# DIPLOMA IN PRIMARY EDUCATION (D.P.ED)

## Syllabus

## Program Code: BU-DL-PED-01

**2025 – 2026 Onwards**

# 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 Primary 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.

  Cumulative Grade Point Average [CGPA) = $\sum n \sum i C_{ni} G_{ni} / \sum n \sum I C_{ni}$

| 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 below7.0 | 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 | CIA | ESE | Total |
| **FIRST SEMESTER** | | | | | | | |
| **25DPE101** | Introduction to Primary Education | 4 | 12 | -- | 25 | 75 | 100 |
| **25DPE102** | Education in the emerging Indian Society | 4 | 12 | -- | 25 | 75 | 100 |
| **25DPE103** | Teaching and Learning in Primary Schools | 4 | 12 | -- | 25 | 75 | 100 |
| **25DPE104** | Understanding the Primary School Child | 4 | 12 | -- | 25 | 75 | 100 |
| **25DPE105** | Curriculum Planning and Instruction | 4 | 12 | -- | 25 | 75 | 100 |
| **Total for first semester** | | **20** | **60** | **--** | **125** | **375** | **500** |
| **SECOND SEMESTER** | | | | | | | |
| **25DPE201** | Teaching of Language | 4 | 12 | -- | 25 | 75 | 100 |
| **25DPE202** | Teaching of Mathematics | 4 | 12 | -- | 25 | 75 | 100 |
| **25DPE203** | Teaching of Environmental Sciences | 4 | 12 | -- | 25 | 75 | 100 |
| **25DPE204** | Physical and Health Education | 4 | 12 | -- | 25 | 75 | 100 |
| **25DPEP205** | 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 primary 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 primary 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 primary level across different subjects. |
| PO3 | Possess sound knowledge of primary 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 primary education. |

## PROGRAM SPECIFIC OUTCOMES (PSOs)

| **PROGRAM SPECIFIC OUTCOMES (PSOs)** ||
|---|---|
| The Specific teaching and classroom-related outcomes tied to the D.P.Ed curriculum are ||
| PSO1 | Design and deliver child-friendly lessons in core primary 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 | 25DPE 101 | TITLE OF THE COURSE | Credits | PCP Hours | Study hours of Learners |
|---|---|---|---|---|---|
| **Core paper** | | **INTRODUCTION TO PRIMARY EDUCATION** | **4** | **12** | **120** |
| **Pre-requisite** | | Basic Knowledge in Primary Education | **Syllabus Version** | | **1** |

| Course Objectives |
|---|

The main objectives of this course are :
- **CO1:** Understand the **nature, scope, and importance of primary educ**ation in the context of India's educational system and national development.
- **CO2:** Trace the **historical development of primary education** in India, including major policies, commissions, and reforms that shaped elementary schooling.
- **CO3:** Explain the **aims, objectives, and functions** of primary 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 primary education for all children.
- **CO5:** Develop a positive attitude towards **professional ethics**, commitment, and continuous improvement as a primary 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 primary education | **K2** |
| 3 | Identify the various schemes for primary school education | **K3** |
| 4 | Discuss the challenges in primary 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 Primary Education – Nature, Scope and importance of primary 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 PRIMARY 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)
**Unit 6 :** Objectives and Characteristics of Primary Education.

| BLOCK 3 | SCHEMES FOR PRIMARY SCHOOL EDUCATION |
|---|---|

**Unit 7 :** Samasgra Shiksha - Midday Meal Scheme – Child Helplines

**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 PRIMARY EDUCATION |
|---|---|

**Unit 10 :** Challenges and issues in Primary 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 Primary Teacher - Role of the teachers in handling dropouts.

| 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**

- 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/primary-education-in-india-aims-and-objectives/44876

| 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 | 25DPE 102 | TITLE OF THE COURSE | Credits | PCP Hours | Study hours of Learners |
|---|---|---|---|---|---|
| Core paper | | EDUCATION IN THE EMERGING INDIAN SOCIETY | 4 | 12 | 120 |
| Pre-requisite | | - | Syllabus Version | 1 | |

**Course Objectives:** By the end of this course, the students will be able to:

**CO1:** Explain the concept, aims, and functions of education and its role in individual and national development.

**CO2:** Analyze the influence of Indian philosophical thoughts on the aims and methods of education in India.

**CO3:** Describe the influence of Western philosophical thoughts on the aims and methods of education in India.

**CO4:** Examine the role of education in promoting national integration, secularism, democracy, and values in the Indian context.

**CO5:** Identify the major challenges faced by the Indian education system in the context of social, economic, and technological changes.

**Expected Course Outcomes:**

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

| | | |
|---|---|---|
| 1 | Analyze the relationship between Philosophy and Education | K1 |
| 2 | Identify the major philosophical schools | K3 |
| 3 | List the contribution of Indian educational thinkers | K3 |
| 4 | Present the contribution of Western educational thinkers | K5 |
| 5 | Understand the meaning of educational sociology. | K2 |

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

| BLOCK 1 | EDUCATION AND PHILOSOPHY |
|---|---|

**Unit 1:** Education : concept, aims, and functions of education
**Unit 2 :** Philosophy  : Meaning, Nature and scope of Philosophy
**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 and Dr A P J Abdul Kaalam 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 | ROLE OF EDUCATION IN THE INDIAN CONTEXT |
|---|---|

**Unit 13 :** Role of education in promoting national integration and secularism in the Indian context.

**Unit 14 :** Role of education in promoting democracy, and values in the Indian context.

**Unit 15 :** Major challenges faced by the Indian education system in the context of social, economic, and technological changes.

**Text Book(s)**

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

**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

**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/123456789/68573/1/Unit-5.pdf

| 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 | 25D PE 103 | TITLE OF THE COURSE | Credits | PCP Hours | Study hours of Learners |
|---|---|---|---|---|---|
| Core paper | | TEACHING AND LEARNING IN PRIMARY SCHOOLS | 4 | 12 | 120 |
| Pre-requisite | | - | Syllabus Version | | 1 |

**Course Objectives:** By the end of this course, the students will be able to:

**CO1:** Explain the nature, process and factors of learning in the context of primary education.
**CO2:** Apply major learning theories (behaviourist and constructivist) to design age-appropriate learning experiences for primary school children.
**CO3:** Develop and use statistics in education.
**CO4:** Integrate individualized instructional strategies in the primary classroom.
**CO5:** Reflect on communication and classroom interaction.

**Expected Course Outcomes:**

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

| 1 | List the factors affecting learning | K2 |
|---|---|---|
| 2 | Apply the statistics in education | K3 |
| 3 | Explain action research in education | K2 |
| 4 | Analyze the individualized instructional strategies | K4 |
| 5 | Discuss the concept of communication and classroom interaction | K2 |

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

| BLOCK 1 | UNDERSTANDING LEARNING |
|---|---|

**Unit 1 :** Learning – Process of Learning – Factors affecting learning - Learning Curves
**Unit 2 :** Behavioural Views of Learning (Thorndike, Pavlov, and Skinner)
**Unit 3 :** Constructivist view of learning : Piaget (4stages), Bruner (3 stages) - Significance in teaching.

| BLOCK 2 | STATISTICS IN EDUCATION |
|---|---|

**Unit 4 :** Classification and tabulation of data - Graphical representation of data: Bar diagrams, Line diagrams, Histogram, Pie diagram, Frequency polygon, Frequency curve
**Unit 5 :** Statistical methods of analysis – Measures of central tendency: Mean, Median & Mode.
**Unit 6 :** Measures of variability: Range, Mean deviation, Standard deviation and Quartile deviation.

| BLOCK 3 | TEACHER AS RESEARCHER |
|---|---|

**Unit 7 :** Teacher as researcher
**Unit 8:** Action research in education : Meaning and Definition – Significance
**Unit 9 :** Steps in Action Research.

| BLOCK 4 | INDIVIDUALIZED INSTRUCTIONAL STRATEGIES |
|---|---|

**Unit 10 :** Programmed Instruction – Fundamental Principles
**Unit 11 :** Techniques of programming – Linear and Branched programming
**Unit 12 :** Keller Plan - Personalized System of Instruction (PSI) – Instructional Module.

| BLOCK 5 | COMMUNICATION AND CLASSROOM INTERACTION |
|---|---|

**Unit 13 :** Concept of communication : Communication Cycle, Factors affecting Communication
**Unit 14 :** Types of Communication : Verbal, Non-Verbal, Written and Visual

| | |
|---|---|
| **Unit 15 :** Classroom Interaction : Flander's Interaction Analysis Category System (FIACS). | |
| **Text Book(s)** | |
| 1 | Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore |

**Reference Books**

- Best, J. W. & Kahn, J.V. (1992). Research in Education, New Delhi: Prentice Hall of India.
- Ebel, Robert et al (1991). Essentials of educational measurement. New Delhi, Prentice Hall of India. Pvt. Ltd.
- Edwin A, Harper Junior, Erika, S. Harper (1992). Preparing objective Examination. A handbook for Teachers, Students, Examiners, Prentice Hall of India Pvt. Ltd., New Delhi.
- Elliot, J (1991). Action Research for Educational Change, Milton Keynes : Open University press.
- Garrett, H. E. (1981). Statistics in Psychology and Education. Bombay : Vakils, Feffers and Simons (Pvt.) Ltd.

**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://teachersguide.net/principles-of-teaching-and-learning

| 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 | 25D PE 104 | TITLE OF THE COURSE | Credits | PCP Hours | Study hours of Learners |
|---|---|---|---|---|---|
| **Core paper** | | **UNDERSTANDING THE PRIMARY SCHOOL CHILD** | **4** | **12** | **120** |
| **Pre-requisite** | | Basic Knowledge about primary school child | **Syllabus Version** | | **1** |

| | Course Objectives: |
|---|---|

**CO1:** Describe the physical, cognitive, social, emotional, and moral development of children in the age group of 6–12 years.
**CO2:** Explain major theories of child development and learning and their relevance to primary education.
**CO3:** Identify individual differences among children in terms of abilities, interests, learning styles, and socio-cultural backgrounds.
**CO4:** Recognize the theories of intelligence and approaches to support them in mainstream classrooms.
**CO5:** Observe, record, and interpret children's behaviour and learning processes to understand their developmental characteristics.

**Expected Course Outcomes:**

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

| 1 | Correlate education and psychology | **K1** |
|---|---|---|
| 2 | Differentiate between growth and development | **K3** |
| 3 | Explain the meaning and nature of learning | **K2** |
| 4 | Discuss the various intelligence on children's development | **K2** |
| 5 | Describe the theories of personality | **K2** |

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

| **BLOCK 1** | **EDUCATIONAL PSYCHOLOGY** |
|---|---|

**Unit 1 :** Psychology : Meaning and Definition
**Unit 2** : Educational Psychology : Meaning, Definition and Scope
**Unit 3 :** Relationship between Education and Psychology  - Knowledge of Educational Psychology for a primary teacher.

| **BLOCK 2** | **GROWTH AND DEVELOPMENT** |
|---|---|

**Unit 4 :** Meaning of Growth and Development
**Unit 5 :** Differences between growth and development
**Unit 6** : Stages of development from birth to 12 years : Cognitive, Emotional, Social and Physical development.

| **BLOCK 3** | **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 Primary 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**

- Cox M. (2005). The Pictorial World of the Child. New York: Cambridge University Press.
- Erikson, Eric, H. (1972). Play and Development. New York: W.W. Norton.
- Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.
- Garvey, C. (1990). Play. Cambridge: Harvard University Press.

**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://specialeducationnotes.co.in/IDDPAPER4UNIT1.htm
https://nios.ac.in/media/documents/376_ECCE_PDF/Book1/6_Growth_and_development.pdf

| 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 | 25D PE 105 | TITLE OF THE COURSE | Credits | PCP Hours | Study hours of Learners |
|---|---|---|---|---|---|
| **Core paper** | | **CURRICULUM PLANNING AND INSTRUCTION** | **4** | **12** | **120** |
| **Pre-requisite** | | - | **Syllabus Version** | | **1** |

**Course Objectives:**

By the end of this course, the student-teachers will be able to:
**CO1:** Explain the meaning, nature, and components of curriculum and instruction in the context of school education.
**CO2:** Analyze various philosophical, sociological, and psychological foundations of curriculum development.
**CO3 :** Describe different approaches, models, and principles of curriculum design and organization.
**CO4 :** Examine the various professional support for curriculum development.
**CO5:** Reflect on the role of teachers as curriculum implementers, developers, and innovators in improving the quality of education.

**Expected Course Outcomes:**

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

| 1 | Write the educational objectives in behavioural terms | **K4** |
|---|---|---|
| 2 | Discriminate curriculum from syllabus | **K2** |
| 3 | List the various approaches to curriculum development | **K3** |
| 4 | Identify the role of NCERT, CBSE, SCERT | **K3** |
| 5 | Discuss the basic principles of curriculum design | **K2** |

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

| BLOCK 1 | CURRICULUM AND INSTRUCTION |
|---|---|

**Unit 1 :** Meaning, nature, and components of curriculum and instruction in the context of school education.
**Unit 2 :** Curriculum: Meaning and concept, difference between curriculum and syllabus
**Unit 3 :** Types of curriculum : Subject based Curriculum, Teacher Centred curriculum, Learner Centred Curriculum, Hidden Curriculum, Null Curriculum, Interdisciplinary Curriculum, Multicultural Curriculum, Core Curriculum.

| BLOCK 2 | CURRICULUM AND OBJECTIVES |
|---|---|

**Unit 4 :** Meaning of objectives and Educational objectives
**Unit 5:** Educational Objectives: Classification, writing them in the terms of behavioural outcomes
**Unit 6 :** Taxonomy of educational objectives : Cognitive, Affective and Psychomotor domains

| BLOCK 3 | APPROACHES TO CURRICULUM DEVELOPMENT |
|---|---|

**Unit 7 :** Technical Scientific approach to Curriculum Development : Tyler model and Hilda Taba model
**Unit 8 :** Non-technical Non- Scientific Approach to Curriculum Development : Open Classroom model
**Unit 9 :**Curriculum Development: A historical perspective and steps, Defects in existing curriculum.

| 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** | **ROLE OF TEACHERS** |
| **Unit 13 :** Curriculum Design: Meaning, Importance and factors affecting curriculum design | |
| **Unit 14 :** Role of Teachers as a curriculum developer. | |
| **Unit 15 :** Role of Teachers as a curriculum implementer and innovator. | |

**Text Book(s)**

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

**Reference Books**

- Bucher, C. A. (1986). Foundation of Education: St. Louis: The C. V. Mosby & Company.
- Cassidy, R. (1986). Curriculum Development in Education. New York: Harper & Company.
- Cowell, C.C. & Hazelton, H.W. (1965). Curriculum Designs in Education. Englewood Cliffs: N.J. Prentice Hall Inc.
- Larson, L.A. (N.D.). Curriculum Foundation in Education. Englewood Cliffs: N.J, Prentice Hall Inc.

**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://www.clrn.org/what-is-educational-objectives
https://www.pupilstutor.com/2021/09/educational-objectives.html
https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf

| 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**

# SEMESTER II

| Course code | 25 DP E20 1 | TITLE OF THE COURSE | Credits | PCP Hours | Study hours of Learners |
|---|---|---|---|---|---|
| **Core paper** | | **TEACHING OF LANGUAGE** | **4** | **12** | **120** |
| **Pre-requisite** | | Knowledge about basic language | **Syllabus Version** | | **1** |

**Course Objectives:** After successful completion of this course, the students will be able to:

**CO1:** Explain the nature, functions, and importance of language in human communication and education.
**CO2:** Demonstrate understanding of the principles, aims, and objectives of language teaching at different educational levels.
**CO3 :** Design learning activities for developing the four language skills — listening, speaking, reading, and writing.
**CO4 :** Use suitable teaching aids and resources, including digital tools, to enhance language learning.
**CO5 :** Analyze various approaches, methods, and techniques of language teaching.

| **Expected Course Outcomes:** | | |
|---|---|---|
| On the successful completion of the course, student will be able to | | |
| 1 | Develop language skills | **K4** |
| 2 | Understand aims and values of teaching language in primary school | **K2** |
| 3 | Identify the approaches of teaching of language | **K3** |
| 4 | List the techniques of teaching of language | **K2** |
| 5 | Evaluate the various resources and audio visual aids used in language | **K5** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | |

| BLOCK 1 | **INTRODUCTION TO LANGUAGE** |
|---|---|

**Unit 1 :** The nature, functions, and importance of language in human communication and education.
**Unit 2 :** Principles, aims, and objectives of language teaching at primary level.
**Unit 3 :** The Three Language Formula - The First Language (L1), The Second Language (L2), The Third Language (L3)

| BLOCK 2 | **LANGUAGE SKILLS AND RESOURCES** |
|---|---|

**Unit 4 :** Language Skills – Listening, speaking, Reading and Writing
**Unit 5 :** Teaching aids and resources to enhance language learning.
**Unit 6 :** Communicative competence and creativity in the development language.

| BLOCK 3 | **APPROACH, METHOD AND TECHNIQUES OF LANGUAGE TEACHING** |
|---|---|

**Unit 7 :** Approaches of teaching of Language : Situational approach, Structural approach, Communicative approach
**Unit 8 :** Techiques of language teaching : Question–Answer Technique, Drill and Practice, Story telling
**Unit 9 :** Use of audio visual aids in language teaching

| BLOCK 4 | **LANGUAGE ASSESSMENT** |
|---|---|

**Unit 10 :** Language Proficiency : Linguistic competence, Pragmatic competence, Discourse Competence,

| | |
|---|---|
| Strategic Competence | |
| **Unit 11 :** Tools of Language assessment : Listening tests, Reading tests, Observation. | |
| **Unit 12 :** Steps to evaluate language proficiency | |
| **BLOCK 5** | **LANGUAGE AND FLUENCY** |
| **Unit 13 :** Recap of Language Skills - Speech, Grammar, Vocabulary - Phrase, clause, sentence, Punctuation | |
| **Unit 14 :** Fluency building: Importance of fluency - Barriers of fluency | |
| **Unit 15 :** Types of fluency :  Oral fluency, Reading fluency, Writing fluency - Ways to develop fluency. | |

| | Text Book(s) |
|---|---|
| 1 | Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore |

**Reference Books**

- Jayapalan,N. Modern Trends in Indian Education. Hyderabad: Neelkamal Publication. New Delhi: Deep and Deep
- Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO. \
- Dewey, John. (1952). The School and the Child, New York: The Macmillan Company,
- Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan.
- Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi
- Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.

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**Web link:**
https://itpd.ncert.gov.in/mss/course_content/module10.pdf
https://uou.ac.in/sites/default/files/2023-04/english-A5II-%20book.pdf

| 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 | 25D PE 202 | TITLE OF THE COURSE | Credits | PCP Hours | Study hours of Learners |
|---|---|---|---|---|---|
| **Core paper** | | **TEACHING OF MATHEMATICS** | 4 | 12 | 120 |
| **Pre-requisite** | | The students must have Knowledge about primary Mathematics | **Syllabus Version** | | 1 |

**Course Objectives:**

**CO1 :** Understand the nature and scope of mathematics.
**CO2** : State and interpret aims and objectives of teaching mathematics.
**CO3 :** Apply suitable approaches and methods for effective teaching.
**CO4 :** Utilize teaching aids and ICT effectively.
**CO5** : Assess learners' progress through appropriate evaluation techniques

**Expected Course Outcomes:**

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

| 1 | Explain the nature, structure, and importance of mathematics. | **K3** |
|---|---|---|
| 2 | Identify and formulate the aims and objectives of teaching mathematics at primary stage | **K2** |
| 3 | Discuss the aims and objectives of teaching mathematics | **K3** |
| 4 | Select and use suitable teaching–learning materials and technological tools. | **K2** |
| 5 | Assess learners' progress through appropriate evaluation techniques. | **K6** |

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

| **BLOCK 1** | **NEED FOR LEARNING MATHEMATICS** |
|---|---|

**Unit 1 :** Meaning and Nature of Mathematics - Mathematics in our lives
**Unit 2 :** Activities related to Mathematics - Mathematics for Fun
**Unit 3:** Development of mathematical ideas :  Concrete to Abstract,  Partial to General, Hierarchical Structures

| **BLOCK 2** | **HISTORY OF LEARNING MATHEMATICS** |
|---|---|

**Unit 4 :** History of Mathematics
**Unit 5:** Contribution of Indian Mathematicians with reference to Bhaskaracharya, Arybhatta and Ramanujan
**Unit 6 :** Contribution of Western Mathematicians with reference to Euclid and  Pythagoras

| **BLOCK 3** | **AIMS AND OBJECTIVES OF TEACHING MATHEMATICS** |
|---|---|

**Unit 7** : Aims of teaching Mathematics - Objectives of teaching Mathematics at primary level
**Unit 8:** Blooms taxonomy of educational objectives
**Unit 9 :** Development of problem solving skills – Development of critical thinking in mathematics

| **BLOCK 4** | **LEARNING RESOURCES IN MATHEMATICS** |
|---|---|

**Unit 10 :** Text Book in Mathematics – Qualities of a good text book
**Unit 11 :** Online Resources : ICT pedagogical tools
**Unit 12 :** Mathematics Teacher – Qualities

| **BLOCK 5** | **TEACHING AIDS & EVALUATION** |
|---|---|

**Unit 13 :** Meaning and importance of teaching aids - Preparing low cost improvised teaching aids

| Unit 14 : Audio Visual aids in mathematics |
| --- |
| Unit 15 : Preparation and use of tests for evaluation such as achievement test & diagnostic test. |

| **Text Book(s)** |
| --- |
| 1  Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore |

| **Reference Books** |
| --- |

- Courant,R; Robbins, H. and Stewart, I. (1996). What is mathematics?: An elementary approach to ideas and Methods. London: Oxford University Press.
- DEP-SSA.(2009). Teaching of Mathematics at Upper Primary Level (Vol I and II).New Delhi: Distance Education Programme-Sarva Shiksha Abhiyan.
- Haylock, Derek. (2010).Mathematics Explained for Primary Teachers (fourth edition).New Delhi: Sage Publications India Pvt. Ltd.
- IGNOU (2008).AMT-01Teaching of Primary School Mathematics, AMT01,Block 1-5,SLM.New Delhi: IGNOU.
- IGNOU (2012).BES-009 Teaching of Mathematics for the Primary School Child, Block 1-4, SLM. New Delhi: IGNOU.
- NCERT (2005). National Curriculum Framework-2005. New Delhi: NCERT
- Premalatha T (2023), Pedagogy of Mathematics (Part I), Sri Krishna Publications, ISBN: 978-9385365-52-2

| **Course Designed By:** |
| --- |
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| 2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE |

| **Web link:** |
| --- |
| https://www.researchgate.net/publication/372951821_Pedagogy_of_Mathematics_Part_I https://ncert.nic.in/pdf/focus-group/math.pdf https://itpd.ncert.gov.in/mss/course_content/Module%209%20-%20Pedagogy%20of%20Mathematics.pdf |

| 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 | 25DPE203 | TITLE OF THE COURSE | Credits | PCP Hours | Study hours of Learners |
|---|---|---|---|---|---|
| Core paper | | **TEACHING OF ENVIRONMENTAL SCIENCES** | 4 | 12 | 120 |
| Pre-requisite | | Knowledge about environmental science | Syllabus Version | | 1 |

**Course Objectives:**

The main objectives of this course are
- To gain knowledge on pollution
- To understand water and water resources
- To brief on soil conservation and management
- To define air pollution
- To explain noise pollution

**Expected Course Outcomes:**

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

| 1 | Describe the types of pollution | **K1** |
|---|---|---|
| 2 | List the types and properties of water | **K2** |
| 3 | Differentiate the types of soil erosion | **K3** |
| 4 | Identify the sources of major air pollutants | **K3** |
| 5 | Discuss the impact of noise pollutants | **K2** |

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

| BLOCK 1 | **POLLUTION** | 12 hours |
|---|---|---|

**Unit 1 :** Pollution – Meaning and Definition
**Unit 2** : Types : Air, Water Soil, Noise
**Unit 3 :** Thermal, Radioactive and Solid waste, Natural and Anthropogenic

| BLOCK 2 | **WATER AND WATER RESOURCES** | 12 hours |
|---|---|---|

**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** | 12 hours |
|---|---|---|

**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** | 12 hours |
|---|---|---|

**Unit 10** : Definition - Major air pollutants and their sources
**Unit 11** : Effects on Biological system : Animals, Humans & Plants – Effects on Non, Biological systems : Material, Physical, Environment
**Unit 12 :** Green House Effect - Ozone depletion : Smog, Acid Rain, Global warming and its impact.

| BLOCK 5 | **NOISE POLLUTION** | 12 hours |
|---|---|---|

**Unit 13 :** Noise Pollution: Definition, Historical context
**Unit 14** : Sources - Physical and Psychological impacts - Noise measurement
**Unit 15** : Noise control measures: Sound barriers, Insulations, Urban planning, Zoning law and traffic management, PPE Kit.

| Contemporary Issues | 2 hours |
|---|---|
| Expert lectures, online seminars – webinars, quiz competitions | |
| **Total Lecture hours** | **62 hours** |

**Text Book(s)**

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

**Reference Books**

- 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:**

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

**Web link:**

https://www.nextias.com/blog/environmental-pollution

| 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 | 25DPE204 | TITLE OF THE COURSE | Credits | PCP Hours | Study hours of Learners |
|---|---|---|---|---|---|
| **Core paper** | | **PHYSICAL AND HEALTH EDUCATION** | 4 | 12 | 120 |
| **Pre-requisite** | | The students must have Knowledge about physical and health education | **Syllabus Version** | | 1 |

| **Course Objectives:** |
|---|
| The main objectives of this course are |

- To know the psychological and sociological aspects
- To understand the principles of health education
- To discriminate Communicable and Non Communicable diseases
- To evaluate components and values of Physical Fitness

| **Expected Course Outcomes:** | |
|---|---|
| On the successful completion of the course, student will be able to | |
| 1 | Describe the psychological and sociological aspects | **K2** |
| 2 | Identify the principles of health education | **K3** |
| 3 | List the Communicable and Non Communicable diseases | **K3** |
| 4 | Explain the components and values of Physical Fitness | **K5** |
| 5 | Differentiate yogic practices and physical exercises | **K4** |

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

| **BLOCK 1** | **PSYCHOLOGICAL AND SOCIOLOGICAL ASPECTS OF PHYSICAL EDUCATION** |
|---|---|

**Unit 1 :** Psychological Aspects : Role of Psychology in physical education  - Interest, Aptitude and Motivation in sports - Role of physical education in managing emotion, stress and aggression.
**Unit 2** : Sociological Aspects  : Impact of physical education on society
**Unit 3 :** Development of leadership qualities through games and sports.

| **BLOCK 2** | **HEALTH EDUCATION** |
|---|---|

**Unit 4 :** Definition of Health, Health Education, Health Instruction, Health Supervision
**Unit 5 :** Concept, Dimensions, Spectrum and Determinants of Health
**Unit 6 :** Aim, objective and Principles of Health Education - Health Service and guidance instruction in personal hygiene.

| **BLOCK 3** | **HEALTH PROBLEMS** |
|---|---|

**Unit 7** : Communicable and Non Communicable diseases
**Unit 8 :** Obesity -  Malnutrition - Adulteration in food
**Unit 9 :** Environmental sanitation - Explosive Population - Personal and Environmental Hygiene in schools.

| **BLOCK 4** | **PHYSICAL FITNESS AND WELLNESS** |
|---|---|

**Unit 10** : Physical Fitness : Meaning,  Definition, Components and  Values
**Unit 11 :** Wellness : Meaning,  Definition, Components and Benefits of Wellness
**Unit 12 :** Relationship between Fitness and Wellness.

| **BLOCK 5** | **FOUNDATION OF YOGA** |
|---|---|

**Unit 13 :** Yoga  : Meaning, Definition, Aims and Objectives
**Unit 14** : The Yoga Sutra (Samadhi, Sadhana, Vibhuti, and Kaivalya) : General Consideration -  Difference between yogic practices and physical exercises
**Unit 15** : Need and Importance of Yoga in Physical Education and Sports.

| Text Book(s) | |
|---|---|
| 1 | Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore |

**Reference Books**

- 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.

**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://www.cbse.gov.in/cbsenew/curriculumXI-XII/co-scholastic
areas/Health_and_Physical_Education(HPE)IX-XII.pdf

| 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 | 25DPEP 205 | 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:<br>1.Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE<br>2.Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE | | | | | |