roles and characteristics of the teacher and its significant role in nurturing the posterity.</p> <p><b>CO3:</b> Identify the narrow and broad curricular aims of education and explain their role in shaping self, school, and society.</p> <p><b>CO4:</b> Develop positive classroom environment through engaging in the ethic of care.</p> <p><b>CO5:</b> Critically reflect on personal and collective practice in order to improve learning and teaching for Global Perspectives.</p>	

#### Mapping of COs with PSOs:

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	2	2	2	3	<b>2.3</b>
CO2	2	2	2	2	3	2	<b>2.2</b>
CO3	2	2	2	2	3	2	<b>2.2</b>
CO4	2	2	3	3	3	2	<b>2.5</b>
CO5	2	2	2	2	2	3	<b>2</b>
<b>Average</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2.3</b>

## 25EDUV1201: MATHEMATICAL AND QUANTITATIVE REASONING

Semester	<b>II</b>	Course Code	<b>25EDUV1201</b>
Course Title	<b>Mathematical and Quantitative Reasoning</b>		
No. of Credits	<b>02</b>	No. of Contact Hours per Week	<b>02 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Value Added Course</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills / Advanced Skill</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• Know about mathematical and quantitative reasoning</li> <li>• Apply knowledge of quantitative reasoning and mathematization in education</li> <li>• Analyze the data in education</li> <li>• Evaluate the data of the Census of India</li> <li>• Gain the knowledge of Data Analysis and interpretation in education</li> </ul>		

### Course Content:

Unit	Content	No. of Hours
<b>I</b>	<b>Introduction to mathematical and Quantitative Reasoning</b> Meaning, nature, and scope of mathematical and quantitative reasoning, Importance of mathematical and quantitative reasoning in various fields	06
<b>II</b>	<b>Quantitative Reasoning and Mathematization</b> Types of quantitative reasoning, Usage of mathematical and quantitative reasoning, Concept of mathematization	06
<b>III</b>	<b>Introduction to Data in Education</b> Data requirement, different sources of data, School enrolment: gross enrolment ratios, net enrolment ratios, educational progression: dropout rate, literacy: measures of literacy	07
<b>IV</b>	<b>Introduction to Census of India</b> Indian censuses, details of different items on which Indian censuses collect data, Nationwide sample surveys, National family health surveys, District level household surveys, UDISE	06
<b>V</b>	<b>Data Analysis &amp; Interpretation</b> Concept of data interpretation (equation, diagram, graph, and tables), Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile), Visual and numerical representation of data and its application (bar diagram, histogram, pie charts), Learning analytics: concept, significance, types, levels, and its applications in educational context	07

<b>Practical Component</b>	<p>Each student-teacher shall:</p> <ul style="list-style-type: none"> <li>• Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms.</li> <li>• Discuss in small groups related to quantitative reasoning and mathematization and preparation of a report followed by an individual/group presentation.</li> <li>• Sharing of student experiences (in groups) related to readings on data in education helps them to reshape their concept and enable them to develop a vision, mission, and objectives for a school and their plan to accomplish the objectives in the form of a group report.</li> <li>• Identification and reporting of Indian census data and analysis of data.</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Bhatia, H. S (1983). Ageing and Society, The Arya's Book Centre Publishers, Udaipur.</li> <li>• Bhende, A. and T. Kanitkar (2019). Principles of Population Studies, Himalaya Publishing House, Mumbai.</li> <li>• Bogue, D (1969) Principles of Demography, John Wiley and Sons, New York.</li> <li>• Heer, David (1975). Society and Population, Prentice-Hall, New Delhi.</li> <li>• Krishnan, P. and Mahadevan, K (2008) Elderly Population Today: Policies Problems and Prospects, B. R. Publishing House, New Delhi</li> </ul>
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> adapt mathematical and quantitative reasoning</p> <p><b>CO2:</b> Demonstrate the different types of quantitative reasoning</p> <p><b>CO3:</b> Analyze various forms of data within educational context</p> <p><b>CO4:</b> Evaluate and interpret the data of the Census of India</p> <p><b>CO5:</b> utilize data analysis and interpretation skills to address educational challenges</p>

#### Mapping of COs with PSOs:

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

## SEMESTER - III

### 25EDUC2102: CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY

Semester	<b>III</b>	Course Code	<b>25EDUC2102</b>
Course Title	<b>Child Development and Educational Psychology</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Foundations of Education</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• Life Skills</li> <li>• Psychological Skills</li> <li>• Value-Added Courses imparting transferable and life skills</li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• develop an understanding on Psychology of childhood.</li> <li>• acquaint with the various theories on growth and development.</li> <li>• familiarize with the concept of Motivation and Learning.</li> <li>• understand importance of Intelligence and Creativity.</li> <li>• orient on the Personality and Mental Health.</li> </ul>		

#### Course Content:

Unit	Content	No. of Hours
<b>I</b>	<p><b>Educational Psychology and Childhood</b></p> <p>Psychology: Meaning, Definition, Scope and Branches - Educational Psychology: Concept, Definition, and principles - Stages of development: Infancy, childhood and adolescence - Dimensions of development: Physical, Cognitive, Moral, Emotional and Social - Significance of Educational Psychology.</p>	10
<b>II</b>	<p><b>Growth and Development</b></p> <p>Human Growth and Development: Concept, Principles, Characteristics - Theories of child development: Erickson Psycho Social Theory, Kohlberg's stages of Moral development, Piaget theory of Cognitive development, Vygotsky Socio - cultural approach to cognitive development- ZPD-Zone of Proximal Development.</p>	09
<b>III</b>	<p><b>Motivation and Learning</b></p> <p>Motivation: Meaning, Definition, Types, and Factors influencing Motivation, Theories of Motivation and its implications: Maslow's hierarchy of Needs, Behavioral Learning Theories: Trial and Error learning, Classical Conditioning, Operant Conditioning, Gestalt Theory – Bruner's Cognitive theory of Learning - Constructivist Theory: John Dewey – Humanistic Theory: Carl Rogers – Transfer of Learning, Remembering and Forgetting.</p>	10
<b>IV</b>	<p><b>Intelligence and Creativity Intelligence</b></p> <p>Concept, Nature, Theories of Intelligence: Two Factor, Group, Multi-Factor and Structure of Intelligence, Multiple Intelligences – Intelligence Quotient (IQ) – Assessment of Intelligence –Emotional Intelligence - Creativity: Meaning, Definition, Process, and Factors foster creativity in children – Assessment of creativity.</p>	09

<b>V</b>	<p><b>Personality and Mental Health</b>          Personality: Meaning, Definitions, determinants - Theories of Personality: Type, Trait and Psychoanalytical Theory - Integrated Personality - Assessment of Personality - Mental Health and Mental hygiene: Definition, Characteristics, Teachers Role in promoting Mental health and Mental hygiene - Resilience and Mental health.</p>	10
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Devaki,N.(2015), Psychopedagogy, Shanlax Publications, Madurai.</li> <li>• Dandapani, S. (2007), A text book of Advanced educational Psychology: Anmol Publications Pvt Ltd, New Delhi.</li> <li>• Mangal, S.K. (2002). Advanced educational psychology (2nd ed.). PHI Learning Pvt. New Delhi.</li> <li>• Chauhan S.S, (2005). Advanced Educational Psychology 7th edition, vikas publishers house Pvt Ltd, Noida.</li> <li>• Bert Laura. E. (2014). Child development. New Delhi: PHI Learning.</li> <li>6. Hurlock, Elizabeth. B. (1980). Development Psychology. New Delhi: McGraw Hill Education</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> identify the stages of development, apply the knowledge of dimension of development in teaching and learning.</p> <p><b>CO2:</b> analyse the educational implication of theories of development in Classroom.</p> <p><b>CO3:</b> enhance the students' achievement by motivational strategies</p> <p><b>CO4:</b> improve students' intelligence and creativity.</p> <p><b>CO5:</b> develop the traits of personality among the learners.</p>	

**Mapping of COs with PSOs:**

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

## 25EDUP2101: PRE-INTERNSHIP PRACTICE

Semester	<b>III</b>	Course Code	<b>25EDUP2101</b>
Course Title	<b>Pre-Internship Practice</b>		
No. of Credits	<b>02</b>	No. of Contact Hours per Week	<b>05 Hours</b>
Category	<b>School Experience</b>		

<b>Course Objectives</b>	<p>The Pre - internship practice aims to enable student teachers to:</p> <ul style="list-style-type: none"><li>• Understand the school environment, functions, and culture.</li><li>• Gain practical experience in teaching-learning in real classroom settings.</li><li>• Develop professional skills such as classroom management, and assessment.</li></ul>
<b>Internship Activities</b>	<p>Student-teachers will be</p> <ul style="list-style-type: none"><li>• oriented with Micro-teaching skills and demonstration lessons</li><li>• exposed to peer teaching experiences</li><li>• visit their allotted schools and observe the classroom instructions with the prior permission of school head/authorities</li><li>• record the school classroom instructions in their pre - Internship Observation Record Note</li><li>• maintain their attendance register and submit the observation record and attendance register signed by the school head, after completion of the Pre - Internship, to the HoD/ Concerned Course Teacher of the Department of Education, GRI</li></ul>

### CFA 60 Marks only

S.No.	Criteria	Marks
1	Pre - Internship Attendance	10
2	Reflective Journal	10
3	Micro Teaching Record	20
4	Observation Records	20
<b>Total</b>		<b>60</b>

### ESE 40 Marks only

S.NO	Criteria	Marks
1.	Micro teaching lesson plan	10
2.	Micro teaching demo-Two (Optional-1 & 2)	30
<b>Total</b>		<b>40</b>

**SEMESTER – IV**

**25EDUC2203: PHILOSOPHICAL AND SOCIOLOGICAL  
PERSPECTIVES OF EDUCATION - I**

Semester	<b>IV</b>	Course Code	<b>25EDUC2203</b>
Course Title	<b>Philosophical and Sociological Perspectives of Education - I</b>		
No. of Credits	<b>04</b>	No. of Contact Hours per Week	<b>04 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Foundations of Education</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skill</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• acquaint with basic philosophical concepts of teaching and its components.</li> <li>• develop an understanding of sociological bases of education.</li> <li>• critically analyze the theories of constructivism and learning.</li> <li>• gain knowledge on theories of teaching and learning.</li> <li>• critically analyze teaching as a profession.</li> </ul>		

**Course Content:**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
<b>I</b>	<b>Philosophical Bases</b> Philosophy: Meaning, definition and scope-relationship between education and philosophy – Western philosophies – Idealism- naturalism- pragmatism- realism and existentialism.	13
<b>II</b>	<b>Sociological Bases</b> Sociology: Meaning, definition, characteristics - educational sociology: concept, definition, importance and scope - agencies of education – education for socialization - social change - social mobility-horizontal and vertical - social stratification-school as a social sub system-community schools and colleges-education for social justice, democracy and citizenship.	13
<b>III</b>	<b>Theories of Constructivism and Learning in and out of School</b> Constructivism: Meaning and Definition-The nature of constructivist learners and the nature of learning process-pedagogical approaches to constructivism-Purpose of learning in and out of school-advantages of learning outside the classroom-importance of observation in learning-Modern strategies of learning.	13
<b>IV</b>	<b>Teaching and Learning</b> Teaching: Concept, Meaning, Definition, Nature, Phases, Principles, Characteristics of Good teaching. Reflective teaching: concept, Meaning and strategies, Theories of Teaching – Levels of Teaching. Meaning of diverse classroom-Teaching in a diverse classroom - Learning: Concept, Meaning, Definition, Nature, Goals, Characteristics, Types. – Principles- Significance of	13

	learning. Concepts of Intelligence, Social intelligence, multiple intelligence and emotional intelligence Factors influencing learning. Teaching and Learning: Relationship. Theories of Learning	
<b>V</b>	<b>Teaching Profession</b> Profession: Meaning, definition, characteristics. - Teaching as Profession: Characteristics and Professional traits and ethics, Effective Teacher: Qualifications, qualities, Duties and Responsibilities. - Training of teachers: Pre-service and In-service. ICT Integration and Innovation in Teacher Education.	12
<b>Reference Books</b>	On completion of the course, students-teachers should be able to <ul style="list-style-type: none"> <li>• Mangal.S.K, (2012). Essentials of Teaching-Learning and Information Technology. Ludhiana: TandonPub.</li> <li>• Mahesh Kumar, (2013). Modern teaching of Information Technology, Anmol Publication Pvt.Ltd, NewDelhi.</li> <li>• Saxena.V.K, (2010). Technology of teaching and essentials of teaching learning, Anmol Publication Pvt. Ltd,Delhi.</li> <li>• Nayak.A.K and Rao.V.K, (2011). Classroom Teaching Methods and Practices, APH Publishing Corporation. NewDelhi.</li> <li>• Bhattacharya S, (1996). Foundation of Education, Atlantic Publishers, Delhi.</li> </ul>	
<b>Course Outcomes</b>	On completion of the course, students-teachers should be able to <b>CO1:</b> use the components of teaching in school internship. <b>CO2:</b> explain the concept of learning and sociological bases of education. <b>CO3:</b> apply various constructivisms in learning. <b>CO4:</b> identify and use a variety of teaching theories methods during school internship. <b>CO5:</b> exhibit the professional qualities of a teacher.	

#### Mapping of COs with PSOs:

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

**25EDUP2202: CREATING TEACHING LEARNING MATERIALS**

Semester	<b>IV</b>	Course Code	<b>25EDUP2202</b>
Course Title	<b>Creating Teaching Learning Materials</b>		
No. of Credits	<b>02</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>School Experience</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills / Advanced Skill</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• understand the importance and types of teaching learning materials (TLMs).</li> <li>• design and prepare subject-specific TLMs for effective teaching.</li> <li>• integrate low-cost/no-cost materials into classroom instruction.</li> <li>• select and utilize appropriate audio-visual and digital resources.</li> <li>• evaluate the suitability and effectiveness of TLMs in real teaching situations.</li> </ul>		

**Course Content:**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
<b>I</b>	<b>Concept of Teaching Learning Materials</b> TLM: Meaning, need and importance - types of TLMs: Visual, Audio, Audio - Visual, Digital - Characteristics of good TLMs - Principles of preparing effective TLMs - TLMs for inclusive and diverse classrooms	07
<b>II</b>	<b>Preparation of Visual Materials</b> Charts (Flow, Tree, Flip, Poster) & Flashcards - Models (2D & 3D) & Graphic organizers (concept maps, Venn diagrams) - Puppets and role-play materials - Bulletin boards	06
<b>III</b>	<b>Preparation of Audio and Audio-Visual Aids</b> Audio materials: Podcasts, recorded lectures, songs - Video clips and educational films - Slides and presentations (PowerPoint, Google Slides) - Use of projector, smart board, and mobile learning tools	07
<b>IV</b>	<b>ICT and Digital Resources</b> Interactive TLMs using software/apps - Use of Open Educational Resources (OER) Digital storytelling, animations, simulations - Preparation of simple e-content, quizzes (e.g., Google Forms, Kahoot) - Mobile and web-based tools for TLMs	06
<b>V</b>	<b>TLMs for Subject-Specific Teaching</b> TLM for Language: Flashcards, story cards, phonetic charts - Mathematics: Geoboards, number cards, measuring tools -Science: Working/non-working models, experiment kits - Social Science: Maps, timelines, artifacts -Art, Music, and Physical Education: Creative kits, instruments, and sports materials	06

<b>Practical</b>	<p>Each student-teacher shall:</p> <ul style="list-style-type: none"> <li>• Prepare at least 5 TLMs relevant to their pedagogy subject(s)</li> <li>• Submit a TLM Portfolio with description, learning objectives, usage procedure, and reflection</li> <li>• Developing minimum two low-cost learning resources as per the local contexts and presentation.</li> <li>• Organise TLM Exhibition</li> </ul>
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO 1:</b> classify various Teaching Learning Materials</p> <p><b>CO 2:</b> Design and Construct subject specific Visual Teaching Learning Material</p> <p><b>CO 3:</b> Develop low-cost audio - visual aids</p> <p><b>CO 4:</b> Utilize various ICT resources in classroom environment</p> <p><b>CO 5:</b> Identify and utilize subject specific digital Teaching learning materials.</p>

**(CFA 50 Marks only):**

<b>S.NO</b>	<b>Criteria</b>	<b>Marks</b>
1	TLM relevancy (atleast 2 Working Models)	20
2	TLM Portfolio	10
3	Improvised TLMs	10
4	TLM Exhibition	10
<b>Total</b>		<b>50</b>

**25EDUP2203: SCHOOL OBSERVATION (SUMMER INTERNSHIP)**

Semester	<b>IV</b>	Course Code	<b>25EDUP2203</b>
Course Title	<b>School Observation (Summer Internship)</b>		
No. of Credits	<b>02</b>	No. of Contact Hours per Week	<b>02 Weeks</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>School Experience</b>		
Scope of the Course	<ul style="list-style-type: none"><li>• <b>Basic Skills / Advanced Skill</b></li><li>• <b>Skill Development</b></li><li>• <b>Employability</b></li></ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"><li>• <b>K-1: (Remember)</b></li><li>• <b>K-2: (Understand)</b></li><li>• <b>K-3: (Apply)</b></li><li>• <b>K-4: (Analyze)</b></li><li>• <b>K-5: (Evaluate)</b></li><li>• <b>K-6: (Create)</b></li></ul>		

**CFA 50 Marks only**

<b>S.NO</b>	<b>Criteria</b>	<b>Marks</b>
1.	General Classroom Observation Record (05 Observations)	20
2.	Flenders' Interaction Analysis Record (05)	20
3.	Reciprocal Category System (02)	10
<b>Total</b>		<b>50</b>

**SEMESTER – V**

**25EDUA3102: CRITICAL UNDERSTANDING OF ICT**

Semester	V	Course Code	25EDUA3102
Course Title	<b>Critical Understanding of ICT</b>		
No. of Credits	02	No. of Contact Hours per Week	04 Hours
New Course / Revised Course	<b>New Course</b>		
Category	<b>Ability Enhancement Course (AEC) - Practical</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills / Advanced Skill</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• Understand the role of ICT in Education</li> <li>▪ Acquire knowledge about Instructional Design</li> <li>▪ Explore the digital initiatives of India</li> <li>▪ Apply the ICT tools in Teaching, Learning &amp; Assessment</li> <li>▪ Acquire the skill of using the emerging technologies in education</li> </ul>		

**Course Content:**

Unit	Content	No. of Hours
I	<b>Introduction to ICT in Education</b> ICT in Education - Legal and ethical issues of ICT use in education - ICT Hardware and Software: Meaning and Types.	06
II	<b>Designing e-contents</b> e-content design – designing instructional media, evaluation and delivery strategies- multimedia editing tools: audio and video editing, screen casting, graphic editing and basics of animation, creating interactive media.	07
III	<b>Digital Initiatives in India</b> Digital Initiatives in India: NME-ICT, Sakshat Portal , SWAYAM, SWAYAM Prabha, National Digital Library, FOSSEE, ePG Pathshala, NPTEL, Spoken Tutorial, Virtual Lab, A-View and eGyankosh. DIKSHA, PM e-Vidya, E-acharya, NDL, DAISY(Digital Accessible Information System)	07
IV	<b>ICT Enriched Teaching Learning &amp; Assessment</b> Educational Multimedia: Basics, Advantages, Functions, Elements. Educational Softwares - Creating Blogs, Hyperlinks, Web Pages - ICT Tools for Assessment. Electronic assessment portfolio – Concepts an Types.	06
V	<b>Emerging Technologies in Education</b> E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs - Open Education Resources - Cloud Computing in Education - Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education.	06

<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Aggarwal J.C., (2013). <i>Essentials of Educational Technology</i>. New Delhi: Vikas Publishing House.</li> <li>• Usha V.Reddi and Sanjaya Mishra (Eds.). (2003). <i>Educational Multimedia: A Handbook for Teacher-Developers</i>. New Delhi: CEMCA.</li> <li>• Mangal.S.K and Uma Mangal (2012). <i>Essentials of Educational Technology</i>. New Delhi: PHI Learning Private Limited.</li> </ul>
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> use ICT in teaching-learning.</p> <p><b>CO2:</b> prepare individualized instruction module</p> <p><b>CO3:</b> apply the knowledge to Identify and use appropriate digital platforms</p> <p><b>CO4:</b> use educational software in teaching and assessment</p> <p><b>CO5:</b> Integrate emerging technologies in education</p>

#### **CFA 60 Marks only**

<b>S.NO</b>	<b>Criteria</b>	<b>Marks</b>
1.	Creating Educational Blogs	10
2.	Preparation of e-contents for school subject contents (02)	20
3.	Organizing and participating in a web-conference	10
4.	Developing ICT integrated lesson plans (02)	20
<b>Total</b>		<b>60</b>

#### **ESE 40 Marks only**

<b>S.NO</b>	<b>Criteria</b>	<b>Marks</b>
1.	ICT Record	10
2.	Demonstration of e-contents for school subject contents (02)	20
3.	Viva voce	10
<b>Total</b>		<b>40</b>

**25EDUC3104: PEDAGOGY OF PHYSICAL SCIENCES - I**

Semester	V	Course Code	25EDUC3104
Course Title	<b>Pedagogy of Physical Sciences - I</b>		
No. of Credits	<b>04</b>	No. of Contact Hours per Week	<b>04 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Content cum Pedagogy</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> <li>• <b>Field Placement/Field Project Internship</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• Acquire knowledge on the nature, scope and impact of Physical Sciences on modern communities.</li> <li>• understand the objectives of teaching Physical Sciences.</li> <li>• develop competency in structuring lesson plans</li> <li>• apply the different pedagogical techniques of teaching Physical Sciences.</li> <li>• identify the various evaluation procedures in learning Physical Sciences.</li> </ul>		

**COURSE CONTENT**

Unit	Content	No. of Hours
<b>I</b>	<p><b>Nature, Scope and Historical Perspectives of Physical Sciences</b></p> <p>Science: Meaning, definition and nature of science-importance of science - scientific method - development of scientific attitude and temper-Indian Knowledge System (IKS): Concepts and Applications in Science-interdisciplinary approach -Impact of Physical Science on modern communities. - Physical Science for: environment, health, peace, equity and society - contribution of eminent scientists-Isaac Newton, Marie Curie, C. V. Raman and J.C.Bose.</p>	13
<b>II</b>	<p><b>Aims and Objectives of Teaching Physical Sciences</b></p> <p>Aims and Objectives: Meaning – criteria for the selection of objectives - Bloom’s Taxonomy - Revised Bloom’s Taxonomy 2001- Instructional Vs Behavioral objectives-objectives and values of teaching Physical Science at different levels of schools - objectives of teaching science with reference to NCF2005, NCFTE2009 and NEP 2020.</p>	13
<b>III</b>	<p><b>Lesson Planning</b></p> <p>Teaching skills: Micro and macro teaching skills for physical science -Model episode - Introduction to year plan, unit plan, lesson plan–Lesson planning: meaning, definition, importance, format- Herbartian steps- writing and analysis of lesson plans, preparing lesson plans using AI (Chat GPT, Deep Seek, Teachy etc).</p>	13

IV	<p><b>Pedagogical Aspects of Physical Sciences</b></p> <p>Pedagogical techniques of Physical Sciences: scientific method, induction &amp; deduction, lecture method -lecture cum demonstration method - project method- heuristic approach – laboratory method – Dalton Plan-modern methods of teaching Physical Science: group discussion, panel discussion, simulation, seminar, workshop, team teaching, cooperative learning, supervised study, programmed instruction, Computer Aided Instruction, personalized system of instruction. Blended Learning, Flipped Classroom, Artificial Intelligence and Extended Reality, STEM, STEAM, and STREAM Education</p>	12
V	<p><b>Evaluation in Physical Science Teaching</b></p> <p>Evaluation: Definition, need, importance. – Types of Evaluation: criterion and norm referenced tests – formative and summative evaluation - prognostic test - diagnostic testing and remedial teaching. - principles and criteria of good test - construction of standardized achievement test in physical science: blue print and question pattern- item analysis- reliability, validity. AI Tools for Assessment (Kahoot, Quizizz, etc.,).</p>	13
<p><b>Practicum (Any 03)</b></p>	<ol style="list-style-type: none"> <li>1. Explore contributions of Indian scientists in the development of Physical Sciences and make presentations on historical development of Physical Sciences.</li> <li>2. Analyze recommendations of policies/commissions in context of Physical Sciences.</li> <li>3. Develop concept maps on different concepts of Physical Sciences.</li> <li>4. Identify and integrate values in Physical Sciences concepts.</li> <li>5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Physical Sciences.</li> <li>6. Prepare write-ups on the teaching of science using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.</li> </ol>	
<p><b>Reference Books</b></p>	<ul style="list-style-type: none"> <li>• Gupta S.K.(2012), Teaching of Physical Science in Secondary Schools, sterling Publications.</li> <li>• Nair, C.P.S, (2010), Teaching of Science in our Schools, Sulthan Chand &amp; Co ltd.</li> <li>• Radha Mohan (2011), Teaching of Physical Science, Neelkamal Publications PVT. LTD, Hyderabad.</li> <li>• Panner Selvam, A., (2013), Rajendran. Teaching of Physical Science, Shantha Publishers, Chennai.</li> <li>• Sivarajan K. (2012), Trends and developments in Modern Educational Practices Calicut University</li> </ul>	
<p><b>Course Outcomes</b></p>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> explain the nature, scope and impact of Physical Sciences on modern communities.</p> <p><b>CO2:</b> write the instructional objectives for teaching Physical science at secondary school level.</p> <p><b>CO3:</b> write lesson plans for Physical Science at secondary school level.</p> <p><b>CO4:</b> identify and use a variety of teaching methods for teaching Physical Science at secondary school level.</p> <p><b>CO5:</b> apply various evaluation techniques for teaching- learning of Physical Science at secondary school level.</p>	

**Mapping of COs with PSOs:**

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

**SEMESTER –VI**

**25EDUC3206: PEDAGOGY OF PHYSICAL SCIENCES - II**

Semester	<b>VI</b>	Course Code	<b>25EDUC3206</b>
Course Title	<b>Pedagogy of Physical Sciences - II</b>		
No. of Credits	<b>04</b>	No. of Contact Hours per Week	<b>04 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Content Cum Pedagogy</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> <li>• <b>Field Placement/Field Project Internship</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• Know the importance of resources in teaching and learning of Physical Sciences and ICT integration in Teaching Physical Sciences.</li> <li>• understand the principle of curriculum construction with emphasis on content and organization.</li> <li>• Acquire the skill of analyzing science textbooks.</li> <li>• Gain the knowledge of constructing a science laboratory.</li> <li>• Acquaint the knowledge of being a competent physical science teacher</li> </ul>		

**Course Content**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
<b>I</b>	<p><b>Teaching Learning Resources and ICT Integration in Teaching Physical Sciences</b></p> <p>Teaching Learning Materials (TLM) and Self Learning Materials (SLM): meaning, importance and characteristics - Edgar Dale's Cone of Experience-Projected Vs Non-Projected aids. Traditional TLM: charts, OHP, slide and film projectors, models (static and working), flash cards, pictures, different types of boards - modern TLM: Educational Broadcasts: Radio and TV, Computers, Multimedia, Teleconferencing, Video Conferencing, Edu sat and Internet-Extended reality, Science software (Chem draw, Chemix, PhET, Physion, ACD Lab), ICT Integration, virtual labs, social networking sites – Improvised apparatus- meaning, importance.</p>	13
<b>II</b>	<p><b>Curriculum Construction in Physical Sciences</b></p> <p>Curriculum: definition, need, importance and types - principles of curriculum construction- criteria for selection and organization of content- Critical evaluation of Tamil Nadu Secondary School Physical Science curriculum and NCERT school curriculum - curriculum improvement projects in India and abroad: Indian Education Commission, New Policy on Education (NPE 1986), National Education Policy 2020, Nuffield Physics and Chemistry Project.</p>	13

III	<p><b>Science Text Book and Content Analysis</b> Physical science text book: qualities, need, importance -evaluation of science text book (Hunter's Score Card)-science libraries: meaning, objectives, organization, important library resources and its utilization-steps to make science library popular among the students - content analysis of Physical science text book from VIII to X/XII standard.</p>	12
IV	<p><b>Physical Science Laboratory &amp; Co Curricular Activities</b> Physical Science laboratory: need, importance, as a learning resource, - planning and organization of science laboratory-storage of apparatus and chemicals- records and registers to be maintained – rules, regulations in the laboratory -inclusive laboratory environment – accidents and first aid, - co-curricular activities: objectives, organization and activities of science clubs, science fairs and exhibitions; fieldtrips and excursions.</p>	13
V	<p><b>Competencies of Physical Science Teacher</b> Physical Science teacher: qualification, qualities and professional competencies. professional development of science teacher -role of reflective journal - pre service and in-service training –types of in-service training - management of science class: attention to individual differences - teacher as a researcher - evaluation of science teachers: meaning, need - modes and tools: higher authorities, peer, self-evaluation, evaluation by pupils, by informal talk and admin - maintenance of records. Feedback Devices: Meaning, Types, Criteria - Assessment of Portfolios, Field Engagement using Rubrics.</p>	13
<b>Practicum (Any Three)</b>	<ol style="list-style-type: none"> <li>1. Develop e-content for the concepts of Physical Sciences at Secondary Stage.</li> <li>2. Analyze the content of textbooks of Physical Sciences (Classes 9-12).</li> <li>3. Identify the learning resources for transiting the concepts of Physical Sciences.</li> <li>4. Develop teaching aids/teaching materials for teaching concepts of Physical Sciences at secondary stage.</li> <li>5. Develop learning outcomes for the concepts of Physical sciences at the secondary stage.</li> <li>6. Prepare learning outcomes and experiential learning-based lesson plan for the concepts of Physical Sciences.</li> <li>7. Develop a project on the concepts of Physical Sciences using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.</li> </ol>	
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Aggarwal J.C, (2007), Essentials of Educational Technology. Innovations in Teaching- Learning. Vikas Publications House, New Delhi.</li> <li>• Edger Dale, Audio-Visual Methods in Teaching, Revised Edition, Dryden Press, New York.</li> <li>• Guptha, S.K. (2001), Teaching of Physical Science in Secondary Schools, Sterling Publications.</li> <li>• Sharma.R.C. (2008), Modern Science Teaching. Dhanpat Rai Publishing Company (P) Ltd., New Delhi.</li> <li>• Sivarajan K. (2006), Trends and developments in Modern Educational Practices, Calicut University</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> explain the significance and effective use of various resources in Physical Science teaching and learning.</p> <p><b>CO2:</b> analyze the principles of curriculum development and critically evaluate the organization of Physical science content.</p> <p><b>CO3:</b> identify and utilize various assessment tools for science text book analysis.</p> <p><b>CO4:</b> create a well-equipped Physical science laboratory.</p> <p><b>CO5:</b> exhibit appropriate competencies and qualities of a physical science teacher.</p>	

**Mapping of COs with PSOs:**

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

**SEMESTER – VII**

**25EDUC4108: PEDAGOGY OF PHYSICAL SCIENCE -III**

Semester	<b>VII</b>	Course Code	<b>25EDUC4108</b>
Course Title	<b>Pedagogy of Physical Science -III</b>		
No. of Credits	<b>04</b>	No. of Contact Hours per Week	<b>04 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Content Cum Pedagogy</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills / Advanced Skill</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• enable learners to develop a comprehensive understanding of the characteristics, needs, and learning processes of secondary stage learners.</li> <li>• know the importance of learning 21 st century Physical Science</li> <li>• equip learners with the necessary knowledge and skills to implement effective teaching and learning strategies at the secondary level.</li> <li>• understand the assessment of learning Physical Science.</li> <li>• acquaint the research and innovative practices in Teaching Physical Science.</li> </ul>		

**Course Content**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
<b>I</b>	<p><b>Understanding Secondary Stage Learners</b>                      Secondary school learner: Characteristics of secondary stage learners -Physical, mental, social, and emotional growth of learners - thought processes and cognitive skills of learners - psychological and social orientations of learners - social and academic lives of learners - conflicts and challenges of secondary learners – observing the unique capabilities of secondary stage learners.</p>	12
<b>II</b>	<p><b>21st Century Skills for Learning Physical Science</b>                      21st Century skills: Concept, its need and importance - practicing imagination, spatial visualization, physical science reasoning, problem solving for learners and teachers of Physical Science- - psychological, sociological, and philosophical perspective of teaching learning and development of Physical Science - qualities of a Physical Science teacher as professional - Role of a teacher in facilitating learning and creating dynamic learning environment of Physical Science.</p>	13
<b>III</b>	<p><b>Strategies of Teaching and Learning</b>                      Teaching and learning strategies: Concept, characteristics and functions of teaching - making abstract concepts enjoyable by relating them to real-life situations – promoting multidisciplinary learning through integration of different disciplines - promoting learner participation and engagement in learning - building values through art integrated activities, community engagement etc - making classrooms inclusive and joyful learning spaces.</p>	13

IV	<p><b>Assessment for Learning in Physical Science</b>          Assessment in Physical Science : Meaning, need and organization of oral, written, and practical assessment - construction of types of questions in Physical Science: objective, short answer, long answer, considerations for the marking different types of questions in Physical Science - planning and developing teachers made tests in Physical Science - Table of Specification (TOS), question paper setting and preparing answer key - tools to identify learning difficulties and provide corrective measures in Physical Science - concept of 360° assessment, holistic progress card and assessment of Physical Science aspects of students.</p>	13
V	<p><b>Research and Innovative Practices in Teaching of Physical Science</b>          Divergent thinking for innovation in psychological, sociological, and philosophical perspectives of Physical Science for quality learning experiences - Innovative practices in Physical Science - Research on issues of gender, class and culture in Physical Science learning and achievement - expectations, attitudes and stereotypes; access to higher Physical Science; interrogating the notion of ‘Achievement Gap’; construction of learners’ identity in a Physical Science classroom - Recent trends and research related to teaching learning of Physical Science – digital gaming, digital storytelling, using Artificial Intelligence for Physical Science teaching and learning - Action research for solving problems of teaching and learning of Physical Science: meaning, significance, steps, and planning.</p>	13
<b>Practicum (Any Three)</b>	<ol style="list-style-type: none"> <li>1. Writing a paper on recent trends and research related to teaching learning of Physical Science.</li> <li>2. Prepare a scrap book for ‘Physical Science in Print Media’.</li> <li>3. Prepare a small video for recent trends of Physical Science in social media.</li> <li>4. Plan a teacher made test for a unit of secondary Physical Science.</li> <li>5. Prepare a report after using an innovative idea to teach a difficult topic of secondary Physical Science.</li> <li>6. Plan for action research on any one problem of teaching learning Physical Science.</li> </ol>	
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Aggarwal J.C, (2007), Essentials of Educational Technology. Innovations in Teaching- Learning. Vikas Publications House, New Delhi.</li> <li>• Edger Dale, Audio-Visual Methods in Teaching, Revised Edition, Dryden Press, New York.</li> <li>• Gupta, S.K. (2001), Teaching of Physical Science in Secondary Schools, Sterling Publications.</li> <li>• Sharma.R.C. (2008), Modern Science Teaching. Dhanpat Rai Publishing Company (P) Ltd., New Delhi.</li> <li>• Sivarajan K. (2006), Trends and developments in Modern Educational Practices, Calicut University</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> build comprehensive understanding of secondary stage learners.  <b>CO2:</b> explain the significance and effective use of 21 st century skills in Physical Science teaching and learning.  <b>CO3:</b> discuss the necessary knowledge and skills to implement effective teaching and learning strategies  <b>CO4:</b> analyze the principles of assessment of learning in Physical Science.  <b>CO5:</b> identify and utilize various research and innovative practices of teaching Physical Science..</p>	

**Mapping of COs with PSOs:**

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

**25EDUC4110: ASSESSMENT AND EVALUATION**

Semester	<b>VII</b>	Course Code	<b>25EDUC4110</b>
Course Title	<b>Assessment and Evaluation</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Foundations of Education</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills / Advanced Skill</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• grasp the basic concepts of assessment and evaluation</li> <li>• acquaint with process of assessment and evaluation</li> <li>• develop skills and competencies for test construction</li> <li>• understand the analysis and interpretation students' performance</li> <li>• apply the process of continuous and comprehensive evaluation in education</li> </ul>		

**Course Content:**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
<b>I</b>	<p><b>Introduction to Assessment and Evaluation</b></p> <p>Assessment and Evaluation: Meaning and significance of assessment and evaluation in educational field - Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education - Learning outcomes across the stages and assessment - Taxonomy of Objectives (Revised in 2001) and Implications - Forms of Assessment: Formative, Summative, diagnostic, prognostic - Internal and External assessment - Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020).</p>	10
<b>II</b>	<p><b>Process of Assessment and Evaluation</b></p> <p>Formative and Summative Assessment: Concept and Characteristics - Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self assessment etc. - Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.</p>	10
<b>III</b>	<p><b>Tools and Techniques</b></p> <p>Observation, rating scale, check list, anecdotes, interviews - Assessment of attitudes and interests - Socio-metric techniques - Criteria for assessment of social and personal behaviour - Self-assessment and Peer Assessment - Standardization</p>	09

	of Tests Characteristics of good test: validity, reliability, objectivity, practicability - Standardized Tests: Concept, Steps and Advantages - Item analysis: discrimination power, difficulty index - Graphical representations of data.	
<b>IV</b>	<b>Analysis and Interpretation</b> Analysis of students' performance and scores: credit and grading - Graphical representation (Histogram, Frequency Curves) - Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback - Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on the observations, descriptive indicators in report-cards.	10
<b>V</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b> Continuous and comprehensive evaluation: aim, objective and characteristics – scholastic areas – co-scholastic areas – recording and reporting of student's achievements – students' feedback mechanism – Assessment Reforms in NEP 2020: transforming assessment for optimizing learning and development.	09
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Nagarajan. K, Research methodology in Education, 2012, Ram Publication, Chennai.</li> <li>• Ramamanickam, M, (2009), Statistical methods in psychological and Educational Research, New Delhi: Concept publishing company.</li> <li>• Cohen, Jay, Ronald et al, 2005, Psychological Testing and Assessment and Introduction to Tests and Measurement, Mayfield publishing Company, California.</li> <li>• John W. Best(2008), Research In Education, printice hall of India Pvt.Ltd, New Delhi.</li> <li>• Rawat, D.S, (2009), Measurement Evaluation and Statistics in Education, New Raj Book Depot, New Delhi.</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> understand the principles and purposes of educational assessment.</p> <p><b>CO2:</b> acquaint with key concepts of educational evaluation and related terminology.</p> <p><b>CO3:</b> develop competencies in designing and constructing educational test items.</p> <p><b>CO4:</b> apply principles of analysis and interpretation students' performance</p> <p><b>CO5:</b>implement continuous and comprehensive evaluation strategies in classroom settings.</p>	

#### Mapping of COs with PSOs:

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

## 25EDUC4111: PERSPECTIVES ON SCHOOL LEADERSHIP AND MANAGEMENT

Semester	<b>VII</b>	Course Code	<b>25EDUC4111</b>
Course Title	<b>Perspectives on School Leadership and Management</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Foundations of Education</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• Basic Skills / Advanced Skill</li> <li>• Skill Development</li> <li>• Employability</li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• K-1: (Remember)</li> <li>• K-2: (Understand)</li> <li>• K-3: (Apply)</li> <li>• K-4: (Analyze)</li> <li>• K-5: (Evaluate)</li> <li>• K-6: (Create)</li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>▪ know the basic concepts of educational planning and institutional planning.</li> <li>▪ understand and the scope of educational administration and school administration</li> <li>▪ analyse the role of educational management and leadership.</li> <li>▪ explore various educational organization and supervision.</li> <li>▪ familiarize the concept of Action Research.</li> </ul>		

### Course Content:

Unit	Content	No. of Hours
<b>I</b>	<p><b>Educational Planning</b>            Educational Planning: Meaning, Definition, Need, Features. Different levels of Educational Planning - Long term &amp; Short-term plan - year plan, Time table, unit plan, and Lesson plan - Education in Five-year plan. Institutional Planning: Meaning, Definition, Need, Objectives and Characteristics, Components, Steps, Scopes and Limitations.</p>	09
<b>II</b>	<p><b>School Administration and Leadership</b>            Educational Administration: Meaning, Definition, Principles and Importance – differences between Administration and Management. School Administration: Meaning, Concept, Features, Scope and Characteristics. Role of Administrative Authorities: CEO, DEO, DEEO, BEO, SMC. Headmaster - Role and Functions in School Administration, Monitoring, Supervision and Evaluation. Leadership: Meaning, Definition, Need and Styles.</p>	10
<b>III</b>	<p><b>School Management and Resources</b>            Educational Management: Meaning, Definition, Nature, Importance, Characteristics, Scope, Process or Functions of Management: PODSCORB. School Management: Concept, meaning, definition, characteristics and scope. Management of Human Resources: Interpersonal, Inter-group Relationship, Teacher- Teacher Relationship, Relationship with Management and Administration - Management of Non-Human Resources: School Building, Library, Laboratory, Hostels, and Playground - Management of Financial Resources: Preparation and Monitoring of Budgets at the School Level.</p>	10

<b>IV</b>	<b>School Organization and Supervision</b> School Organisation: Meaning, Definition, Importance and principles, characteristics and Factors - School and community - Quality in Education: Meaning, Definition, indicators and importance. Total Quality Management in Education (TQM). Supervision: Meaning, Definition, Principles & Importance. Management and Supervision - Teacher's Role in Management of Various Curricular and Co-Curricular Activities. National and State level Agencies: NCERT, NCTE, NIEPA, SCERT, RCI.	10
<b>V</b>	<b>Action Research</b> Action Research: Meaning, Definition, Nature, Scope and Principles - Selecting problems for action research - Steps in action research - Teacher as action researcher - Examples for action research. Reporting action research.	09
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Dash B.N, (2011). School organization administration and management, Neelkamal Publications, New Delhi.</li> <li>• Laxmi Devi, (1998), Educational Planning, Anmol Publications, New Delhi.</li> <li>• Natarajan. S (2006). Educational Management, Ram Publishers, Chennai.</li> <li>• Trivedi(2006), Management Education, Discovery Publishing House, New Delhi.</li> <li>• Soni Susmita Educational Management &amp; Administration, Adhyayan Publishers, new Delhi (2007).</li> </ul>	
<b>Course Outcomes</b>	On completion of the course, students-teachers should be able to <b>CO1:</b> develop an Institutional plan <b>CO2:</b> administrate the class and Classroom activities <b>CO3:</b> exhibit the leadership qualities <b>CO4:</b> supervise the curricular and co-curricular activities of the students <b>CO5:</b> do action research related to school issues	

**Mapping of COs with PSOs:**

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

**25EDUC4112: CURRICULUM PLANNING AND DEVELOPMENT**

Semester	<b>VII</b>	Course Code	<b>25EDUC4112</b>
Course Title	<b>Curriculum Planning and Development</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Foundations of Education</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills / Advanced Skill</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• understand the importance of perspectives of curriculum.</li> <li>• analyse the foundations of curriculum.</li> <li>• classify various types of curriculum applicable to schools.</li> <li>• explore changes and innovations in framing curriculum.</li> <li>• familiarize with the Curriculum Reforms and evaluation in India.</li> </ul>		

**Course Content:**

Unit	Content	No. of Hours
<b>I</b>	<b>Introduction to Curriculum</b> Curriculum: Meaning, definition, nature & scope of curriculum, principles of curriculum construction- importance of curriculum, Components of curriculum characteristics of good curriculum- Difference between curriculum and syllabus - curriculum development: concept, steps, process, and role of teacher in curriculum development	10
<b>II</b>	<b>Foundations of Curriculum</b> Philosophical, Sociological and Psychological foundations of curriculum development; selection of content: criteria for selection of content or subject matter of curriculum – Feedback mechanism in revision of Curriculum	09
<b>III</b>	<b>Types of Curricula</b> Subject centered curriculum - learner centered curriculum - activity centered curriculum - core curriculum – spiral curriculum - problem centered curriculum – hidden curriculum - null curriculum –social oriented curriculum – humanistic curriculum – the undifferentiated curriculum.	10
<b>IV</b>	<b>Curriculum Change and Innovation</b> Curriculum change: Concept, need, objectives, nature, categories, factors influencing curriculum reform, curriculum transaction and mode; innovation: role of technology in curriculum transaction. ICT and Curriculum transaction.	10
<b>V</b>	<b>Curriculum Reforms and Evaluation</b> Curriculum reforms in India- NCF 2005, NCFTE 2009; Difference between text books and reference books curriculum evaluation: objectives, purpose, types and	09

	criteria for curriculum evaluation; models of curriculum evaluation: Tyler's, - Hilda Taba's and saran model.	
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Aggarwal, J.C., (1990). Curriculum Reforms in India. Delhi: Doaba House</li> <li>• Arulsamy, S., (2010).Curriculum Development. Neelkamal Publications Pvt.,Ltd, Hyderabad</li> <li>• Bhatt B.D., (1996). Curriculum Reform Change and Continuity. New Delhi: Kanishka Publications.</li> <li>• IGNOU, (1992). Curriculum Development for Distance Education, New Delhi</li> <li>• Sharma, R.A. (2005). Curriculum Development and Instruction. Meerut: R. Laal Book Depot</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> explain the meaning and perspectives of curriculum.</p> <p><b>CO2:</b> distinguish the foundations of curriculum.</p> <p><b>CO3:</b> identify different types of curricula</p> <p><b>CO4:</b> use technology in curriculum transaction</p> <p><b>CO5:</b> adopt recent changes in curriculum reforms and evaluation.</p>	

#### Mapping of COs with PSOs:

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	2	3	2	<b>2.5</b>
CO2	3	2	3	2	3	3	<b>2.67</b>
CO3	3	2	3	2	3	2	<b>2.5</b>
CO4	3	2	3	2	3	2	<b>2.5</b>
CO5	3	2	3	2	3	2	<b>2.5</b>
<b>Average</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.2</b>	<b>2.53</b>

**25EDUA4103: ART EDUCATION**

Semester	<b>VII</b>	Course Code	<b>25EDUA4103</b>
Course Title	<b>Art Education</b>		
No. of Credits	<b>02</b>	No. of Contact Hours per Week	<b>04 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>AEC (Practical)</b>		

**Practical Activities**

- Preparation of Puppets and masks and performing activities connected to school subjects
- Preparation of Audio Video scripts related to themes on social change performing the scripts
- Preparation of Visuals & Collages to show themes for School Education
- Setting art exhibition

**CFA 60 Marks only**

<b>S.NO</b>	<b>Criteria</b>	<b>Marks</b>
1.	Creating puppets and masks	20
2.	Preparation of Audio-Visuals Scripts (at least 02)	20
3.	Preparation of Visuals & Collages	20
<b>Total</b>		<b>60</b>

**ESE 40 Marks only**

<b>S.NO</b>	<b>Criteria</b>	<b>Marks</b>
1.	Performing the activities using puppets and mask	20
2.	Exhibiting the Prepared Art Works	20
<b>Total</b>		<b>40</b>

## 25EDUP4104: INTERNSHIP IN TEACHING

Semester	VII	Course Code	<b>25EDUP4104</b>
Course Title	<b>Internship in Teaching</b>		
No. of Credits	<b>10</b>	No. of contact hours	<b>12 weeks</b>
Category	<b>School Experience</b>		

<b>Course Objectives:</b>	<p>The school internship aims to enable student - teachers to:</p> <ul style="list-style-type: none"> <li>• understand the school environment, functions, and culture.</li> <li>• gain practical experience in teaching-learning in real classroom settings.</li> <li>• develop professional skills such as lesson planning, classroom management, and assessment.</li> <li>• engage in co-curricular and school-related activities.</li> <li>• reflect on teaching practices for professional growth.</li> </ul>
<b>Structure of Internship Activities:</b>	<p>Student teachers will</p> <ul style="list-style-type: none"> <li>• visit their allotted schools with the prior permission of school head/authorities</li> <li>• prepare at least five TLMs for each lesson and use the same in their classroom instruction after the proper approval of the mentor teachers</li> <li>• maintain and submit the lesson plan record, reflective journal and attendance register signed by the school head, after completion of the Internship in Teaching, to the HoD/ Concerned Course Teacher of the Department of Education, GRI.</li> <li>• Plan and transact minimum 60 lessons (30+30), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes             <ul style="list-style-type: none"> <li>• Lesson plans should include the components to develop critical and reflective thinking, problem-solving, differential learning, synthesis, and application of knowledge in real-life situations.</li> <li>• Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian knowledge systems and character building.</li> </ul> </li> <li>• Observe peer lessons and discuss with the group.</li> <li>• Conduct laboratory activities (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.</li> <li>• Participate in student support services- guidance and counselling, NCC, NSS, health and wellness programme.</li> <li>• Organize school assemblies and other events (cultural, sports, yoga, and other development activities).</li> <li>• Attend Parents-Teachers Association (PTA) meetings if held during the internship.</li> <li>• Attend School Management Committee (SMC) meeting if held during the internship.</li> <li>• Study the process of parent and community engagement for the school development programme.</li> </ul>

**Assessment Scheme: (CFA 100 + ESE 100 Marks = 200):**

**Assessment Scheme: CFA 100 Marks**

<b>S.No.</b>	<b>Criteria</b>	<b>Marks</b>
1	Lesson Plan Record	30
2	TLM Preparation & usage	30
3	Records (Excluding Lesson Plan Record)	40
<b>Total</b>		<b>100</b>

**Assessment Scheme: ESE 100 Marks**

<b>S.No.</b>	<b>Criteria</b>	<b>Marks</b>
1	Lesson Plans (Optional -I & II)	20
2	Content -Teaching (Optional -I & II)	30
3	Black Board Usage	10
4	TLM Preparation & usage	20
5	Records & Viva voce	20
<b>Total</b>		<b>100</b>

**SEMESTER – VIII**

**25EDUC4213: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF  
EDUCATION – II**

Semester	<b>VIII</b>	Course Code	<b>25EDUC4213</b>
Course Title	<b>Philosophical and Sociological Perspectives of Education – II</b>		
No. of Credits	<b>04</b>	No. of Contact Hours per Week	<b>04 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Foundations of Education</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• Basic Skill</li> <li>• Value added course in teacher education field</li> <li>• Employability</li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• know the concept of education and teaching.</li> <li>• relate the terms Philosophy and education.</li> <li>• use Educational philosophical concepts in teaching learning.</li> <li>• explore the concept of Psychological bases of education.</li> <li>• familiarize with the pedagogical concepts and its application in teacher education.</li> </ul>		

**Course Content:**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
<b>I</b>	<p><b>Basics of Education</b></p> <p>Education: Concept, meaning, definition, characteristics, aims, functions and scope - various forms of Teaching: Teaching, Instruction, Training and Indoctrination - education as science – education as a social process – education for human resources development.</p>	12
<b>II</b>	<p><b>Education and Indian Philosophy</b></p> <p>Conceptual clarity, nature and relationships. Aims of studying philosophical perspective of education. Branches of Philosophy and their educational implications: Metaphysics, Epistemology Axiology Understanding Indian Perspective of Education. Meaning, nature and aims of education with special reference to Vedic, Buddhist, Jain, Sikh and Islamic traditions. Understanding the terms Darshana, Para and Aparā Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya.</p>	13
<b>III</b>	<p><b>Philosophical Schools and Education</b></p> <p>Conceptual Clarity of the following schools of thought with their implications for educational practices: Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta, Western: Idealism, Naturalism, Pragmatism, Progressivism.</p>	13
<b>IV</b>	<p><b>Psychological Bases</b></p> <p>Psychology: Meaning, definition, scope - relationship between education and psychology - educational psychology: meaning, definition, nature and</p>	13

	characteristics and scope-concept of growth, development and maturation - individual difference – motivation – group dynamics – Personality traits and types-Mental health and hygiene.	
<b>V</b>	<b>Pedagogical Bases</b> Taxonomy of educational objectives – Benjamin Bloom’s classification cognitive, affective and psychomotor domains - teacher and classroom behavior – characteristics of good teacher behaviour-Different types of Teaching Models Bruce Joyce’s Models-Flanders interaction analysis-role and functions of teachers, as a planner, facilitator, counselor and researcher.	13
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Bhattacharya S, (1996). Foundation of Education, Atlantic Publishers, Delhi.</li> <li>2. Banerjee A.C. &amp; Sharma S.R (1999). Sociological and Philosophical Issues in Education, Book Enclave, Jaipur.</li> <li>3. Chaube.S.P, Akhilesh Chaube, (2002), Western Educational Thinkers, Concept Publishing Company, New Delhi.</li> <li>4. Dash.B.N, (2000). Teacher and Education in the emerging Indian society, Neelkamal Publications, New Delhi.</li> <li>5. Hemlata, T. (2002). Sociological Foundation of Education, Kanishka Publisher, New Delhi.</li> </ol>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> explain the basic concepts of education.</p> <p><b>CO2:</b> relate the concept of philosophy and education in teaching-learning.</p> <p><b>CO3:</b> apply the philosophical bases of education in teaching-learning.</p> <p><b>CO4:</b> use the psychological bases of education in teaching-learning.</p> <p><b>CO5:</b> use the teaching models in the teaching and learning practice.</p>	

#### Mapping of COs with PSOs:

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

**25EDUC4214: INCLUSIVE EDUCATION**

Semester	<b>VIII</b>	Course Code	<b>25EDUC4214</b>
Course Title	<b>Inclusive Education</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Foundations of Education</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> <li>• <b>Value added course in teacher education field</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The course aims to make student teachers to</p> <ul style="list-style-type: none"> <li>• understand the concept, need, importance and emerging trends in the education of students with special needs.</li> <li>• familiarize with policy perspectives and national institutions associated to promotion of inclusive education</li> <li>• differentiate concepts of disability and marginalized groups</li> <li>• analyse the pedagogical issues in inclusive education</li> <li>• get ideas on strategies for effective inclusive education.</li> </ul>		

**Course Content:**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
<b>I</b>	<p><b>Introduction to Inclusive Education</b>                      Inclusive Education: meaning and definition- nature and principles – origin of inclusive education - differences between disability, impairment and handicap – nature of the concepts - special education, integrated education and inclusive education – conceptual clarity, relation and significance with special reference to UNCRPD, 2006, and RPWD Act, 2016 in Indian context – assessment and evaluation – curriculum and adaptation, modification and differentiation of learning – shifting from disability to the inclusive view.</p>	10
<b>II</b>	<p><b>Policy Perspectives and National Institutions to promote Inclusive Education</b>                      Highlights of National Educational Policy (1968), National Policy on Education (1986) and New Education Policy (2020) on education of disabled children - Recommendations given in PWD Act 1995, NPD 2006, UNCRPD, 2006, and RPWD Act, 2016 to education of students with disabilities/special needs - role of national institutions - NIMH, AIISH, AYJNISH, NIOH, NIMD, NIVH and RCI in the promotion of special education in India.</p>	10
<b>III</b>	<p><b>Children with Disabilities and Marginalized Groups</b>                      Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities-Specific needs of children with behavioral, emotional learning disabilities-Health Problems-Educational needs of children belonging to Marginalized Groups</p>	09
<b>IV</b>	<p><b>Pedagogical Issues in Inclusive Education</b>                      Challenges in educating students in inclusive settings - meeting the specific needs of Children with Disabilities with special reference to: education and opportunities for participating in arts, sports, and vocation-related activities, - making school buildings and compounds as well as other facilities barrier free</p>	10

	and accessible - supporting the learning activities and resources for individualized learning environment - making available assistive devices and appropriate technology-based tools - language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) -	
V	<p><b>Strategies for Effective Inclusive Education</b></p> <p>Means for Integration - Common strategies for dealing children with special needs – creating flexible learning environment - individualized educational programme (IEP) – peer tutoring - individualized family support programme (IFSP) - social skill developments - assistive devices and adaptations – vocational training and life skill education – roles of other stakeholders</p>	09
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Chintamani Kar (2003). <i>Exceptional Children: Their Psychology and Education</i>, Sterling Publishers.</li> <li>• Manju Gupta (2007). <i>Special Education</i> KSK Publishers and Distributors, New Delhi.</li> <li>• Agarwal.R &amp; Rao, BVLN (2010). <i>Learning Disabilities: Teaching Learning Strategies</i>. Shipra Publications, New Delhi.</li> <li>• Dhawan.M.L. (2005). <i>Learners with Special Needs</i>. Mehta Offset Press, New Delhi.</li> <li>• Peterson, M.J. &amp; Hittie.M.M. (2003). <i>Inclusive Teaching: Creating Effective School for all Learners</i>, Allyn &amp; Bacon Publishers, USA.</li> <li>• Parijit Kotwal (2008). <i>Special Education</i>, Authors Press, New Delhi.</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> Explain the difference between impairment, disability, and handicap, as well as special, integrated, and inclusive education</p> <p><b>CO2:</b> Analyse the legal and policy frameworks related to Inclusive Education with special reference to UNCRPD (2006) and RPWD Act (2016).</p> <p><b>CO3:</b> Identify the characteristics, needs, and educational implications of children with various disabilities and marginalized groups</p> <p><b>CO4:</b> Assess the pedagogical challenges in inclusive classroom settings.</p> <p><b>CO5:</b> Apply effective inclusive education strategies such as IEP, IFSP, peer tutoring, flexible learning environments.</p>	

#### Mapping of COs with PSOs:

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

**25EDUC4215: EDUCATION POLICY ANALYSIS**

Semester	<b>VIII</b>	Course Code	<b>25EDUC4215</b>
Course Title	<b>Education Policy Analysis</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Foundations of Education</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• Familiarize with the significance of various policies on education</li> <li>• Aware the educational policies since Indian independence</li> <li>• Compare the modifications of educational policies made from time to time.</li> <li>• Identify the ways of implementing educational policies.</li> <li>• Find out the ways to challenges in implementation of educational policies.</li> </ul>		

**Course Content:**

Unit	Content	No. of Hours
<b>I</b>	<b>Understanding Educational Policy</b> Meaning and significance of 'Policy on Education'-Purpose and Dimensions of an Educational Policy at local and Global level - Philosophical and Sociological Perspective of planning an Educational Policy -Historical development of Educational Policies in India	10
<b>II</b>	<b>Planning an Educational Policy</b> Basic steps involved in planning - Constitutional provision for Policy on Education - Fundamental principles for analyzing an Educational Policy.	09
<b>III</b>	<b>Educational Policies in India</b> Critical analysis of Policies on Education since Independence: 1968, 1986 (Modified in 1992), 2020 in the context of: need and significance, goals and frameworks of educational policies, content of policies, issues raised in policies, constitutional provisions, special stress, modification of policies, implementation strategies - Issue of modifying an Educational Policy	10
<b>IV</b>	<b>Implementation of an Educational Policy -I</b> Meaning, need, and significance - Mechanism of Policy Implementation - Strategies to Implement an Educational Policy - Programme of action and implementation: conceptual clarification and significance	10
<b>V</b>	<b>Implementation of an Educational Policy -II</b> Role of different Organization / Groups: Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public - Challenges for Implementation.	09
<b>Practicum</b>	1. Reviewing and presenting report on NEP, 2020 in reference to Policy Implementation.	

	<ol style="list-style-type: none"> <li>2. To present a critical review of the Programme of Action (1986).</li> <li>3. Preparing a list of challenges to implement the present new National Education Policy, 2020, in our States.</li> <li>4. Preparing a list of Measures to be taken or taken to implement National Education Policy 2020 in our State.</li> </ol>	
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Birol Akgun, Alpaydin.(ed.), Education Policies in the 21st Century : Comparative Perspectives. Palgrave Macmillan.</li> <li>• R.V. Vaidyanatha Ayyar, History of Education Policymaking in India, 1947-2016, Oxford University Press, 2017.</li> <li>• Marilyn Cochran-Smith, Policy, Practice and Politics in Teacher Education, Corwin, 2006.</li> <li>• Education Policy for Educational Leaders: A Step-by-Step Approach by Nicola A. Alexander (2012), Pearson/Merrill.</li> <li>• Analysing Education Policy: Theory and Method edited by Meghan Stacey and Nicole Mockler (2021), <u>Routledge</u></li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> Explain the significance of various policies on education, and their uses.</p> <p><b>CO2:</b> Analyse educational policies since Indian independence</p> <p><b>CO3:</b> Identify the modifications of educational policies made from time to time.</p> <p><b>CO4:</b> Familiarize with the ways of implementing an educational policy</p> <p><b>CO5:</b> Identify and solve the challenges in implementation of educational policies.</p>	

#### Mapping of COs with PSOs:

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

## 25EDUB4201: Freedom, Economic Stability, and Social Justice

Semester	VIII	Course Code	25EDUB4201
Course Title	Freedom, Economic Stability and Social Justice		
No. of Credits	03	No. of Contact Hours per Week	03 Hours
New Course / Revised Course	New Course		
Category	Elective		
Scope of the Course	<ul style="list-style-type: none"> <li>• Intellectual Exploration</li> <li>• Skill Development</li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• K-1: (Remember)</li> <li>• K-2: (Understand)</li> <li>• K-3: (Apply)</li> <li>• K-4: (Analyze)</li> <li>• K-5: (Evaluate)</li> <li>• K-6: (Create)</li> </ul>		
Course Objectives:	<p>The course aims to make student teacher to</p> <ol style="list-style-type: none"> <li>1. critically analyze the concept of Freedom not just as a constitutional right but as a pedagogical practice (Academic Freedom).</li> <li>2. understand the relationship between Education and Economic Development, focusing on Human Capital Theory and the impact of privatization.</li> <li>3. examine the systemic barriers in the Indian educational system through the lens of Social Justice (Caste, Gender, Class).</li> <li>4. analyze the needs of Social Justice- <i>Justice, Equity, and Equality</i></li> <li>5. compare Indian educational policies (NEP 2020, RTE 2009) with international frameworks (SDGs, UN Declaration).</li> </ol>		

### Course Content:

Unit	Content	No. of Hours
<b>I</b>	<p><b>Perspectives on Freedom in Education</b>  <b>Defining Freedom:</b> Isaiah Berlin's <i>Two Concepts of Liberty</i> (Negative vs. Positive Liberty). J. Krishnamurti and Rabindranath Tagore on "Freedom from Fear" in schooling. <b>Freedom in the Indian Constitution:</b> Fundamental Rights (Article 21A - Right to Education). The tension between Individual Liberty and Social Responsibility in a diverse democracy. <b>Academic Freedom &amp; Autonomy:</b> Teacher Autonomy: Curriculum design vs. Standardized testing (Comparison: Finland's teacher autonomy vs. US/India's accountability models). Student Agency: Democratic education (A.S. Neill's Summerhill vs. Conventional schooling).</p>	10
<b>II</b>	<p><b>Economic Stability &amp; Education</b>  <b>Education and Economic Growth: Human Capital Theory (T.W. Schultz):</b> Education as an investment vs. consumption. Correlation between Literacy Rates, GDP, and HDI (Human Development Index). <b>Returns on Education:</b> Individual vs. Social Returns of Primary, Secondary, and Higher Education. The "Signaling Theory" (Spence) – Is a degree a skill or just a signal?. <b>Poverty and Education in India:</b> The Vicious Cycle of Poverty: How economic instability leads to dropouts. Child Labour vs. Schooling: Analysis of economic opportunity costs for rural families.</p>	09
<b>III</b>	<p><b>Political Economy &amp; Global Trends</b>  <b>Globalization and Neoliberalism in Education: GATS (General Agreement on Trade in Services):</b> Education as a tradable service. The shift from State-funded to Public-Private Partnerships (PPP) models. <b>Privatization and Commercialization:</b> Rise of Low-fee Private Schools in India (The "Budget School" phenomenon). Shadow Education (Coaching culture): Economic burden on middle-class families (Case study: Kota, India vs. South Korea's Hagwons). <b>Financing of Education:</b> Analysis of Union Budget allocations for Education (Trend analysis of last decade). Comparison of Expenditure as % of GDP: India (approx. 3-4%) vs. OECD average (5-6%) vs. Brazil/China.</p>	10

<b>IV</b>	<p><b>Social Justice- Justice, Equity, and Equality</b>  <b>Theories of Justice: John Rawls:</b> <i>Justice as Fairness</i> and the "Veil of Ignorance" – Application to school resource distribution. <b>Amartya Sen &amp; Martha Nussbaum:</b> <i>The Capability Approach</i> – Moving beyond resource equality to "equality of capability" (What can the student actually <i>do</i> and <i>be</i>?). <b>Social Stratification in India:</b> Intersectionality of Caste, Class, and Gender. <b>Dr. B.R. Ambedkar's</b> view on education as a tool for annihilation of caste. <b>Exclusion in Education:</b> Mechanisms of exclusion: Hidden Curriculum, language bias (English vs. Vernacular), and digital divide.</p>	09
<b>V</b>	<p><b>The Teacher as an Agent of Change</b>  <b>Critical Pedagogy: Paulo Freire:</b> <i>Pedagogy of the Oppressed</i> – Banking model vs. Problem-posing education. Dialogic teaching as a tool for social justice. <b>Affirmative Action and Policy:</b> Constitutional Provisions: Reservations (Articles 15 &amp; 16). <b>RTE Act 2009:</b> Section 12(1)(c) – 25% reservation for EWS (Economically Weaker Sections) in private schools. Challenges and Successes. <b>Education for Sustainable Development (ESD):</b> UN Sustainable Development Goal 4 (Quality Education) and SDG 10 (Reduced Inequalities). The role of education in climate justice (Intergenerational justice).</p>	10
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. <b>Sen, Amartya.</b> (1999). <i>Development as Freedom</i>. Oxford University Press. (Essential for connecting economic stability to freedom).</li> <li>2. <b>Freire, Paulo.</b> (1970). <i>Pedagogy of the Oppressed</i>. Penguin Books. (The foundational text for Unit V).</li> <li>3. <b>Drèze, Jean &amp; Sen, Amartya.</b> (2013). <i>An Uncertain Glory: India and its Contradictions</i>. Princeton University Press. (Crucial for Indian economic and social context).</li> <li>4. <b>Govinda, R.</b> (Ed.). (2011). <i>Who Goes to School? Exploring Exclusion in Indian Education</i>. Oxford University Press. (For Unit IV &amp; V).</li> <li>5. <b>Nambissan, Geetha B. &amp; Rao, Srinivasa.</b> (2013). <i>Sociology of Education in India: Changing Contours and Emerging Concerns</i>. Oxford University Press.</li> </ol>	
<b>Course Outcomes</b>	<p>On completion of the course, students should be able to do</p> <p><b>CO1:</b> distinguish between <i>Negative</i> and <i>Positive</i> liberty and apply this to classroom management and student autonomy.</p> <p><b>CO2:</b> Critically evaluate the budget allocation for education in India vs. global standards and understand the implications of "Education as a Public Good."</p> <p><b>CO3:</b> Analyze the economic impact of globalization and neoliberal policies on Indian schools.</p> <p><b>CO4:</b> Construct a "Social Justice Action Plan" for their future classrooms</p> <p><b>CO5:</b> Design inclusive pedagogical strategies that address social stratification (caste/gender/disability) based on the Capability Approach.</p>	

#### Mapping of COs with PSOs:

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

**25EDUB4202: GUIDANCE AND COUNSELLING**

Semester	<b>VIII</b>	Course Code	<b>25EDUB4202</b>
Course Title	<b>Guidance and Counselling</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>		
Category	<b>Elective</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills / Advanced Skill</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Value added and Life Skills</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• know the concept, principles and types of guidance.</li> <li>• appraise the various factors in learning and guidance.</li> <li>• analyse the principles of counselling and techniques of guidance.</li> <li>• develop skills of practicing the counselling services in schools.</li> <li>• practice on guidance and counselling programme for special groups.</li> </ul>		

**Course Content:**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
<b>I</b>	<p><b>Introduction to Guidance</b>            Guidance: Meaning, nature, principles, purpose of guidance - guidance an integral part of education–types of guidance–scope and functions of educational, vocational, personal and social guidance. Group guidance: need, significance and principles–organizing group guidance activities in educational institution.</p>	09
<b>II</b>	<p><b>Guidance in Schools</b>            Guidance and Curriculum: Concept of Curriculum, Criteria for a Relevant and Meaningful Curriculum, Integration of Guidance and Curriculum, Guidance through School Curriculum. Guidance and Learning - nature of Learning Process, Importance of Learning Material and Teacher, Importance of Learner, Psychological Factors in Classroom Learning and Guidance. Guidance and Discipline: Classroom Discipline and Guidance Methods, Behaviour and Misbehaviour, New Ways in Discipline - Guidance and other Curricular Areas - Guidance and the Virtual World.</p>	10
<b>III</b>	<p><b>Principles and Techniques in Guidance and Counselling</b>            Counseling: Meaning, definition, nature and principles of counselling- Phases of counselling process-approaches to counseling: directive, non - directive, eclectic -characteristics, role and functions of counselor-counseling areas, professional preparation of counselor-teacher as a counselor. Testing techniques: Types of tests used in guidance - tests of intelligence, aptitude, interest, achievement and personality – strengths and limitations of testing techniques in guidance. Non-testing techniques: observation, interview, anecdotal record, cumulative record, and case study.</p>	10
<b>IV</b>	<p><b>Counselling in Schools</b>            Introduction - Objectives - Individual Counselling - Group Counselling: Meaning, - Process of Group Counselling - Advantages and Limitations - Structuring of Groups - Peer Counselling - Family Counselling - Career Counselling. Guidance Services: Types -orientation service, occupational</p>	09

	information service, follow up service. Evaluation of Counselling programme – need, steps and methods.	
V	<b>Guidance and Counselling for Inclusive Population</b> Guidance for gifted and slow learners – differently abled children including orthopedic impairment, visually disabled-person with hearing and speech impairment maladjusted and juvenile delinquents - Counselling for Prevention of Substance Abuse – Placement service, remedial services and role of the counselor. Recent trends of research in guidance and counseling in India – dyslexia, dyscalculia, dysgraphia.	10
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Sharma R.A (2009), Fundamentals of Guidance &amp; Counseling, Lall Book Depot, Meerut.</li> <li>• Ram Nath Sharma, Rachana Sharma (2007), Guidance and Counseling in India, Atlantic Publishers &amp; Distributors(p)LTD, New Delhi</li> <li>• Chauhan S.S, Principles and techniques of guidance, Vikas publishing house PVT LTD</li> <li>• Crow &amp; Crow, (1992), An introduction to Guidance, Eurasia Publishing House, ND.</li> <li>• Freeman E.S, (1995), Theory and Practice of Psychological Testing, ND: Henry Holt.</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> Know the concept and principles of guidance and counseling  <b>CO2:</b> organize school guidance and counseling service  <b>CO3:</b> develop skills in rendering guidance and counseling to students  <b>CO4:</b> practice different techniques in Guidance programme  <b>CO5:</b> acquaint with the guidance and counseling programme for special groups.</p>	

#### Mapping of COs with PSOs:

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	2	2	1	2	<b>2.1</b>
CO2	2	3	2	2	2	2	<b>2.1</b>
CO3	2	2	2	3	2	1	<b>2</b>
CO4	2	3	2	3	1	2	<b>2.1</b>
CO5	1	1	3	1	1	2	<b>1.5</b>
<b>Average</b>	<b>2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>1.4</b>	<b>1.8</b>	<b>2</b>

### 25EDUB4203: Sports and Fitness Education

Semester	VIII	Course Code	25EDUB4203
Course Title	<b>Sports and Fitness Education</b>		
No. of Credits	03	No. of Contact Hours per Week	03 Hours
New Course / Revised Course	<b>New Course</b>		
Category	<b>Elective</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• Basic Skills / Advanced Skill</li> <li>• Skill Development</li> <li>• Value added and Life Skills</li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• Recognize the foundations of physical education and understand the importance of fitness and sports.</li> <li>• Learn the sports training methods and to manage the fitness assessment tests.</li> <li>• Gain knowledge about health, nutrition, safety and better life style.</li> <li>• Acquire skills on planning and practices of health education.</li> <li>• Understand the importance of yoga, benefits and practice of asanas and meditation.</li> </ul>		

#### Course Content:

Unit	Content	No. of Hours
<b>I</b>	<p><b>Foundations of Physical Education</b>            Physical Education: Meaning and definition - Objectives and Importance of Physical Education &amp; Sports - Foundations of Physical Education: Physical Fitness: General fitness - Vital capacity- Growth and Development at various Levels of Childhood: Pre – Adolescence, Adolescence – Adulthood- Chronological Age- Physiological Age and Mental Age - Development of Physical–Mental - Social - Emotional - Spiritual -Wholesome development Effects of physical Exercise on systems of body - Concept of Education in relation to Physical Education, Sports and Yoga.</p>	09
<b>II</b>	<p><b>Sports Training Methods &amp; Fitness Management</b>            Sports Training: Meaning, Definition, Characteristics and Principles – Training Load: External and Internal Load - Principles of Training Load Periodization : Types, Aims and Content of Various Periods – Preparatory, Competition and Transition - Physical Fitness Test : AAPHERD Health Related Fitness Battery– Roger’s Physical Fitness Index. Cardio Vascular Test: 12 Minutes Run /Walk Test, Multi Stage Fitness Test (Beep Test). Motor Fitness: Indiana Motor Fitness Test (for elementary and high school boys, girls and college men), SDAT World Beaters Battery Test for High School Boys and Girls - Organizing camps and recreational activities.</p>	10
<b>III</b>	<p><b>Concept of Health, Nutrition and Life style</b>            Health: Need and importance - Role of International health Organizations (WHO, UNICEF), Principles - cause of ill health - Risk factors of cardiac diseases- Obesity management. National Health Portal (NHP). Personal Hygiene: cleanliness – Mental Health –Drug addiction – Nutrition, Sports Nutrition: Meaning and Definition – Basic Nutritional Guidelines – Role of Nutrition– Factors to be considered for developing Nutritional Plan – Balanced diet- Components of Balance Diet and its importance -Maintaining a Healthy Life</p>	10

	Style - Body Mass Index (BMI) Meaning and Definitions of wellness - Components of physical fitness - Health and Safety in Daily Life - First Aid and Emergency Care.	
<b>IV</b>	<b>Planning and Practices of Health Education</b> Health Education: Need and importance –Importance with reference to rural schools – Health services in rural schools- Swachh Bharath mission. School health Education: Curriculum Planning, - Principles -Methods of imparting-Health Instruction - Health supervision -Health Appraisal -Health guidance and counselling - Teacher’s role and responsibilities.	09
<b>V</b>	<b>Yogic Practices for wellness</b> Yoga: meaning - Definition - Need and importance - Schools of yoga - Astanga yoga-Difference between yoga and physical exercise - General guidelines for practicing asanas - Cultural asanas - Meditative asanas – Relaxative asanas, Pranayama - Mudras – Introduction to Bandhas and Kriyas- Preventive and curative effects of asanas, Meditation: Meaning - Definition, types of meditation: Santhi - mantra - Object - Effect of yogic practices: Circulatory - Respiratory - Muscular - Nervous systems.Yoga for Physical Fitness - Yoga for Health and Wellness.	10
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Yobu,A (2010), Test, Measurement and Evaluation in Physical Education Friends Publication, New Delhi .</li> <li>• Ravi saxena, (2005) Health and Physical Education, Anmol Publications Pvt Lts., New Delhi, 2005.</li> <li>• Grace Nirmala. D.,&amp; Dr.T.Krishnammal. T. (2007), Physical Education and Health Education, Priyakamal Publication.</li> <li>• Chandrasekaran, (1999), Sound Health through Yoga, Madurai: PremKalyan Publications, Sedipatti.</li> <li>• NCTE (2015) <i>Yoga Education</i> Bachelor of EducationProgramme.New Delhi.</li> </ul>	
<b>Course Outcomes</b>	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO1:</b> Develops dimensional ideas on physical education, physical fitness and sports sciences.</p> <p><b>CO2:</b> Grasps the principles and methods of sports training and manage the fitness assessments.</p> <p><b>CO3:</b> Identifies the importance of health, nutrition and safety education for better living.</p> <p><b>CO4:</b> Organizes health practice structure in schools and gets skilled in monitoring fitness and wellness.</p> <p><b>CO5:</b> Exhibit the skills of teaching yoga and demonstrate yogic practices for healthy well-being.</p>	

#### Mapping of COs with PSOs:

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	2	2	1	2	<b>2.1</b>
CO2	2	3	2	2	2	2	<b>2.1</b>
CO3	2	2	2	3	2	1	<b>2</b>
CO4	2	3	2	3	1	2	<b>2.1</b>
CO5	1	1	3	1	1	2	<b>1.5</b>
<b>Average</b>	<b>2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>1.4</b>	<b>1.8</b>	<b>2</b>

## 25EDUB4204: PERSPECTIVES OF COGNITION

Semester	<b>VIII</b>	Course Code	<b>25EDUB4204</b>
Course Title	<b>PERSPECTIVES OF COGNITION</b>		
No. of Credits	<b>03</b>	No. of Contact Hours per Week	<b>03 Hours</b>
New Course / Revised Course	<b>New Course</b>	If revised, % of revision effected	
Category	<b>Elective</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Basic Skills / Advanced Skill</b></li> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> </ul>		
Cognitive Levels addressed by the course	<ul style="list-style-type: none"> <li>• <b>K-1: (Remember)</b></li> <li>• <b>K-2: (Understand)</b></li> <li>• <b>K-3: (Apply)</b></li> <li>• <b>K-4: (Analyze)</b></li> <li>• <b>K-5: (Evaluate)</b></li> <li>• <b>K-6: (Create)</b></li> </ul>		
Course Objectives:	<p>The Course aims to student teacher to</p> <ul style="list-style-type: none"> <li>• Understanding the concept and its key components of cognition, origins of cognitive psychology.</li> <li>• Identifying the major brain regions involved in cognitive processes and their functions.</li> <li>• Investigate the Relationship Between Perception, Attention, and Cognitive Processes.</li> <li>• Analyze the relationships between emotion, attention, perception, memory, and thinking.</li> <li>• Apply Thinking and Decision-Making Theories to Real-World Problems.</li> </ul>		

### Course Content:

Unit	Content	No. of Hours
<b>I</b>	<p><b>Introduction to Cognition</b>            Concept of Cognition, Origin and historical connection of Cognitive psychology with other schools of Thought; Emergence of Modern Cognitive Psychology, Current Status, assumptions and methods of studying cognitive psychology, Indian approach to cognition.</p>	09
<b>II</b>	<p><b>Neural basis of cognition</b>            Neural basis of cognition: brain regions and their functions - Brain cells: Neurons and glia, synaptic transmission, neurotransmitters, neuroplasticity - Historical development: from phrenology to modern neuroimaging - neural communication and structure of the brain - Techniques in cognitive neuroscience: fMRI, EEG, CD, PET, MGE, ERP, and TMS - Brain Networks in Cognition: Default Mode Network (DMN), Executive Control Network, and Salience Network.</p>	10
<b>III</b>	<p><b>Consciousness, Perception Attention</b>            Function and structure of Consciousness, Modern theories of consciousness, Indian views of consciousness - visual perception, language, memory, cognitive architecture, learning, reasoning, decision-making, and cognitive development. Information Processing approach: Attention and Perception, Theories of selective and Sustained attention, Perception: Perceptual organization, Top Down and Bottom-up approaches, Subliminal perception, Pattern recognition in perception, Signal detection and Vigilance.</p>	10

<b>IV</b>	<b>Memory and Emotion</b> Memory Processes, Types of memory - working memory, semantic, episodic, procedural, eye-witness and flashbulb memory, traumatic and false memory, everyday memory; Forgetting: Concept and Theories. Emotion: Cognitive basis of emotion, Cognitive approaches in emotion: Lazarus, Arnold; Relation of emotion with attention, perception, memory, thinking; Application of cognitive approaches to intelligence and emotion in different fields.	10
<b>V</b>	<b>Thinking, Decision making &amp; Problem solving</b> Thinking: Definition, Process, and stages of thinking Process - Types of Thinking: Critical, Creative, Analytical, Reflective, Innovative, Strategic, Practical/Functional and Problem-Solving Thinking - Decision making: Concept, Process, Steps and Types - Problem solving: Definition, process, steps and strategies.	09
<b>Text Books</b>		
<b>Reference Books</b>		
	<ul style="list-style-type: none"> <li>• Begum, A. J. (2025). <i>Cognitive control skills for educational success: Theory and practice</i>. Springer Nature. <a href="https://doi.org/10.1007/978-981-96-6455-9">https://doi.org/10.1007/978-981-96-6455-9</a></li> <li>• Brown, P. C., Roediger, H. L., &amp; McDaniel, M. A. (2020). <i>Make it stick: The science of successful learning</i> (2nd ed.). Harvard University Press.</li> <li>• Gazzaniga, M. S., Ivry, R., &amp; Mangun, G. R. (2020). <i>Cognitive neuroscience: The biology of the mind</i> (5th ed.). W.W. Norton &amp; Company.</li> <li>• Gick, M. L., &amp; Holyoak, K. J. (2020). <i>The psychology of human problem solving</i> (2nd ed.). Wiley.</li> <li>• Larrick, R. P. (2021). <i>The psychology of judgment and decision making</i> (2nd ed.). SAGE Publications.</li> </ul>	
<b>Course Outcomes</b>	On completion of the course, students should be able to do <b>CO1:</b> Define cognition and explain its key components, as well as the historical development of cognitive psychology and its connection. <b>CO2:</b> Identify the key brain regions involved in cognitive functions and describe their roles in processes like memory, attention, and decision-making. <b>CO3:</b> Explore how perception and attention influence cognitive processes and interact with memory and decision-making. <b>CO4:</b> Analyze how emotions affect attention, memory, perception, and thinking, and understand the cognitive theories behind these interactions. <b>CO5:</b> Apply different thinking and decision-making models to solve real-life problems and improve decision-making strategies.	

**Mapping of COs with PSOs:**

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

**25EDUB4205: EDUCATION FOR SUSTAINABLE DEVELOPMENT**

Semester	<b>VIII</b>	Course Code	<b>25EDUB4205</b>
Course Title	<b>EDUCATION FOR SUSTAINABLE DEVELOPMENT</b>		
No. of Credits	03	No. of contact hours per Week	03 Hours
New Course/ Revised Course	New Course		
Category	<b>Elective</b>		
Scope of the Course	<ul style="list-style-type: none"> <li>• <b>Skill Development</b></li> <li>• <b>Employability</b></li> <li>• <b>Entrepreneurship</b></li> </ul>		
Cognitive Levels addressed by the Course	<b>K-1 (Remember)</b> <b>K-2 (Understand)</b> <b>K-3 (Apply)</b> <b>K-4 (Analyze)</b> <b>K-5 (Evaluate)</b> <b>K-6 (Create)</b>		
Course Objectives	<p>The Course aims to make student teachers</p> <ul style="list-style-type: none"> <li>• clarify the meaning and significance of sustainable development,</li> <li>• explore the relationship among education, development and environment,</li> <li>• appreciate the relation between education and sustainable development,</li> <li>• critically analyze the meaning and importance of education in the context of sustainable development</li> <li>• explore Gandhian principles and Indigenous Knowledge Systems (IKS) for ethical and sustainable living.</li> </ul>		

**Course Content:**

Unit	Content	No. of Hours
<b>I</b>	<b>Education and Sustainable Development</b> Education and Sustainable Development: Meaning, relationship, goals, and significance., Characteristics of ESD, Education for Sustainable Development: Historical Perspective, Philosophical, Sociological and Psychological Perspective, Role of Education for Sustainable Development, Decolonizing Knowledge for Sustainable Development., Challenges of Education for Sustainable Development.	10
<b>II</b>	<b>Sustainable Development Goals (SDGs)</b> Sustainable Development Goals (SDGs): Meaning, nature and significance of SDGs. 17 Sustainable Development Goals (SDGs): UNESCO agenda, SDGs and Social Transformation as Universal Commitment., Education as a Human Right to achieve Sustainable Development. Sustainable Development and Peace. Role of Educational Institutions and Challenges to achieve SDGs.	10
<b>III</b>	<b>SD Goal-4: Quality Education for All</b> Meaning, Nature, and Significance of NEP 2020 on SDG-4: Sustainable lifestyle, Gender equality, Promotion of peace & nonviolence, Global Citizenship, Good mental health and well-being, Justice in society-Pedagogical issues for SDG-4.	09
<b>IV</b>	<b>Sustainable Development: Politics and Policies</b> Understanding the Policy-Making Process, Policy Analysis, Democratizing Science and Technology. Globalization and the Environment: Capitalism, Ecology and Power. Perspectives, Methods, and Skills. Innovation for Sustainability, Key Issues from an International perspective, Critical issues involved in sustainability.	10

V	<p><b>Gandhian Principles, IKS, and the Ethic of Sustainability</b>  The Gandhian Vision of Sustainability: Sarvodaya and Trusteeship: Concept of Sarvodaya (welfare of all) and its application to ecological balance; the Trusteeship principle related to resource management and non-possession (Aparigraha). Nai Talim and Vocational Education: Craft-centred education and its connection to self-reliance (Swadeshi) and local economic sustainability. Indian Knowledge Systems (IKS) and Eco-harmony Exploring traditional Indian concepts of Nature, Dharma (Ethical duty), and the interconnectedness of all life; Indigenous ecological knowledge related to water harvesting, agriculture, and medicinal practices.</p>	09
Reference Books	<ul style="list-style-type: none"> <li>• Devaki, N. (2019). Education for Sustainable Development, Shanlax publications, Madurai</li> <li>• Chew-Hung Chang, Gillian Kidman, et al. (2021). Issues in Teaching and Learning of Education for Sustainability: Theory into Practice (Routledge Research in Education).</li> <li>• Dimitrios A. Karras, Sai Kiran Oruganti, et al. (2023). Interdisciplinary Perspectives on Sustainable Development: Achieving the SDGs through Education, Wellbeing, and Innovation.</li> <li>• Lorna Down &amp; Therese Ferguson (2021). Education for Sustainable Development in the Caribbean: Pedagogy, Processes and Practices.</li> <li>• Samuelsson, I., &amp; Lindström, N. (2020). On the Practical Goal of Ethics Education: Ethical Competence as the Ability to Master Methods for Moral Reasoning. Teaching Philosophy, 43(2), 157–178.</li> </ul>	
Course Outcomes	<p>On completion of the course, students-teachers should be able to</p> <p><b>CO 1:</b> explain the key concepts, goals, and significance of Sustainable Development and Education for Sustainable Development (ESD).</p> <p><b>CO 2:</b> analyse the SDGs and evaluate the role of education in promoting social transformation, peace, and human rights.</p> <p><b>CO 3:</b> interpret SDG-4 in the light of NEP 2020 and examine its pedagogical implications for quality education.</p> <p><b>CO 4:</b> assess major policies, global issues, and challenges related to sustainability and the policy-making process.</p> <p><b>CO 5:</b> apply Gandhian principles and Indian Knowledge Systems (IKS) to promote ethical, ecological, and sustainable educational practices.</p>	

**Mapping of COs with PSOs:**

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

## 25EDUP4205: SCHOOL BASED RESEARCH PROJECT

Semester	<b>VIII</b>	Course Code	<b>25EDUP4205</b>
Course Title	<b>School Based Research Project</b>		
No. of Credits	<b>04</b>	No. of contact hours per Week	<b>04 Hours</b>
Category	<b>School Experience</b>		

### Course Objectives

The Course aims to make student teachers

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

### Themes for Project Work

Students can choose one of the following themes:

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

### Format for Project Report

1. Title Page
2. Certificate by the Supervisor
3. Declaration by the Group Project Students
4. Acknowledgement
5. Table of Contents
6. Other specifications for project report:
  - A4 Size Paper; Font size- 12 Times New Roman; line space- 1.5 inch; margin: top, bottom, right side- 1 inch; left -1.3 inch

### Project Chapters

#### Chapter I – Introduction

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

#### Chapter II – Review of Related Literature

#### Chapter III – Methodology

- Method Adopted
- Sample and Sampling Technique
- Tools Used (if any)
- Data Collection Process

#### **Chapter IV – Data Analysis and Interpretation**

- Tables, Graphs, Charts (as needed)
- Discussion of Results

#### **Chapter V – Findings, Conclusion, and Suggestions**

**References** (APA Style Recommended)

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

#### **Mode of Supervision and Submission**

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

#### **Evaluation Scheme (Max. - 100 Marks)**

For CFA: Project Report based = 40

For ESE:

Project Report based = 40

Viva-voce = 20

Project report-based score allotment.

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

## 25EDUP4206: POST – INTERNSHIP

Semester	<b>VIII</b>	Course Code	<b>25EDUP4206</b>
Course Title	<b>Post – Internship</b>		
No. of Credits	<b>02</b>	No. of contact hours per Week	<b>02 Weeks</b>
Category	<b>School Experience</b>		

### About the Course

After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during internship and prepare comprehensive internship report during post internship in 8th semester.

### Learning Objectives

The Course aims to make student teachers:

- develop comprehensive understanding of the school ecosystem,
- describe their learning from internship with the peers and teacher educators,
- reflect on school internship sharing learning experiences on each activity undertaken.

### Suggestive Mode of Transaction

- Discussion
- Presentation, Gallery walks and Exhibition.
- Report Writing

### Activities:

#### Experience Sharing and Reflective Learning

- Presentation of reflective journal summary
  - My Learning Journey: by each student-teacher
- Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers
- Sharing of best practices (PPTs, Videos.)
- Survey and collect the local stories and rhymes from the parents and community (in the context of the foundational stage)
- Holding a training workshop for the parents and community and encouraging them to act as volunteers.
- Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities.
- Organizing a parents /community mela/fair on homemade TLM for FS children

#### Submission of Internship Report

- Reflective Journal
- Lesson Plans and TLMs
- Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)
- Assessment records and Student Portfolio
- Action research report/case study
- Comprehensive internship report.

Competence/Artifact	Method of assessment	Assessed By	Credits
Artifacts created during the internship. My Learning Journey	Exhibition & Presentation	Teacher-Educator	1
Comprehensive Internship Report	Review	Teacher-Educator	1

### Learning Outcomes

The student teachers will be able to:

- demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
- reflect on school internship experiences in a report.
- share their learning from school internship with peers and teacher educators.