

CETNRAL UNIVERSITY OF TAMIL NADU



SYLLABUS OPEN ELECTIVES



Department of Education
School of Educatoin & Training

From the Academic Year 2023-24 onwards

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SYLLABUS

CENTRAL UNIVERSITY OF TAMIL NADU
DEPARTMENT OF EDUCATION
OPEN ELECTIVES

1. Introduction

Open electives are the courses taken by the students of other departments across CUTN. It is offered to students irrespective of their disciplines. For example, a science student can take a course offered by the humanities department.

2. Duration

The duration of the course is a semester.

3. Intake and Admission Procedure

The Academics float the open electives of all the Departments. Any student from any department can opt for a course from any department.

4. Medium of Instruction

The medium of instruction shall be English

5. Methods of Transaction

The following are the suggestive methods of curriculum transaction

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

- ✓ Journal writing
- ✓ Using library and ICT resources.

6. Attendance

The attendance for the course is as per CUTN norms.

7. Open Elective Courses:

The Department of Education offers the following open electives,

- ✓ Soft Skills (EDUOE01) in the odd semester
- ✓ NCC for National Integration and Personality Development (EDUOE02) in the even semester

8. Scheme of Evaluation

The result in each course will be determined based on Continuous Internal Assessment (CIA) and performance in the End Semester Examination, which will be in the ratio of 40:60 (40 Continuous Assessment and 60 Term End Exam) in case of a theory assessment.

Rubrics are used to assess activities like assignments and seminar presentations to be more objective. The rubrics are given in Tables 1 and 2.

Table 1. Rubric for Assignment

Sl. No.	Criteria	100%	75%	50%	25%	0%
1	Content 50%	Ideas are detailed, well-developed, and supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts primarily specific.	Pictures are presented but not mainly developed or supported;	The content is not sound.	Not attended
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration, and conclusion.	Includes title, introduction, statement of main idea, and conclusion.	organizational tools are weak or missing	No organization	Not attended

Table 2. Rubric for Seminar

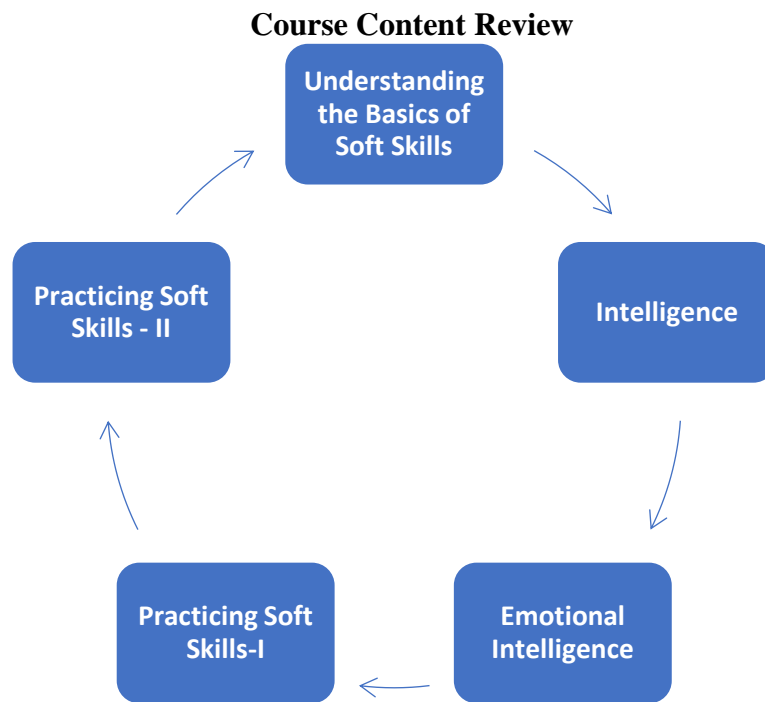
Sl. No.	Criteria	100%	75%	50%	25%	0%
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended

It shall be noted that the evaluation guidelines as prescribed in the academic ordinance of the University will be strictly followed. The grading system of the CUTN is given in Table 3. A 10-point grade system is followed.

Table 3: Grading System

Sl. No.	Range of Marks in %	Letter Grade	Grade Point	Description
1	90 – 100	O	10	Outstanding
2	80 - 89	A+	9	Excellent
3	70 - 79	A	8	Good
4	60 - 69	B+	7	Above Average
5	50 – 59	B	6	Average
6	Below 50	RA	-	Reappear

Open Elective for ODD Semester					
Course Code	Course Name	L	T	P	Credits
EDUEC01	SOFT SKILLS	2	0	0	2
Internal	40	External	60	Total	100



Soft Skills

a. Course Outcome (CO)

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

	Course Outcome	Level
CO 1	Understand the meaning and significance of Soft skills and emotional intelligence.	Understand
CO 2	Distinguish between IQ and EQ	Analyze
CO 3	Understand intrapersonal skills	Skill
CO 4	Develop interpersonal skills	Remember
CO 5	Apply soft skills in life	Apply

b. Syllabus

Units	Content	Hrs.
I	Understanding the Basics of Soft Skills Nature and meaning of soft skills -Need and Significance of soft skills for personal and professional life – Relation between cognitive-affective and behavioral domain - control theory, goal theory, and attribution theory.	9
II	Intelligence Intelligence – Nature, and Definition - Theories of Intelligence: Spearman’s Two Factor, Thorndike’s Multifactor, Thurston’s Group Factor, Sandford’s 3D, Howard Gardner’s Multiple Intelligence.	9
III	Emotional Intelligence Limits of IQ - Emotional Intelligence: Meaning, Definition, and History - Difference between Intelligence and Emotional Intelligence - Daniel Goleman’s Model: Self Awareness, Self-Regulation, Motivation, Empathy, Social Skills	10
IV	Practicing Soft Skills - I Communication - Decision Making- Creativity- Interpersonal Skills - Etiquette	10
V	Practicing Soft Skills - II Problem Solving - Time Management - Self Motivation- Leadership Skills - Team Work	10
	<p>Tasks and Assignments: Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Practice at least two soft skills. ✓ Narrating any one event on soft skills from their own/other’s life <p>References: Barun Mitra (2016). Personality Development and Soft Skills, OUP Higher Education Division. Board of Editors (2014). Soft Skills for Positive Traits. Chennai: OBS. Daniel Goleman (1995). Emotional Intelligence: Why It Can Matter More Than IQ. New York. Bantam Books. Daniel Goleman (1998). Working With Emotional Intelligence. New York. Bantam Books</p>	

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	2	3	1
CO4	3	2	3	3	2	3
CO5	3	3	3	3	3	3

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	2	-
Seminar	-	-	2	-	2
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	-	-	10	-
Part – C (Essay- 3 x 10 = 30 marks)	-	10	10	-	10
Total	12	12	12	12	12

	d. the French government aims to identify less able children		
9	<p>What was Binet's criticism of Spearman's perspective on intelligence? Different individuals could obtain _____ scores, which may be reflected in _____ types of abilities.</p> <p>a. identical, different b. different, identical c. average, higher-order d. higher-order, average</p>	Identify	Remember
10	<p>How many mental abilities did Thurstone suggest constituted intelligence?</p> <p>a. 5 b. 6 c. 7 d. 8</p>	Recall	Remember
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		
11	<p>a) Briefly explain Howard Gardener's theory of multiple intelligence (or) b) Briefly explain how emotional intelligence affects leadership</p>	Explain	Understand
12	<p>a) Compare and contrast Cannon-Bard and James-Lange's theory of emotion (or) b) Differentiate between Intelligence and Emotional Intelligence</p>	Compare Contrast Differentiate	Understand
13	<p>a) As a teacher, suggest some strategies that may help reduce test anxiety in your student (or) b) Why is it essential to manage negative emotions? Suggest ways to manage negative emotions.</p>	Suggest	Create
14	<p>a) Write down the essential qualities of a good leader (or) b) Define the following concepts: Creativity and Intelligence</p>	Write Define	Remember
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30		
15	<p>a) Define communication; which component of the communication process is most important? Justify your answer with relevant examples. (or) b) Among the theories of emotion, which one do you consider more reliable? Justify your answer with proper examples.</p>	Justify	Evaluate
16	<p>a) Discuss the major theories of intelligence (or) b) Discuss significant theories of emotion</p>	Discuss	Understand
17	<p>a) Discuss Daniel Goleman's model of emotional intelligence (or) b) What is problem-solving? Explain the steps of the problem-solving process.</p>	Discuss Explain	Understand

OPEN ELECTIVE FOR EVEN SEMESTER

Elective	Title	SubjectCode	Credit
I	NCC for National Integration and Personality Development	EDUEC02	3

OBJECTIVES

- Enable the students' knowledge about personal development
- Understand the concept of critical and creative thinking.
- Understand the process of decision-making and problem-solving.
- Understand that drill is the foundation for discipline and to command a group for a common goal.
- Appreciate grace and dignity in the performance of the foot drill.

Unit – 1 Introduction to NCC (8 hours)

Aims, History, Motto, Origin of NCC, organization of NCC, National Integration Important and Necessity, Factors Affecting National Integration, Unity and Diversity, NCC camp: Types Conduct.

Unit – 2 Personality Development (8 hours)

Factors, Self-Awareness, Empathy, Critical and Creative Thinking, Decision-making and Problem-Solving, Communication skills, Group Discussion- Coping with Stress and Emotions, SSB Procedure and Interview Skills, NDA, IMA

Unit – 3 Leadership (7 hours)

Leadership, Traits, Indicators, Motivation, Moral Values, Ethics, and Honor Code, Case studies of Chhatrapati Shivaji, APJ Abdul Kalam, Kamarajar.

Unit 4. Map Reading Practical (8 hours)

Protractor Bearing and its conversion methods. Service protractor and its uses. Prismatic compass and its benefits and GPS. Navigation by compass and GPS.

Unit-5 Drill Practical (10 hours)

Foot Drill- Word ki Command, Savdhan, Vishram, Aram Se, Khuli Line, Nikat Line, Khade Khade Salute Karna Parade Par, Visarjan, Line Tod, Tej Chal, Definition of Map, Conventional signs, Scale, and Grid System.

Outcomes:

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

- Get knowledge about NCC
- Get motivated about National integration and patriotism.
- Develop leadership qualities and Basic drill movement.
- Perform foot drill and follow the different words of command.
- Fire a weapon effectively with a fair degree of marksmanship.
- Undertake point-to-point navigation and take part in route marches by day and night.

REFERENCES

National Cadet Corps (2020), Grooming Tomorrow's Leaders; New Educational Policy 2021. ANO and Cadets Handbook (2015) Common Subjects SD/SW