

DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed)

Syllabus

Program Code: BU-DL-ELED-01



2025 – 2026 Onwards

CENTRE FOR DISTANCE AND ONLINE EDUCATION - CDOE

BHARATHIAR UNIVERSITY

(A State University, Accredited with "A⁺⁺" Grade by NAAC,

Ranked 46th among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

BHARATHIAR UNIVERSITY : COIMBATORE 641046
DEPARTMENT OF EDUCATION

VISION

Bestow globally comparable quality education on youth, embodied with character building, to invoke the University's motto "Educate to Elevate" and uphold the secular ideals of the nation as envisioned by Mahakavi Subramania Bharathiar.

MISSION

- To be innovative and inclusive, committed to excelling in teaching, research and knowledge transfer and to serving the social, cultural and economic needs of the nation.
- To innovate and offer educational programmes in various disciplines through synergistic interaction with the industry and society.
- To impart knowledge and skills and to provide a learning environment to acquire attitudes to students and equip them to face the emerging challenges of the knowledge era.
- To provide equal opportunity to women students, differently abled, and minorities and prepare them to be equal partners in accomplishing the scientific and technological demands of the nation.
- To contribute to the advancement of knowledge through applied research leading to newer products and processes.
- To prepare the students to work for societal transformation with a commitment to justice and equality and emerge as job providers.
- To inculcate in students a global vision with skills of international competence.

TITLE OF THE PROGRAM

Diploma in Elementary Education

DURATION

- **Minimum Duration:** One year
- **Maximum Duration:** Two year (with provision for Re-registration if required)

CREDIT DISTRIBUTION

- **Total Credits:** 40 credits (as per UGC credit framework)

ELIGIBILITY

10+2 (Higher Secondary) or equivalent from a recognized board unless otherwise specified.

MEDIUM OF INSTRUCTION

Medium of Instruction is **English** . However the learners are permitted to write the Continuous Internal Assessment and End Semester Examination in **English or Tamil**.

MODE OF LEARNING

- **Open and Distance Learning (ODL)**

The programme shall be conducted through remote learning using a blend of print and digital learning materials, supplemented by occasional Personal Contact Program (PCP) sessions to facilitate learner interaction and academic support.

- **Online Mode:**

The programme shall be conducted using digital learning materials, supplemented by 12 hours / course (mandatory) of live online sessions to facilitate learner interaction and academic support.

FEES STRUCTURE

Fee structure as approved by the Centre for Distance and Online Education, Bharathiar University, Coimbatore.

ATTENDANCE (ODL & OL)

Particulars	Requirement for Diploma Programme
Number of Personal Contact Programs (PCPs)	20 PCPs
Duration	6 hours per PCP
Total Contact Hours	12 hours per course (120 hours)
Total study hours of learners	1200 hours
Mandatory Participation	75% in each course

REQUIREMENT TO APPEAR FOR THE EXAMINATIONS

A candidate enrolled for the programme must have the minimum period of attendance in theory and practical classes prescribed to appear for the examinations with the fees prescribed and fulfills all other conditions stipulated from time to time.

CONDITIONS TO APPEAR FOR THE EXAMINATIONS

The learner appearing for the examination for the first time should register for all the course by remitting the fee

ODL

- **First Appearance:** Learners appearing for the examination for the first time shall register for all the prescribed courses of that semester by remitting the requisite examination fee.
- **Examination Centre:** Learners must specify their preferred examination centre in the examination application form. Once selected, the examination centre cannot be changed under any circumstances.
- **E-Hall Ticket:** Learners shall download their E-Hall Tickets from the University website and obtain the signature of the Chief Superintendent of the opted examination centre upon submission of their valid identity card. This process must be completed during the three working days preceding the commencement of the examinations.

OL

- **First Appearance:** Learners appearing for the examination for the first time shall register for all the prescribed courses of that semester by remitting the requisite examination fee.
- **E-Hall Ticket:** Learners shall download their E-Hall Tickets from the University website for the examination and write the examinations through online mode.
- **Examination :** The learners can download the question paper and scan & upload their answer script from their registered user id.

EVALUATION PATTERN

a. Distribution of Marks in Continuous Internal Assessments (CIA): 25% weightage

The following procedure shall be followed for awarding internal marks for theory courses.

- | | |
|---|-------------------|
| • Continuous Internal Assessment (CIA) Test | - 10 marks |
| • Assignment | - 5 marks |
| • Seminar | - 5 marks |
| • Participation | - 5 marks |
| Total | - 25 marks |

1. CIA Test and question pattern :

Two Continuous Internal Assessments (CIA-I & CIA II) must be conducted. Better of the TWO will be counted for Test Marks (10 Marks)

- Section A – Objective Question 5*1 = 5 marks
 - Section B – Short Essay (2 out of 3) 2*5 = 10 marks
 - Section C – Essay Type (Either or type) 1*10 = 10 marks
2. **Assignments – I and II.** Better of the TWO will be counted for Assignment Marks (5 Marks)
 3. **Seminar** will be conducted for 5 Marks.
 4. **Participation** (which includes attendance) – 5 Marks

b. Practicals (4 Credits) – At the end of Second Semester

- Practical (100 marks) - **Internal – 50 marks & External – 50 Marks**

c. End-Semester Examination (ESE): 75% weightage

ODL Mode and Duration of Examinations

1. **Mode of Examination:** All examinations shall be conducted offline at designated physical locations such as the University campus or approved Learner Support Centres (LSCs), under the supervision of duly appointed invigilators and as per the fixed examination schedule notified by the University.
2. **Duration:** Each examination shall be of three (3) hours' duration, covering both theoretical concepts and their practical applications.

OL Mode and Duration of Examinations

1. **Mode of Examination:** All examinations shall be conducted through an online/proctored computer based examination (an assessment conducted using a computer or other digital device, replacing traditional pen-and-paper methods) under the supervision of duly appointed invigilators and as per the fixed examination schedule notified by the University.
2. **Duration:** Each examination shall be of three (3) hours' duration, covering both theoretical concepts and their practical applications.

Distribution of marks in the End-Semester Examination - Question Paper Pattern:

Section	Type of question	No. of questions	Marks	Total
A	Objective Question	10 (Compulsory)	1	10
B	Short Essay (300 words each)	3 out of 5	5	15
C	Essay Type (1000 words each)	5 Questions (Either or Type)	10	50
Total				75

d. Passing Criteria:

- Minimum 40% passing marks (Internal + External) in each course.
- Minimum 40% passing marks in practical / project component
- Aggregate of 40% marks required for successful completion of the diploma programme.

e. Grading System : (As per 10-point UGC Credit Framework)

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

For the entire programme:

- CGPA = Sum of the multiplication of grade points by the credits of the entire programme / Sum of the credits of the courses for the entire programme.

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum n \sum C_{ni} G_{ni}}{\sum n \sum C_{ni}}$$

RANGE	CGPA	Grade	Classification of Result
95-100	9.5-10.0	O+	First Class- Exemplary*
90-94	9.0 and above but below 9.5	O	
85-89	8.5 and above but below 9.0	D++	First Class with Distinction*
80-84	8.0 and above but below 8.5	D+	
75-79	7.5 and above but below 8.0	D	
70-74	7.0 and above but below 7.5	A++	First Class
65-69	6.5 and above but below 7.0	A+	
60-64	6.0 and above but below 6.5	A	
55-59	5.5 and above but below 6.0	B+	Second Class
50-54	5.0 and above but below 5.5	B	
45-49	4.5 and above but below 5.0	C+	Third Class
40-44	4.0 and above but below 4.5	C	
0-39	0.0 and above but below 4.0	U	Re-appear

- a. A candidate who has passed all the courses in the first appearance within the prescribed duration of the diploma programmes and secured a CGPA of 9 to 10 and equivalent grades “O” or “O+” in Core and Project courses shall be placed in the category of “**First Class – Exemplary**”.
- b. A candidate who has passed all the courses in the first appearance within the prescribed duration of the Diploma programmes and secured a CGPA of 7.5 to 9 and equivalent grades “D” or “D+” or “D++” in Core and Project courses shall be placed in the category of “**First Class with Distinction**”.
- c. A candidate who has passed all the courses of the Diploma programmes and secured a CGPA of 6 to 7.4 and equivalent grades “A” or “A+” or “A++” in Core and Project courses shall be declared to have passed in “**First Class**”.
- d. A candidate who has passed all the courses examination of the Diploma programmes and secured a CGPA of 5.0 to 5.9 and equivalent grades “B” or “B+” in Core and Project courses shall be declared to have passed in “**Second Class**”.
- e. A candidate who has passed all the courses examination of the Diploma programmes and secured a CGPA of 4.0 to 4.9 and equivalent grades “C” or “C+” in Core and Project courses shall be declared to have passed in “**Third Class**”.

BHARATHIAR UNIVERSITY: COIMBATORE 641 046**DEPARTMENT OF EDUCATION – CDOE***(For the students admitted during the academic year 2025-2026 onwards)***PROGRAMME STRUCTURE**

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CI A	ES E	Total
FIRST SEMESTER							
25DEE101	Introduction to Elementary Education	4	12	--	25	75	100
25DEE102	Philosophical perspectives of Education	4	12	--	25	75	100
25DEE103	Sociological perspectives of Education	4	12	--	25	75	100
25DEE104	Educational Psychology	4	12	--	25	75	100
25DEE105	Curriculum Planning and Instruction	4	12	--	25	75	100
Total for first semester		20	60	--	125	375	500
SECOND SEMESTER							
25DEE201	Teaching of Language	4	12	--	25	75	100
25DEE202	Teaching of Mathematics	4	12	--	25	75	100
25DEE203	Teaching of Environmental Sciences	4	12	--	25	75	100
25DEE204	Physical and Health Education	4	12	--	25	75	100
25DEEP205	Practicals	4	--	12	50	50	100
Total for second semester		20	48	--	150	350	500
Grand Total		40	108	12	275	725	1000

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

These are broader goals describing what graduates are expected to achieve a few years after completing the diploma — typically in their professional careers, community roles, and lifelong learning. The graduates will	
PEO1	become professionally qualified and skilled elementary school teachers, capable of facilitating learning in a joyful, inclusive, and child-centred manner.
PEO2	engage in continuous professional development, reflective teaching, and lifelong learning to enhance their effectiveness.
PEO3	uphold the principles of inclusion, equity, and social justice in classrooms, ensuring that every child—regardless of background or ability—has the opportunity to learn and thrive.
PEO4	demonstrate ethical conduct, commitment to constitutional values, and the ability to nurture moral, civic, and cultural values among learners.
PEO5	actively participate in community-based educational activities.
PEO6	contribute to the national goals of universal elementary education and holistic child development.
PEO7	adapt to emerging educational needs
PEO8	know different techniques of evaluation, tools of evaluation and their uses
PEO9	understand the role of home, school and community in shaping the personality of the child, and help to develop an amicable home-school relationship for mutual benefit
PEO10	understand the role of school in a changing society
PEO11	enable the students to understand the concepts and approaches of curriculum development
PEO12	undertake investigatory projects and action research to improve the school system.

PROGRAMME OUTCOMES (POs)

Program outcomes reflect the expected knowledge, skills, and attitudes of graduates.	
PO1	Demonstrate understanding of how children learn and develop, recognizing individual differences and adapting teaching to meet diverse learning needs.
PO2	Apply appropriate pedagogical approaches, methods, and techniques suited for teaching at the elementary level across different subjects.
PO3	Possess sound knowledge of elementary school subjects and be able to design, plan, and implement curriculum-aligned lessons effectively.
PO4	Develop and use a variety of assessment tools and strategies to evaluate student learning and to provide constructive feedback.
PO5	Integrate technology and digital tools in the teaching-learning process to enhance student engagement and learning outcomes.
PO6	Promote inclusive education by addressing the needs of learners from diverse backgrounds, including those with special educational needs
PO7	Maintain a positive, safe, and conducive classroom environment that supports active learning and holistic child development
PO8	Exhibit commitment to ethical practices, professional conduct, and values such as empathy, respect, and responsibility in teaching
PO9	Communicate effectively with learners, parents, colleagues, and the wider community to foster collaborative and supportive relationships.

PO10	Engage in continuous reflection and professional development to improve teaching practices and respond to emerging educational challenges.
PO11	Participate actively in community-based educational initiatives, contributing to the development and well-being of the society.
PO12	Demonstrate the ability to inquire, experiment, and adopt innovative practices to improve the quality of elementary education.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PROGRAM SPECIFIC OUTCOMES (PSOs)	
The Specific teaching and classroom-related outcomes tied to the D.El.Ed curriculum are	
PSO1	Design and deliver child-friendly lessons in core elementary school subjects such as Language, Mathematics, Environmental Studies, and Art/Health Education.
PSO2	Facilitate the development of foundational literacy and numeracy (FLN) as envisioned in NEP 2020.
PSO3	Employ play-based, activity-based, and experiential learning approaches to make learning joyful and meaningful.
PSO4	Develop and use low-cost, locally relevant teaching-learning materials (TLMs) to enhance understanding and engagement.
PSO5	Identify and address the learning needs of children with diverse abilities and backgrounds, including those with special needs.
PSO6	Use classroom-based assessment for continuous evaluation of learners' progress and provide constructive feedback.
PSO7	Bring forth fundamental objectives of language teaching and activities for developing skills on LSRW
PSO8	Engage with parents and communities to support children's learning and well-being.
PSO9	Promote constitutional values, environmental awareness, and respect for diversity among young learners.
PSO10	Demonstrate leadership qualities and teamwork in school and community initiatives.
PSO11	Enable the students to understand the concepts and approaches of curriculum development
PSO12	Conduct simple action research projects to improve classroom practices and student learning outcomes.

FIRST SEMESTER

Course code	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper	INTRODUCTION TO ELEMENTARY EDUCATION	4	12	120
Pre-requisite	A basic Knowledge in Elementary Education	Syllabus Version	1	
Course Objectives				
<p>The main objectives of this course are :</p> <ul style="list-style-type: none"> • CO1: Understand the nature, scope, and importance of elementary education in the context of India's educational system and national development. • CO2: Trace the historical development of elementary education in India, including major policies, commissions, and reforms that shaped elementary schooling. • CO3: Explain the aims, objectives, and functions of elementary education with reference to the holistic development of children aged 6–11 years. • CO4: Appreciate the role of teachers, parents, and community in ensuring effective and equitable elementary education for all children. • CO5: Develop a positive attitude towards professional ethics, commitment, and continuous improvement as a elementary educator. 				
Expected Course Outcomes:				
On the successful completion of the course, student will be able to				
1	Explain the aims of education			K1
2	Examine the importance of elementary education			K2
3	Identify the various schemes for elementary school education			K3
4	Discuss the challenges in elementary education			K2
5	List the various marginalized groups and their problems			K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create				
BLOCK 1	AIMS OF EDUCATION			
Unit 1 : Meaning and Definition of Elementary Education – Nature, Scope and importance of Elementary education				
Unit 2 : Types of Education : Formal, Informal and Non-Formal				
Unit 3 : Agencies of Education : Family, School, Peer Group, Mass Media, Community.				
BLOCK 2	HISTORICAL DEVELOPMENT OF ELEMENTARY EDUCATION			
Unit 4 : Education Commissions: University Education Commission (1948-49), Secondary Education Commission (1952-53), The Education Commission (1964-66), National Knowledge Commission (2009)				
Unit 5 : Major Education Policies - National Policy on Education (1968), National Policy on Education (1986), Revised Programme of Action (1992) , NEP (2020)				
Unit 6 : Objectives and Characteristics of Elementary Education.				
BLOCK 3	SCHEMES FOR ELEMENTARY SCHOOL EDUCATION			
Unit 7 : Samagra Shiksha - Midday Meal Scheme – Rights of person with disabilities act (2016)				
Unit 8 : Beti Bachao, Beti Padhao Scheme - Kasturba Gandhi Balika Vidyalaya Scheme - Bal Bandhu Scheme				
Unit 9 : Padhe Bharat Badhe Bharat (PBBB) Scheme - Integrated Child Development Services (ICDS) scheme.				

BLOCK 4	CHALLENGES IN ELEMENTARY EDUCATION
Unit 10 : Challenges and issues in Elementary schools Unit 11 : Functions of a teacher : Teacher as a facilitator, Teacher as a mentor, Teacher as a guide Unit 12 : Roles and Responsibilities of a Elementary Teacher - Role of the teachers in the Classroom.	
BLOCK 5	PROFESSIONAL ETHICS
Unit 13 : Code of professional ethics for a teacher : Teacher in relation to students, society, parents/guardians Unit 14 : Teacher in relation to profession, colleagues and other professional organisations. Unit 15 : Purpose of code of conduct and ethics – Major ethical issues.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> • Aggarwal, J.C. (2002) – Development of Modern Indian education, Vikas Publishing House Pvt. Ltd., New Delhi. • Biswa Ranjan Purkait (2001) - Milestones in Modern Indian Education, New Central Book Agency, Calcutta • Chandra, B. (2005). Modern India. New Delhi. NCERT 	
Course Designed By:	
1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE 2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
https://egyankosh.ac.in/bitstream/123456789/71562/1/Unit-6.pdf https://www.yourarticlelibrary.com/education/elementary-education-in-india-aims-and-objectives/44876	

MAPPING WITH PROGRAMME OUTCOMES										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	S	S	M	S	S	S	S	S	S	M
C02	S	S	S	S	S	S	M	S	S	S
C03	S	S	S	S	M	S	S	S	S	S
C04	S	M	S	S	S	S	S	S	S	S
C05	S	S	S	S	S	S	S	M	S	M

***S-Strong; M-Medium; L-Low**

Course code	TITLE OF THE COURSE	Credits	PCP Hours	Study Hours of Learners
Core paper	PHILOSOPHICAL PERSPECTIVES OF EDUCATION	4	12	120
Pre-requisite	An understanding of the fundamental concepts of philosophy and education	Syllabus Version		1
Course Objectives:				
The main objectives of this course are				
<ul style="list-style-type: none"> To understand the meaning, nature, and scope of philosophy and its relationship with education. To study major philosophical schools and their implications for aims, curriculum, and teaching methods. To analyze the educational contributions of Indian thinkers such as Tagore, Gandhi, Vivekananda, Aurobindo, and Krishnamurthi. To examine the ideas of Western educational thinkers such as Dewey, Rousseau, Montessori, and Froebel. To understand the constitutional values and philosophical foundations influencing education in India. 				
Expected Course Outcomes:				
On the successful completion of the course, student will be able				
1	Explain the interrelationship between philosophy and education.			K1
2	Compare and Contrast major philosophical schools and their educational applications.			K2
3	Discuss the educational philosophies of eminent Indian thinkers.			K3
4	Evaluate the contributions of prominent Western thinkers to modern education.			K2
5	Interpret constitutional and philosophical principles guiding Indian education.			K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create				
BLOCK 1	EDUCATION AND PHILOSOPHY			
Unit 1 : Meaning and Nature of Philosophy - Scope of Philosophy				
Unit 2 : Meaning and Definition of Education – Aims of Education				
Unit 3 : Relationship between Philosophy and Education				
BLOCK 2	MAJOR PHILOSOPHICAL SCHOOLS			
Unit 4 : Idealism with special reference to their basic principles, aims, curriculum and teaching methodology.				
Unit 5 : Naturalism and Realism with special reference to their basic principles, aims, curriculum and teaching methodology.				
Unit 6 : Pragmatism and Existentialism with special reference to their basic principles, aims, curriculum and teaching methodology.				
BLOCK 3	CONTRIBUTION OF INDIAN EDUCATIONAL THINKERS			
Unit 7 : Analytical study of eminent Indian thinkers like Rabindranath Tagore and Gandhiji with respect to aims of education, curriculum, methods of instruction and role of teacher.				
Unit 8 : Analytical study of eminent Indian thinkers like Swami Vivekanandha and Sri Aurobindo with				

respect to aims of education, curriculum, methods of instruction and role of teacher.
Unit 9 : Analytical study of eminent Indian thinkers like Krishnamurthi with respect to aims of education, curriculum, methods of instruction and role of teacher.

BLOCK 4 **CONTRIBUTION OF WESTERN EDUCATIONAL THINKERS**

Unit 10 : Analytical study of eminent Western thinkers like John Dewey with respect to Aims of education, Curriculum, Methods of instruction and Role of teacher.

Unit 11 : Analytical study of eminent Western thinkers like Rousseau with respect to Aims of education, Curriculum, Methods of instruction and Role of teacher.

Unit 12 : Analytical study of eminent Western thinkers like Maria Montessori and Froebel with respect to Aims of education, Curriculum, Methods of instruction and Role of teacher.

BLOCK 5 **CONSTITUTIONAL VALUES OF EDUCATION IN INDIA**

Unit 13 : Constitutional Provisions on education : Education of minorities, Education for weaker sections, Language Safeguard, equality of educational opportunities

Unit 14 : Fundamental rights of education

Unit 15 : Philosophical issues - Epistemology, Metaphysical and Axiology.

Text Book(s)

1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
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Reference Books

- Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.
- Aggarwal (2002) - Landmarks in the history of Modern Indian Education, Vikas Publishing House Pvt. Ltd., New Delhi.
- Aggarwal, J.C. (2002) – Development of Modern Indian education, Vikas Publishing House Pvt. Ltd., New Delhi.
- Biswa Ranjan Purkait (2001) - Milestones in Modern Indian Education, New Central Book Agency, Calcutta
- Chandra, B. (2005). Modern India. Newdelhi. NCERT
- Dash, M. (2000). Education in India: Problems and Perspectives. Newdelhi: Atlantic

Course Designed By:

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2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE

Web link:

www.scert.cg.gov.in
 www.plato.stanford.edu/entries/education-philosophy/
www.britannica.com/topic/philosophy-of-education

MAPPING WITH PROGRAMME OUTCOMES										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	S	S	M	S	S	S	S	S	S	M
C02	S	S	S	S	S	S	M	S	S	S
C03	S	S	S	S	M	S	S	S	S	S
C04	S	M	S	S	S	S	S	S	S	S
C05	S	S	S	S	S	S	S	M	S	M

***S-Strong; M-Medium; L-Low**

Course code	25DEE103	TITLE OF THE COURSE	Credits	PCP Hours	Study Hours of Learners
Core paper		SOCIOLOGICAL PERSPECTIVES OF EDUCATION	4	12	120
Pre-requisite		Basic knowledge of society, social structure, and the role of education in social development.	Syllabus Version	1	

Course Objectives:

The main objectives of this course are

- To understand the relationship between education and sociology.
- To study the role of various social agencies in the educational process.
- To analyze how education influences social change, stratification, and mobility.
- To understand the relationship between education and culture.
- To examine the role of education in the process of modernization.

Expected Course Outcomes:

On the successful completion of the course, student will be able

1	Explain the concept and scope of educational sociology.	K1
2	Identify the roles of major social agencies in education.	K2
3	Analyze how education contributes to social change and mobility.	K3
4	Discuss how education shapes and preserves culture.	K2
5	Evaluate the role of education in modernization and national development.	K2

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

BLOCK 1	EDUCATION AND SOCIOLOGY
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Unit 1 : Educational Sociology : Meaning and Nature

Unit 2 : Scope and aims of educational sociology – Sociology of education

Unit 3 : Relationship between sociology and education

BLOCK 2	EDUCATION IN THE SOCIAL CONTEXT
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Unit 4 : Agencies of Education : School as an agency – Home as an agency

Unit 5 : Classification : Formal, Non- Formal and Informal

Unit 6 : Educational Scenario in the Indian educational context.

BLOCK 3	EDUCATION AND SOCIAL CHANGE
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Unit 7 : Social Change : Meaning, Definition, Nature and Forms

Unit 8 : Social Stratification : Meaning and Characteristics

Unit 9 : Social Mobility : Meaning, Types and Factors affecting social mobility.

BLOCK 4	EDUCATION AND CULTURE
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Unit 10 : Meaning and Definitions of Culture – Characteristics of Culture – Types, Dimensions and importance of Culture

Unit 11 : Cultural Lag – Cultural Change

Unit 12 : Cultural Diffusion and Integration

BLOCK 5	EDUCATION AND MODERNISATION
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Unit 13 : Meaning of modernization

Unit 14 : Steps involved in modernization process

Unit 15 : Role of education in modernization

Text Book(s)

- 1 | Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore

Reference Books

- Bilton, Tony, et a. (1987). Introductory Sociology. London, UK:Mac Millan.
- Ghurye (1986). Caste and Race in Modern India. Bombay, India: Popular Prakashan.
- Giddens, Anthony (1990). Sociology.Cambridge, UK: Polity Press.
- Gupta, Dipankar (1989). Social stratification.New Delhi, India: Oxford University Press.
- Horton, P.B. & Hunt, C.B. (1987). Sociolgy. Singapore: McGraw-Hill.
- Haralamboss, Michael (1989). Sociology, Themes and Perspectives. New Delhi, India: Oxford University Press.
- Kolenda, Pauline (1997). Caste in Contemporary India, Beyond Organic Solidarity. Jaipur, India: Rawat Publications.
- Kamat, A.R. (1985). Education and Social Change in India. Bombay, India: Somaiya Publication.

Course Designed By:

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2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE

Web link:

www.scert.cg.gov.in

www.pressbooks.howardcc.edu/soci101/chapter/16-2-sociological-perspectives-on-education

www.guides.lib.virginia.edu/c.php?g=537874&p=3681030

[www.tripurauniv.ac.in/site/images/pdf/StudyMaterialsDetail/EDCN-703C-](http://www.tripurauniv.ac.in/site/images/pdf/StudyMaterialsDetail/EDCN-703C-Sociological%20Foundation%20of%20Education.pdf)

[Sociological%20Foundation%20of%20Education.pdf](http://www.tripurauniv.ac.in/site/images/pdf/StudyMaterialsDetail/EDCN-703C-Sociological%20Foundation%20of%20Education.pdf)

MAPPING WITH PROGRAMME OUTCOMES										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	S	S	M	S	S	S	S	S	S	M
C02	S	S	S	S	S	S	M	S	S	S
C03	S	S	S	S	M	S	S	S	S	S
C04	S	M	S	S	S	S	S	S	S	S
C05	S	S	S	S	S	S	S	M	S	M

***S-Strong; M-Medium; L-Low**

Course code	25DEE104	TITLE OF THE COURSE		Credits		PCP Hours		Study Hours of Learners		
Core paper		EDUCATIONAL PSYCHOLOGY		4		12		120		
Pre-requisite		Basic knowledge of human behavior and the process of learning in educational settings.		Syllabus Version				1		
Course Objectives:										
The main objectives of this course are										
<ul style="list-style-type: none"> • To understand the meaning, nature, and scope of educational psychology and its relationship with education. • To study the stages of growth and development of children from birth to 10 years. • To understand the process, types, and theories of learning and their educational implications. • To gain knowledge of the concept, theories, and assessment of intelligence. • To understand the nature, theories, and determinants of personality development. 										
Expected Course Outcomes:										
On the successful completion of the course, student will be able										
1	Explain the importance and scope of educational psychology in teaching and learning.								K1	
2	Describe the stages and characteristics of human growth and development.								K2	
3	Apply learning theories to classroom practices effectively.								K3	
4	Analyze different theories and methods of assessing intelligence.								K2	
5	Interpret various theories of personality and their relevance to education.								K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create										
BLOCK1	EDUCATIONAL PSYCHOLOGY									
Unit 1 : Psychology : Meaning, Definition and Nature										
Unit 2 : Educational Psychology : Meaning, Definition and Scope										
Unit 3 : Relationship between Education and Psychology - Knowledge of Educational Psychology for a Elementary teacher.										
BLOCK 2	GROWTH AND DEVELOPMENT									
Unit 4 : Meaning of Growth – Meaning of Development										
Unit 5 : Differences between growth and development										
Unit 6 : Stages of development from birth to 14 years : Physical, Cognitive, Emotional and Social										
BLOCK3	LEARNING									
Unit 7 : Meaning and Nature of learning – Types of learning										
Unit 8 : Theories of learning and its educational Implications: Trial and Error, Classical Conditioning, Operant Conditioning, Learning by Insight										
Unit 9 : Transfer of learning : Meaning and its types.										
BLOCK 4	INTELLIGENCE									
Unit 10 : Intelligence : Meaning and Definition										
Unit 11 : Theories of Intelligence : Spearman’s Two Factor theory, Guilford’s Structure of Intellect, Howard Gardner’s Theory of Multiple Intelligence, Thurstone’s Elementary Mental Abilities										

Unit 12 : Assessment of Intelligence : Individual Tests – Verbal Tests, Group Tests : Verbal/Non Verbal.	
BLOCK 5	PERSONALITY
Unit 13 : Meaning and Nature of Personality Unit 14 : Theories of Personality : Type Approach – Hippocrates, Kretschmer, Sheldon, Jung - Trait Approach (Cattell) , Type cum Trait Approach (Eysenck) , Psychoanalytic (Freud) Unit 15 : Determinants of personality.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> • Bettelheim, B. (1987). The Importance of Play. The Atlantic Monthly, March. • Bodrova, E. and Deborah J. Leong (1996). Tools of the Mind. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity. • Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development. 	
Course Designed By:	
1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE	
2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
www.scert.cg.gov.in	
www.resources.nu.edu/educationalpsychology/online_resources	
www.psychology.org/resources/educational-psychology-theories/	
www.the-educational-psychologists.co.uk/resources	

MAPPING WITH PROGRAMME OUTCOMES										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	S	S	M	S	S	S	S	S	S	M
C02	S	S	S	S	S	S	M	S	S	S
C03	S	S	S	S	M	S	S	S	S	S
C04	S	M	S	S	S	S	S	S	S	S
C05	S	S	S	S	S	S	S	M	S	M

***S-Strong; M-Medium; L-Low**

Course code	25DEE105	TITLE OF THE COURSE		Credits		PCP Hours		Study Hours of Learners		
Core paper		CURRICULUM PLANNING AND INSTRUCTION		4		12		120		
Pre-requisite		Nil	Syllabus Version					1		
Course Objectives:										
The main objectives of this course are										
<ul style="list-style-type: none"> To understand the concept, definition, and levels of curriculum planning. To study various models and approaches of curriculum development. To comprehend the process and importance of instructional planning and micro-teaching skills. To understand the role of national and state agencies in curriculum development. To analyze different types of curriculum and models used in curriculum development. 										
Expected Course Outcomes:										
On the successful completion of the course, student will be able										
1	Explain the meaning and levels of curriculum planning.								K1	
2	Compare different models and approaches to curriculum design.								K2	
3	Prepare effective instructional plans using appropriate teaching skills.								K3	
4	Recognize the contributions of NCERT, CBSE, and SCERT in curriculum and material development.								K2	
5	Differentiate the types of curriculum and apply suitable models for curriculum development.								K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create										
BLOCK 1	CURRICULUM PLANNING									
Unit 1 : Definition of Curriculum Planning										
Unit 2 : Levels of Curriculum Planning : National level, State Level, Institution level										
Unit 3 : Curriculum Approaches.										
BLOCK 2	MODELS OF CURRICULUM									
Unit 4 : Models of Curriculum Planning – Technical and Non- Technical models										
Unit 5 : Technical Models : The Tyler model , The Taba model, The Saylor and Alexander model										
Unit 6 : Non-Technical Models : Open Classroom Model, Weinstein and Fantini Model, Interpersonal Relations Model										
BLOCK 3	INSTRUCTIONAL PLANNING									
Unit 7 : Instructional Planning: Concept, need and importance										
Unit 8 : Micro Teaching Skills : Meaning, Definition and Cycle										
Unit 9 : Explanation and Components of Skill of Introducing lesson, Skill of Explaining, skill of Probing Questions, Skill of Stimulus Variation, Skill of reinforcement.										
BLOCK 4	PROFESSIONAL SUPPORT FOR CURRICULUM DEVELOPMENT									
Unit 10 : Role of NCERT, CBSE, SCERT in the preparation of instructional material										
Unit 11 : Text books-Their types, features										
Unit 12 : Role of textbooks in learning and evaluation.										
BLOCK 5	CURRICULUM DEVELOPMENT									

Unit 13 : Concept and Definition of Curriculum - Curriculum and Syllabus - Curriculum and Textbooks

Unit 14 : Types of Curriculum: Core Curriculum, Null Curriculum, Competency-Based Curriculum, Hidden Curriculum

Unit 15 : Models of curriculum development : Top-down model and Bottom-up model.

Text Book(s)

1 | Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore

Reference Books

- Armstrong, D.G. (1989): Developing and Documenting the Curriculum. Boston: Allyn & Bacon, Inc.
- Beane, J. A., Toepfer, C. F., & Alessi, S. J. (1986). Curriculum Planning and Development. Boston: Allyn and Bacon.
- Boostrom, R. (2010). HC. In: Kridel, C. (Ed.) Encyclopaedia of Curriculum Studies, 440 – 441. Los Angeles: SAGE.
- Carter V. Good. (1 973): Dictionary of Education. New York: McGraw-Hill.
- Caswell, H.L. & Campell, D.S. (1935). Curriculum Development. New York: American Book Company.
- Dewal, O.S. (2004): National Curriculum. In J.S. Rajput (Ed.). Encyclopaedia of Education. New Delhi: NCERT.

Course Designed By:

1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE

2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE

Web link:

www.scert.cg.gov.in

www.cde.ca.gov/ci/cr

www.libraryguides.fullerton.edu/c.php?g=189680&p=1257571

www.dpi.wi.gov/ela/instruction/resources

MAPPING WITH PROGRAMME OUTCOMES										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	S	S	M	S	S	S	S	S	S	M
C02	S	S	S	S	S	S	M	S	S	S
C03	S	S	S	S	M	S	S	S	S	S
C04	S	M	S	S	S	S	S	S	S	S
C05	S	S	S	S	S	S	S	M	S	M

***S-Strong; M-Medium; L-Low**

SECOND SEMESTER

Course code	25DEE201	TITLE OF THE COURSE		Credits		PCP Hours		Study Hours of Learners	
Core paper		TEACHING OF LANGUAGE		4		12		120	
Pre-requisite		Basic knowledge of communication skills, grammar, and the fundamentals of language learning.		Syllabus Version		1			
Course Objectives:									
The main objectives of this course are:									
<ul style="list-style-type: none"> • To understand the nature, functions, and principles of language teaching. • To study methods and strategies for teaching language at the elementary level. • To recognize the aims and values of teaching language in the school curriculum. • To analyze different approaches and methods of language teaching. • To learn effective techniques for teaching prose and poetry using modern aids. 									
Expected Course Outcomes:									
On the successful completion of the course, student will be able									
1	Explain the nature, importance, and principles of language teaching.					K4			
2	Apply suitable methods and approaches to develop language skills in learners.					K2			
3	Integrate language teaching effectively into the elementary school curriculum.					K3			
4	Design and implement activities for teaching prose and poetry.					K2			
5	Use teaching aids and digital tools to enhance language learning.					K2			
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create									
BLOCK 1	PRINCIPLES OF LANGUAGE TEACHING								
Unit 1 : Nature of Language - Functions of Language									
Unit 2 : Teaching English : A challenging task - Importance of Teaching English Language									
Unit 3: Different Principles of Language Teaching : Principles of Interactive Language Teaching, General Principles of Teaching Language, Psychological Principles of Teaching Language.									
BLOCK 2	TEACHING LANGUAGE AT THE ELEMENTARY LEVEL								
Unit 4 : Teaching Language at the Elementary Level									
Unit 5 : Developing Language Skills									
Unit 6: The Three Language Formula - The First Language (L1), The Second Language (L2), The Third Language (L3)									
BLOCK 3	AIMS AND VALUES								
Unit 7 : Aim and value of teaching language in Elementary school									
Unit 8 : Place and importance of Language in curriculum									
Unit 9 : Aid of Teaching English - Teaching of spoken Language.									
BLOCK 4	APPROACHES OF TEACHING OF LANGUAGE								
Unit 10 : Approaches of teaching of Language : Direct method, Structural approaches- Steps									
Unit 11 : Teaching of Reading: Nature of Reading process, oral and silent reading, Intensive and									

Extensive reading	
Unit 12 : Methods of teaching language.	
BLOCK 5	TEACHING OF PROSE AND POETRY
Unit 13 : Teaching of Prose: Aims, devices of exposition of words and phrases	
Unit 14 : Steps of teaching prose - Teaching of Poetry: Aims and methods, Importance of recitation and appreciation.	
Unit 15 : Teaching Aids, CAI & CME in teaching Learning process.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> • A,U,Chamot and J. Michael O'Malley (1996). Special Issue: The Language Minority Student in Transition, The Elementary School Journal, vol 96, No. 3. pp. 259-273. • B.W.Somatkar (2012). Aims and objectives of teaching English in India, Indian Streams Research Journal, vol.12(II), pp 23-26. • M. Murali (2009). Teaching English as a second language in India –a review, retrieved from http://ijellh.com/teaching-english-second-language-india/ on dated 05/01/2017. • W.M.Rivers(2015). Principles of interactive language teaching, retrieved from http://www.academia.edu/20647771/Importance_Of_English_Language_Teaching_In_India on dated 05/01/2017. 	
Course Designed By:	
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2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
www.scert.cg.gov.in	
www.teachingenglish.org.uk/sites/teacheng/files/ELT_learning_and_assessment_in_India_April_2022_new2.pdf	
www.languageinindia.com	

MAPPING WITH PROGRAMME OUTCOMES										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	S	S	M	S	S	S	S	S	S	M
C02	S	S	S	S	S	S	M	S	S	S
C03	S	S	S	S	M	S	S	S	S	S
C04	S	M	S	S	S	S	S	S	S	S
C05	S	S	S	S	S	S	S	M	S	M

***S-Strong; M-Medium; L-Low**

Course code	25DEE202	TITLE OF THE COURSE	Credits	PCP Hours	Study Hours of Learners
Core paper	TEACHING OF MATHEMATICS		4	12	120
Pre-requisite	Basic knowledge of elementary mathematics.	Syllabus Version	1		
Course Objectives:					
The main objectives of this course are :					
<ul style="list-style-type: none"> To understand the meaning, nature, and aims of teaching mathematics at the upper primary level. To study the historical development of mathematics and contributions of eminent mathematicians. To explore various methods and techniques used in teaching mathematics. To understand the importance of teaching aids, textbooks, and the role of a mathematics teacher. To learn effective methods of assessment and evaluation in mathematics education. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able					
1	Explain the aims, principles, and significance of teaching mathematics.			K4	
2	Describe the historical background and contributions of Indian and Western mathematicians.			K2	
3	Apply suitable methods and techniques for effective mathematics teaching.			K3	
4	Utilize teaching aids and evaluate mathematics textbooks critically.			K2	
5	Design appropriate assessment tools and implement continuous evaluation in mathematics learning.			K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOCK 1	NEED FOR LEARNING MATHEMATICS				
Unit 1 : Meaning, Definition and Nature of Mathematics – Mathematics at the upper elementary stage					
Unit 2 : Aims and Objectives of teaching Mathematics - Principles of teaching Mathematics					
Unit 3 : Integration of Mathematics with other subjects.					
BLOCK 2	HISTORY OF LEARNING MATHEMATICS				
Unit 4 : History of Mathematics					
Unit 5 : Contribution of Indian Mathematicians with reference to Arybhata, Ramanujan					
Unit 6 : Contribution of Western Mathematicians with reference to Euclid, Pythagoras					
BLOCK 3	METHODS OF TEACHING MATHEMATICS				
Unit 7 : Inductive and Deductive methods of teaching Mathematics					
Unit 8 : Analytic and Synthetic methods of teaching Mathematics					
Unit 9 : Heuristic or Discovery Method - Laboratory Approach of teaching Mathematics					
BLOCK 4	TEXT BOOK				
Unit 10 : Text Book in Mathematics					
Unit 11 : Qualities of a good text book					
Unit 12 : Content Mastery – Basic Problems from school Mathematics from Standard VI to VIII as per syllabus prescribed by Government of Tamilnadu					
BLOCK 5	ASSESSMENT IN MATHEMATICS				
Unit 13 : Meaning of Assessment - Role of Assessment in Mathematics					
Unit 14 : Continuous and Comprehensive Evaluation in Mathematics - Preparation of Achievement					

Test Unit 15 : Tools and Techniques of Assessment of Learning Mathematics : Written Test , Observation, Rubrics	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> • Bruner, J.S., (1961); The Process of Education, Harvard University Press, Combridge. • I Piaget, Jean, (1952); The Child's Conception of Nunzber, Routtedge & Kegan Paul Ltd., London. • The National Council of Teacher of Mathematics, (1953); The Learning of Mathematics, Twenty-first Year Book, Washington D.C., U.S.A. • Stephen Krulik and Irwin Kaufman; Multi-Sensory Techniques in Mathematics Teaching Teachers; Practical Press Inc. • Skempt, Richard R.; The Psychology of Learning Mathematics, Penguin. 	
Course Designed By:	
1. Dr. T. Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE	
2. Dr. K. Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
www.scert.cg.gov.in	
www.wbnsou.ac.in	
www.education.gov.in	
www.mathedu.hbcse.tifr.res.in	

MAPPING WITH PROGRAMME OUTCOMES										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	M	S	S	S
CO3	S	S	S	S	M	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	M	S	M

***S-Strong; M-Medium; L-Low**

Course code	25DEE203	TITLE OF THE COURSE	Credits	PCP Hours	Study Hours of Learners
Core paper	TEACHING OF ENVIRONMENTAL SCIENCES		4	12	120
Pre-requisite	Basic knowledge of Science, Social studies, and Environmental awareness.		Syllabus Version	1	
Course Objectives:					
The main objectives of this course are					
<ul style="list-style-type: none"> To understand the concept, scope, and importance of Environmental Science (EVS) at the elementary level. To study the aims, principles, and approaches to teaching EVS. To explore methods, strategies, and activities that promote environmental learning. To understand the integration of EVS with other subjects in the curriculum. To learn techniques for evaluation and assessment in EVS teaching. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able					
1	Explain the meaning, importance, and objectives of teaching EVS.			K1	
2	Apply suitable methods and approaches for effective EVS instruction.			K2	
3	Integrate environmental concepts with other curricular areas.			K3	
4	Develop and use teaching aids and activities for environmental awareness.			K2	
5	Design evaluation tools to assess environmental learning outcomes.			K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOCK 1	POLLUTION				
Unit 1 : Introduction to Environmental Science					
Unit 2 : - Pollution – Meaning, Definition					
Unit 3 : Types of pollution - Water, Soil, Air, Noise, Thermal, Radioactive and Solid waste, Natural and Anthropogenic.					
BLOCK 2	WATER AND WATER RESOURCES				
Unit 4 : Properties of water : Physical, Chemical and Biological					
Unit 5 : Water resources - Oceans, Rivers, Lakes and Wetlands					
Unit 6 : Types of water – Water pollution.					
BLOCK 3	SOIL CONSERVATION AND MANAGEMENT				
Unit 7 : Soil degradation – Meaning, Types and Causes of soil degradation					
Unit 8 : Soil resistance and resilience					
Unit 9 : Nature and types of soil erosion : non-erosive and erosive soil degradation.					
BLOCK 4	AIR POLLUTION				
Unit 10 : Definition - Major air pollutants and their sources - Effects on Biological system : Animals, Humans & Plants – Effects on Non, Biological systems : Material, Physical, Environment					
Unit 11 : Green House Effect - Ozone depletion : Smog, Acid Rain					
Unit 12 : Global warming and its impact.					

BLOCK 5	NOISE POLLUTION
Unit 13 : Noise Pollution: Definition, Historical context Unit 14 : Sources - Physical and Psychological impacts Unit 15 : Noise measurement - Noise control measures: Sound barriers, Insulations, Urban planning, Zoning law and traffic management, PPE Kit.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
<ul style="list-style-type: none"> • Air Pollution- M. N. Rao & H.V.N. Rao; Tata McGraw Hill, New Delhi, 1989. • "Environment Pollution Control and Environmental Engg." C. S. Rao, Tata McGraw Hill, New Delhi, 1994. • Soil pollution & Soil Organism - P.V. Mishra • Water Pollution- A.K. Tripathy & S.N. Pandey; A. P. H. Publishing Corporation. 	
Course Designed By:	
1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE	
2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
www.scert.cg.gov.in www.thegeep.org/resources/countries/india www.ecoedhub.com/environmental-education-in-india.html www.eepmoefcc.nic.in	

MAPPING WITH PROGRAMME OUTCOMES										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	M	S	S	S
CO3	S	S	S	S	M	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	M	S	M

***S-Strong; M-Medium; L-Low**

Course code	25DEE204	TITLE OF THE COURSE	Credits	PCP Hours	Study Hours of Learners
Core paper	PHYSICAL AND HEALTH EDUCATION		4	12	120
Pre-requisite	Basic knowledge of Physical fitness, Personal health, and the importance of well-being in education.	Syllabus Version	1		
Course Objectives:					
The main objectives of this course are					
<ul style="list-style-type: none"> To understand the concept, scope, and importance of physical and health education in schools. To study the principles, aims and objectives of physical and health education. To promote awareness of personal hygiene, nutrition, and healthy living habits among students. To explore different physical activities and sports that contribute to holistic development. To understand the role of teachers in promoting physical, mental, and emotional well-being. 					
Expected Course Outcomes:					
On the successful completion of the course, student will be able					
1	Explain the need and significance of physical and health education at the elementary level.			K1	
2	Demonstrate knowledge of basic health, hygiene, and nutrition practices.			K2	
3	Organize and manage school-based physical education and sports activities.			K3	
4	Encourage healthy lifestyle habits and physical fitness among students.			K2	
5	Integrate physical and health education into the overall school curriculum effectively.			K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOCK 1	HEALTH EDUCATION				
Unit 1 : Definition of Health, Health Education, Health Instruction					
Unit 2 : Health Supervision - Concept, Dimensions, Spectrum					
Unit 3 : Determinants of Health - Aim, objective and Principles of Health Education Health Service and guidance instruction in personal hygiene.					
BLOCK 2	HEALTH PROBLEMS				
Unit 4 : Communicable and Non Communicable diseases					
Unit 5 : Obesity - Malnutrition - Adulteration in food - Environmental sanitation - Explosive Population					
Unit 6 : Personal and Environmental Hygiene in schools.					
BLOCK 3	PHYSICAL FITNESS AND WELLNESS				
Unit 7 : Physical Fitness : Definition and Meaning, Components and Values of Physical Fitness					
Unit 8 : Wellness : Definition and Meaning, Components and Benefits of Wellness					
Unit 9 : Relationship between Fitness and Wellness.					
BLOCK 4	FOUNDATION OF YOGA				
Unit 10 : Meaning and Definition of Yoga - Aims and Objectives of Yoga					
Unit 11 : The Yoga Sutra: General Consideration - Difference between yogic practices and physical exercises					
Unit 12 : Need and Importance of Yoga in Physical Education and Sports.					
BLOCK 5	PATHS OF YOGA				

Unit 13 : The Astanga Yoga: Yama, Niyama, Asana, Pranayama,
Unit 14 : Pratyahara, Dharana, Dhyana and Samadhi Karma Yoga
Unit 15 : Raja Yoga, Jnana Yoga and Bhakti Yoga.

Text Book(s)

1 | Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore

Reference Books

- Agrawal, K.C. (2001). Environmental Biology. Bikaner: Nidhi Publishers Ltd.
- Frank, H. & Walter, H., (1976). Turners School Health Education. Saint Louis: The C.V. Mosby Company.
- Nemir, A. (n.d.). The School Health Education. New York: Harber and Brothers.
- Odum, E.P. (1971). Fundamental of Ecology. U.S.A.: W.B. Saunders Co
- Daryl Siedentop. (2004). Introduction to Physical Education, Fitness, and Sport. New York: McGraw Hill Companies.
- Edward, T .Howley., & B, Don Franks. (2003). Health Fitness Instructor’s Hand Book. USA: Human Kinetics.
- Hardayal Singh. (2005). Sports Training. General Theory and Methods. Patiala: DVS Publication.
- Sharad Chandra Mishra. (2005). Fitness and Health Education. New Delhi: Sports Publication.
- Vivian, H. Heyward. (2006). Advanced Fitness Assessment and Exercise Prescription. New Mexico: Burgess publishing company.

Course Designed By:

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2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE

Web link:

www.scert.cg.gov.in
www.pmc.ncbi.nlm.nih.gov/articles/PMC4776916/
www.education.gov.in/en/guidelines-promotion-physical-fitness-sports-students-health-welfare-psychological-and-emotional

MAPPING WITH PROGRAMME OUTCOMES										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	M	S	S	S
CO3	S	S	S	S	M	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	M	S	M

***S-Strong; M-Medium; L-Low**

Course code	25DEEP205	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
		PRACTICALS	4	12	120
Pre-requisite		-	Syllabus Version		1
1	Case study of an individual		20 marks		
2	Physical Education and Yoga Education		20 marks		
3	Art and Work experience		20 marks		
4	Socially Useful Productive Work		20 marks		
5	Preparation of Teaching aids		20 marks		
		Total	100 marks		
Course Designed By:					
1.Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE					
2.Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE					