



CENTRAL UNIVERSITY OF TAMIL NADU  
DEPARTMENT OF EDUCATION

**CURRICULUM**  
**ITEP B.A. B.Ed.**  
**(ENGLISH)**

2026-2027 ONWARDS

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# CENTRAL UNIVERSITY OF TAMIL NADU

## DEPARTMENT OF EDUCATION

### Regulations and Syllabus for the Four-Year Integrated Teacher Education

#### Programme (ITEP) (Secondary Stage, Languages)

#### B.A.B.Ed. (English)

#### 1. Title

As envisaged in NEP 2020 Four-Year Integrated B.Ed., a dual-major holistic bachelor's degree in Education rolled out nationwide from 2023-2024 onwards with the nomenclature Integrated Teacher Education Programmes (ITEP). Central University of Tamil Nadu (CUTN) is sanctioned with ITEP Secondary Stage (Languages). The program title is Bachelor of Arts in (English) and Bachelor of Education (B.A.B.Ed.). The Rules and Regulations of Choice Based Credit System of the Central University of Tamil Nadu apply to this programme.

#### 2. Equivalence

This Integrated Teacher Education Programme (ITEP) falls under the Languages and are named B.A.B.Ed. (English). These are equivalent to B.A.B.Ed. (English), and B.Ed. The programme contents are related to English offered in B.A.B.Ed. and are equivalent to B.A.B.Ed. (English) Programmes. In B.A.B.Ed. (English), English is the major component, and History/Geography and Political Science are the Minor components. The programme contents related to Education components in B.A.B.Ed. are equivalent to that of B.Ed. programme. This degree B.A.B.Ed has been conceived as per the NCTE regulations 2021 and as recommended by the Ministry of Education, Government of India. Students who pass this programme can pursue a Master's Degree in English and /or a Master's Degree in Education.

#### 3. Objectives of the ITEP B.A.B.Ed. Programme

On completion of the program, the student will be able to:

- ✓ develop competencies and skills needed to become an effective English teacher
- ✓ develop insight into the meaning, nature, scope, and objectives of English Education
- ✓ promote logical thinking, international understanding
- ✓ protect human rights and the rights of the child
- ✓ become a competent and committed teacher
- ✓ be sensitive to emerging issues such as environment, population, gender equality, and legal literacy
- ✓ inculcate rational thinking and scientific temper among the students

- ✓ develop critical awareness about the social realities among the students
- ✓ develop innovative, novel teaching methods
- ✓ develop classroom managerial skills.

#### **4. Duration**

The duration of the program shall be four academic years organized in a semester pattern with two semesters a year. Each semester will consist of 40 hours of weekly instruction, excluding admission and examination. The student teacher shall be permitted to complete the programme within six years from the date of admission.

#### **5. Eligibility for Admission**

The admission guidelines for the program are as follows;

A Pass in the Higher Secondary (Plus two) examination or the equivalent of any recognized board in India with subjects English as one of the subjects. Community-wise marks eligibility is 60% for the general category, 55% for OBC (Non-creamy layer), and 50% for SC/ST/PWD candidates. Those appearing for the Higher Secondary Examination are also eligible to apply but must satisfy prescribed age criteria when applying. Shall attend the common entrance exam prescribed by NCTE.

#### **6. Intake and Admission Procedure**

The annual intake for the program shall be 50 students (Tamil-17, Hindi-17, & English-16) as sanctioned by NCTE. Admission shall be regulated through selection based on marks in the qualifying examination NCET or performance in a specially designed selection test or both as per the admission policies of CUTN from time to time.

#### **7. Medium of Instruction**

The medium of instruction shall be English & respective Languages

#### **8. Multiple Entry and Multiple Exit**

As per NEP 2020, If a student teacher wishes to exit from the first year/second year, he/she will be given a certificate/diploma in ITEP subject to the accumulation of minimum credits prescribed. If a student teacher wishes to exit from the third year, he/she will be given a Bachelor of Arts in English Multiple entry provision during the programme will be depending upon the availability of the seats and subjected to the CUTN norms.

## **9. Methods of Transaction**

The following are the some of the methods of curriculum transaction

- ✓ Lectures-cum-discussion
- ✓ Lecture-cum-demonstration
- ✓ Use of narratives based on research and documentation
- ✓ Project reviews
- ✓ Case studies
- ✓ Use of video lessons 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.

## **10. Attendance**

Students of the program must secure a minimum of 80% attendance in theory courses and 90% for field-based experience or school internship to appear in the End Semester Examination (ESE). Relaxation in the attendance shortage will be permitted as per NCTE and CUTN norms. If any student fails to complete the minimum prescribed attendance even with the allowed relaxation, he/she will not be permitted to attend end-semester examinations. She/He shall be asked to redo the course by enrolling for it the next time when it is offered and as per the CUTN norms.

## **11. Course Outline**

ITEP B.A.B.Ed. (English) curriculum is developed in line with the suggestive curriculum framework for the secondary stage by NCTE. The total credits of the programme is 195. The Arts curriculum is a single major course with two minors. English is the major (64 credits), and History/Geography (8 credits) and Political Science (8 credits) are minors. The courses related to English are offered across eight semesters. Languages, History/Geography, and Political Science are offered in the first four semesters.

The curriculum structure of the ITEP B.A.B.Ed. is adapted from NCTE's ITEP Curriculum Framework, 2023. This consists of Foundations of Education, Disciplinary/Inter-disciplinary Courses, Stage-Specific Content cum Pedagogy, Ability Enhancement and Value-Added Courses, School

Experience, and Community Engagement and Service. The credit arrangement is in tune with the National Curriculum Framework.

Apart from the above, the coaching classes related teacher eligibility tests will be arranged for VI and VIII semester student teachers as a value-added programme.

## **12. Type of Courses:**

Details of courses and schemes of study, duration, etc., are provided in Tables 1 and 2. Courses of study are organized under the following categories. The nomenclature of the categories has been adapted from the CBCS guidelines of UGC and NCTE.

- ✓ Core Courses (Major and Minor)
- ✓ Ability Enhancement Compulsory Course (AECC)
- ✓ Pedagogy Courses (Discipline-Specific Electives)
- ✓ Engagement with the Field (Skill Enhancement Course)
- ✓ Enhancing Professional Competencies (Skill Enhancement Course)
- ✓ Electives
- ✓ Internships
- ✓ Extension Activities

The following Table 1 gives an overview of courses placed across eight semesters.

**Table 1: Panorama of the Eight Semesters**

S. No.	Course	Number of Credits per Semester								Total
		I	II	III	IV	V	VI	VII	VIII	
	<b>AECC</b>									
1	English	3	3							6
2	Language (Tamil/Hindi)			3	3					6
	<b>Foundations of Education</b>									
3	Child Development and Educational Psychology			4						4
4	Philosophical and Sociological Foundations of Education - I				4					4
5	Curriculum Planning and Development				2					2
6	Assessment and Evaluation					2				2
7	Educational Policy Analysis								2	2
8	Inclusive Education								2	2
9	Evolution of Indian Education	4								4
10	Philosophical and Sociological Foundations of Education - II								4	4
11	Perspectives on School Leadership and Management								2	2
12	English	4	8	12	8	16	16			64
13	History / Geography	4	4							8
14	Political Science			4	4					8
	<b>Stage-Specific Content cum Pedagogy</b>									
15	Pedagogy Course in English I & II					4	4			8
16	Pedagogy Course in Social Science I & II					4	4			8
	<b>School Experience</b>									
17	School Observation						2			2
18	Creating Teaching Learning Material & Learning to Function as Tr.						2			2
19	Summer Internship							2		2
20	School-based Research Project							4		4
21	Pre-Internship Practice (2 Weeks)							2		2
22	Internship in Teaching (12 Weeks)							10		10
23	Post Internship (2 Weeks)							2		2
	<b>Ability Enhancement and Value-Added Courses</b>									
24	Art Education (Performance and Visual)	2		2						4
25	ICT in Education					2				2
26	Teacher and Society		2							2
27	Citizenship Education, Sustainability and Environmental Education								2	2
28	Understanding India	2	2							4

29	Mathematical and Quantitative Reasoning								2	2
30	Yoga and Fitness	2								2
	<b>Online Course</b>									
31	MOOC - SWAYAM							4		4
	<b>Elective Course</b>									
32	Guidance and Counseling								3	3
33	Gender Education									
34	Educational in the Digital Domain									
35	Educational Leadership									
	<b>Skill Enhancement Course</b>									
36	Disaster Risk Reduction	3								3
37	Health Education and Nutrition		3							3
38	Cyber Security				4					4
	<b>Community Engagement and Service</b>									
39	Community Engagement and Service								2	2
	<b>Total Credits</b>	<b>24</b>	<b>22</b>	<b>25</b>	<b>25</b>	<b>28</b>	<b>28</b>	<b>24</b>	<b>19</b>	<b>195</b>

This four-year programme consists of eight semesters. The Semester-wise course outline is given in the following Table 2.

**Table 2: Semester-wise Course Outline for B.A. B.Ed. (English)**

Yr	Paper	Course Code	Course Type	Marks CA + TEE	Credits Lect / Tut / Practical	Sub Total
I	<b>Semester I</b>					24
	English	EDUN1011	AECC	40+60	3:0:0	
	Evolution of Indian Education	EDUN1012	MAJOR	40+60	3:1:0	
	British Literature -I	EDUE1013	MAJOR	40+60	4:0:0	
	History of India / Physical Geography	EDUAH1014/ EDUAG1014	MINOR	40+60	4:0:0	
	Art Education-I (Performance and Visual)	EDUNVA01	VAC	100 + 0	0:0:2	
	Understanding India-I (Indian Ethos and knowledge system)	EDUNVA02	VAC	40+60	2:0:0	
	Yoga and Fitness	PESVA01	VAC		2:0:0	
	Disaster Risk Reduction	DRR	SEC		3:0:0	
	<b>SEMESTER II</b>					
English	EDUN1021	AECC	40+60	3:0:0		
Indian Writing in English – I (Pre-Independence)	EDUE1022	MAJOR	40+60	4:0:0		
British Literature II	EDUE1023	MAJOR	40+60	4:0:0		
Outline of World History / Human Geography	EDUAH1024 / EDUAG1024	MINOR	40+60	4:0:0		

	Understanding India-II (Indian Ethos and Knowledge System)	EDUNVA03	VAC	40+60	2:0:0	
	Teacher and Society	EDUNVA04	VAC	40+60	2:0:0	
	Health Education and Nutrition	PESSE01	SEC		3:0:0	
<b>For the student teacher exiting after one year –Certificate in ITEP(Secondary Stage, Science Stream) with 46 credits</b>						
<b>II</b>	<b>Semester III</b>					
	Language (Tamil/Hindi)	EDUN1031T/EDUN1031H1/EDUN1031H2	AECC	40+60	3:0:0	25
	Child Development and Educational Psychology	EDUN1032	MAJOR	40+60	2:0:2	
	Indian Writing In English –II (Post-Independence)	EDUE1033	MAJOR	40+60	4:0:0	
	British Literature - III	EDUE1034	MAJOR	40+60	4:0:0	
	Indian Regional Literatures in Translation	EDUE1035	MAJOR	40+60	4:0:0	
	Principles of Political Science – Part – I	EDUAP1036	MINOR	40+60	4:0:0	
	Art Education-II (Performance and Visual)	EDUNVA05	VAC	100 + 0	0:0:2	
	<b>Semester IV</b>					
	Language (Tamil/Hindi)	EDUN1041T/EDUN1041H1/EDUN1041H2	AECC	40+60	3:0:0	25
	Philosophical and Sociological Foundations of Education - I	EDUN1042	MAJOR	40+60	3:1:0	
	Curriculum Planning and Development	EDUN1043	MAJOR	40+60	2:0:0	
	American Literature- I	EDUE1044	MAJOR	40+60	4:0:0	
	Shakespeare	EDUE1045	MAJOR	40+60	4:0:0	
Principles Of Political Science – Paper – II	EDUAP1046	MINOR	40+60	4:0:0		
Cyber Security	CSCOE01	SEC	40+60	4:0:0		
<b>For the student teacher exiting after two years- Diploma in ITEP (Secondary Stage, Science Stream) with 96 credits</b>						
	<b>Semester V</b>					
	American literature- II	EDUE1051	MAJOR	40+60	4:0:0	28
	Literary Theory - I	EDUE1052	MAJOR	40+60	4:0:0	
	Language and Linguistics	EDUE1053	MAJOR	40+60	4:0:0	
	Women's Studies	EDUE1054	MAJOR	40+60	4:0:0	
	Assessment and Evaluation	EDUN1055	MAJOR	40+60	2:0:0	
	Pedagogy Course in English I	EDUE1056	MAJOR	40+60	3:1:0	
	Pedagogy Course in Social Science I	EDUSS1057	MAJOR	40+60	3:1:0	
	ICT in Education	EDUNVA06	VAC	100+0	0:0:2	
	<b>Semester VI</b>					
	World Literature in English Translation	EDUE1061	MAJOR	40+60	4:0:0	28
	New Literatures in English	EDUE1062	MAJOR	40+60	4:0:0	

Linguistics and Phonetics	EDUE1063	MAJOR	40+60	4:0:0	
Literary Theory - II	EDUE1064	MAJOR	40+60	4:0:0	
Pedagogy Course in English II	EDUE1065	MAJOR	40+60	3:1:0	
Pedagogy Course in Social Science II	EDUSS1066	MAJOR	40+60	3:1:0	
School Observation (Field Practical)	EDUN1067	MAJOR	100+0	0:0:2	
Creating Teaching Learning Material /Work experience (Educational Toy Making, Local / Traditional Vocations, etc.)	EDUN1068	MAJOR	100+0	0:0:2	
<b>For the Students exiting after three years, B.A. English with 152 credits</b>					
<b>Semester VII</b>					
Pre-internship (2 Weeks)	EDUN1071	MAJOR	100+0	0:0:2	24
Internship in Teaching (12 Wks)	EDUN1072	MAJOR	100+0	0:0:10	
School-Based Research Project	EDUN1073	MAJOR	100+0	0:0:4	
Post Internship (Review and Analysis) (2 Weeks)	EDUN1074	MAJOR	100+0	0:0:2	
Summer Internship	EDUE1075	MAJOR	100+0	0:0:2	
MOOC - SWAYAM	EDUNON07X/7X/7X/7X (likewise, the course number will be added in the subsequent year with new courses)	ON		0:0:4	
<b>Semester VIII</b>					
Philosophical and Sociological Foundations of Education - II	EDUN1081	MAJOR	40+60	4:0:0	19
Educational Policy Analysis	EDUN1082	MAJOR	40+60	2:0:0	
Inclusive Education	EDUN1083	MAJOR	40+60	2:0:0	
Perspective on School Leadership and Management	EDUN1084	MAJOR	40+60	2:0:0	
Community Engagement and Service	EDUN1085	MAJOR	100+0	0:0:2	
Mathematical and quantitative reasoning	EDUNVA07	VAC	40+60	2:0:0	
Citizenship Education, Sustainability, and Environmental Education	EDUNVA08	VAC	100+0	2:0:0	
Elective (Education in the Digital Domain/ Gender Education/ Educational Leadership/ Guidance and Counseling)	EDUNEC01/ EDUNEC02/ EDUNEC03/ EDUNEC04	EC	40+60	3:0:0	
<b>For students after completing four years – UG in ITEP (Secondary stage, Science Stream) with 195 credits</b>					
<b>Grand Total</b>					<b>195</b>

Table 3 gives a summary of the courses that are aligned with NEP 2020.

**Table 3: Summary of the Courses**

<b>S.No.</b>	<b>Course Type</b>	<b>Number of Courses</b>	<b>Credits</b>
1	Education - Major	15	46
2	Internship	6	22
3	English - Major	17	64
4	Geography & History - Minor	2	8
5	Political Science	2	8
6	AECC	4	12
7	SEC	3	10
8	VAC	9	18
9	ON	1	4
10	EC	1	3
	<b>Total</b>	<b>60</b>	<b>195</b>

## **12. 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 and 60:40 (60 Continuous Assessment and 40 Term End Exam) in case of practical assessment. The passing minimum in ITEP B.A. B.Ed. (English) shall be 50% in theory and 50% in Practicum components separately, and an overall 50%. The student who fails in either theory or practical examination he/she must clear the same in the subsequent supplementary examination.

Rubrics are used to assess activities like assignments and seminar presentations to be more objective. The rubrics are given in Tables 4 and 5.

**Table 4. Rubric for Assignment**

Sl. No.	Criteria	100%	75%	50%	25%	0%
1	<b>Content 50%</b>	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	<b>Organization 50%</b>	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 5. Rubric for Seminar**

Sl. No.	Criteria	100%	75%	50%	25%	0%
1	<b>Knowledge and Understanding 50%</b>	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	<b>Presentation 50%</b>	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 6. A 10-point grade system is followed.

**Table 6: Grading System**

<b>Sl. No.</b>	<b>Range of Marks in %</b>	<b>Letter Grade</b>	<b>Grade Point</b>	<b>Description</b>
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

## Department of Education

### A. Vision

*Vision Statement of the Department*

Excellence in Education
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### B. Mission

*Mission Statements of the Department*

<b>M1</b>	To provide Leaders in School and Teacher Education
<b>M2</b>	To develop and disseminate Innovative Best Practices in Teaching, Learning, and Research
<b>M3</b>	To integrate ICT Tools in Teaching, Learning, and Research

## EDUCATION

### C. Program Educational Objectives (PEO)

*After four years of successful completion of the program, the student will be able to*

<b>PEO1</b>	Show continuous improvement in the Teaching Profession
<b>PEO2</b>	Integrate ICT tools in Teaching
<b>PEO3</b>	Develop Innovative Practices
<b>PEO4</b>	Become a Reflective Teacher
<b>PEO5</b>	Demonstrate quality in Teaching

### D. PEO to Mission Statement Mapping

	<b>PEO1</b>	<b>PEO2</b>	<b>PEO3</b>	<b>PEO4</b>	<b>PEO5</b>
<b>M1</b>	3	3	3	3	3
<b>M2</b>	3	3	3	3	3
<b>M3</b>	3	3	3	3	3

### E. Graduate Attributes of Integrated B.Sc.B.Ed. Program

1. **Disciplinary Knowledge:** Content and pedagogical knowledge synchronized with the curriculum frameworks and policies
2. **Communication Skills:** Possess clarity in conveying the ideas
3. **Critical Thinking:** Capacity to apply analytical thought in the teaching and learning process
4. **Problem-Solving:** Participate in educational problem solving and apply the knowledge in day-to-day professional endeavors.
5. **Cooperation:** Appreciate collaboration and cooperation among stakeholders of education.
6. **ICT Skills:** Selecting and integrating appropriate ICT skills for professional development.
7. **Ethics:** Doing what is right for society
8. **Self-Directed Learning:** Developing autonomy and self-regulation in teaching-learning and professional development.
9. **Reasoning:** Ability to interpret and draw the conclusion from qualitative/quantitative data with open-mindedness
10. **Creativity:** Ability to produce new ideas
11. **Societal and Environmental Concern:** Performing an act or solving a problem with respect to societal and environmental concern
12. **Lifelong Learning:** Understands the need for learning and practices it throughout life

### F. Program Outcomes (PO)

*On the successful completion of the program, the student will be able to*

<b>PO1</b>	Do the teaching efficiently and effectively
<b>PO2</b>	Demonstrate efficacy in teaching and learning
<b>PO3</b>	Design and develop improvised teaching-learning materials
<b>PO4</b>	Address the needs of their learners effectively
<b>PO5</b>	Enhance Communication Skills
<b>PO6</b>	Evaluate the learning abilities of their learners.

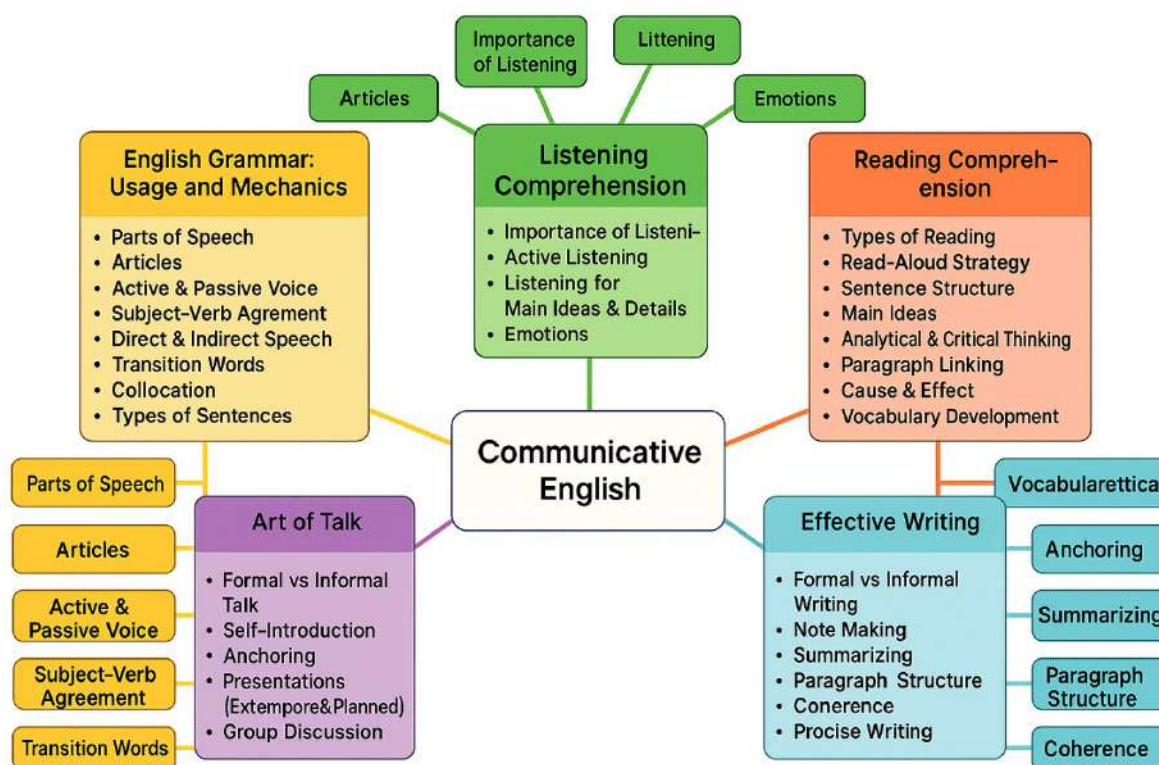
**G. PO to PEO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>PEO1</b>	3	3	3	3	3	3
<b>PEO2</b>	3	3	3	2	3	3
<b>PEO3</b>	3	3	3	3	3	3
<b>PEO4</b>	3	3	3	3	3	3
<b>PEO5</b>	3	3	3	3	3	3

# **SEMESTER - I**

SEMESTER I					
Course Code	Course Name	L	T	P	Credits
EDUN1011	Communicative English	3	0	0	3
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcomes**

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

	<b>Course Outcomes</b>	<b>Level</b>
<b>CO1</b>	Become proficient in grammar usage for communication.	Understand
<b>CO2</b>	Acquire the significance of listening in communication and vocabulary development.	Apply
<b>CO3</b>	Think critically and analytically to comprehend The idea and solve problems.	Analyse
<b>CO4</b>	Assess the nuances of public speaking and everyday conversation.	Evaluate
<b>CO5</b>	Understand the use of effective writing for professional and academic communication.	Skill

**b. Syllabus**

<b>Units</b>	<b>Contents</b>	<b>Hours</b>
<b>I</b>	<b>English Grammar: Usage and Mechanics</b> Parts of Speech – Articles – Tenses – Active and Passive voice – Subject-Verb Agreement – Direct and Indirect Speech – Transition words – Collocation – types of sentences	10
<b>II</b>	<b>Listening Comprehension</b> Listening Skill and its importance –Active listening - Listening for specific information - main idea - details – conversational phrases and vocabulary -predicting and recognizing emotions –Listening and comprehending news reports – structured talks – TED talks – Conversation videos – practice notetaking – Barriers to listening and strategies to overcome.	10
<b>III</b>	<b>Reading Comprehension</b> Kinds & Ways of reading – benefits and purpose of read-aloud strategy -traits of a good reader - reading short articles and news reports - understanding sentence structure – main themes and ideas– reading for analytical, critical and creative thinking – understand the connection between paragraphs - cause and effect – vocabulary development.	10
<b>IV</b>	<b>Art of Talk</b> Formal Vs. informal conversation – self-intro –anchoring - types of presentation - oral presentation: extempore and extemporaneous speech - present tables, charts and graphs – group discussion – conversation practice: role play – strategies for fluency – barriers and techniques to overcome them.	9
<b>V</b>	<b>Effective Writing</b> Formal Vs. informal writing – note making and summarizing - topic sentence and paragraph making – cohesion and coherence in writing - precise writing — paraphrasing – effective use of transition words and punctuations – descriptive writing–writing resume - transcoding – letter writing – email writing – writing etiquette.	9

	<p><b>Practicum</b>  ✓ Tasks and exercises will be given depending on the course instructors.</p> <p><b>References:</b>  A.J. Thomson, A.V. Martinet, A Practical English Grammar, Oxford University Press  Murphy, Raymond (2004). Essential English Grammar. 3rd ed., Cambridge UP, Word Power Made Easy- Norman Lewis- Penguin Publishers  Hewings, M. (2013). Advanced grammar in use: A reference and practice book for Advanced learners of English. Cambridge University Press.  Kumar, S., &amp; Lata, P. (2015). Communication Skills. Oxford University Press.  Kallos, Judith. Email Etiquette Made Easy. Online. Killian, Crawford. Writing for the Web. 5th ed., Self Counsel Press, 2015.  Howard, Peter, Perfect Your Punctuation, Orient Longman, Delhi.  Howard, Peter, Perfect Your Grammar, Orient Longman, Delhi.  Howard, Peter, Mistakes to Avoid in English, Orient Longman, Delhi.</p>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	1	1	3	3
<b>CO2</b>	3	3	3	2	3	3
<b>CO3</b>	2	2	2	3	3	3
<b>CO4</b>	3	3	3	0	3	2
<b>CO5</b>	3	3	3	3	2	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	20	20	20	20	20	20

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignment</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

Category	CO1	CO2	CO3	CO4	CO5
<b>Part A</b> (Objective -10x1=10 marks)	2	2	2	2	2
<b>Part B</b> (Short Answer -4x5=20marks)	10	10	-	-	-
<b>Part - C</b> (Essay-3 x 10 = 30 marks)			10	10	10
<b>Total</b>	12	12	12	12	12

**g. Model Question Paper**

Sl.No	Model Questions	Specification	Level
<b>Part – A: Objective Type</b> <b>Answer all the following questions</b> <b>10 x 1=10</b>			
1	Fill in the blanks with suitable articles a) My son is ..... M.A from Agra University. b) She is..... honorary secretary of the club.	Recall	Remember
2	Complete the following by filling the blanks with suitable tenses. Two carpenters ..... (1) (work) on Mr. Sharma's roof. When they ..... (2) (stop) work at 6 p.m., they ..... (3) (leave) their ladder ..... (4) (lean) against the house.	Recall	Remember
3	Fill in the blanks with suitable Prepositions a).The old man is used .....eating such food. (to, of) b).We went... the place (round, around)	Recall	Remember
4	Rewrite the sentence by using the modal verbs given in brackets a) I'm sure that Mrs. Smith didn't leave home. (cannot) b) I'm thinking about taking a Spanish lesson. (may)	Rewrite	Remember
5	Identify the noun/adjective/verb/adverb in the following sentences a).Everyone left the building in a hurry. b).I sat on the left side of the room.	Identify	Remember
6	Complete the blanks with suitable phrasal verbs a).The teacher.....an explanation of his conduct. A. called off      B. called out C. called in      D. called for b).She.....the orphan as her child. A. brought out      B. brought up C. brought in      D. brought about	Recognize	Remember
7	Make Wh' Question for the given expression a).He can speak Chinese. b).The play was interesting	Rescript	Understand
8	Convert the sentences into Active/Passive Voice a)They will hire some people to do the job. b) Her silence worries me.	Rescript	Understand

9	Find out the rhyming words in the following a) If you can wait and not be tired by waiting, Or being lied about, don't deal in lies, Or being hated, don't give way to hating, And yet don't look too good, nor talk too wise b) If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools, Or watch the things you gave your life to, broken, And stoop and build 'em up with worn-out tools	Rescript	Understand
10	Make a sentence of your own to the given Homophones/homonym	Recognize	Remember
<b>PART – B Short Answer</b> <b>Answer all the following questions</b>			<b>4 x 5 = 20</b>
11	<b>a. Correct errors, rewrite the passage:</b> Human civilization evolved from cases of famine, death, infections, and illness over the years, with the advancement in technology, science and health. India has the second largest population in world, after China. It is estimated that by 2025, India crosses China and become the country with the largest population. In 1950-51, India's population is 361 million. Our population is growing at the rate of 2.2% per annum since independence. <b>(Or)</b> <b>b. Situational dialogue:</b> You want to visit New Delhi. Construct a situational dialogue on a telephonic inquiry about the availability of a berth on the train.	Construct	Skill
12	<b>a. Rearrange the following jumbled sentences</b> i. to stand/when he arrives/visitors/expects/His Excellency ii. brought/the team/Amanda/all her expertise iii. named/Samantha/their first daughter/the couple iv. to stay/a legal assistant/I wouldn't like/for long v. the grenade/removed/the paratrooper/the pin/from/careful <b>(or)</b> <b>b. Cloze writing:</b> Fill the gaps in the essay with suitable words among the list given in brackets below each paragraph. The question (1) ———how people learn a second language (2) ———received a great deal of scientific attention Especially (3) ———the 1970s. Research has offered evidence (4) ———has been used to support a number of conflicting claims(5) ———second	Interpret	Understand

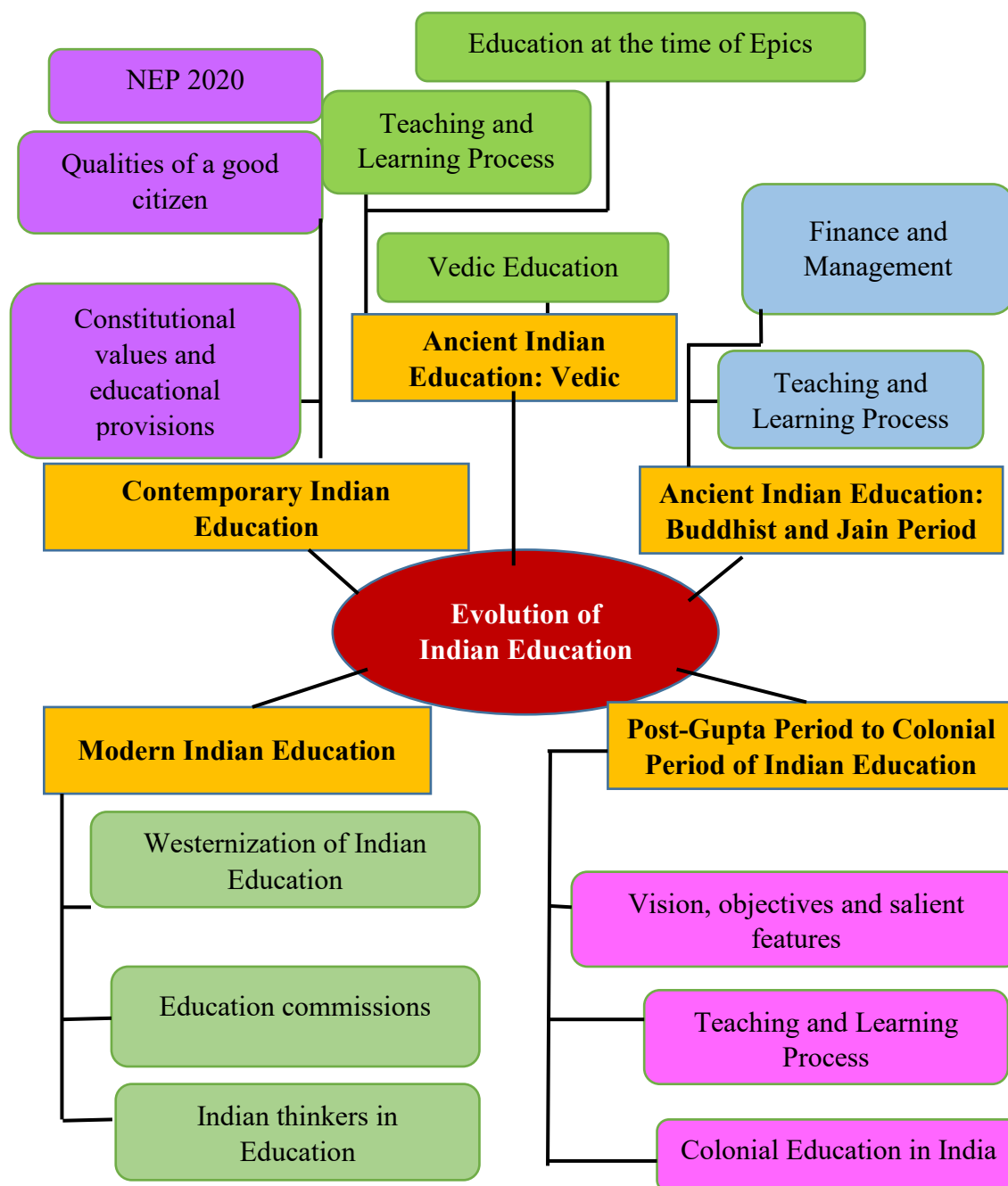
	<p>language (SL)  Learning. (6)———, one fundamental observation is less open to dispute (7) —— others. If success in adult second language learning is measured (8) ——how close the learner comes to the level of a native speaker, it is possible, (9) —— quite common, for adults to achieve a high degree of success in learning SL grammar and vocabulary. The same degree of success, though, is apparently unattainable in SL phonology; adult SL speakers who sound (10) ——  ——native speakers are extremely rare.  (than, however, by, that, of, has, since, about, and, like, on, over)</p>		
13	<p>a) Discuss the barriers of listening  Or  b). Explain the significance of listening in communication</p>	Interpret	Understand
14	<p>a) Compare active and passive listening (or)  b) Discuss reflect listening.</p>	Interpret	Understand
<b>PART – C Essay Answer</b>			
<b>Answer all the Questions</b>			<b>3 x 10 = 30</b>
15	<p>Read the passage carefully and answer the following questions that follow. <b>(a. Reading Comprehension or b. Précis Writing)</b> Philosophy of Education is a label applied to the study of the purpose, process, nature, and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment, and wisdom, and is something broader than the societal institution of education we often speak of. Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia. Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be</p>	Deduce	Analyze

	<p>holistic, including facts, skills, physical discipline, music, and art. Plato believed that talent and intelligence are not distributed genetically and thus are being found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not follow a democratic model. Aristotle considered human nature, habit, and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.</p> <p>During the Medieval period, the idea of Perennials was first formulated by St. Thomas Aquinas in his work "De Magistracy". Perennials holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennials developed. During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university educated philosophers were necessarily wiser than uneducated farm workers, for example.</p> <p>Q1) What is the difference between the approaches of Socrates and Aristotle?</p> <p>Q2) Why do educationists consider philosophy a weak and woolly 'field'?</p> <p>Q3) What do you understand by the term 'Perennials', in the context of the given comprehension passage?</p> <p>Q4) Were Plato's beliefs about education democratic?</p> <p>Q5) Why did Aquinas propose a model of education which did not lay much emphasis on facts?</p>		
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<p><b>16</b></p>	<p>Letter Writing:  a) Write an application letter to ABC public <del>sch</del> for the vacancy of upper primary mathematics teacher.  (OR)  b) Write a letter to your friend, inviting him/her to your graduation ceremony.</p>	<p>Write</p>	<p>Skill</p>
<p><b>17</b></p>	<p>General Essay:  a) It is time that we all see gender as a spectrum instead of two sets of opposing ideals.  Write an essay on the context of the above statement (not exceeding 500 words) (OR)  b) Write an essay in less than 500 words on the topic celebrate biodiversity.</p>	<p>Comment</p>	<p>Analyse</p>

SEMESTER - I					
Course Code	Course Name	L	T	P	Credits
EDUN1012	Evolution of Indian Education	3	1	0	4
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO1</b>	Understands the concept and vision of Vedic period Education	Understand
<b>CO2</b>	Applies Jain and Buddhist period education in present society	Apply
<b>CO3</b>	Analyze the features of colonial period of education	Analyze
<b>CO4</b>	Perceive the values of commissions and thinkers in modern education	Create
<b>CO5</b>	Enable themselves to shape their educational perspective to act as an effective teacher in contemporary education	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Ancient Indian Education: Vedic Period</b> Vision, objectives and salient features of Vedic Education System- Aims and character of Education, curriculum, Methods in Teaching and Learning Process- Development of educational institutions: Finances and Management- Famous Educational institutions- Education at the time of Epics: Ramayana and Mahabharata.	13
<b>II</b>	<b>Ancient Indian Education: Buddhist and Jain Period</b> Vision, objectives and salient features of Buddhist and Jain Education System- Teaching and Learning Process- Finance and Management of Educational Institutions- Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia- Famous Guru-Shishya.	13
<b>III</b>	<b>Post-Gupta Period to Colonial Period of Indian Education</b> Vision, objectives of Gupta and Colonial Period, brief historical development perspective as well as salient features of Education in Gupta and Colonial India- Teaching and Learning Process and Curriculum in Gupta period- Finance and Management of educational institutions. Colonial Education in India:	13
<b>IV</b>	<b>Modern Indian Education</b> Woods Despatch, Macaulay Minutes and Westernization of Indian Education - Shiksha ka Bhartiyakaran (Indigenous Interventions in Education) - The Aftermath of Lord Curzon's Education Policy, Calcutta University Commission (1917-19)- Secondary Education commission (1952-53)& Kothari Commission (1964-66)in relevance to secondary Education-vision salient features of National Policies on Education-1986- Contribution of Indian thinkers in Education – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Periyar E.V. Ramasamy, Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.	13
<b>V</b>	<b>Contemporary Indian Education</b> Overview of Constitutional values and educational provisions- Citizenship Education: Qualities of a good citizen- Education for fundamental rights and duties-Constitutional Provisions to SC/ST/OBC and Physical disabled students-Overview of 20th Century Committees, Commissions and Policies-UEE, RMSA, RTE Act 2009: Overview and impact-NEP 2020: vision and implementation for a vibrant India.NCF-2023.	12

	<p><b>Tasks and Assignments:</b> Each student is required to submit the following:</p> <ul style="list-style-type: none"> <li>✓ A report highlighting educational reforms with special reference to school education in the light of NEP 2020.</li> <li>✓ Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.</li> <li>✓ Compare vision, objectives, and salient features of education during different periods.</li> <li>✓ Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.</li> <li>✓ Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.</li> <li>✓ Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.</li> <li>✓ Visit to places of educational significance and value centers and develop a project report.</li> <li>✓ Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.</li> </ul> <p><b>References:</b> Govt. of India (2020). National Education Policy, Min. of HRD, New Delhi. Kumar, K. (2013). Politics of education in colonial India. India: Routledge Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, Krishnan, D.K., &amp; Thamarasseri, I. (2016). Contemporary issues in Indian education. New Delhi: Kanishka Publishers. Mangesh M. Ghonge, Rohit Bag and Aniket Singh(2020) Indian Education: Ancient, Medieval and Modern Takur A S &amp; Berwal B S (2008) Development Of Educational System In India Aggrawal, J. C. (1996). Theory and principles of education (10<sup>th</sup> ed.). New Delhi: Vikas Publications.</p>	
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**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	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

**g. Model Question Paper**

Sl. No.	Model Questions	Specifications	Level
	<b>Part – A: Objective Type Multiple choice 10 x 1 = 10</b>		
1	After how many years of practice Sambhavnath acquired Kewalya Gyan and formed DharamTirth? a.10 b. 12 c. 14 d. 16	Recognize	Remember
2	Two great Buddhist universities of Nalanda and Vikramshila were patronised by the a. Palas b. Paramaras c. Chandelas d. All the above	Recall	Remember
3	Ajeetnath Tirthankar was born in a. Ayodhya b. Kiskindha c. Nasik d. Ujjain	Recognize	Remember
4	The following are beliefs of Buddhism (A)The world is full of sorrows., (B)People suffer on account of desires., (C)If desires are conquered, nirvana will be attained., (D)The existence of God and Soul must be recognised.	Recognize	Remember

	a. A B C and D c. A B and C	b. B and C d. B C and D		
5	Ruler founded the famous Vikramshila University for the Buddhists a. Mahipala c. Gopala		b. Devapala d. Dharampala	Recognize Remember
6	National Education Policy 2020 replaced by a new pedagogical and curricular structure. What is the new curricular structure according to NEP 2020? a. "3+4+4+5" model b. "5+3+3+4" model c. "4+3+3+5" model d. "5+4+3+3" model			Recall Remember
7	The chairman of the NEP2020 drafting committee was a. Kailasavadivoo Sivan c. Prof. Yaspal Sharma		b. Dr. K. Kasturirangan d. Prod. G. RajaGopal	Recognize Remember
8	The India adopt Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development in the year a. 2020 b. 2015 c. 2030 d. 2025			Recognize Remember
9	Education is _____for achieving full human potential, developing an equitable and just society, and promoting national development. a. Constitutional c. Fundamental		b. Legitimate d. Authentic	Recall Remember
10	"To achieve their aim not only did Brahmans develop a system of education which, survived even in the events of the crumbling of empires and the changes of society, but they, also through all those thousands of years, kept a glow of torch of higher learning". Said by A) Dr. F. E. Key C) Siman E A		B) W C Banerjee D) M N Srinivas	Recall Remember
	<b>PART – B Short Answer</b> <b>The answer should not exceed 200 words 5 x 4 = 20</b>			
11	a) Explain the Objectives of Vedic Education? (or) b) Discuss the Famous Educational institutions in Vedic period ?			Explain Understand
12	a) What are salient features of Vedic Education System (or) b) Discuss the different Methods in Teaching and			Differentiate Define Understand

	Learning Process?		
13	a) Describe the education system in the time of Ramayana and Mahabharata? (or) b) Elaborate the Objectives of Jainism Education?	Illustrate	Apply
14	a) Describe the educational features of Woods Despatch, Macaulay Minutes ? (or) b) Discuss the features of Calcutta University Commission in relation to education	Differentiate Define	Understand
15	a) What are the Education for fundamental rights and duties? (or) b) Explain the concept and over view of UEE, RMSA, RTE Act 2009?	Define and Explain	Understand
<b>PART – C Essay Answer</b>			
<b>The answer should not exceed 400 words 3 x 10 = 30</b>			
16	Describe the Teaching and Learning Process in Buddhist and Jainism Period?	Describe	Analyze
17	Explain the Contribution of Indian thinkers on Education?	Explain Discuss	Understand
18	Discuss objectives and features of Kothari Commission in relation to higher education?	Explain Discuss	Understand
19	Discuss the impact of NEP 2020 on Indian education system?	Assess	Skill
20	Explain the Constitutional Provisions to SC/ST/OBC and Physical disabled children?	Explain Discuss	Understand

SEMESTER I					
Course Code	Course Name	L	T	P	Credits
EDUE1013	British Literature - I	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

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

	Course Outcomes	Level
CO 1	Explain and interpret major British literary works	Understand
CO2	Analyse poetic, rhetorical, and stylistic devices	Analyse
CO3	Differentiate genres and evaluate their development	Analyse / Evaluate
CO4	Examine historical, cultural, and philosophical contexts of literature	Analyse
CO5	Construct analytical essays and arguments using textual evidence	Create

**b. Syllabus**

Units	Content	Hrs.
I	Geoffrey Chaucer "The Prologue to the Canterbury Tales" Edmund Spenser "Epithalamion"	14
II	John Milton "Lycidas" John Dryden "Mac Flecknoe" John Donne "A Valediction Forbidding Mourning" George Herbert "The Pulley"	12
III	Francis Bacon "Of Truth" Francis Bacon "Of Revenge" Francis Bacon "Of Studies" John Dryden "Of Friendship"	12
IV	Christopher Marlowe <b>Dr. Faustus</b> Samuel Richardson <b>Pamela</b>	14
V	Thomas Middleton <b>The Changeling</b> Thomas Kyd <b>The Spanish Tragedy</b>	12
	<b>Text Books</b> ⇒ Chaucer, Geoffrey. <b>The General Prologue to The Canterbury Tales</b> . Ed. Harriet Raghunathan. Delhi:Worldview Publication, 2009. ⇒ Green, David., ed. <b>The Winged Word</b> . Chennai: Macmillan, 1974. ⇒ Ramachandran, C.N, and Radha Achar., ed. <b>Five Centuries of Poetry</b> . Chennai: Macmillan,1991.	

	<p>⇒ Chaudhuri, Sukanta, and Francis <b>Bacon. Bacon's Essays; A Selection.</b> London: OUP, 1977.</p> <p>⇒ Dryden, John. <b>The Preface to the Fables.</b> Cambridge: Cambridge University Press, 1912.</p> <p>⇒ Marlowe, Christopher. <b>Doctor Faustus and Other Plays.</b> London: OUP, 1998.</p> <p>⇒ Richardson, Samuel. <b>Pamela.</b> London: Messrs Rivington &amp; Osborn, 1740.</p> <p>⇒ Middleton, Thomas, and William Rowley. <b>The Changeling.</b> Oxford: OUP, 2013.</p> <p>⇒ Kyd, Thomas. <b>The Spanish Tragedy.</b> New York: Manchester University Press, 1996.</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

SEMESTER - I					
Course Code	Course Name	L	T	P	Credits
EDUAH1014	History of India (1857-1947)	4	0	0	4
Internal	40	External	60	Total	100

#### a. Course Outcomes (COs)

	Course Outcome	Level
CO 1	Understand the cultural, social, and political developments that shaped Indian nationalism.	Understand
CO 2	Apply key historical concepts to explain movements such as INC formation, Swadeshi, Home Rule, and Gandhian campaigns.	Apply
CO 3	Analyse the role of reform movements, political groups, Gandhian strategies, and constitutional reforms in the national movement.	Analyse
CO 4	Create coherent historical arguments or presentations based on major events from early nationalism to independence.	Create
CO 5	Demonstrate critical thinking, source interpretation, chronological understanding, and comparative evaluation of national movements.	Skill

#### b. Syllabus

Units	Content	Hrs.
I	<b>Cultural and Social Changes</b> a) Social Background of Indian Nationalism b) The advent of printing and its implications c) Socio-Religious Reform Movements: Brahmo Samaj, Prarthana Samaj, and Ramakrishna and Vivekananda, Arya Samaj, and Singh Sabha Movements	14
II	<b>Nationalism: Trends upto 1919</b> a) Political ideology and organizations, formation of INC b) Moderates and extremists: Aims and objectives c) The Surat Split	12
III	<b>Gandhian era</b> a) Satyagraha b) Non- Cooperation, Civil Disobedience, Quit India c) INA, INA Trials & RIN Mutiny	12
IV	<b>From Swadeshi to Home Rule</b> a) Swadeshi and Boycott b) Muslim league: Demands and Programs c) First World War: Lucknow Pact, Home Rule Movement	14

<b>V</b>	<p><b>Road to Independence</b></p> <p>a) Constitutional Developments: 1909, 1919, 1935</p> <p>b) Wavell Plan, Cripps and Cabinet Mission</p> <p>c) Mountbatten plan, Circumstances leading to Partition &amp; Independence, Transfer of Power</p>	12
	<p><b>References</b></p> <ul style="list-style-type: none"> <li>• A.C Banerjee, The New History of Modern India (1707-1947).</li> <li>• A.R.Desai, Social background of Indian Nationalism.</li> <li>• A.R.Desai, India's Path of Development.</li> <li>• Bipan Chandra, Freedom Struggle.</li> <li>• Bisheswar Prasad, Bondage and Freedom, Vol. 2.</li> <li>• B.R Grove, A New Look on Modern Indian History.</li> <li>• D. Agrow, Moderates and Extremists in the Indian National Movement.</li> <li>• Dodwell, A Sketch of the History of India.</li> <li>• K.K. Dutta, Social History of Modern India.</li> <li>• Gerard Delanty &amp; Krishna Kumar, Nations &amp; Nationalism.</li> <li>• G.S. Chabra, Advance History of Modern India.</li> <li>• K.G Subramanian, The Living Tradition: perspectives on Modern Indian Art.</li> <li>• M.N. Gupta, History of the revolutionary Movement in India.</li> <li>• Paul Brass, The Politics of India since Independence.</li> <li>• R.C Majumda, British Paramountcy and Indian Renaissance (Part I).</li> <li>• R. Jeffery, J Masseless, From Rebellion to the Republic.</li> <li>• Sardar Vallabhbhai Patel, Selected Speeches and Writings.</li> <li>• Sardar Vallabhbhai Patel, Selected Correspondence, 1945 -1950 -Vol-2.</li> <li>• S.R Mehrotra, The Emergence of Indian National congress.</li> <li>• Tara Chand, History of Freedom Movement in India, Vol. 3.</li> </ul>	

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

SEMESTER - I					
Course Code	Course Name	L	T	P	Credits
EDUAG1014	Physical Geography	4	0	0	4
Internal	40	External	60	Total	100

	Course Outcome	Level
CO 1	Students will understand the fundamental political, social, cultural, and economic developments of historical periods and explain their relevance to contemporary society.	Understand
CO 2	Students will apply historical concepts, timelines, and frameworks to interpret literary texts, cultural events, and linguistic evolution.	Apply
CO 3	Students will analyse primary and secondary historical sources, compare differing viewpoints, and construct evidence-based historical arguments.	Analyse
CO 4	Students will create structured presentations, thematic reports, or digital projects that synthesize historical information and demonstrate independent inquiry.	Create
CO 5	Students will demonstrate skills in critical thinking, academic writing, source evaluation, chronological reasoning, and effective communication relevant to historical and interdisciplinary studies.	Skill

#### b. Syllabus

Units	Content	Hrs.
I	<p><b>Geomorphology</b>  <b>Solar system and the Earth</b> - Origin of the earth: important theories - Earth's interior - Geological time scale - Earth's Materials and minerals - Rocks classification and characteristics - Earth surface configuration - Order of landforms - Wegner's theory - Plate tectonics.  <b>Endogenic processes:</b> Folds, Fault, Dome and their resultant landforms - Earthquakes and Volcanic activities: causes, resultant landforms and world distribution.  <b>Exogenic processes:</b> Weathering, Mass wasting and resultant landforms - Formation of regolith and soil Geomorphic agents and processes: Fluvial, Glacial, Coastal, Arid and Karst landforms            Geomorphic hazards and their effects</p>	14
II	<p><b>Climatology</b>  <b>Elements of weather and climate</b> – Composition and Structure of the Atmosphere - Heat budget.  <b>Atmospheric pressure:</b> Vertical and horizontal distribution - Winds and their causes of circulation - Types of planetary, Periodic and local winds - Temperature: factors and distribution - Temperature inversion.</p>	12

	<p><b>Atmosphere moisture:</b> Humidity, evaporation and condensation - Hydrological cycle - Types, regional and seasonal distribution – Monsoon.</p> <p><b>Air masses and Fronts-</b> Atmospheric disturbances: Tropical and Temperate cyclones- Anti- cyclones - El Nino-Southern Oscillation (ENSO) - Recent climatic variability phenomenon.</p> <p><b>Climatic Classification</b> – Basis of Koppen’s and Thornthwaite’s Classification – Tole of climate in human Life – Aomospheric Pollution and global warming: general causes and consequences.</p>	
III	<p><b>Oceanography</b> Surface configuration of the ocean floor - Hypsographic curve: continental self, continental slope, byssal plain, trenches and deeps - Relief of Atlantic, Pacific, and Indian Oceans.</p> <p><b>Distribution of temperature and salinity of oceans and seas</b> - Circulation of oceanic waters, waves and currents - Currents of Atlantic, Pacific and Indian oceans - Tides: causes, types and theories.</p> <p><b>Marine deposits</b> - Coral reefs: types and their formation - Costal environment - Ocean as store house.of resources for the future</p>	12
IV	<p><b>Biogeography</b> <b>Biosphere:</b> Meaning and concept - Components of ecosystem and ecology-Biomes: World major biomes and their characteristics <b>Functions:</b> Trophic levels, energy flows, cycles (geo-chemical, carbon, nitrogen and oxygen), food chain, food web and ecological pyramid.</p> <p><b>Human interaction and impacts</b> - Environmental ethics - Environmental hazards and disasters (global warming, urban heat island, atmospheric pollution, water pollution, land degradation). Environmental policies - Environmental impact assessment</p>	14
V	<p><b>Physical Geography of India</b> <b>Land of diversities</b> - Geological structure - Physical features and divisions- Drainage pattern - Soil types and distribution - Natural vegetation <b>Climate:</b> Seasons - Monsoon (origin, regional and seasonal variations) - Distribution of temperature and rainfall- Local winds <b>Mineral and power resources:</b> Major types and their potential, distribution and production – Sources of non-conventional energy</p>	12
	<p><b>References</b></p> <ul style="list-style-type: none"> <li>• <b>Romila Thapar</b> – <i>Early India: From the Origins to AD 1300</i>, Penguin Books.</li> <li>• <b>Upinder Singh</b> – <i>A History of Ancient and Early Medieval India</i>, Pearson.</li> <li>• <b>atish Chandra</b> – <i>Medieval India: From Sultanate to the Mughals</i>, Har-Anand Publications.</li> <li>• <b>Irfan Habib</b> – <i>Medieval India: The Study of a Civilization</i>, NBT.</li> <li>• <b>Bipan Chandra</b> – <i>India’s Struggle for Independence</i>, Penguin Books.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Sumit Sarkar</b> – <i>Modern India (1885–1947)</i>, Macmillan.</li> <li>• <b>William H. McNeill</b> – <i>A World History</i>, Oxford University Press.</li> <li>• <b>Norman Lowe</b> – <i>Mastering Modern World History</i>, Palgrave Macmillan.</li> <li>• <b>Nitin Singhanian</b> – <i>Indian Art and Culture</i>, McGraw Hill.</li> </ul>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

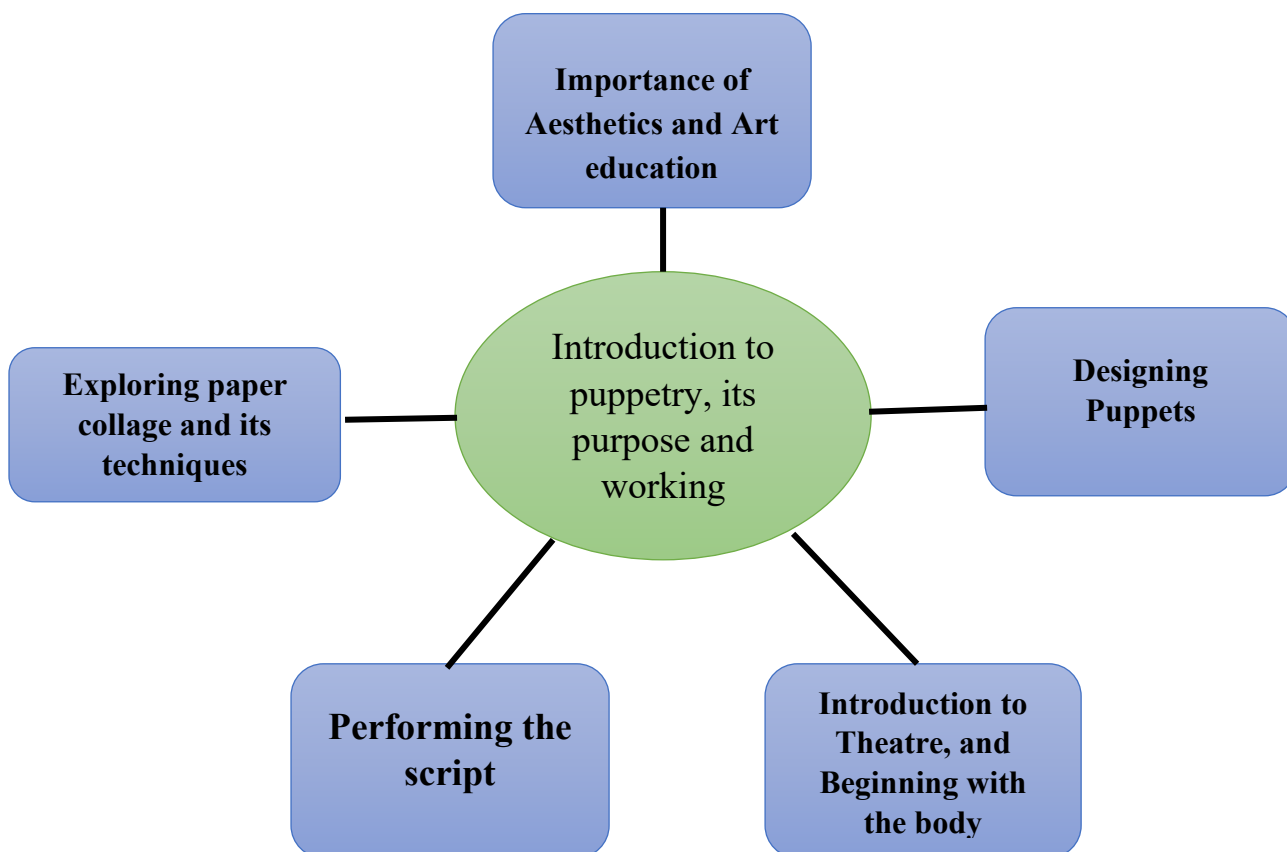
	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

<b>SEMESTER - I</b>					
<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>EDUNVA01</b>	Art Education (Performance and Visual) - Puppetry	0	0	2	2
Internal	100	External	0	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Articulate the importance of aesthetics and art in education	Understand
<b>CO 2</b>	Preparing the Design puppets through different art form	Create
<b>CO 3</b>	Demonstrate dramatically abilities and appreciation of theatre performance.	Apply
<b>CO 4</b>	Learn basic theatre tools of improvisation, ideation, and creation of a script, create a short performance with educational possibilities.	Create
<b>CO 5</b>	Learn and apply armistices collage techniques to create unique artworks and understand their educational value.	Create

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<p><b>Importance of Aesthetics and Art education (2 Sessions)</b></p> <p>In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.</p> <p>Philosophical, psychological and sociological perspective of Art Education.- Formal and informal theories of art.- Indian perspective of art in life.- Western perspective of art in life.- Critical analysis of theories of Art Education.</p> <p>Literature of Art Education.- Conceptual clarity of the following basic concepts of art at school level: aesthetics, criticism and judgment at school level, beauty, reality, idea, truth, taste, sense. - Basic requirements of teaching-learning art at school across stages.- Question of social ethics.</p>	8
<b>II</b>	<p><b>Designing Puppets (6 Sessions)</b></p> <p>In this unit, students will learn about puppetry, its history and specifically about how puppets work. This unit will also discuss the imagination required to design puppets, visualize how puppets will be used and the technicalities of designing puppets. These will be learnt by designing puppets. Students will start with constructing finger puppets and move towards small shapes through papers, like Fish, birds, rat - then they will design masks, flat masks, and masks with dimensions. At the end they</p>	16

	will design puppets with old newspaper. The puppets are designed with old newspapers and colour papers. They decorate it and design it in such a way that it can be played, performed. They prepare costumes and all other accessories.	
III	<p><b>Introduction to Theatre, and Beginning with the body (3 Sessions)</b></p> <p>We will discuss some core essentials in the aesthetics of theatre like the performance, the makers, the audience, and the context and how we relate this to the world around us, in everyday lives. In this unit, we will discuss examples of how theatre was used in social movements that have contributed to educating the larger population about important social issues. Additionally, we will also learn from practices and approaches of theatre groups like Budhan Theatre who work with denotified tribes, and Manalmagudi who work closely with physical nonverbal theatre. Exposing students to these approaches will lead to rich discussions on the role of theatre in pedagogy and practice.</p> <p>In this unit, students will learn certain principles and awareness on how to use their body and voice in a given space and time, with respect to other bodies. There will be several games, exercises that will familiarise them with certain basics of movement, voice, acting and thereby create improvisations and images in a given context. The activities and tasks will be both in individuals and groups.</p>	16
IV	<p><b>Performing the script(4 sessions)</b></p> <p>This unit will engage in the actual making of the final piece they choose to make. Students will have to visualize the final text on stage and start rehearsing in their groups. Apart from using their bodies to play characters, the students will also have to think about design and other aesthetic elements like sets, props, costumes, lights, music and sounds they want to use in the performance.</p> <p>Students will have to practice beyond the six classes as the class time will be utilised to discuss and provide feedback as the work progresses. The last two classes in this unit will be utilise for the final rehearsals and assessments. The final performance will take place in front of a small audience followed by a brief post-performance discussion. Students will engage in discussing and reflecting on the views, questions and comments shared by the audience.</p>	
V	<p><b>Exploring paper collage and its techniques (4 Sessions)</b></p> <p>Students will be introduced to the medium of collage and open their minds to the possibilities within this medium. Students will view and discuss examples of collage artworks, artist process and artist interview videos. Students will get a chance to compare and contrast various ways collage as a medium is used. Students will reflect upon their own past art educational experiences and observations and engage in dialogue and</p>	

	<p>discussions. Students will analyze effective and ineffective ways of using the medium of collage in educational and other settings.</p> <p>Through inquiry-based participatory demonstrations, students will investigate and discover a variety of ways to manipulate paper and create individual and unique two-dimensional compositions in the medium of paper Collage. They will understand and learn the techniques, artistic terminologies of the collage medium. Students will reflect on their experience and engage in facilitated discussions to deepen their understanding on the role of art medium exploration and how it can foster various learning skills.</p> <p>Students then use their knowledge and experience from the previous sessions and explore collage as a medium further. Students will investigate, discover, and learn to create visual textures, physical textures, and create their own unique patterns. They will understand the difference between textures and patterns. Students will use a variety of techniques to create unique textures and patterns, analyze their findings, give each other feedback, work in groups to problem solve, etc. They will understand how art medium explorations can be used as a pedagogical tool in learning environments.</p> <p>Students will bring in various materials found around them like different kinds of paper, paper-based materials, natural materials, fabric, and explore these materials and use them as materials to create collage compositions. Students will explore a wide range of techniques and discover their own ways to manipulate these found materials to create interesting textures and patterns. Students will work in groups, problem solve, investigate, develop solutions on their own, and share their findings with each other. Through discussions, students will reflect upon this exploration experience and understand how art making processes can develop skills and abilities in a learner.</p> <p><i>Resource Videos</i></p> <ul style="list-style-type: none"> <li>➤ <i>Works of Deborah Roberts, William Kentridge, Wangechi Mutu, etc</i></li> <li>➤ <i>Marc, Cut paper collage artist -</i> <a href="https://www.youtube.com/watch?v=WgRZlWl-Oh0">https://www.youtube.com/watch?v=WgRZlWl-Oh0</a></li> <li>➤ <i>G. Subramanian: Collage art -</i> <a href="https://www.youtube.com/watch?v=ioRRi9R46a0">https://www.youtube.com/watch?v=ioRRi9R46a0</a></li> <li>➤ <i>Amber Fletschock, Collage artist -</i> <a href="https://www.youtube.com/watch?v=aa7p1vYqUc4">https://www.youtube.com/watch?v=aa7p1vYqUc4</a></li> </ul> <p><i>Arturo Herrera, artist -</i> <a href="https://www.youtube.com/watch?v=Oagx3_NZ5HU">https://www.youtube.com/watch?v=Oagx3_NZ5HU</a></p>	
	<p><b>Tasks and Assignments:</b></p>	

Week wise break up of sessions			
Sl. no	Topics	Session flow	Remarks
1	Aesthetics and art, art in everyday life.	Based on their experience	
2	Importance of art. Appreciation of art.	Discussion	
3	Art for art sake. Art with social responsibility. art for social change	Debate	
4	The world of puppetry. Different forms of puppetry.	Presentations	
5	History of puppetry	Lecture	
6	Preparation- finger puppets	Hands on	
7	Preparation of masks	Hands on	
8	Preparing puppets	Hands on	
9	Performing individually	Practice	
10	Performing in pairs	Practice	
11	Performing in groups – 3, 4, 5.	Practice	
12	Assignments	Written.	

Each student is required to submit **five** assignments/task from the following:

- ✓ Preparation of instructional material for education in the arts for secondary school.
- ✓ Documentation of the processes of puppets, painting with Models covering the design
- ✓ Art and Craft Exhibition
- ✓ Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan
- ✓ Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama.
- ✓ Organize a show on dance/ music / dramas and Prepare report.

#### References:

- Dewey, J. (1934). Art as experience. New York: Minton.
- Reed, H. (1968). Education through art. New York: Faber and Faber.
- Eisner, E. W. (1972). Educating artistic vision. New York: Macmillan.
- John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom. New York: Macmillan.
- Jefferson, B. (1969). Teaching art to children – Continental view point. Boston: Allyn Bacon.
- Tagore, R. (1962). Lectures and addresses. New Delhi: Macmillan.
- Coomaraswamy, A. K. (1974). Christian and oriental philosophy of art. New Delhi: Munshiram Manoharlal.
- Rupali Tripathi, (2004), Teaching of music, New Delhi: Mohit Publication.
- Dash B.N, (2002), Teacher and Education in the Emerging India Society (Vol. I & II) New Kalaimani Saraswathi, (1994), Bharata Natyakalai, Madras: Thirumagal Nilayam.

**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	3	3	3
CO4	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
Internal	14	14	14	14	14	70
External	-	-	-	-	-	-
Attendance	6	6	6	6	6	30
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**e. Mapping Course Outcome with Internal Assessment (100 Marks)**

	CO1	CO2	CO3	CO4	CO5
Assignments/Tasks	18	18	-	-	-
Seminar	-	-	-	-	-
Attendance	2	2	2	2	2
Practical work	-	-	18	18	18
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

**f. Rubric for Assignments**

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts, and examples	Ideas are detailed, Developed, and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO4

2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of the main idea, and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO4
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#### g. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Related to COs
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 Attending	CO3
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attending	CO3

#### h. Rubrics for practical work

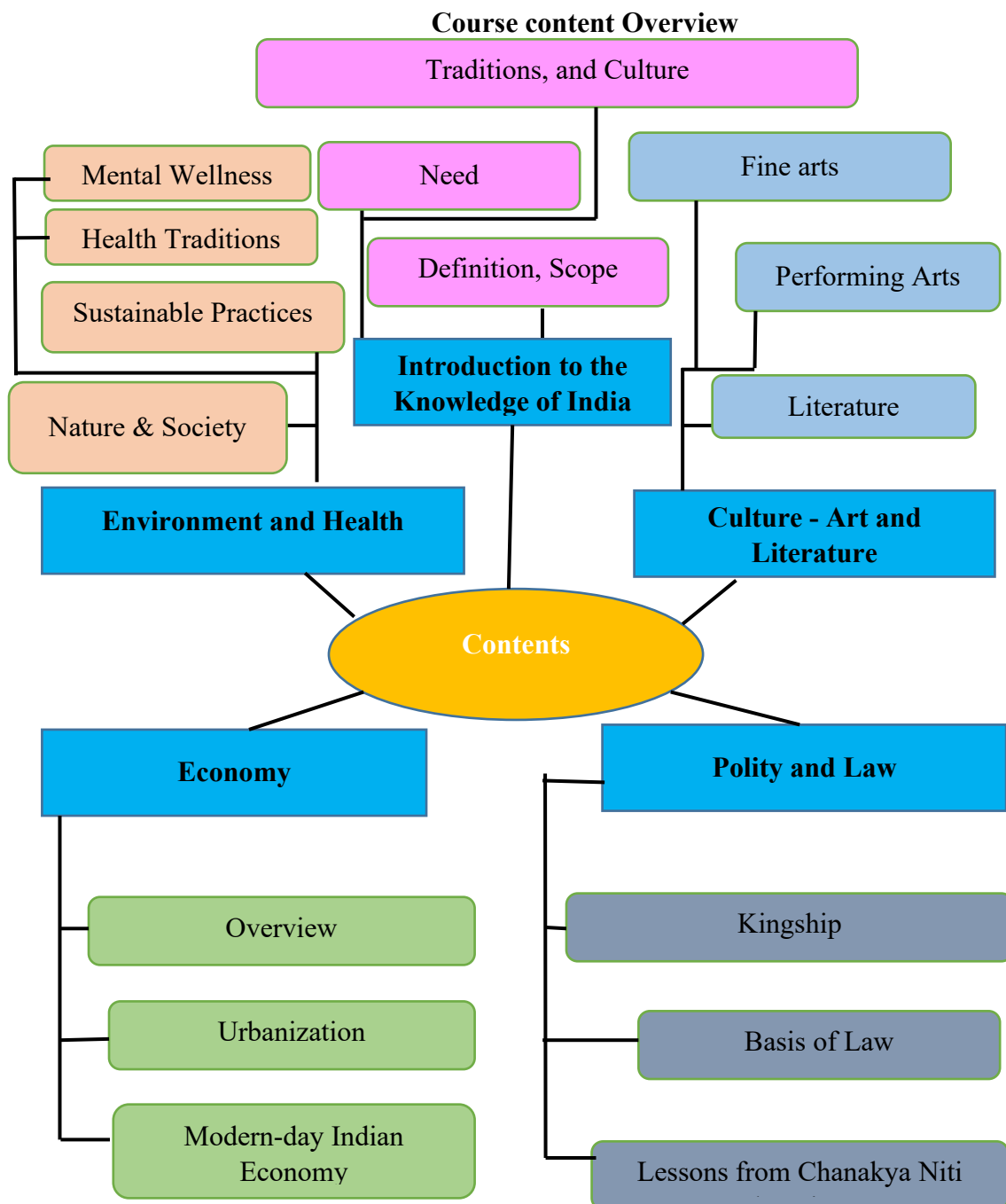
Sl. No.	Criteria	100%	75%	50%	25%	0%	Related to COs
1.	Skills	Controls complex skills/performance  Considering plans, and performing activities  Comes up with next steps	Controls detailed skills/performance  Can replicate activities or practice Properly	Controls basic skills/performance  Can do activities with the help of teachers.	Controls basis skills/ performance Cannot do activities with the help of teachers.	Not Attended	CO5

2.	<b>Organization</b>	Supplies exceptional improvement in the organization  Plans his/her activities and works efficiently	Supplies detailed improvement in the organization  Can replicate Plan his/her activities and works	Works accurate and sticks to protocols and rules	Works carelessly, unorganized, and does not stick to the protocols and rules	Not Attended	CO5
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#### i. Activities / Internal Assessment

S. No	Activity/ assignment /CO	CO1	CO2	CO3	CO4	CO5	Total
1.	Write up on significance and applications of arts in the teaching-learning process or Test	20					20
2.	<b>Group activity:</b> write up a story and make a skit using their handmade chart puppet or shadow puppet or clay puppet or cotton puppet or design of Puppets with models			20			20
3.	<b>Group activity:</b> Give a presentation on processes of any art such as <b>Music/Dance/Drama</b> in the community with pedagogical bases such as how the artists Design their products, manage their resources.		20				20
4.	<b>Conduct an Art and craft exhibition</b> (Students should display their handmade art, drawing, painting and craft items such as flowerpot, glass candle, embroidery design, colour paper )				20		20
5.	<b>Drawing/ chart/Painting</b> on the given topic in Maths/Physical science or related to school Curriculum as TLM					20	20
	<b>Total</b>	20	20	20	20	20	100

SEMESTER - I					
Course Code	Course Name	L	T	P	Credits
<b>EDUNVA02</b>	Understanding India-I (Indian Ethos and Knowledge Systems)	2	0	0	2
Internal	40	External	60	Total	100



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it	Remember
<b>CO 2</b>	Apply their acquired research and critical thinking skills in multidisciplinary themes.	Apply
<b>CO 3</b>	Summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner	Understand
<b>CO 4</b>	Apply economic principles and concepts to real-world scenarios.	Apply
<b>CO 5</b>	Develop an integrative wellness framework that incorporates traditional Indian environmental and health practices to address contemporary ecological and mental health concerns.	Create

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Introduction to the Knowledge of India</b> Definition - Scope- Relevance of this knowledge-Need to revisit our ancient knowledge, traditions, and culture.	6
<b>II</b>	<b>Culture - Art and Literature</b> Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art & globalization) -Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.,) -Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc.)	6
<b>III</b>	<b>Polity and Law</b> Kingship - Types of government (oligarchies, republics)-Local administration (village administration) -Basis of Law: Dharma & its sources -Criminal Justice: police, jails, and punishments- Lessons from Chanakya Niti; Lessons for modern-day India: Towards a tradition driven equitable and just polity and law system.	6
<b>IV</b>	<b>Economy</b> Overview of the Indian Economy (from the Stone Age to the Guptas)-The new culture of Urbanization (including castes, guilds, and other economic institutions)- Harappan civilization economy- growth of agriculture and proliferation of new occupations - growth of writing- Internal & external trade and commerce (including trade routes, Indo-roman contacts, and maritime trade of South India)-Temple economy- Land ownership - land grants & property rights- land revenue systems - Understanding Arthashastra: Ideas & Criticism- Locating relevance of ancient Indian economic thought in modern-day Indian Economy.	7

V	<p><b>Environment &amp; Health</b>  Understanding Equilibrium between Society &amp; Environment: Society’s perceptions of natural resources like forests, land, water, and animals- Sustainable architecture &amp; urban planning; Solving today’s environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.)-India’s Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita- Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)</p>	7
	<p><b>Tasks and Assignments:</b></p> <ul style="list-style-type: none"> <li>✓ Organization of day trips that help student teachers watch events relating to visual and performing art;</li> <li>✓ Activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group</li> <li>✓ Presentations based on themes such as Polity, Law and Economy etc., organization of a ‘Knowledge of India’ day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials;</li> <li>✓ Interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.</li> </ul> <p><b>References:</b></p> <p>Collins, L., &amp; Lapierre, D. (1975). Freedom at midnight. Simon and Schuster.</p> <p>Douglas Allen., &amp; Lynn (2006). The Philosophies of India. Blackstone Publishing.</p> <p>Matthew McCartney (2019). The Indian Economy Agenda Publishing.</p> <p>Mountstuart Elphinstone (2014). History Of India, Volume I. Normanby Press.</p> <p>Ministry of AYUSH. (2020). Shows modern application of traditional health systems</p>	

**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	2
<b>CO2</b>	3	3	2	3	2	2
<b>CO3</b>	2	3	3	3	3	2
<b>CO4</b>	3	3	3	3	2	3
<b>CO5</b>	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
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**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
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

**g. Model Question Paper**

Sl. No.	Model Questions	Specification	Level
<b>Part – A: Objective Type</b> <b>Multiple choice 10 x 1 = 10</b>			
1	Which classical dance form originates from the southern Indian state of Kerala? a) Kathak b) Bharatanatyam c) Odissi d) Kathakali	Recognize	Remember
2	Which ancient Indian text is often considered the world's oldest system of medicine and holistic wellness? a) Ramayana b) Mahabharata c) Rigveda d) Ayurveda	Recall	Remember
3	The famous Indian epic, "Mahabharata," is traditionally attributed to which sage? a) Valmiki	Recognize	Remember

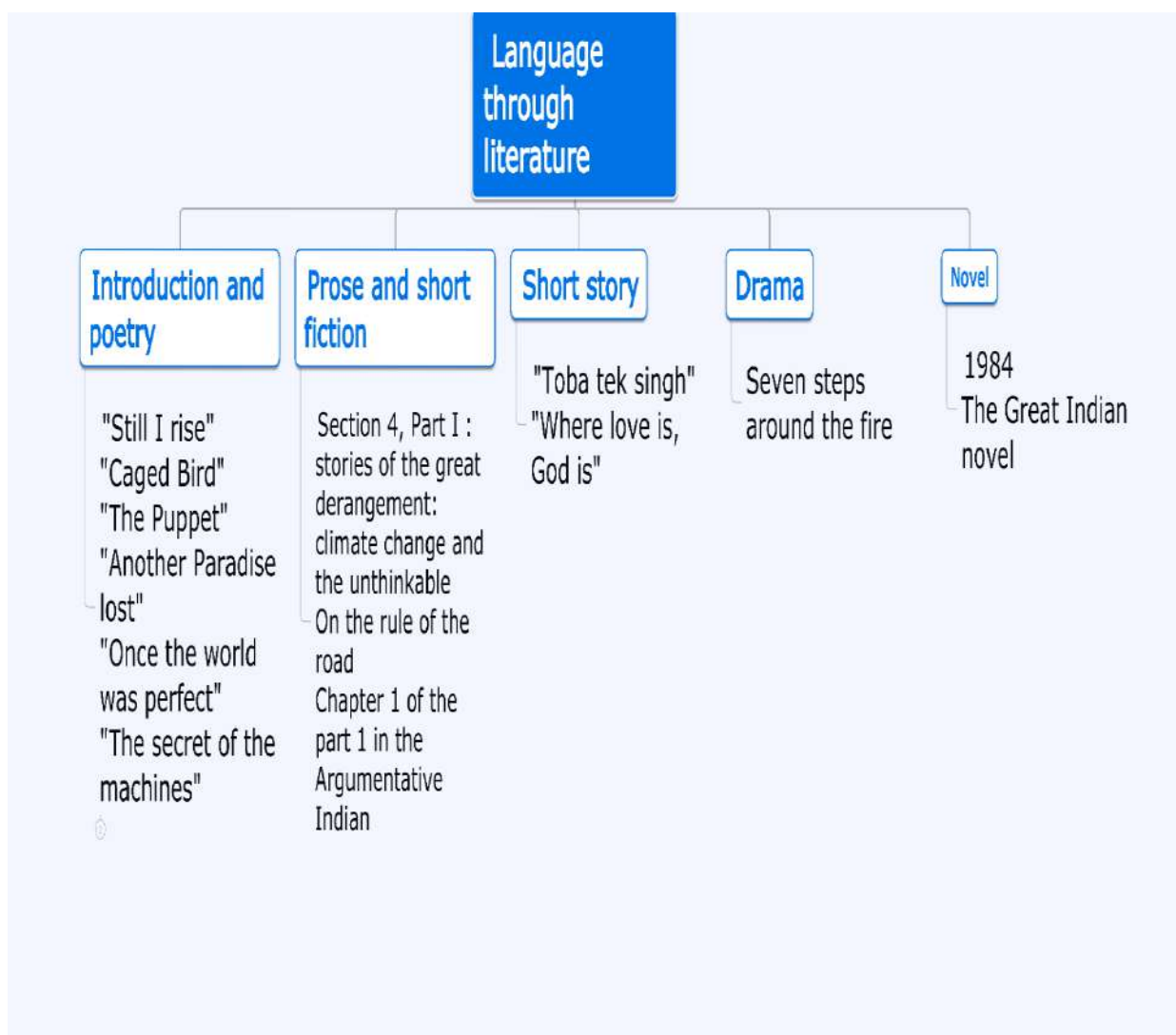
	b) Veda Vyasa c) Tulsidas d) Kalidasa		
4	Which ancient Indian script is often associated with the carving of inscriptions on monumental pillars and rocks? a) Brahmi b) Kharosthi c) Devanagari d) Tamil	Recognize	Remember
5	Who is the guardian of the Fundamental Rights in India? a) Supreme Court b) President c) Prime Minister d) Parliament	Identify	Remember
6	Which constitutional amendment introduced the Goods and Services Tax (GST) in India? a) 100th Amendment b) 101st Amendment c) 122nd Amendment d) 123rd Amendment	Recognize	Remember
7	Which of the following is not a stock exchange in India? a) NSE (National Stock Exchange) b) BSE (Bombay Stock Exchange) c) MSE (Madras Stock Exchange) d) ASE (Ahmedabad Stock Exchange)	Recognize	Remember
8	Who is responsible for formulating India's monetary policy? a) Ministry of Finance b) Reserve Bank of India (RBI) c) Planning Commission d) Securities and Exchange Board of India (SEBI)	Recall	Remember
9	Which of the following best reflects indigenous Indian approaches to sustainable urban planning? a) Use of concrete-based architecture in all weather conditions b) High-rise buildings for maximizing space c) Integration of natural elements like sunlight, ventilation, and local materials d) Importing modern Western building techniques	Identify	Remember
10	Which two classical texts are foundational to understanding ancient Indian medical knowledge? a) Arthashastra and Manusmriti	Recall	Remember

	b) Rigveda and Mahabharata c) Sushruta Samhita and Charaka Samhita d) Bhagavad Gita and Ramayana		
<b>PART – B Short Answer</b>			
<b>The answer should not exceed 200 words 4 x 5 = 20</b>			
11	a) Discuss the importance of yoga and meditation in Indian traditions and their global influence. (or) What are the different types of classical dance forms in India, and briefly describe one of them in detail.	Differentiate Define	Understand
12	a) Explore the importance of festivals in Indian culture and their role in preserving traditions. (or) b) Explain the role of family and community in upholding Indian traditions.	Explain	Understand
13	a) Discuss the evolution of Indian literature from ancient times to the modern era. (or) b) Analyze the contribution of Rabindranath Tagore to Indian literature and art.	Differentiate Define	Understand
14	a) How does art reflect and shape cultural values and beliefs? Provide specific examples. (or) b) Discuss the role of art and literature in challenging societal norms and promoting social change.	Explain	Understand
<b>PART – C Essay Answer</b>			
<b>The answer should not exceed 400 words 3 x 10 = 30</b>			
15	a) Analyze the role of the judiciary in safeguarding human rights in India, (or) b) Examine the issues and challenges related to women's rights and gender equality in India's legal system.	Define Describe	Analyse
16	a) Discuss the impact of the Goods and Services Tax (GST) on the Indian economy, including its benefits and challenges. (or) b) Discuss the major drivers of economic growth in India over the past decade and their impact on the overall economy.	Define Discuss	Understand
17	a) Explain the core principles of ancient Indian health systems like Ayurveda, Siddha, and Unani. How are these systems relevant to modern health and wellness? (or) b) Discuss how traditional Indian environmental practices promote sustainability. How can these practices be applied to address modern environmental challenges?	Describe Assess	Understand

# **SEMESTER - II**

SEMESTER II					
Course Code	Course Name	L	T	P	Credits
EDUN1021	Language through Literature	3	0	0	3
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcomes (COs)**

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

	<b>Course Outcomes</b>	<b>Level</b>
<b>CO1</b>	Understand the role of literary works in learning English as a Second language	Understand
<b>CO2</b>	Recognize the allegorical meaning of the literary works	Apply
<b>CO3</b>	Interpret the literary works of different genres to enhance their divergent thinking and expand cultural knowledge	Analyse
<b>CO4</b>	Integrate different literary texts critically	Create
<b>CO5</b>	Develop their writing skill for specific information	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hours</b>
<b>I</b>	<b>Introduction to language and literature</b> <b>Poetry:</b> Maya Angelo – “Still I Rise” and “Caged Bird”; Gabriel Garcia Marquez – “The Puppet” Meena Kandasamy – “Another Paradise Lost”, Joy Harjo – “Once the World was Perfect” and Rudyard Kipling – “The Secret of the Machines”	<b>10</b>
<b>II</b>	<b>Prose and short- fiction</b> Amitav Ghosh: “Section 4, Part I: Stories of The Great Derangement: Climate Change and the Unthinkable, A.G. Gardiner – On the Rule of the Road, Amartya Sen – Chapter 1 of Part 1 in The Argumentative Indian and George Orwell – Animal Farm	<b>10</b>
<b>III</b>	<b>Short Story</b> Saadat Hasan Manto – “Toba Tek Singh” Leo Tolstoy – “Where Love Is, God Is”	<b>9</b>
<b>IV</b>	<b>Drama</b> Mahesh Dattani – <i>Seven Steps Around the Fire</i>	<b>9</b>
<b>V</b>	<b>Novel</b> George Orwell – <i>1984</i> Sashi Tharoor – <i>The Great Indian Novel</i>	<b>9</b>
	<b>Practicum</b> ✓ Tasks and exercises will be given depending on the course instructors <b>References:</b> Simpson, Paul., Language through Literature: An Introduction, Routledge, 1997. Teaching English Through Literature - <a href="https://www.researchgate.net/publication/281379160_Teaching_english_through_literature">https://www.researchgate.net/publication/281379160_Teaching_english_through_literature</a> Krishnaswami, N, Methods of Teaching English, Macmillan, 2008. Harmer, Jeremy, Practice of English Language Teaching, Pearson	

**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	0	0	3	3
CO2	3	3	3	1	3	3
CO3	3	3	3	0	3	2
CO4	1	0	1	2	3	2
CO5	3	3	3	0	0	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 -4 x 5= 20marks)	10	10	-	-	-
Part – C (Essay-3 x 10 = 30marks)	-	-	10	10	10
Total	12	12	12	12	12

**g. Model Question Paper**

S.No.	Questions	Specification	Level
<b>Part – A</b> <b>Short Answer 10 x 1= 10</b>			
1.	Which of the following is not used as a symbol of wealth in Still I rise a. Oil Wells                      b. Pearls c. Diamonds                        d. Gold Mines	Recall	Remember

2.	<p>What does the Cage Bird's singing reveal about him?</p> <p>a. He is terribly unhappy b. He prefers to sing rather than to fly c. He is afraid to be free d. He wants to be heard</p>	Recall	Remember
3.	<p>Which animal hides during the battle of the Cowshed?</p> <p>a. Boxer b. clover c. Jessie d. Mollie</p>	Recall	Remember
4.	<p>To whom does Napoleon sell the farm?</p> <p>a. Mr. Pilkington b. Mr. Fredreck c. Mr. Jones d. Snowball</p>	Recall	Remember
5.	<p>In which Pakistani city was the lunatic asylum situated?</p> <p>a. Lahore b. Karachi c. Multan d. Islamabad</p>	Recall	Remember
6.	<p>What was the real name of Toba Singh?</p> <p>a. Baghat Singh b. Virendar Singh c. Bijay Singh d. Ranjit Singh</p>	Recall	Remember
7.	<p>What is the theme of Seven Steps around the Fire?</p> <p>a. Love b. Identity Crisis c. Partition d. festival</p>	Recall	Remember
8.	<p>What is the role of Uma in Seven Steps around the Fire?</p> <p>a. Professor b. CEO c. Doctor d. Engineer</p>	Recall	Remember
9.	<p>How old is Julia?</p> <p>a. 26 b. 30 c. 32 d. 35</p>	Recall	Remember
10.	<p>Winston commits thought crime by writing which of the following in his diary?</p> <p>a. I hate big brother b. Down with the party c. Down with big brother d. Death to big brother</p>	Recall	Remember

<b>PART – B Paragraph</b> <b>4x 5=20</b>			
11.	a. Discuss the main message of Caged Bird <b>or</b> a) Explain what Amitav Ghosh refers to as “The Great Derangement”	Explain	Understand
12.	a. State your opinion about the ending of the story Animal farm <b>or</b> b. Assess how does Harjo write to re-establish lost connections in her poem Once the World was Perfect	State	Analyse
13.	a) Infer how Ghosh uses the work The Great Derangement as a backdrop to encouraging a change in behavior by humans concerning the whole ideology of climate change. <b>Or</b> b) What do the four puppets signify in the story?	Explain	Understand
14.	a) What does Kandasamy mean by “occupational hazard”? <b>or</b> b) Make a detailed observation on the importance of arguments In the shaping of Indian culture? Assess your case with an example from Amartya Sen’s “Argumentative India”	Observe	Evaluate
<b>PART – C Essay 3 x 10 = 30</b>			
15.	a) Examine the social relevance of the story 1984. <b>or</b> b) Elaborate the theme of Seven Times Around the Fire	Examine	Understand
16.	A) Discuss the political satire of Toba Tek Singh <b>or</b> b) Examine the moral lesson in Where Love is God Is	Assess	Skill
17.	a) Elaborate the satirical view of The Great Indian Novel. <b>or</b> b) Discuss the role of Big Brother in Oceania and in Winston's life. What role does Big Brother play in each?	Elaborate	Analyse

SEMESTER II					
Course Code	Course Name	L	T	P	Credits
EDUE1022	Indian Writing in English – I (Pre-Independence)	4	0	0	4
Internal	40	External	60	Total	100

### a. Course Outcomes (COs)

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

	Course Outcomes	Level
CO1	Students will explain the themes, imagery, and cultural significance in poems by Derozio, Toru Dutt, Tagore, Aurobindo, and Sarojini Naidu.	Understand
CO2	Students will analyse plot structure, character development, and philosophical ideas in <i>Abhijnana Shakuntalam</i> and <i>Siddhartha: Man of Peace</i> .	Analyse
CO3	Students will interpret and examine core concepts in Gandhi's and Vivekananda's writings, relating them to modern societal issues	Analyse
CO4	Students will evaluate thematic concerns and narrative strategies in <i>Untouchable</i> and <i>Kanthapura</i> .	Evaluate
CO5	Students will analyse characterisation, symbolism, and narrative tone in stories by Khushwant Singh, Ruskin Bond, and Bhabani Bhattacharya.	Analyse and Create

### b. Syllabus

Units	Content	Hrs.
I	<b>Poetry</b> Henry Derozio: The Harp of India Toru Dutt: 'Our Casuarina Tree' Rabindranath Tagore: 'Unyielding' Sri Aurobindo: 'Life' Sarojini Naidu : "Love and Death"	14
II	<b>Drama</b> Kalidasa: <i>Abijnana Shakuntalam</i> Harindranath Chattopadhyaya: <i>Siddhartha: Man of Peace</i>	12
III	<b>Prose</b> Mahatma Gandhi: "Hind Swaraj, Chapter XIII (What is True Civilization?) Swami Vivekananda: "Kali the Mother" (Complete Works of Swami Vivekananda, vol.4, p.384 Advaita Ashram, 14th rpt. 1992)	12
IV	<b>Fiction</b> Mulk Raj Anand: <i>Untouchable</i> Raja Rao: <i>Kanthapura</i>	14
V	<b>Short Stories</b> Kushwant Sing - The Mark of Vishnu Ruskin Bond - The Panther's Moon Bhabani Bhattachary - Steel Hawk	12

	<b>Books for Reference</b> An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990 The Complete works of Sri Aurobindo. Vol 3 & 4. Pondycherri: Aurobindo Ashram Gems of English Prose and Poetry, Orient Blackswan, 2013	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

SEMESTER II					
Course Code	Course Name	L	T	P	Credits
EDUE1023	British Literature II	4	0	0	4
Internal	40	External	60	Total	100

### a. Course Outcomes (COs)

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

	Course Outcomes	Level
CO 1	Students will explain themes, imagery, and stylistic features in poems by Gray, Collins, Blake, Tennyson, Wordsworth, Coleridge, Shelley, Keats, and Rossetti.	Understand
CO 2	Learners will analyse poetic structure, symbolism, metre, and the poets' treatment of imagination, nature, and human experience.	Analyse
CO 3	Learners will interpret and examine the arguments in Wordsworth's <i>Preface to the Lyrical Ballads</i> and analyse Lamb's essays for humour, nostalgia, and personal reflection.	Analyse
CO 4	Learners will evaluate themes, moral issues, and narrative strategies in Austen's <i>Pride and Prejudice</i> and Dickens's <i>A Tale of Two Cities</i> .	Evaluate
CO 5	Learners will create well-structured analytical and comparative essays supported by textual evidence and critical perspectives.	Create

### b. Syllabus

Units	Content	Hrs.
I	<b>(Poetry)</b> Thomas Gray "Elegy Written in a Country Churchyard" Williams Collins "Ode to Evening" William Blake "The Tiger" Alfred Tennyson "Ulysses"	14
II	<b>(Poetry)</b> Wordsworth "Ode on the Intimations of Immortality" S. T. Coleridge "Kubla Khan" John Keats "The Eve of St. Agnes" P. B. Shelley "Ode to the West Wind" D.G. Rossetti "The Blessed Damozel"	12
III	<b>(Prose)</b> Wordsworth "Preface to the Lyrical Ballads" Charles Lamb "South Sea House" "Christ's Hospital" "A Dissertation upon a Roast Pig"	12
IV	<b>(Drama)</b> Oscar Wilde Importance of Being Earnest G.B. Shaw Arms and the Man	14
V	<b>(Novel)</b> Jane Austen <b>Pride and Prejudice</b> Charles Dickens <b>A Tale of Two Cities</b>	12

	<p><b>Text Books</b></p> <p>⇒ Green, David., ed. The Winged Word. Chennai: Macmillan, 1974.</p> <p>⇒ Ramachandran, C.N, and Radha Achar., ed. Five Centuries of Poetry. Chennai: Macmillan,1991.</p> <p>⇒ Wordsworth, William, et al. Wordsworth and Coleridge: Lyrical Ballads. London: Routledge,2005.</p> <p>⇒ Lamb, Charles. The Essays of Elia. London: Wentworth Press, 2005.</p> <p>⇒ Wilde, Oscar. Importance of Being Earnest. Uttar Pradesh: Maple Press, 2017.</p> <p>⇒ Shaw, George Bernard. Arms and the Man. Massachusetts: Courier Corporation, 2012.</p> <p>⇒ Austen, Jane. Pride and Prejudice. Peterborough: Broadview Press, 2001.</p> <p>⇒ Jordan, John O. ed. The Cambridge Companion to Charles Dickens. Cambridge: Cambridge University Press , 2001.</p>	
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**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	3	3	3
CO4	2	2	2	3	2	2
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
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**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
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

**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 – 4 x 5 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
<b>Total</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

SEMESTER - II					
Course Code	Course Name	L	T	P	Credits
EDUAH1024	Outline of World History	4	0	0	4
Internal	40	External	60	Total	100

#### a. Course Outcomes (COs)

	Course Outcome	Level
CO 1	Understand the major social, economic, and cultural developments from early human societies to modern nation-states.	Understand
CO 2	Apply historical concepts to explain transitions—such as agriculture, state formation, feudalism, capitalism, imperialism, and nationalism..	Apply
CO 3	Analyse ancient, medieval, and modern civilizations, comparing their political systems, economies, belief systems, and global interactions.	Analyse
CO 4	Create structured historical arguments or presentations by synthesizing ideas from world civilizations, revolutions, and global conflicts.	Create
CO 5	Demonstrate skills in critical thinking, source evaluation, chronological reasoning, and understanding global historical processes..	Skill

#### b. Syllabus

Units	Content	Hrs.
I	<b>Early Human Societies</b> a) Hunter-Gatherer society b) Pastoral Nomadism c) Transition to Agriculture d) The Neolithic Revolution	14
II	<b>Ancient World</b> a) Bronze Age Civilization: Mesopotamians, Egyptians, Indians, and Chinese b) Formation of States and Empires: Babylonian and Assyrian Empires c) Ancient Greece, Persian and Roman Empires d) Alternative social formations: Latin America (Mayans), Pharaonic Egypt, Nomadic Empires	12
III	<b>Medieval World</b> a) Rise of Christianity and Islam b) Medieval Empires: Byzantine, Mongol, Holy Roman Empires, Incas and Aztecs c) Feudalism in Europe and Asia d) Maritime Trade and Mercantilism	12
IV	<b>Capitalism and Imperialism</b> a) Theories of capitalism and imperialis b) Industrial Revolution	14

	c) Colonialism in Asia and Africa d) First and Second World War Movement	
V	<b>Nationalism</b> a) Theories of nation and nationalism b) French and Russian Revolutions c) Unification of Germany and Italy d) Nationalism in Asia and Africa	12
	<b>References</b> <ul style="list-style-type: none"> <li>• John Coles, World Prehistory, OUP, 1999.</li> <li>• G. Clark, World Prehistory: A New Outline, CUP, 1977.</li> <li>• Christopher Scarre, The Human Past: World Prehistory &amp; the Development of Human Societies. New York, N.Y.: Thames &amp; Hudson, 2005.</li> <li>• V. Cummings, The Oxford handbook of the archaeology and anthropology of hunter-gatherers (First edition.). Oxford: Oxford University Press, 2014.</li> <li>• Marc Bloch, Feudal Society, (2 vols.), London, 1962.</li> <li>• Henry Pirenne, Economic and Social History of Medieval Europe, London, 1961</li> <li>• R.S. Sharma, Indian Feudalism, Delhi, 1985.</li> <li>• R. Hilton, The Transition from Feudalism to Capitalism, London, 1976.</li> <li>• Carlo M. Cipola, Before Industrial Revolution, London, 1993.</li> <li>• Maurice Dobb, Studies in the Development of Capitalism, London, 1963.</li> <li>• DK Fieldhouse, The Colonial Empire, New York, 1993.</li> <li>• EJ Hobsbawm, Industry and Empire, London, 1975.</li> <li>• AJP Taylor, Struggle for Mastery in Europe, Oxford, 1971.</li> <li>• Roger Owen, Studies in the Theory of Imperialism, London, 1972.</li> <li>• EJ Hobsbawm, Nations and Nationalism since 1780: Myth, Reality, Cambridge, 1990.</li> <li>• Paul Brass, Ethnicity and Nationalism: Theory and Comparison, New Delhi, 1991.</li> <li>• Ernest Gellner: Nations and Nationalism, 1983.</li> <li>• Anthony D. Smith: Theories of Nationalism, 1971; and The Ethnic Origins of Nations, 1986.</li> <li>• Benedict Anderson: Imagined Communities: Reflections on the Origin and Spread of Nationalism, 1983.</li> </ul>	

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER - II					
Course Code	Course Name	L	T	P	Credits
EDUAG1024	Human Geography	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

	Course Outcome	Level
CO 1	Understand fundamental concepts, scope, approaches, and the evolution of human–environment relationships within Human Geography.	Understand
CO 2	Apply demographic theories, migration models, and human development indicators to interpret global population distribution and trends.	Apply
CO 3	Analyse rural and urban settlement patterns, social spaces, city structures, and spatial theories such as Central Place Theory..	Analyse
CO 4	Create coherent historical arguments or presentations based on major events from early nationalism to independence.	Create
CO 5	Demonstrate geographic skills including spatial reasoning, interpretation of demographic data, understanding cultural diversity, and examining human–environment interaction..	Skill

**b. Syllabus**

Units	Content	Hrs.
I	Definition, nature and scope of human geography; Branches of human geography; Dichotomy in physical and human geography; Geography as an integrated discipline; Concepts of man and environment relationship; Approaches to the Study of Human Geography: Environmentalism/Determinism, Possibilism, Stop and go determinism, Ecological and Modern Environmentalism.	14
II	Growth and Distribution of population in the world; Theories of Population growth: Malthus, Demographic transition; Theories and Models of Migration: Lee; Causes and consequences of Migration; Human Development Index.	12
III	Rural and Urban Settlements: Origin, Types and Patterns; Social space in rural setting; Internal structure of city; Central Place Theory;	12
IV	Man in eco-system; Ecological adaptation; Bio-Climatic regions of the World; Human adaptation in equatorial, monsoon, hot desert and tundra regions; Habitat, Economy and Society of Eskimo, Bushman, Gonds, Nagas and Bhills	14

	<p><b>References</b></p> <ul style="list-style-type: none"> <li>• Ahmad, Q.S. (1963): Major Natural Regions, S. Chand Publisher, Delhi.</li> <li>• Amit Harichandran, M.A. Chaudhry-2010: Global Vision Publication House, New Delhi.</li> <li>• Chandna, R.C. 2000:Geography of Population, KalyaniPublishers, New Delhi.</li> <li>• Chandna, R.C. 2015. Geography of Population: Concepts Determinants and Patterns, Kalyani Publishers.</li> <li>• Clark, J. 1972: Population Geography, Pergamon press, Oxford.</li> <li>• Kaushik, S.D. (1970): Manav Bhoogol, Rastogi &amp; Co., Meerut.</li> <li>• Hoyt, J.B. (1973): Man and the Earth, Prentice Hall, New Jersey.</li> <li>• Husain, M. 1994: Human Geography, Rawat Publication house, Jaipur.</li> <li>• Husain, Majid (2010): Human Geography, Rawat Publication, Jaipur.</li> <li>• Husain, Majid (2010): Manav Bhoogol, Rawat Publication, Jaipur.</li> <li>• Norton, W. 2004: Human Geography, Oxford University Press, Canada.</li> </ul> <p>Singh, J. 2002: Manva Evam Arthik Bhoogol, Gyanandya Parkashan, Gorakhpur.</p>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2

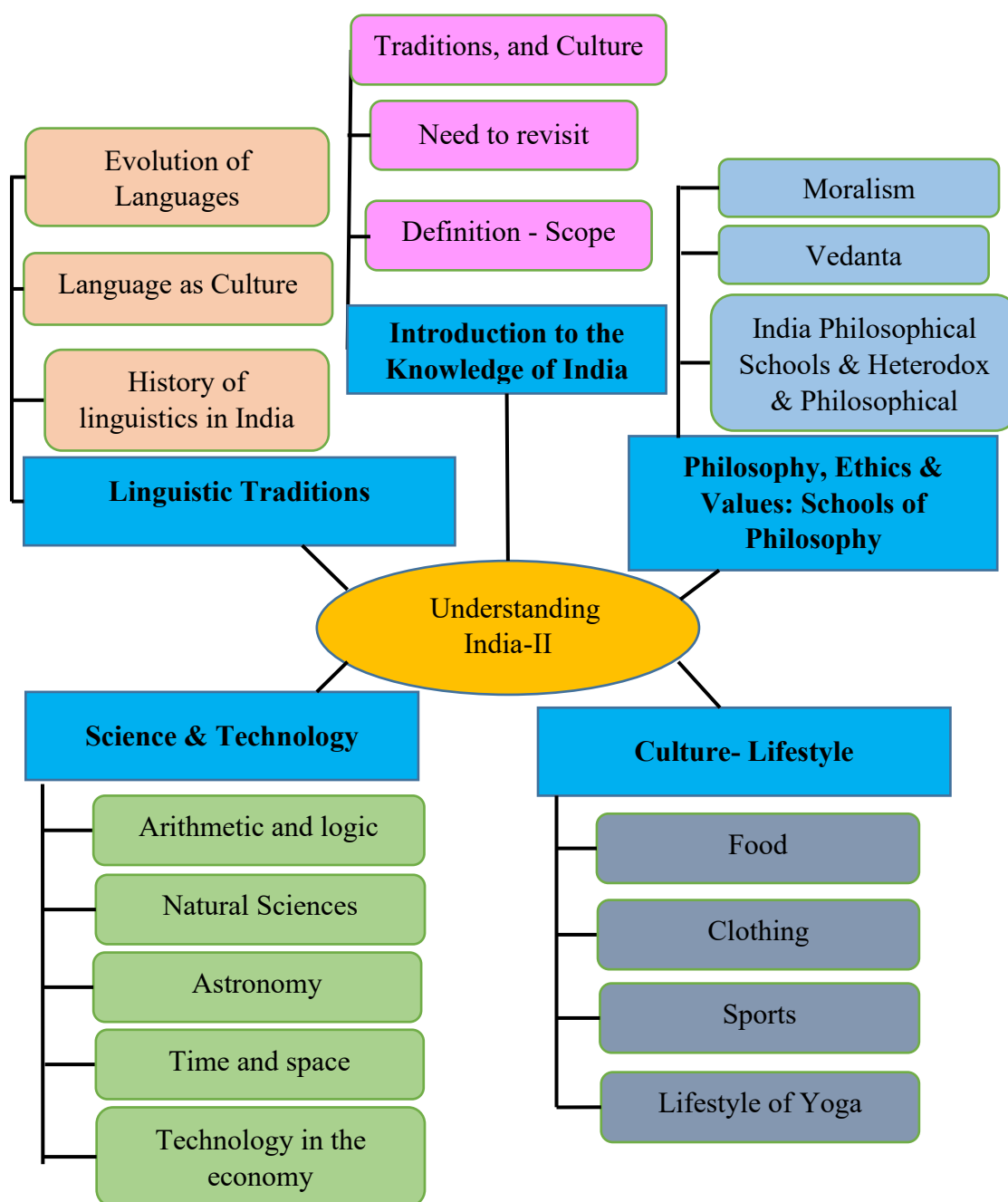
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER – II					
Course Code	Course Name	L	T	P	Credits
EDUNVA03	Understanding India-II (Indian Ethos and Knowledge Systems)	2	0	0	2
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcome (CO)***On the successful completion of the course, the student will be able to*

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it	Remember
<b>CO 2</b>	Apply their acquired research and critical thinking skills in multidisciplinary themes	Apply
<b>CO 3</b>	Summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner	Understand
<b>CO 4</b>	Apply economic principles and concepts to real-world scenarios.	Apply
<b>CO 5</b>	Cultivate cultural sensitivity and respect for linguistic diversity.	Create

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Introduction to the Knowledge of India</b> Recap of the previous semester's definition and introduction-Recap of previous knowledge.	4
<b>II</b>	<b>Philosophy, Ethics &amp; Values: Schools of Philosophy</b> Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions-Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita)-Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time-How do Indian's value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times- Using ethics in a technologically volatile world: leading an ethical and modern life-Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).	8
<b>III</b>	<b>Culture- Lifestyle</b> Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization)-Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing)- Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization)-The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.	6
<b>IV</b>	<b>Science &amp; Technology</b> Arithmetic and logic-Natural sciences: math, physics, metallurgy, and chemistry-Astronomy: India's contributions to the world- Indian notions of time and space-Technology in the economy: agriculture, transportation, etc.	7

<b>V</b>	<p><b>Linguistic Traditions</b> History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.)-Language as Culture: Evolution of Languages over the years &amp; language as building blocks to different cultures and society - Language: Identity, culture, and History.</p>	7
	<p><b>Tasks and Assignments:</b></p> <ul style="list-style-type: none"> <li>✓ Organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them;</li> <li>✓ Organization of Individual and group presentations based on themes such as Polity, Law and Economy etc.,</li> <li>✓ Organization of a ‘Knowledge of India’ day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials;</li> <li>✓ Interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.</li> </ul> <p><b>References:</b></p> <p>Collins, L., &amp; Lapierre, D. (1975). Freedom at midnight . Simon and Schuster.</p> <p>Douglas Allen., &amp; Lynn (2006). The Philosophies of India . Blackstone Publishing.</p> <p>Matthew McCartney (2019). The Indian Economy Agenda Publishing.</p> <p>Mountstuart Elphinstone (2014). History Of India, Volume I . Normanby Press.</p> <p>Awadh Narayan Verma (2021) Cultural Heritage of India, Kala Prakashan</p>	

### c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	2
<b>CO2</b>	3	3	2	3	2	2
<b>CO3</b>	2	3	3	3	3	2
<b>CO4</b>	3	3	3	3	2	3
<b>CO5</b>	3	3	3	3	3	3

### d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**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
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

**g. Model Question Paper**

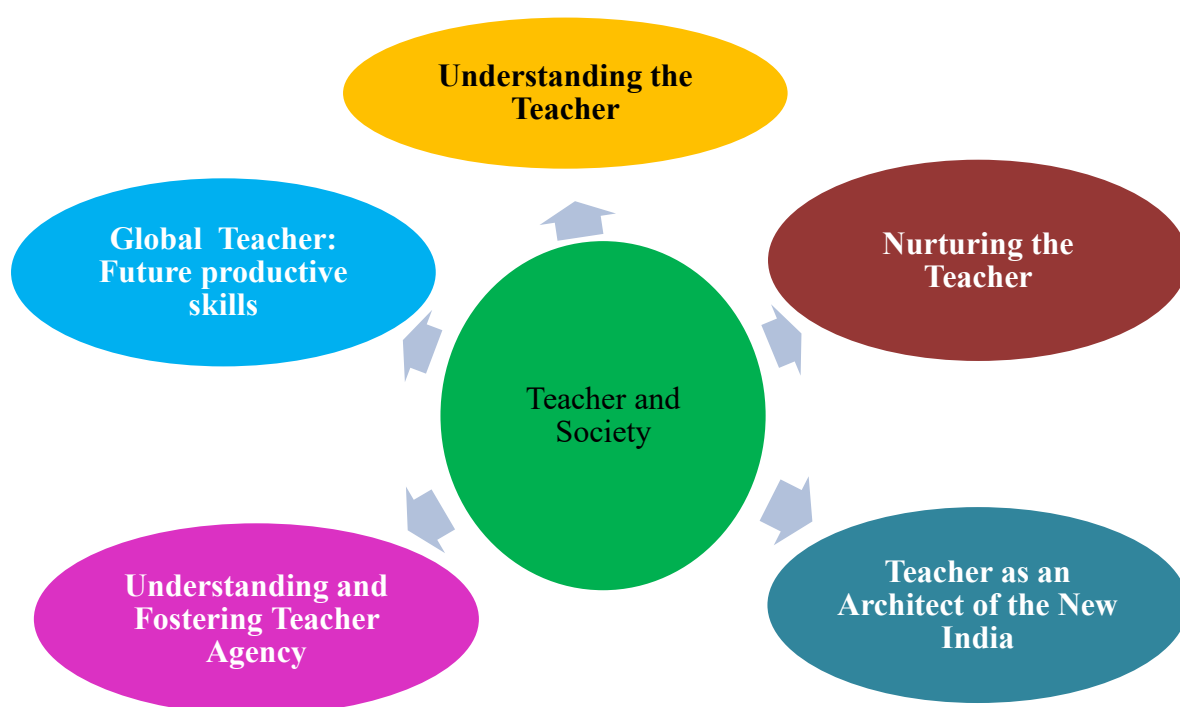
Sl. No.	Model Questions	Specification	Level
<b>Part – A: Objective Type Multiple choice 10 x 1 = 10</b>			
1	The Vaishesika school of philosophy primarily deals with: a) Logic and reasoning b) Metaphysics and atomism c) Devotion and liberation d) Ethics and morality	Identify	Remember
2	Who is considered the founder of the Nyaya school of Indian philosophy? a) Patanjali b) Kapila c) Gautama d) Kanada	Recall	Remember
3	According to the Samkhya philosophy, liberation is attained through: a) Meditation b) Knowledge of Purusha and Prakriti c) Devotion to God d) Ritual sacrifices	Define	Understand
4	The principle of Ahimsa is central to which Indian tradition? a) Buddhism b) Jainism	Identify	Remember

	c) Charvaka d) Vedanta		
5	The term Advaita Vedanta means: a) Dualism b) Qualified Non-dualism c) Non-dualism d) Pluralism	Define	Remember
6	Ayurveda classifies food based on: a) Taste only b) Nutritional content c) Sattva, Rajas, and Tamas d) Regional variations	Recognize	Understand
7	The Indian traditional sport “Mallakhamba” is associated with: a) Sword fighting b) Wrestling with pole c) Stick fighting d) Meditation	Identify	Remember
8	The ancient Indian text Aryabhatiya deals with: a) Politics b) Astronomy and Mathematics c) Architecture d) Medicine	Identify	Remember
9	The Vedic concept of time is considered: a) Linear b) Cyclical c) Finite d) Static	Recognize	Understand
10	Panini’s Ashtadhyayi is a foundational text in: a) Indian Philosophy b) Indian Grammar c) Indian Architecture d) Indian Astrology	Recall	Remember
<b>PART – B Short Answer</b> <b>The answer should not exceed 200 words 5 x 4 = 20</b>			
11	a) Explain the importance of learning the knowledge of India in modern education. <b>(or)</b> b) Discuss the significance of philosophical traditions in shaping Indian thought.	Explain / Discuss	Understand
12	a) Write a short note on the Vaisheshika and Nyaya schools. <b>(or)</b> b) Compare the Samkhya and Yoga systems of philosophy.	Compare / Differentiate	Analyze
13	a) Explain the key differences between Advaita and Dvaita Vedanta. <b>(or)</b>	Distinguish / Explain	Understand

	b) Discuss the ethical principles in Jain and Buddhist traditions.		
14	a) What is the role of spirituality in social responsibility? b) How can “Practical Vedanta” be applied to modern well-being and mindfulness?	Apply / Interpret	Apply
15	a) How do ethics and morality guide an individual in a technologically volatile world? <b>(or)</b> b) Explain the concept of self-leadership in the context of Indian philosophy.	Interpret / Evaluate	Evaluate
<b>PART – C Essay Answer</b> <b>The answer should not exceed 400 words 3 x 10 = 30</b>			
16	a) Discuss how food reflects Indian culture and diversity. <b>(or)</b> b) Explain the influence of globalization on traditional Indian cuisine and hospitality.	Explain / Evaluate	Understand
17	a) Describe the evolution of Indian clothing traditions and their social significance. <b>(or)</b> b) Explain the impact of gender and globalization on Indian clothing styles.	Describe / Analyze	Understand
18	a) Examine the contribution of Yoga to healthy lifestyle and longevity. <b>(or)</b> b) Discuss the role of sports and martial arts in Indian cultural life.	Examine / Discuss	Analyze

SEMESTER - II					
Course Code	Course Name	L	T	P	Credits
EDUNVA04	Teacher and Society	2	0	0	2
Internal	40	External	60	Total	100

### Course Content Overview



### a. Course Outcome (CO)

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO1</b>	Understand the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,	Understand
<b>CO2</b>	Differentiate between curriculum role in shaping self, school and society.	Apply
<b>CO3</b>	Differentiate between the narrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society.	Analyze
<b>CO4</b>	Demonstrate an ability to critically practice, ethical positive classrooms so as to improve learning and teaching.	Create
<b>CO5</b>	Conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.	Skill

### b. Syllabus

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<p style="text-align: center;"><b>Understanding the Teacher</b></p> <p>Exploring the wider Personal and General Social Context of Teacher: Life History, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education. Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure- The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher-Reflexive Practice: Nurturing the Professional Capital through collaborative and/or collective engagement with self, others, the social context. -Teachers' Role in Course Planning and Syllabus Design.</p>	6
<b>II</b>	<p style="text-align: center;"><b>Nurturing the Teacher</b></p> <p>Teaching: One profession, many roles.- Teaching Character: Nurturing Teachers for Human Flourishing - Holistic Teacher Development: Nurturing the Panchakoshas - Teacher Values, Beliefs, and current Philosophy of Teaching: A Reflective Dialogue - Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards pedagogy of care.</p>	6
<b>III</b>	<p style="text-align: center;"><b>Understanding and Fostering Teacher Agency</b></p> <p>Teacher Agency: concept, need importance of Teacher Agency. - Individual, Cultural and Structural Dimensions of Teacher Agency.- Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative insubordination. - Challenges and Issues in fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others. - Role of Teacher in shaping the educational policy, practice, and reforms- Teachers as agents of social change.</p>	6

<b>IV</b>	<p style="text-align: center;"><b>Teacher as an Architect of the New India</b></p> <p>Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential. Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the ‘state’ and the ‘market’ and their impact on formal education;</p>	7
<b>V</b>	<p style="text-align: center;"><b>Global Teacher: Future productive skills</b></p> <p>Global Teacher : conceptualization of teacher, skills ,Teaching and teacher roles, responsibility of Teacher as , ‘globalization minds set’ and the reconstructed nationalism shaping the socio-political milieu and impact on social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.</p>	7
	<p><b>Tasks and Assignments:</b></p> <ul style="list-style-type: none"> <li>✓ Take up a case study of any one teacher education Institution.</li> <li>✓ Write a biography of any one of your favorite teachers/ Educationists</li> <li>✓ Report of Challenges and Issues in fostering Teacher Agencies.</li> <li>✓ Report on teaching and teacher roles, ‘globalization’ and the reconstructed nationalism shaping the socio-political milieu.</li> </ul> <p><b>References:</b></p> <p>Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, NewDelhi.</p> <p>Aggarwal (2002) - Landmarks in the history of Modern Indian Education, Vikas Publishing HousePvt. Ltd., New Delhi. -</p> <p>Chanchal Kumar&amp; et.all(2018)Historical &amp; Sociological Foundation of Education, Ttwenty First Century publications (Bookman); First Edition</p> <p>Gore M.S. (1994). Indian Education – Structure and Process. Macmillan: Delhi. New Delhi: Loughlin, M. (1995) Daring the imagination, unlocking voices of dissent and possibility in teaching. Theory into Practice 24(2)170-116, EJ 512860.</p> <p>RawatPub Martin, R.J. (1994) Multicultural Social reconstructionist education : Design for diversity in teacher education. Teacher Education Quarterlyly 21(3)77-89, EJ 492(4).</p>	

### c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	2
<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	2	3

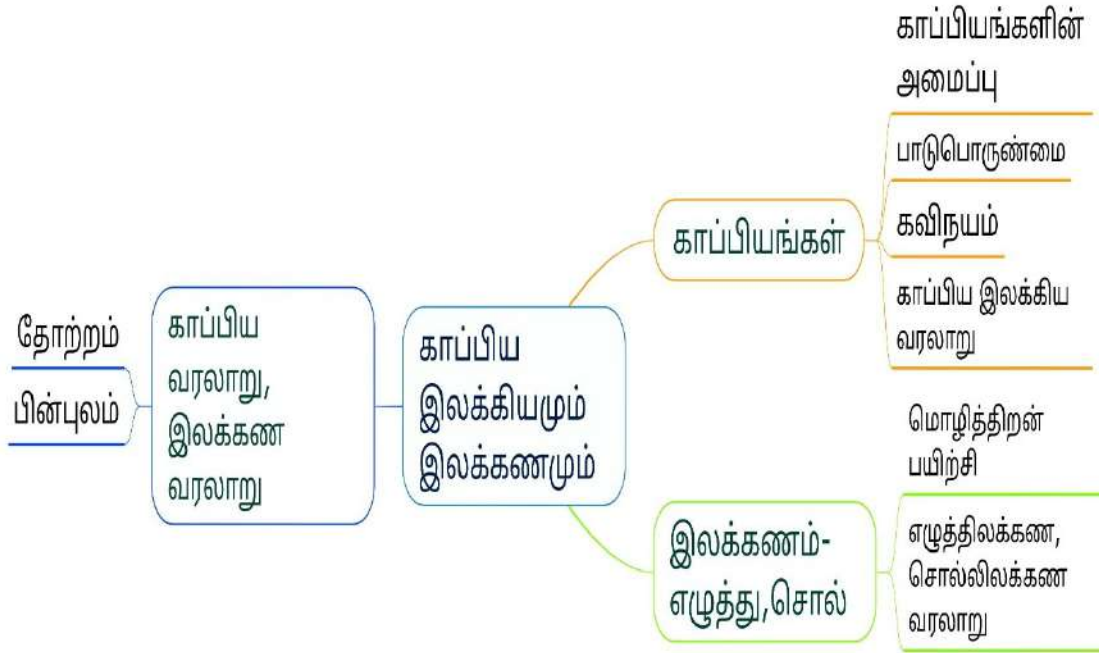


	D). cordial relationship with parents and guardians of the students		
5	The quality of a great teacher, according to students, is A). failure to honor commitments B) deliberate deception C). violation of conscience D). knowledge of learners	Recognize	Remember
6	Man is a Social Animal” said by A). Aristotle B) Comte C). Plato D). Socrates	Recall	Remember
7	Wright Mills was a .....sociologist. A). British B). American C). Russian D). French	Recognize	Remember
8	Who wrote the famous book ‘Folkways’? A). Merton B). MacIver C). Sumner D). Albert	Recognize	Remember
9	theory analyzes the concepts like personal troubles of milieu and public issues of social structure? A). Sociological Imagination B). Chicago School C). Synthetic School D). Formalistic School	Recall	Remember
10	‘Mind, Self and Society’ this the book written by A). Homans B). Giddens C). George Herbert Mead D). Gramsci	Recall	Remember
<b>PART – B Short Answer</b>			
<b>The answer should not exceed 200 words</b>			<b>5 x 4 = 20</b>
11	a) Explain the diversity of schools in India? or b) Explain the structure of schools and governance in India?	Explain	Understand
12	a) Describes the Teacher accountability in schools? or b) Explain the Relationship between school leadership and school diversity issues?	Describe Define	Understand
13	a) Explaining the Developing inspiring school ethos. ? or b) Schools as learning organization discuss?	Illustrate	Apply
14	a) Explain the challenges, school culture? or b) Role of teachers, staff, parents, in engaging school activities?	Differentiate Define	Understand
15	a) What are the functions of Teacher in schools? or b) Explain the challenges, school culture?\	Describe	Analyze
<b>PART – C Essay Answer</b>			
<b>The answer should not exceed 400 words</b>			<b>3 x 10 = 30</b>
16	Explain the reforms and practices in inclusive schools. ?	Explain Discuss	Understand
17	Explain the vision and functions of team learning?	Explain Discuss	Understand
18	Schools as “learning organization” discuss?	Assess	Skill
19	Explain the professional ethics of Teachers?	Explain Discuss	Understand
20	Describe the role of SMC, and community school development plan.	Assess	Skill

# **SEMESTER - III**

SEMESTER - III					
Course Code	Course Name	L	T	P	Credits
EDUN1031T	Epic Literature and Grammar	3	0	0	3
Internal	40	External	60	Total	100

பாடத்திட்ட மேம்பார்வை



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	காப்பிய இலக்கியத்தின் தோற்றம், பின்புலம் முதலியவற்றை தெரிந்துகொள்தல்.	தெரிந்து கொள்ளுதல்
<b>CO 2</b>	காப்பியங்களின் அமைப்பு, பாடுபொருண்மை, கவிநயம் போன்றவற்றைக் கண்டுணர்தல்	அறிந்து கொள்ளுதல்
<b>CO 3</b>	காப்பிய இலக்கிய வரலாறு குறித்து மொழிதல்	புரிந்து கொள்ளுதல்
<b>CO 4</b>	மொழித்திறன்(எழுத்து, சொல்) பயிற்சி பெறுதல்	தெரிந்து கொள்ளுதல்
<b>CO 5</b>	எழுத்திலக்கண, சொல்லிலக்கண வரலாற்றைச் சுருக்கமாக புரிந்துகொள்தல்.	அறிந்து கொள்ளுதல்

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>காப்பியங்கள்</b> அ) சிலப்பதிகாரம் – மதுரைக்காண்டம் - 'அடைக்கலக்காதை'. ஆ) மணிமேகலை – 'மணிமேகலா தெய்வம் வந்து தோன்றிய காதை'.	10
<b>II</b>	<b>பக்திக் காப்பியங்கள்</b> அ) பெரியபுராணம் – 'நமிநந்தியடிகள் நாயனார் புராணம்'. ஆ) கம்பராமாயணம் – கிட்கிந்தா காண்டம் – 'நட்புகோட் படலம்'. (தேர்ந்தெடுத்த பத்துப் பாடல்கள் மட்டும்) இ) சீறாப்புராணம் – நுபுவத்துக்காண்டம் - 'மானுக்குப் பிணை நின்ற படலம்'. (தேர்ந்தெடுத்த பத்துப் பாடல்கள் மட்டும்) ஈ) தேம்பாவணி – இரண்டாம் காண்டம் - 'சித்திர கூடப் படலம்'.	10

	(தேர்ந்தெடுத்த பத்துப் பாடல்கள் மட்டும்)	
III	இலக்கணம் - எழுத்து, சொல் இலக்கணம் (எழுத்து): எழுத்தின் வகைகள், ஒலிப்பு முறைகள், புணர்ச்சி முறைகள், ர-ற; ல-ள-ழ; ந-ன-ண ஆகிய ஒலிகளை வேறுபடுத்தி அறியும் முறை, உயிர்மெய்க் குறில், உயிர்மெய் நெடில் வேறுபாடு அறியும் முறை, ஒலிப்பு முறை)	9
IV	இலக்கணம்(மொழிப்பயிற்சி) இலக்கணம் (சொல்): தொடரியல் அமைப்பு, சொல்லின் வகைகள் (பெயர்ச்சொல் - அறுவகைப்பெயர், ஆகுபெயர், வினைச்சொல் - தெரிநிலை வினை, இடைச்சொல் - 'உம்' இடைச்சொல்; உரிச்சொல் - மிகுதிப்பொருள் தரும் சொற்கள்), வேற்றுமைகள்(வகை, உருபுகள்), வடசொற்களைத் தமிழ்ச்சொற்களாக மாற்றும் முறைமை, வாக்கிய வகைகள்(தன்வினை-பிறவினை; செய்வினை-செயப்பாட்டு வினை)	9
V	காப்பிய வரலாறு, இலக்கண வரலாறு அ) காப்பியத்தின் தோற்றமும் வளர்ச்சியும் ஆ) தமிழ் எழுத்திலக்கணம், சொல்லிலக்கணம் வரலாறு	9
	<b>பாடநூல்கள் / பார்வைநூல்கள்:</b> <b>இலக்கணம்:</b> ➤ பரந்தாமனார், அ.கி., நல்ல தமிழ் எழுத வேண்டுமா?, பாரிநிலையம், சென்னை. 1988. ➤ பரமசிவம், கு., இக்காலத் தமிழ் மரபு, அடையாளம் பதிப்பகம், சென்னை.2011. ➤ வேல்முருகன், ப., எழுத்திலக்கண மாற்றம், தி பார்க்கர் பதிப்பகம், சென்னை. 2006. <b>இலக்கிய வரலாறு:</b> ➤ சிவத்தம்பி, கா., தமிழில் இலக்கிய வரலாறு, நியூ செஞ்சுரி புக் ஹவஸ், சென்னை. 2000.	

<p>➤ சிற்பி பாலசுப்பிரமணியம்., தமிழ் இலக்கிய வரலாறு, நறுமலர் பதிப்பகம், சென்னை. 1992.</p> <p><b>இலக்கண வரலாறு:</b></p> <p>➤ இளவரசு, சோம., இலக்கண வரலாறு, மெய்யப்பன் பதிப்பகம், சிதம்பரம். 2003.</p> <p>➤ புலவர்.இளங்குமரன்.இரா.,இலக்கண வரலாறு., மணிவாசகர் பதிப்பகம்., சிதம்பரம். 1999.</p>
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### c. Mapping of Program Outcomes with Course Outcomes

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

### d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

### 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
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

### 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 3= 15 marks)	3	3	3	3	3
Part – C (Essay- 5 x 7 = 35 marks)	7	7	7	7	7
<b>Total</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

**g. Model Question Paper**

Sl. No	Model Questions	Specification	Level
<b>Part – A: Objective Type      10 x 1 = 10</b>			
1	இராமனுக்கும் சுகர்வனுக்கும் நட்புப் பாலமாக இருந்தவன் யார்?	Recognize	Remember
2	கண்ணகியை கவுந்தியடிகள் யாரிடம் அடைக்கலமாகக் கொடுக்கிறார்?	Recall	Remember
3	மணிமேகலையின் தோழி யார்?	Recognize	Remember
4	நமிநந்தியடிகள் பிறந்த ஊர் எது?	Recognize	Remember
5	நீரினால் விளக்கெரிக்கப்பட்ட கோயில் எது?	Recognize	Remember
6	சீறாப்புராணம் எழுதியவர் யார்?	Recognize	Remember
7	மானுக்குப் பிணை நின்ற படலத்தில் மான் யாரிடம் உதவி கேட்டது?	Recall	Remember
8	சித்திரகூடப்படலத்தில் வரையப்பட்டவன் யார்?	Recall	Remember
9	உயிர் நெடில் எழுத்துக்கள் யாவை?	Identify	Remember
10	அளபெடை என்றால் என்ன?	Identify	Remember
<b>PART – B Short Answer The answer should not exceed 200 words      5 x 3 = 15</b>			
11	சிலப்பதிகார அடைக்கலக் காதையில் வரும் நிகழ்வுகளைத் தொகுத்து எழுதுக.	Summarize	Analyse
12	மணிமேகலா தெய்வம் வந்து தோன்றிய காதை கோவலனை எவ்வாறு பெறுமை படுத்துகிறது?	Explain/ Discuss	Understand
13	தேம்பாவணியில் வரும் சித்திர கூடப் படலத்தில் வரும் கதையைத் தொகுத்து எழுதுக.	Assess	Skill
14	இலக்கியவகைச் சொற்கள் குறித்து எழுதுக.	Explain/ Discuss	Understand

15	தமிழ் சொல்லிலக்கணம் குறித்து விவரி.	Explain/ Discuss	Understand
<b>PART – C Essay Answer</b> <b>The answer should not exceed 400 words 5 x7 = 35</b>			
16	அ) பெரியபுராணத்தில் நமிநந்தியடிகள் சிவத்தொண்டு குறித்து எழுதுக.  (அல்லது) ஆ) இராமனின் சிறப்புகளாக நட்புகோட்படலத்தில் அனுமன் கூறுவதை விளக்குக.	Explain	Understand
17	அ) தமிழ் எழுத்திலக்கண வரலாறு குறித்து விவரி.  (அல்லது) ஆ) மானுக்குப் பிணை நின்ற படலத்தில் மானின் மாட்சிமை குறித்து எழுதுக.	Differentiate/ Define	Understand
18	அ) காப்பியத்தின் தோற்றமும் வளர்ச்சியும் குறித்து விவரிக்கவும்.  (அல்லது) ஆ) ஆணரனின் வாழ்க்கை வரலாற்றை விவரி.	Describe	Understand
19	அ) உயிரளபெடை, ஒற்றளபெடை குறித்து எழுதுக.  (அல்லது) ஆ) குற்றியலுகரத்தை அதன் வகைகள் விளக்குக.	Illustrate	Apply
20	அ) வேற்றுமை உருபுகள் எத்தனை? உதாரணம் தந்து விளக்குக.  (அல்லது) ஆ) ஒரெழுத்து ஒருமொழிச் சொற்களைப் பட்டியலிடுக.	Illustrate	Apply

SEMESTER - III					
Course Code	Course Name	L	T	P	Credits
EDUN1031H1	हिन्दीभाषाअधिगम Hindi Language Learning	3	0	0	3
अंदरका	40	बाहरी	60	कुल	100

#### इकाई -1

- वर्णमाला (स्वर, व्यंजन) और बारहखड़ी
- फल, फूल, सब्जियों का नाम, पशु-पक्षियों का नाम
- दिनों और रंगों का नाम, शारीरिक अंगों का नाम, महीनों का नाम
- एक से पचास तक गिनती

#### इकाई -2

- संज्ञा
- सर्वनाम
- विशेषण
- क्रिया
- चाहिए, पसंद का प्रयोग

#### इकाई -3

- भूतकाल (उदाहरण सहित)
- वर्तमान काल (उदाहरण सहित)
- भविष्यत् काल (उदाहरण सहित)
- 'ने' प्रत्यय का नियम

#### इकाई -4

- लिंग, वचन, कारक,
- समानार्थक शब्द, विलोम शब्द
- संवाद - दुकान में, अस्पताल में, मार्केट में राम, सफर में
- अनुवाद अभ्यास (हिंदी से अंग्रेज़ी और अंग्रेज़ी से हिंदी)

#### इकाई -5

- कन्याकुमारी, (पाठ)
- चाह, एक बूँद (कविता)
- भगवान सब का एक है (कहानी)

#### सहायक ग्रंथ :

1. हिन्दी वातायण, डॉ.के. एम. चंद्रमोहन, विश्वविद्यालय प्रकाशन, वाराणसी,(2008).
2. होटल प्रबंधन, डॉ.के. पी. राजरत्नम., मैथ क्रियेटर्स, कोयम्बुत्तूर, (2021).
3. प्राथमिक पाठ्य पुस्तक, दक्षिण भारत हिन्दी प्रचार सभा,मद्रास,चेन्नई, (2022).
4. मध्यमा पाठ्य पुस्तक, दक्षिण भारत हिन्दी प्रचार सभा,मद्रास,चेन्नई,(2022).
5. देवनागरी लिपि तथा हिन्दी का मानकीकरण,डॉ अनुराधा सेंगर, केन्द्रीय हिन्दी निदेशालय, भारत सरकार, नई दिल्ली, (2019).

SEMESTER – III					
Course Code	Course Name	L	T	P	Credits
EDUN1031H2	हिन्दी भाषा – संरचना एवं साहित्य Hindi Language structure and Literature	3	0	0	3
Internal	40	External	60	Total	100

#### इकाई – 1 हिन्दी भाषाका विकास : परिचय

पूर्व – ऐतिहासिक भाषाएं, हिन्दी की बोलियाँ, हिन्दी और हिन्दुस्तानी, खड़ीबोली हिन्दी, राष्ट्रभाषा – राजभाषा – संपर्क भाषा

#### इकाई – 2 हिन्दी भाषा की संरचना

संज्ञा, सर्वनाम, क्रिया, विशेषण, क्रिया-विशेषण, अव्यय, कारक एवं विभक्तियाँ, लिंग, वचन, काल

#### इकाई – 3 हिन्दी साहित्य का इतिहास : संक्षिप्त परिचय

आदिकाल, भक्तिकाल, रीतिकाल, आधुनिक काल - (सामान्य परिचय)

#### इकाई – 4 पाठाध्ययन एवं अध्यापन के लिए (मध्यकालीन पद्य)

1. कबीरदास (साखी – पाँच दोहे)
2. तुलसीदास (पाँच दोहे)
3. सूरदास (बाल वर्णन – दो पद)
4. बिहारीलाल (पाँच दोहे)

#### इकाई – 5 पाठाध्ययन एवं अध्यापन के लिए (आधुनिक पद्य)

1. सूर्यकान्त त्रिपाठी 'निराला' – तोड़ती पत्थर
2. धर्मवीर भारती – टूटा पहिया
3. निर्मला पुतुल – उतनी दूर मत ब्याहना बाबा

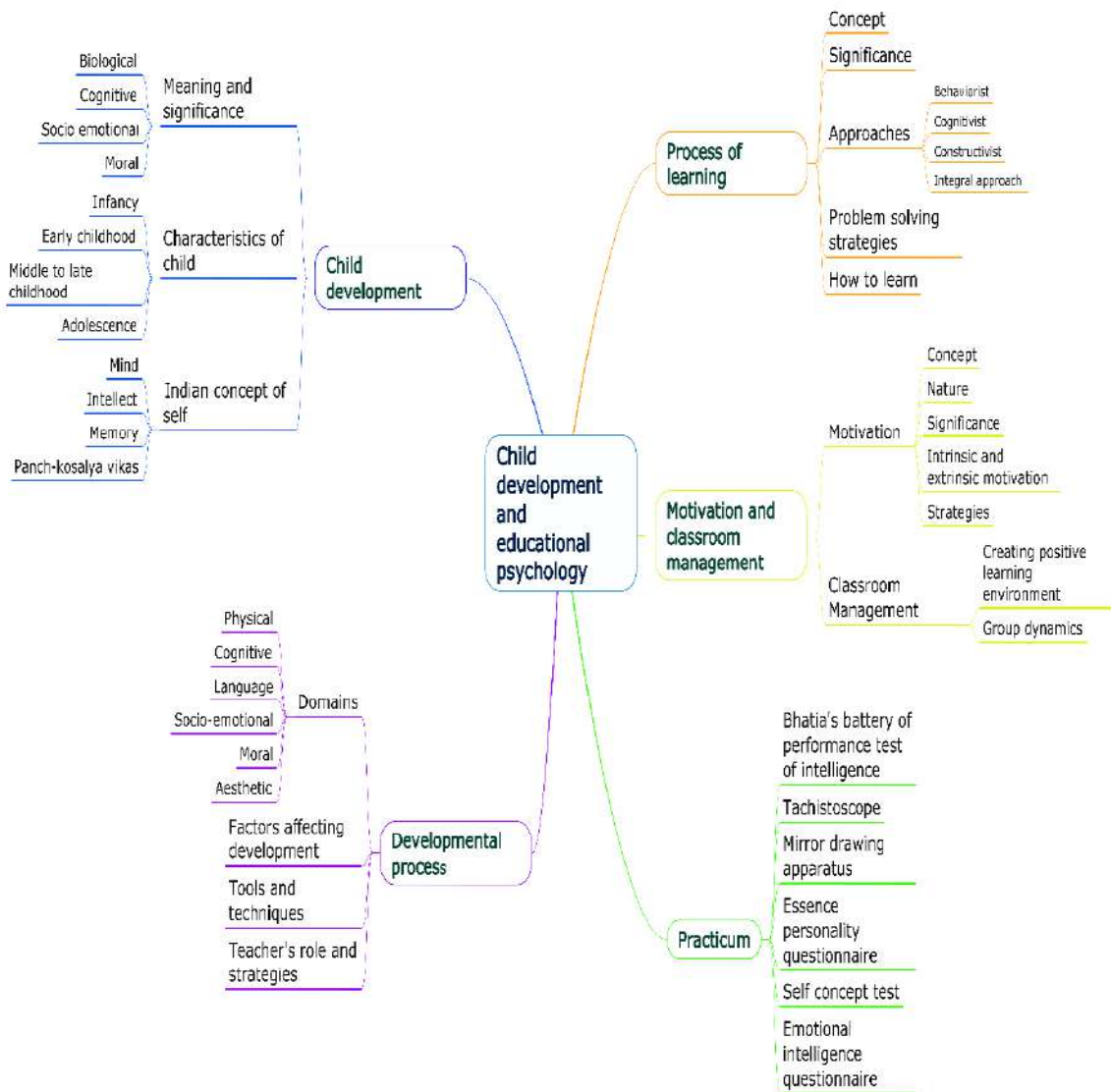
सहायक ग्रंथ:

1. कामता प्रसाद गुरु, संक्षिप्त हिन्दी व्याकरण, नागरीप्रचारिणी सभा, वाराणसी (2005).

2. बाबू गुलाबराय, हिन्दी साहित्य का सुबोध इतिहास, लक्ष्मी नारायण अग्रवाल एजुकेशनल पब्लिशर्स, आगरा (2017).
3. विश्व नाथ त्रिपाठी, हिन्दी साहित्य का सरल इतिहास, ओरिएण्ट ब्लैकस्वेन, हैदराबाद (2007).
4. दंगल झाल्टे, प्रयोजनमूलक हिन्दी: सिद्धांत और प्रयोग, वाणी प्रकाशन, नयी दिल्ली (2015).
5. विनोद गोदरे, प्रयोजनमूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली (2016).
6. प्रेमचन्द्र, विश्व में हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली (2015).
7. विद्यानिवास मिश्र (सं.), आज के लोकप्रिय हिन्दी कवि-अज्ञेय, राजपाल एण्ड सन्ज़, दिल्ली (2002).
8. रामविलास शर्मा (सं.), राग विराग, लोकभारती प्रकाशन, इलाहाबाद (1998).
9. हरेराम समीप (सं.), समकालीन दोहा कोश, शब्दालोक प्रकाशन, दिल्ली (2015)

SEMESTER - III					
Course Code	Course Name	L	T	P	Credits
EDUN1032	Child Development and Educational Psychology	2	0	2	4
Internal	40	External	60	Total	100

### Course Content Overview



### a. Course Outcomes (COs)

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

	<b>Course Outcomes</b>	<b>Level</b>
<b>CO1</b>	Describe the meaning, concept, characteristics and factors affecting growth and development	Understand
<b>CO2</b>	Use the knowledge of the Indian concept of self	Apply
<b>CO3</b>	Identify the various approaches to the process of learning	Remember
<b>CO4</b>	Apply various problem-solving and learning strategies in real classroom settings	Apply
<b>CO5</b>	Explain group dynamics and apply strategies to facilitate group learning	Understand
<b>CO6</b>	Describe the factors influencing learning	Understand

### b. Syllabus

<b>Units</b>	<b>Content</b>	<b>Hours</b>
<b>I</b>	<b>Child development</b> Meaning and significance of understanding the process of Child Development: Biological, cognitive, socio-emotional, and moral - Developmental characteristics of a child during: Infancy stage, Early Childhood stage, Middle to Late Childhood stage, and Adolescence stage - The Indian concept of self: Mind (मनस), Intellect (बुद्धि), Memory (चित्त). Panch-koshIya Vikas (पञ्चकोशीयविकास).-Educational Implications.	8
<b>II</b>	<b>Developmental Process</b> Development across domains: Physical Development, Cognitive Development, Language Development, Socio-Emotional Development, Aesthetic Development and Moral Development - Factors affecting development- Individual differences: Children with special needs including developmental disorders, Tools and Techniques for Identifying Learners with different abilities - Teachers' roles and strategies to address the needs of learners with different learning abilities.	8
<b>III</b>	<b>Process of Learning</b> Conceptual Clarity and significance-Approaches: Behaviorist, Cognitivist, Constructivist, Developmental, Information processing Model of learning and Shri Aurobindo's Integral approach - Problem-Solving and Learning Strategies: Inquiry and problem-based learning, Steps, and Strategies in problem-solving, Factors hindering problem-solving - How to Learn: Significance and Strategies	9
<b>IV</b>	<b>Motivation and Classroom Management</b> Motivation: Conceptual clarity, nature, and significance, Intrinsic and Extrinsic Motivation, and Strategies for Motivation - Classroom management: Creating a positive learning environment planning space for learning and managing behavioral problems - Group dynamics: Classroom as a social group, Characteristics of group, Understanding group interaction-sociometry, Strategies to facilitate group learning.	9

<b>V</b>	<b>Practicum</b>		64	
	<b>S. No.</b>	<b>Apparatus and Tools</b>		<b>Concept</b>
	1	Bhatia's Battery of Performance Test		Intelligence
	2	Tachistoscope		Attention
	3	Mirror Drawing Apparatus		Transfer of Learning
	4	Eysenck Personality Questionnaire		Personality
	5	Self-Concept Test		Self-Concept
	6	Emotional Intelligence Questionnaire	Emotional Intelligence	
<p><b>Tasks and Assignments:</b></p> <ul style="list-style-type: none"> <li>✓ Spending a day with a child and preparing a report based on our observations of children for: <ul style="list-style-type: none"> <li>○ A day from different economic status (low and affluent)</li> <li>○ Focus on various factors: Physical, emotional, social, language, cultural, and religious influencing the child on a daily basis.</li> </ul> </li> <li>✓ Observing children to understand the styles of children's learning process.</li> <li>✓ Identifying the Learning Difficulties of Students in Different Learning Areas and the Possible Reason for them- Case Study Report.</li> <li>✓ Preparing Personalized Intervention Plans for Students with Learning Difficulties.</li> <li>✓ Planning to use advanced technology to encourage talented/gifted children.</li> <li>✓ Encouraging gifted/talented students beyond the general school curriculum.</li> <li>✓ Familiarization and Reporting of Individual Psychological Tests.</li> </ul> <p><b>References:</b></p> <p>Benjamin S., Bloom et al. (1964). <i>Taxonomy of educational objectives</i>. Longman Group.</p> <p>Bhatt, H. <i>The diary of a school teacher: An Azim Premji University publication</i>. <a href="http://www.arvindguptatoys.com/arvindgupta/diary_school_teacher_eng.pdf">www.arvindguptatoys.com/arvindgupta/diary_school_teacher_eng.pdf</a></p> <p>Bruce Joyce (1985) <i>Models of teaching</i> (2<sup>nd</sup> ed.) Prentice Hall. Encyclopedia of Modern Methods of Teaching and Learning (Vol. 1-5).</p> <p>Burden, Paul R; Byrd, David. M. (1999). <i>Methods for Effective Teaching</i> (Sec Edition), Allyn and Bacon.</p> <p>Cole, M, and Cole, S (1989). <i>The Development of Children</i>, Scientific American Books, New York</p> <p>Hurlock, E.B. (2013). <i>Child Growth and Development</i>, Tata Mc Graw - Hill Education</p>				

	<p>Kakkar, S (1978). <i>The Inner World: A Psychoanalytic Study of Childhood and Society in India</i>. Oxford University Press, New Delhi</p> <p>Mangal, S.K. and Mangal, S. (2019). <i>Childhood and Growing Up</i>, PHI Learning Private Limited, New Delhi.</p> <p>Mishra, A (2007), <i>Everyday Life in a Slum in Delhi</i>. In D.K. Behera (Ed.) <i>Childhood in South Asia</i>. New Delhi: Pearson Education India</p>	
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### c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	1	2	1	1
CO2	2	3	1	1	1	1
CO3	3	3	3	2	2	3
CO4	3	3	3	3	3	2
CO5	3	3	3	3	1	2
CO6	3	3	2	2	2	2

### d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	CO6	Total
Internal	7	7	7	7	7	5	40
External	11	7	11	7	12	12	60
<b>Total</b>	<b>18</b>	<b>14</b>	<b>18</b>	<b>14</b>	<b>19</b>	<b>17</b>	<b>100</b>

### e. Mapping Course Outcomes with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5	CO6
Assignments	2	-	-	2	2	-
Seminar	-	2	2	-	-	-
Test	4	4	4	4	4	4
Attendance	1	1	1	1	1	1
<b>Total</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>5</b>

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

Category	CO1	CO2	CO3	CO4	CO5	CO6
Part – A (Objective - 10 x 1 = 10 marks)	1	2	1	2	2	2
Part – B (Short Answer - 4 x 5 = 20 marks)	-	5	-	5	-	5+5
Part – C (Essay- 3 x 10 = 30 marks)	10	-	10	-	10	-
<b>Total</b>	<b>11</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>12</b>	<b>12</b>

**g. Model Question Paper**

Sl. No.	Model Questions	Specifications	Level
<b>Part – A: Objective Type Multiple Choice Questions 10 x 1 = 10</b>			
1	As the son, so the father – this statement favours for A. Nature C. Father B. Nurture D. Son	Recognize	Remember
2	Producing innovative ideas is A. Self Concept C. Intelligence B. Creativity D. Personality	Recall	Remember
3	Animism develops in which stage of Piaget A. I C. III B. II D. IV	Recognize	Remember
4	Universal Principle arises in A. Pre Conventional C. Post Conventional B. Conventional D. Modern Conventional	Recognize	Remember
5	A child has an inferiority complex if it is/in A. Rich C. Motivated B. Matured Environment D. Jail	Recognize	Remember
6	Unable to choose between playing cricket or tennis is A. Delusion C. Conflict B. Illusion D. Confusion	Recognize	Remember
7	A crime committed by a child is known as A. Childish C. Distortion B. Illusion D. Juvenile Delinquency	Recall	Remember
8	The word, “Adolescence” means A. Senescence C. Problematic B. Growing D. Imaging	Recall	Remember
9	Bhatia’s Battery is used to measure A. Self Concept C. Intelligence B. Creativity D. Personality	Identify	Remember
10	The word, “Personality” means A. Mask C. Actor B. Creative D. Celebrity	Identify	Remember
<b>PART – B Short Answer The answer should not exceed 200 words 4 x 5 = 20</b>			
21	a) Discuss the role of nurture in human development (or) b) Discuss the role of nature in human development	Explain	Understand
22	a) Differentiate: Growth, Maturity and Development (or) b) Define the following concepts; Creativity and Personality	Differentiate Define	Understand
23	a) Give two real-life examples for Pre- Conventional Morality (or) b) Give two real-life examples for Post Conventional Morality	Cite Examples	Understand
24	a) Illustrate Piaget’s Concrete Operational Stage (or) b) Illustrate Piaget’s Formal Operational Stage	Illustrate	Apply

<b>PART – C</b>			
<b>Essay Answer 3 x 10 = 30</b>			
25	a) Describe the child as a heterogeneous entity (or) b) Examine the childhood in Jail and Urban Slum	Describe	Analyse
26	a) Explain the growing up of adolescents in diverse cultures (or) b) Discuss the impact of media on Adolescents	Explain Discuss	Understand
27	a) Discuss how the personality will be assessed using the Eysenck questionnaire (or) b) Explain the experiment of the mirror drawing apparatus to describe the transfer of learning.	Assess	Skill

SEMESTER III					
Course Code	Course Name	L	T	P	Credits
EDUE1033	Indian Writing In English –II (Post-Independence)	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

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

	Course Outcomes	Level
CO 1	Demonstrate understanding of major themes, imagery, and cultural perspectives in modern Indian English poetry.	Understand
CO 2	Analyse dramatic techniques, characterisation, and socio-political issues presented in contemporary Indian English drama.	Analyse
CO 3	Interpret and examine the philosophical, social, and cultural ideas expressed in Indian prose narratives and essays.	Analyse
CO 4	Evaluate narrative style, feminist perspectives, and representations of identity and silence in Shashi Deshpande's <i>That Long Silence</i> .	Evaluate
CO 5	Construct critical responses and comparative analyses across poetry, prose, drama, and fiction using appropriate literary concepts.	Create

**b. Syllabus**

Units	Content	Hrs.
I	<b>Poetry</b> Nissim Ezekiel: 'Night of the Scorpion' Kamala Das: 'The Old Play House' P. Lal: A Leaf A. K. Ramanujan: 'The River' Shiv K Kumar: 'Indian Women' Jayant Mahapatra: 'Dawn at Puri'	14
II	<b>Drama</b> Asif Currimbhoy: "The Refugee" Vijay Tendulkar: Silence the Court is in Session Poile Sengupta: 'Keats was a Tuber' Mahesh Dattani: Seven Steps around the Fire	12
III	<b>Prose</b> Dr S. Radha Krishnan: "Character Is Destiny" Anees Jung: 'Royal Mothers Royal Daughters'	12
IV	. Nirad C. Chaudhari: "Eternal Silence of the Infinite Crowd" Kushwant Sing: 'Why Hindu and Muslim Speak Hate'	14
V	<b>Fiction</b> Rohinton Mistry: A Fine Balance Amitav Ghosh: The Shadow Lines Shashi Deshpande: That Long Silence	12

	<b>Books for Reference</b> ⇒ An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990 ⇒ The Complete works of Sri Aurobindo. Vol 3 & 4. Pondycherri: Aurobindo Ashram	
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**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	3	3	3
CO4	2	2	2	3	2	2
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
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**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
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

**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 – 4 x 5 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
<b>Total</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

SEMESTER III					
Course Code	Course Name	L	T	P	Credits
EDUE1034	British Literature - III	4	0	0	4
Internal	40	External	60	Total	100

#### a. Course Outcomes (COs)

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

	Course Outcomes	Level
CO 1	Students will demonstrate understanding of major themes, modernist concerns, and stylistic features in twentieth-century English poetry.	Understand
CO 2	Students will analyse poetic techniques, symbolism, and the socio-political contexts reflected in modern and post-war poetry.	Analyse
CO 3	Students will interpret and critically examine the foundational critical arguments of modern literary theory.	Analyse
CO 4	Students will analyse dramatic structure, characterisation, and existential themes in modern drama.	Analyse
CO 5	Students will evaluate narrative techniques, stream-of-consciousness methods, and psychological depth in modernist novels.	Evaluate

#### b. Syllabus

Units	Content	Hrs.
I	<b>(Poetry)</b> W.B. Yeats "Sailing to Byzantium" John Masefield "Cargoes" Wilfred Owen "Insensibility" Cecil Day Lewis "The Poet" W.H. Auden "The Unknown Citizen"	14
II	<b>(Poetry)</b> Stephen Spender "The Double Shame" Philip Larkin "Church Going" Ted Hughes "Pike" Dylan Thomas "Poem in October" Thom Gunn "On the Move"	12
III	<b>(Prose)</b> T.S. Eliot "Tradition and the Individual Talent" Cleanth Brooks "The Language as Paradox"	12
IV	<b>(Drama)</b> John Osborne Look Back in Anger Samuel Beckett Waiting for Godot	14
V	<b>(Novel)</b> Virginia Woolf Mrs. Dalloway James Joyce Ulysses	12

	<p><b>Text Books</b></p> <p>⇒ Green, David., ed. The Winged Word. Chennai: Macmillan, 1974. Ramachandran, C.N, and</p> <p>⇒ Radha Achar., ed. Five Centuries of Poetry. Chennai: Macmillan, 1991.</p> <p>⇒ Lodge, David., ed. 20th Century Literary Criticism. London: Longman Group Limited, 1984.</p> <p>⇒ Osborne, John. Look Back in Anger. London: Faber &amp; Faber, 2013.</p> <p>⇒ Beckett, Samuel. Waiting for Godot. New York: Grove Press, 2011.</p> <p>⇒ Woolf, Virginia. Collected Novels of Virginia Woolf. London: Palgrave Macmillan, 1992.</p> <p>⇒ Joyce, James. Ulysses. New Delhi: Prakash Book Depot, 2017.</p>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

SEMESTER III					
Course Code	Course Name	L	T	P	Credits
EDUE1035	Indian Regional Literatures in Translation	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

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

	Course Outcomes	Level
CO 1	Students will demonstrate understanding of themes, cultural values, and social concerns expressed in selected Indian poems across languages.	Understand
CO 2	Students will analyse the socio-political, cultural, and personal narratives presented in modern Indian prose writings.	Analyse
CO 3	Students will examine dramatic techniques, characterisation, and socio-historical contexts in contemporary Indian dramas.	Analyse
CO 4	Students will evaluate feminist perspectives, caste and gender dynamics, and subaltern voices in Indian fiction.	Evaluate
CO 5	Students will create critical and comparative analyses that integrate perspectives from poetry, prose, drama, and fiction in multilingual Indian literary traditions.	Create

**b. Syllabus**

Units	Content	Hrs.
I	<b>POETRY</b> Kural Faiz Ahmed Faiz Yatri Porul (tr) G.U. Pope –Kalvi, Senkonmai Pain will come “The Dilemma” and “Blind Life”	14
II	<b>PROSE</b> Ismat Chughtai Zaman Azurda Biswanath Kar Quit India (Lifting the Veil) Heart’s Shadow (Kashmiri Prose) Free Thinking (Oriya Prose)	12
III	<b>DRAMA</b> Indra Parthasarathy K.N. Panikkar Nandan Katha The Lone Tusker	12
IV	Rabindranath Tagore Amrita Preetham Kabuliwala (Bengali) Stench of Kerosine (Punjabi)	14
V	<b>FICTION</b> P. Sivakami Mahasweta Devi Grip of Change After Kurukshetra	12

	<p><b>Recommended Reading:</b>  Modern Indian Literature: An Anthology Vol.1 to Vol 4 (Gen Ed) K.M. George SahityaAkademi Publication  Modern Indian Literature, Chief Editor – Dr. K.M. George Encyclopedia of Indian Literature  Modern Indian Drama (ED) C.P. Deshpande</p> <p><b>Journals:</b>  Indian Literature- Sahitya Academy  Journal Contemporary Literary Review India  The Journal of common wealth literature Sage publication Ashwamegh Indian Journal of English  ISSN:2454-4574  Cambridge Journal of Post Colonial Literary Inquiry ISSN2052-2614</p> <p><b>E-Learning Sources:</b>  <a href="https://www.jstor.org">https://www.jstor.org</a>  <a href="https://www.thebetterindia.com">https://www.thebetterindia.com</a></p>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

SEMESTER - III					
Course Code	Course Name	L	T	P	Credits
EDUAP1036	principles of political science – part – I	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

	Course Outcome	Level
CO 1	Understand the meaning, nature, scope, and methodologies of Political Science as a social science discipline.	Understand
CO 2	Apply foundational political concepts—such as state, association, community, and state functions—to explain political structures and processes.	Apply
CO 3	Analyse theories of the origin of the state, including Social Contract, Force, and Evolutionary theories, and compare their philosophical foundations..	Analyse
CO 4	Evaluate concepts of sovereignty, types of sovereignty, power, authority, and limits on state authority, and create informed arguments on political authority.	Create
CO 5	Demonstrate skills in critical thinking and interpretation by examining various theories of political obligation and their relevance to modern governance.	Skill

**b. Syllabus**

Units	Content	Hrs.
I	Meaning, Nature and Scope of Political Science, Methodology of Social Sciences.	14
II	State – Definition; Characteristics, Elements of the state; Association and Community; Functions of the State.	12
III	Theories of Origin of the state – Social constant Theory; Force Theory; Evolutionary theory.	12
IV	Sovereignty; Kinds of Sovereignty; Power Theory of Sovereignty. Powers and Authority Limits on State Authority.	14
V	Groups of Political obligation – Various theories.	12
	<b>BOOK FOR REFERENCE:-</b> 1. Ruphael, D.D : Problems of Political Philosophy Chapters 1,2,3 and 4 2. Pickles, D.M : An Introduction to Politics. Chapters 1,2,3 and 4.	

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

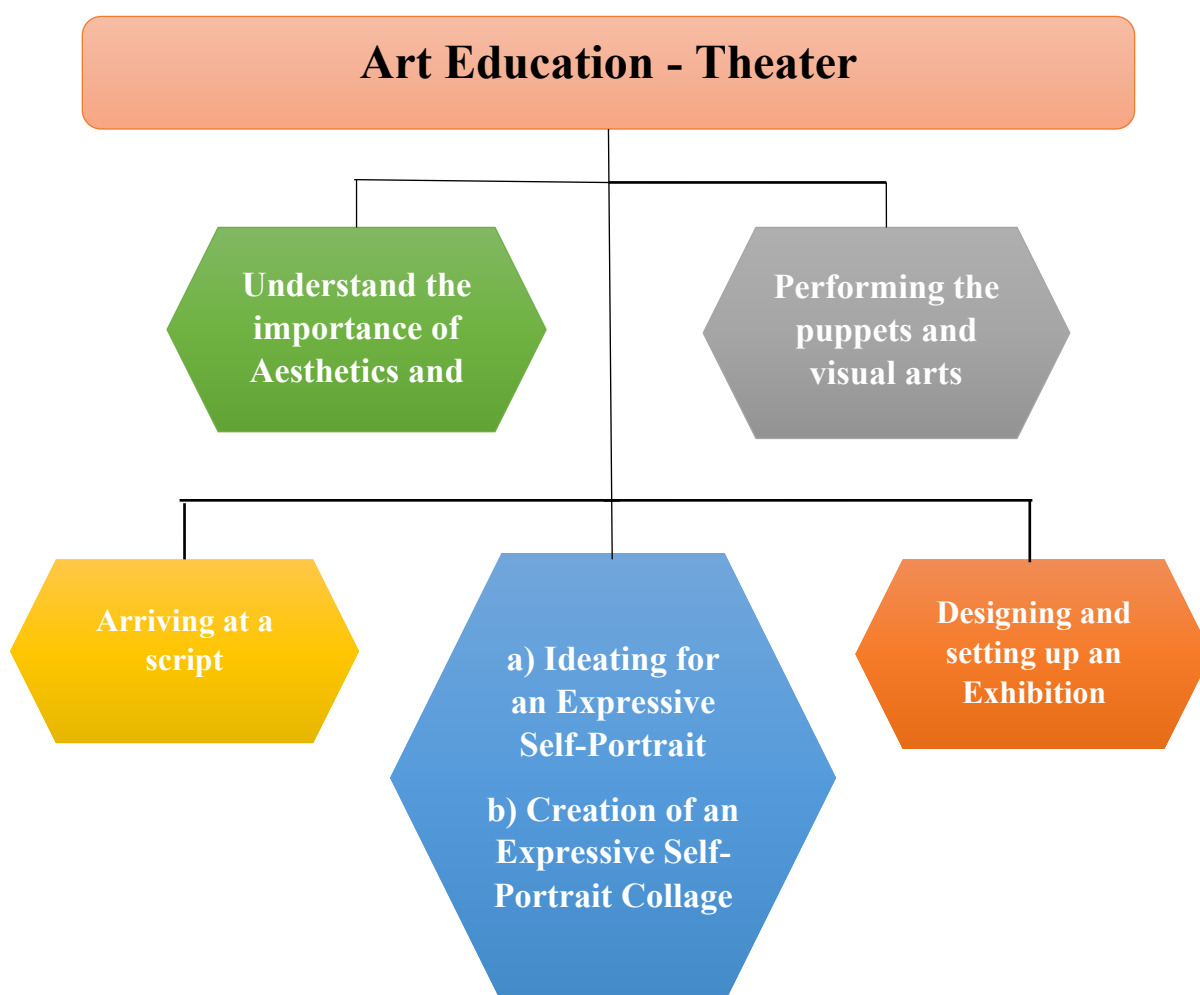
	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER - III					
Course Code	Course Name	L	T	P	Credits
EDUNVA05	Art Education (Performance and Visual) - Theater	0	0	2	2
Internal	100	External	0	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Articulate the importance of aesthetics and art in education.	Understand
<b>CO 2</b>	Demonstrate their familiarity with and appreciation of puppetry	Apply
<b>CO 3</b>	Design, plan, and create an expressive self-portrait collage by applying a variety of collage techniques.	Create
<b>CO 4</b>	Design and set up an interactive visual art exhibition to display their artworks, understand, and appreciate art-based learning experiences	Create
<b>CO 5</b>	Develop the skills to reflect and challenge their assumptions and beliefs around art and develop new understandings.	Evaluate

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<p><b>Understand the importance of Aesthetics and Art in Education (2 Sessions)</b></p> <p>In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed- Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment and gain familiarity with the role of art in education.- Students will also be introduced to three aspects of art in education: -The value of art itself and its use as an instrument in education;- moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.</p> <p>Students will be introduced to Aesthetics and Arts by engaging in experiences, discussions, and dialogues. Students will experience a session of ‘Visual thinking strategy’ (VTS) activity in which students will collectively view and engage in a series of artworks closely, share their observations, critically analyze their observations, listen to multiple perspectives from peers, suspend judgements, and draw their own understanding of the artwork. Students will recognize aesthetic and un-aesthetic experiences through compare and contrast. Through this activity and unpacking of the experience, students will start making connections and develop understandings around what aesthetics mean, aesthetic aspects of daily life, develop aesthetic judgment, and how arts evoke emotion and awaken.</p> <p>Pedagogical Issues Assessment , instructional material and values of Art Education- Approaches to teaching-learning process of Art Education.- Curriculum of art education with special to challenges of developing curriculum.- Material production and its challenges.- Assessment and Evaluation strategies with special reference to challenges. -Criterion of analyzing: curriculum of Art Education, teaching-learning material, assessment and evaluation strategies, teaching strategies of art at school</p>	10

	level..- Values in Art teaching. - Role of art in life.	
II	<p><b>Performing the puppets and visual arts (4 Sessions)</b></p> <p>This unit will engage in performance of puppetry and the level of communication skills required to create a good engaging story and perform it with the help of puppets they have created. The performance will be expected to relate to some activity in the educational context. Students will perform the puppets they have designed. Initially each member will play their own puppets. Later they will play in pairs, later they will be formed into a small group and asked to prepare their own skits with the puppets. They conclude by performing in small groups. Their learning is consolidated and reflected. Different materials of visual arts– Rangoli, pastels, posters, clay, paintings. Using different methods of visual arts- Paintings, block printing, collage, clay modelling, paper cutting and folding; Listening/viewing performing art forms of music, dance and theatre.</p>	16
III	<p><b>Arriving at a script (3 Sessions)</b></p> <p>We will engage in some theatre making processes to arrive at a script by the end of this unit. How to adapt or devise a script with actors? How can we borrow from everyday experiences of memory, sound and visuals, without a written text or spoken word? Plays, stories, poems, newspapers articles, will be shared to read, reflect, analyse, and re-create like “Why, why Girl” by Mahashweta Devi, “Ratna Pakshi” by K Ramaiah, “Beyond the land of Hattamala and Scandal in Fairyland” by Baadal Sircar, and songs of Kabir etc. The texts chosen will have a direct relation with topics from social studies, moral and political education.</p> <p>Students will use their skills of improvisation they learned in Unit 2 to explore, ideate, create, and finally arrive at a script. What kind of stories, narratives, and characters they choose to perform will lead back to the discussion of aesthetics. Students will mostly work in groups to choose or create a text, concept, or an idea which they want to perform. Students will be encouraged to use their perspectives on the education system, in converting the text into a script.</p>	13
IV	<p><b>a) Ideating for an Expressive Self-Portrait (2 Sessions)</b></p> <p>In this session students will further explore and discover possibilities in Collage as a medium. Students will learn a variety of ways to make paper stands and create interesting paper sculpture compositions using 3D techniques. Students will draw from their previous experiences of using paper for 2D explorations and add more interest to their unique 3D explorations. Students will share their findings with peers and widen their understanding about the possibilities. Students will reflect on all the material exploration sessions thus far and participate in a facilitated dialogue around art making and education.</p> <p>Students will engage in a close observation sketching and drawing</p>	13

	<p>activity. Through a guided process, students will create a well observed self-portrait drawing. Students will engage in discussions and dialogue to unpack the self-portrait drawing experience, the learnings, discoveries, challenges and more. Through this activity students will also be able to challenge assumptions around talent and art-making.</p> <p><i>Resources: Handouts out on Collage techniques and artist examples</i>  <i>Resources: JR's Face to face project (videos and readings)</i>  <a href="https://www.youtube.com/watch?v=4u_G0G6Jog4">https://www.youtube.com/watch?v=4u_G0G6Jog4</a></p> <p><b>b) Creation of an Expressive Self-Portrait Collage (3 Sessions)</b>  Students will engage in a step-by-step process involving sketching, ideating, planning, applying their discoveries of using paper as a collage material, and finally create a large expressive self-portrait using the medium of paper collage. Throughout the process students will problem-solve, critically think, push their imagination, find multiple solutions, make independent decisions, receive and give peer feedback, use resources effectively, draw from their own experiences, apply their learnings into creating this unique and expressive self-portrait piece.</p>	
V	<p><b>Designing and setting up an Exhibition (2 Sessions and Exhibition Day)</b>  Students will collectively start designing and planning for the exhibition to put up their artworks for a general audience to view and engage with. Students will be planning the various aspects of a visual art exhibition: ways to display artworks, designing the layout of the exhibition space and how the audience will move within the space, design invitations, ways that the audience can engage with the artworks, various ways the artists can talk about their art-making, and more. Students will divide the tasks among themselves, take on the various roles required, and set up the exhibition space.</p>	
	<p><b>Tasks and Assignments:</b></p>	

Week wise break up of sessions		
Week	Topics	Session flow
1	<b>UNIT - I:</b> Aesthetics and art, art in everyday life. Importance of art. Appreciation of art	Based on their experience
2	Art for art's sake. Art with social responsibility. Art for social change	Discussion
3	<b>UNIT 2:</b> Aesthetics of Theatre	Discussion
4	Body work - Individual and group	Hands on
5	Body work – Improvisation	Hands on
6	<b>UNIT - III:</b> Adaptation of texts. Aesthetic choices.	Hands on, discussion
7	Story making and devising	Hands on
8	Arriving at a text	Hands on
9.	<b>UNIT - IV:</b> Visualising the final piece. Thinking about design and aesthetic elements.	Hands on, Discussion
10.	Rehearsals and feedback	Hands on
11.	Rehearsals and feedback	Hands on
12.	Final rehearsals and assessment	
13.	Finals rehearsals and assessment	
14.	Performance and audience discussion	

Each student is required to submit **five** assignments/task from the following:

- ✓ Documentation of the processes of puppets, painting with Models covering the design
- ✓ Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare drama script
- ✓ Write up on significance and applications of arts in the teaching-learning process like seminar/tasks/ presentation and Test
- ✓ Group activity: write up a story and make a skit using their handmade chart puppet or shadow puppet or clay puppet or cotton puppet or visual arts
- ✓ Group activity Script writing Report: Give a presentation on processes of any art such as Music/Dance/Drama in the community with pedagogical bases or Plays, stories and poems (Students should display report or drama )
- ✓ Creation of an Expressive Self-Portrait Collage: (Students should display with their assignments/Tasks)
- ✓ Exploring paper collage and its techniques (on the given topic in Maths/Physical science or related to school Curriculum as TLM / art Exhibition)

	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>✓ Dewey, J. (1934). Art as experience. New York: Minton.</li> <li>✓ Reed, H. (1968). Education through art. New York: Faber and Faber.</li> <li>✓ Eisner, E. W. (1972). Educating artistic vision. New York: Macmillan.</li> <li>✓ John, B., Yogin, C., &amp; Chawla, R. (2007). Playing for real: Using drama in the classroom. New York: Macmillan.</li> <li>✓ Jefferson, B. (1969). Teaching art to children – Continental view point. Boston: Allyn Bacon.</li> <li>✓ Tagore, R. (1962). Lectures and addresses. New Delhi: Macmillan.</li> <li>✓ Coomaraswamy, A. K. (1974). Christian and oriental philosophy of art. New Delhi: Munshiram Manoharlal.</li> <li>✓ Rupali Tripathi, (2004), Teaching of music, New Delhi: Mohit Publication.</li> <li>✓ Dash B.N, (2002), Teacher and Education in the Emerging India Society (Vol. I &amp; II) New Kalaimani Saraswathi, (1994), Bharata Nityakalai, Madras: Thirumagal Nilayam.</li> </ul>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	5	14	20	20	20	79
<b>External</b>	-	-	-	-		-
<b>Attendance</b>	3	3	5	5	5	21
<b>Total</b>	<b>10</b>	<b>17</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**e. Mapping Course Outcome with Internal Assessment (100 Marks)**

	CO1	CO2	CO3	CO4	CO5
<b>Assignments/Tasks</b>	5	5	10	10	10
<b>Seminar</b>	-	-	-	-	
<b>Attendance</b>	3	3	5	5	5
<b>Practical work</b>	-	9	10	10	10
<b>Total</b>	8	17	25	25	25

**f. Rubric for Assignments**

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts, and examples	Ideas are detailed, Developed, and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO4
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of the main idea, and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO4

**g. Rubric for Seminar**

Sl. No.	Criteria	100%	75%	50%	25%	0%	Related to COs
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 Attending	CO3
2	Presentation 50%	Well Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attending	CO3

### h. Rubrics for practical work

Sl. No.	Criteria	100%	75%	50%	25%	0%	Related to COs
1.	<b>Skills</b>	Controls complex skills/performance  Considering plans, and performing activities  Comes up with next steps	Controls detailed skills/performance  Can replicate activities or practice Properly	Controls basic skills/performance  Can do activities with the help of teachers.	Controls basis skills/ performance Cannot do activities with the help of teachers.	Not Attended	CO5
2.	<b>Organization</b>	Supplies exceptional improvement in the organization  Plans his/her activities and works efficiently	Supplies detailed improvement in the organization  Can replicate Plan his/her activities and works	Works accurate and sticks to protocols and rules	Works carelessly, unorganized, and does not stick to the protocols and rules	Not Attended	CO5

### i. Activities / Internal Assessment

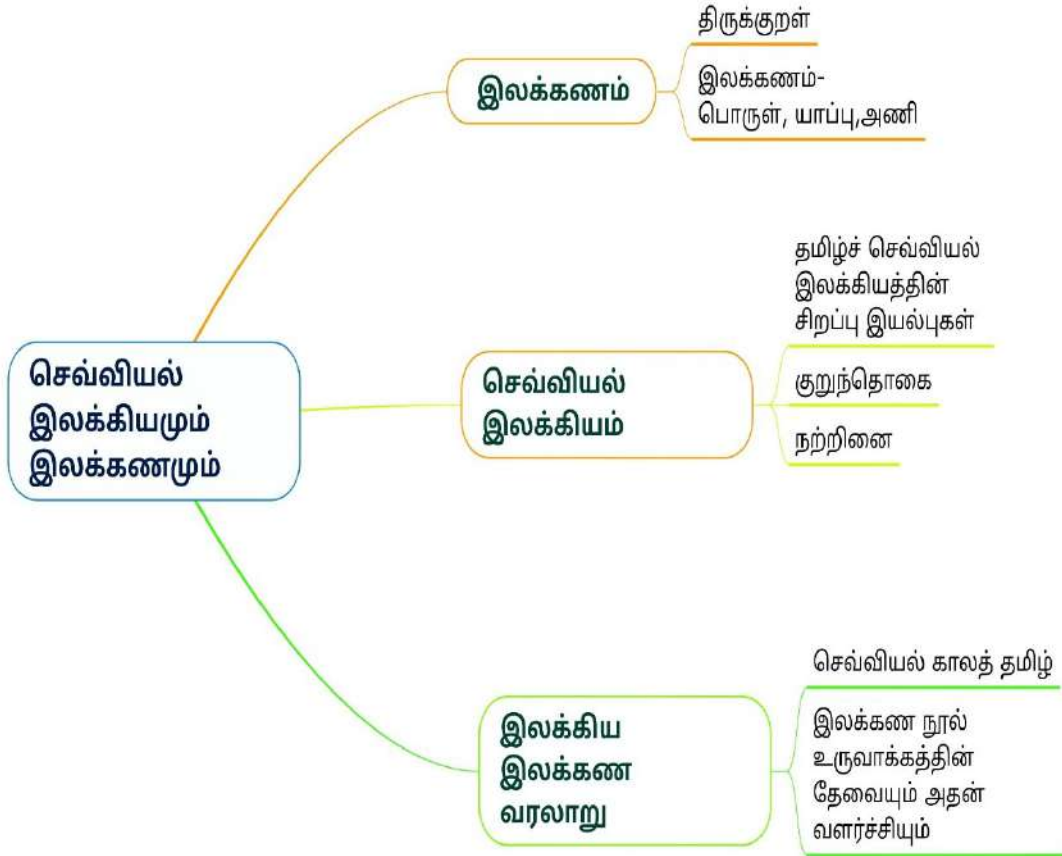
S. No	Activity/ assignment /CO	CO1	CO2	CO3	CO4	CO5	Total
1.	Write up on significance and applications of arts in the teaching-learning process or Test	20					20
2.	<b>Group activity:</b> write up a story and make a skit using their handmade chart puppet or shadow puppet or clay puppet or cotton puppet or design of Puppets with models			20			20
3.	<b>Group activity:</b> Give a presentation on processes of any art such as <b>Music/Dance/Drama</b> in the community with pedagogical bases such as how the artists Design their products, manage their resources.		20				20

4.	<b>Conduct an Art and craft exhibition</b> (Students should display their handmade art, drawing, painting and craft items such as flowerpot, glass candle, embroidery design, colour paper )				20		<b>20</b>
5.	<b>Drawing/ chart/Painting</b> on the given topic in Maths/Physical science or related to school Curriculum as TLM					20	<b>20</b>
	<b>Total</b>	20	20	20	20	20	100

# **SEMESTER - IV**

SEMESTER - IV					
Course Code	Course Name	L	T	P	Credits
EDUN1041T	Classical Literature and Grammar	3	0	0	3
Internal	40	External	60	Total	100

### Course Content overview



**a. Course Outcome (CO)**

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

	Course Outcome	Level
CO 1	தமிழ்ச் செவ்விலக்கியத்தின் சிறப்பியல்புகளைத் தெரிந்து கொள்தல்	தெரிந்து கொள்ளுதல்
CO 2	குறுந்தொகை, நற்றிணை முதலியவற்றை கண்டுணர்தல்	அறிந்து கொள்ளுதல்
CO 3	திருக்குறள், இலக்கணம் (பொருள், யாப்பு, அணி) முதலியவற்றை கண்டுணர்தல்	புரிந்து கொள்ளுதல்
CO 4	செவ்வியல்காலத் தமிழை உணர்ந்து கொள்தல்	தெரிந்து கொள்ளுதல்
CO 5	இலக்கண நூல் உருவாக்கத்தின் தேவையும் அதன் வளர்ச்சியும்	அறிந்து கொள்ளுதல்

**b. Syllabus**

Units	Content	Hrs.
I	<b>செவ்வியல் இலக்கியம்-அகம்,புறம்</b> குறுந்தொகை – 5 பாடல்கள் (3, 47, 52, 145, 182); நற்றிணை – 2 பாடல்கள் (23, 35); ஐங்குறுநூறு – வேட்கைப் பத்து – (முதல் ஐந்து பாடல்கள்); கலித்தொகை – 2 பாடல்கள் (34 பாலைக்கலி, 37 குறிஞ்சிக்கலி); அகநானூறு – 1 பாடல் (147); பத்துப்பாட்டு – நெடுநல்வாடை; புறநானூறு – 5 பாடல்கள் (5, 64, 91, 105, 112);	10
II	<b>செவ்வியல் இலக்கியம்-அற இலக்கியம்</b> திருக்குறள் – 3 அதிகாரங்கள் ( வாய்மை, நட்பு, உழவு); நாலடியார் – 5 பாடல்கள் (25, 135, 166, 172, 215); பழமொழி நானூறு – 3 பாடல்கள் (76, 88, 97)	10
III	<b>இலக்கணம் அகத்திணை புறத்திணை</b> திணை வகைகள் : அகத்திணை – புறத்திணை; ஐவகை நிலங்கள்; முதற் பொருள்- கருப்பொருள்- உரிப்பொருள்; களவு – கற்பு; கூற்று வகைகள்; உள்ளுறை – இறைச்சி - உவமை;	10
IV	<b>இலக்கணம் (பொருள், யாப்பு, அணி)</b> செய்யுள் – அசை வகைகள் – பா வகைகள்; வெண்பா- ஆசிரியப்பா- வஞ்சிப்பா- கலிப்பா – அணி வகைகள் – மொழிப் பயிற்சி.	9

V	<p><b>இலக்கிய, இலக்கண வரலாறு</b>  செவ்வியல் கால இலக்கியங்களின் தோற்றமும் வரலாற்றுப் பின்புலமும் (எட்டுத்தொகை, பத்துப்பாட்டு, பதினெண்கீழ்க்கணக்கு); இலக்கண நூல் உருவாக்கத்தின் தேவையும் அதன் வளர்ச்சியும் (பொருள், யாப்பு, அணி).</p>	9
	<p><b>பார்வை நூல்கள்:</b>  இளவரசு, சோம., இலக்கண வரலாறு, மெய்யப்பன் பதிப்பகம், சிதம்பரம். 2003.  உ.வே.சா., குறுந்தொகை, உ.வே.சா பதிப்பகம், சென்னை. 2010.  உ.வே.சா., நற்றிணை, உ.வே.சா பதிப்பகம், சென்னை. 2010.  சங்க இலக்கியம், நியூ செஞ்சுரி புக ஹவுஸ், சென்னை. 2012.  சண்முகம், செ.வை., உள்ளூரை இறைச்சி, மணிவாசகர் பதிப்பகம், சென்னை. 2002.</p>	

#### c. Mapping of Program Outcomes with Course Outcomes

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

#### d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

#### 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
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

Category	CO1	CO2	CO3	CO4	CO5
<b>Part – A</b> (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
<b>Part – B</b> (Short Answer - 5 x 3 = 15 marks)	3	3	3	3	3
<b>Part – C</b> (Essay- 5 x 7 = 35 marks)	7	7	7	7	7
<b>Total</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

**g. Model Question Paper**

Sl. No.	Model Questions	Specifications	Level
<b>Part – A: Objective Type 10 x 1 = 10</b>			
1	பண்டைத் தமிழ் இலக்கியங்கள் தமிழர் வாழ்வை எவ்வாறு பிரித்துள்ளன?	Recognize	Remember
2	மூன்றடி சிற்றெல்லை ஆறடி பேரெல்லை என அடிகளால் பிரிக்கப்பட்டுள்ள சங்க நூல் எது? அது எவ்வாறு பிரிக்கப்பட்டுள்ளது?	Recall	Remember
3	மலைபடுகடாம் குறிப்பிடும் இசைக் கருவிகள் யாவை?	Recognize	Remember
4	அகத்திணையின் ஏழு பிரிவுகள் யாவை?	Recognize	Remember
5	கூற்றுக்குரியவர்கள் யாவர்?	Recognize	Remember
6	நெய்தல் நிலத்தின் பொழுதுகள் யாவை?	Recognize	Remember
7	வெண்பாவால் முதலிடம் பெற்ற எட்டுத்தொகை நூல் எது? அதன் அடிவரையரை என்ன?	Recall	Remember
8	திராவிட மொழிகள் நான்கினைக் குறிப்பிடுக	Recall	Remember
9	எட்டுத்தொகை நூல்கள் எவை?	Identify	Remember
10	பாவினம் எவை?	Identify	Remember
<b>PART – B Short Answer</b> <b>The answer should not exceed 200 words 5 x 3 = 15</b>			
11	நெடுநல்வாடை குறித்து கட்டுரை வரைக.	Describe	Analyse
12	கூற்று மரபு குறித்தச் செய்திகளை எழுதுக.	Explain Discuss	Understand
13	யாப்பு கூறும் அடி, தொடை, என்பனபற்றிய செய்திகளை கூறுக.	Assess	Skill

14	எட்டுத்தொகை நூல்கள் குறித்தச் செய்திகளை கட்டுரை வடிவில் தருக.	Explain Discuss	Understand
15	திருக்குறளில் 'உழவு' என்ற அதிகாரம் கூறும் கருத்துகளை எழுதுக.	Explain Discuss	Understand
<b>PART – C Essay Answer</b> <b>The answer should not exceed 400 words 5 x 7 = 35</b>			
16	அ)'மாமேயில் ..... பாணாள்' இடம் சுட்டிப் பொருள் விளக்கவும் (அல்லது) ஆ)ஐங்குறு நூறு நூல் குறித்தச் செய்திகளை எழுதுக.	Explain	Understand
17	அ) புறநானூறு 'அரசவாகையில்' அதியமான் நெடுமான் அஞ்சி குறித்து ஓளவையார் கூறும் கருத்துக்கள் யாவை? (அல்லது) ஆ)'அற்றைத் திங்கள் அவ்வெண்ணிலவில்' இடம் சுட்டிப் பொருள் விளக்கம் தருக.	Differentiate Define	Understand
18	அ)'யாக்கை நிலையாமை குறித்து நாலடியார் கூறும் கருத்துக்களை எழுதுக. (அல்லது) ஆ)தீய ஒழுக்கமுடையவர்கள் எப்படிப்பட்டவர்கள் என்பதைப் பழமொழி நானூறு கூறுகிறது?	Cite Examples	Understand
19	அ)குறுந்தொகை - குறிப்பு வரைக. (அல்லது) ஆ)உள்ளுறை உவமம் என்றால் என்ன? குறிப்புடன் எழுதுக.	Illustrate	Apply
20	அ)செம்மொழி நூல்கள் எவை அவற்றில் மூன்று நூல்கள் பற்றி எழுதுக. (அல்லது) ஆ) முல்லை நிலத்தின் முதற் கரு உரிப்பொருட்களை பற்றி எழுதுக.	Illustrate	Apply

SEMESTER – III					
Course Code	Course Name	L	T	P	Credits
EDUN1041H1	हिन्दी भाषा कौशल Hindi Language Skills	3	0	0	3
Internal	40	External	60	Total	100

### इकाई – 1 - वाक्य-विचार – Syntax

#### रचना के आधार पर-

1. सरल वाक्य (Simple Sentences)
2. मिश्र वाक्य (Mix Sentences or Complex Sentences)
3. संयुक्त वाक्य (Compound Sentences)

#### अर्थ के आधार पर-

4. विधिवाचक (Affirmative)
5. निषेधवाचक (Negative)
6. आज्ञावाचक (Imperative)
7. प्रश्नवाचक (Interrogative)
8. विस्मयबोधक (Exclamatory)
9. संदेहवाचक (Susceptive)

#### क्रिया के आधार-

10. कर्तृवाच्य (Active Voice)
11. कर्मवाच्य (Passive Voice)

### इकाई – 2 - हिन्दी शब्द के विविध रूप

1. पर्यायवाची शब्द
2. विलोम शब्द
3. प्रत्यय-उपसर्ग
4. लोकोक्तियाँ-मुहावरे (दस लोकोक्तियाँ और दस मुहावरे)

### इकाई – 3 - हिन्दी की रचनाएँ (गद्य-पद्य)

#### (क) कहानी

- प्रेमचन्द – ईदगाह  
सुदर्शन – हार की जीत

#### (ख) कविता

- माखनलाल चतुर्वेदी-पुष्प की अभिलाषा

### इकाई – 4 - पत्र एवं निबंध लेखन

(क) पत्र लेखन- (निमंत्रण पत्र, शिकायत से संबंधित पत्र, छुट्टीमांगते हुए पत्र, नौकरी के लिए आवेदन पत्र)

(ख) निबंध लेखन - (व्यायाम का महत्व, अनुशासन, पर्यावरण, प्रदूषण, भूमंडलीकरण)

इकाई – 5 - हिन्दी भाषा का व्यावहारिक रूप

1. संभाषण
2. समूह चर्चा
3. नाट्य-मंचन
4. पत्रकारिता
5. दृश्य-श्रव्य माध्यमों की सहायता से हिन्दी भाषा का ज्ञान बढ़ाया जाएगा

**सहायक ग्रंथ:**

1. कामता प्रसाद गुरु, संक्षिप्त हिन्दी व्याकरण, नागरीप्रचारिणी सभा, वाराणसी (2005).
2. बाबू गुलाबराय, हिन्दी साहित्य का सुबोध इतिहास, लक्ष्मी नारायण अग्रवाल एजुकेशनल पब्लिशर्स, आगरा (2017).
3. विश्वनाथ त्रिपाठी, हिन्दी साहित्य का सरल इतिहास, ओरिएण्ट ब्लैकस्वेन, हैदराबाद (2007).
4. दंगल झाल्टे, प्रयोजनमूलक हिन्दी: सिद्धांत और प्रयोग, वाणी प्रकाशन, नयी दिल्ली (2015).
5. विनोद गोदरे, प्रयोजनमूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली (2016).
6. प्रेमचन्द्र, विश्व में हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली (2015).
7. विद्यानिवास मिश्र (सं.), आज के लोकप्रिय हिन्दी कवि-अज्ञेय, राजपाल एण्ड सन्ज़, दिल्ली(2002).
8. रामविलास शर्मा (सं.), राग विराग, लोकभारती प्रकाशन, इलाहाबाद(1998).
9. हरेराम समीप (सं.), समकालीन दोहा कोश, शब्दालोक प्रकाशन, दिल्ली(2015).

SEMESTER – IV					
Course Code	Course Name	L	T	P	Credits
EDUN1041H2	हिन्दी साहित्य, प्रयोजनमूलक हिन्दी एवं अनुवाद Modern Hindi Literature, Functional Hindi and Translation	3	0	0	3
अंदर का	40	बाहरी	60	कुल	100

#### इकाई-1 प्रयोजनमूलक हिन्दी

प्रयोजनमूलक हिन्दी : परिभाषा एवं स्वरूप, समाचार लेखन एवं संपादन, विज्ञापन लेखन, कार्यालयी हिन्दी

#### इकाई – 2 अनुवाद सिद्धांत एवं प्रयोग

अनुवाद : अर्थ, स्वरूप एवं परिभाषा, अनुवाद के प्रकार, अनुवाद की प्रक्रिया, अनुवाद : अनुप्रयोग एवं आवश्यकता (मशीन अनुवाद)

#### इकाई – 3 आधुनिक हिन्दी साहित्य का इतिहास : संक्षिप्त परिचय

साहित्य का इतिहास, गद्य की विधाओं का परिचय

#### इकाई – 4 पाठ्यअध्यायन एवं अध्यापन के लिए साहित्यिक पाठ

1. प्रेमचंद – कफन (कहानी)
2. चंद्रधर शर्मा 'गुलेरी' – उसने कहा था (कहानी)
3. अमरकांत – डिप्टी कलकटरी (कहानी)
4. मन्नू भण्डारी – आपका बंटी (उपन्यास) (केवल कथावस्तु)
5. भारतेन्दु – अंधेर नगरी (नाटक)
6. हरिशंकर परसाई – भोलाराम का जीव (व्यंग्य लेख)
7. हजारी प्रसाद द्विवेदी – नाखून क्यों बढ़ते हैं (ललित निबंध)

#### इकाई -5 व्यावहारिक पक्ष

विज्ञापन लेखन, प्रपत्र लेखन, टिप्पण - लेखन, फीचर लेखन, आलेखन

#### सहायक ग्रंथ:

1. दंगल झाल्टे, प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयोग, वाणी प्रकाशन, नयी दिल्ली (2015).
2. विनोद गोदरे, प्रयोजनमूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली (2016).
3. बाबू गुलाबराय, हिन्दी साहित्य का सुबोध इतिहास, लक्ष्मी नारायण अग्रवाल एजुकेशनल पब्लिशर्स, आगरा (2017).
4. विश्वनाथ त्रिपाठी, हिन्दी साहित्य का सरल इतिहास, ओरिएण्ट ब्लैकस्वेन, हैदराबाद (2007).
5. भगवतीचरण वर्मा, चित्रलेखा, राजकमल प्रकाशन, नयी दिल्ली (2008).
6. प्रेमचन्द, सोज़े वतन, भारतीय साहित्य संग्रह, नयी दिल्ली (2014).

जयशंकर प्रसाद, ध्रुवस्वामिनी, लोकभारती प्रकाशन, इलाहाबाद (1994).

SEMESTER - IV					
Course Code	Course Name	L	T	P	Credits
<b>EDUN1042</b>	Philosophical and Sociological Foundations of Education -I	3	1	0	4
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Know the relationship between education and Indian philosophy	Remember
<b>CO 2</b>	Apply knowledge of philosophy in education	Understand
<b>CO 3</b>	Analyze the different philosophical schools	Apply
<b>CO 4</b>	Evaluate the important points of different Educational Thinkers	Analyze
<b>CO 5</b>	Use the gained knowledge of Value Education in teaching and day to day life	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Education and Indian Philosophy</b> Conceptual clarity, nature and relationships, Aims of studying philosophical perspective of education, Branches of Philosophy and their educational implications: Metaphysics (तत्त्वमीमासा), Epistemology (ज्ञानमीमासा), Axiology (मूल्यमीमासा), Understanding Indian Perspective of Education, Meaning, nature and aims of education with special reference to Vedic, Buddhist, Jain, Sikh and Islamic traditions	12
<b>II</b>	<b>Education and Philosophy</b> Understanding the terms Darshana, Para and Apra Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya, Understanding Western Perspective of Education, Meaning, Nature, and aims of education with reference to Cognitive, Behaviorist and Developmental Theories of Education.	13
<b>III</b>	<b>Philosophical Schools and Education</b> Conceptual Clarity of the following schools of thought with their implications for educational practices: Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta, Western: Idealism, Naturalism, Pragmatism, Progressivism.	13
<b>IV</b>	<b>Educational Thinkers</b> Deliberations on aims, processes, and educational institutions developed on thoughts of the following thinkers and practitioners: Bharatiya: Swami Vivekananda, Rabindra Nath Tagore, Mahamana Madan Mohan Malaviya, Mahatma Gandhi, Western: J. Rousse, Maria Montessori, Friedrich Froebel, John Dewey.	13
<b>V</b>	<b>Value Education</b> Conceptual Clarity, Significance and Types of Values, Indian Traditional Values, Guru-Shishya-Parampara and Educational Values, Convocation message in Taittiriya Upanishad, Values enshrined in Indian Constitution, NEP, 2020 and Values with special reference to 21st Century, Pedagogical Issue	13
	<b>Task and Assignments:</b> <ul style="list-style-type: none"> <li>✓ Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms</li> <li>✓ Discuss in small groups related to different thinker/s and preparation of a report followed by individual/group presentation.</li> <li>✓ Sharing of student experiences (in groups) related to readings on great thinkers helps them to reshape their concept and enable them</li> </ul>	

	<p>to develop a vision, mission and objectives for a school and their plan to accomplish the objectives in the form of a group report.</p> <p>✓ Identification and reporting of Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, and convocation based on critical study of life and thoughts of thinkers.</p> <p><b>References:</b>          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. &amp; 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. Linton, Ralph (2006).The Study of Man. Delhi, India: Surjeet Publications.          Majumdar, D.N. (1990). Races &amp; Cultures of India. New Delhi, India: Kalyani Publishers. Mehta, Prayag (1995). Education, Participation and Empowerment. Dew Delhi, India : Concept Publishing Company.          Rai, S.V. (1985). Education and Rural Development. New Delhi, India : Sage Publications. Ratna and M. Zacharian (eds.). Education and the Process of Change. New Delhi, India: Sage Publications.          Rawat, H.K. (2012). Sociology Basic Concepts. Jaipur, India: Rawat Publication. Rao, C.N.S. (eds.). Sociology Principles of Sociology with an Introduction to Social Thought. New Delhi, India : S.Chand &amp; Company Pvt. Ltd.</p>	
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#### c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	2	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	1	3	2	2
<b>CO5</b>	1	1	1	1	2	3

#### d. Evaluation Scheme

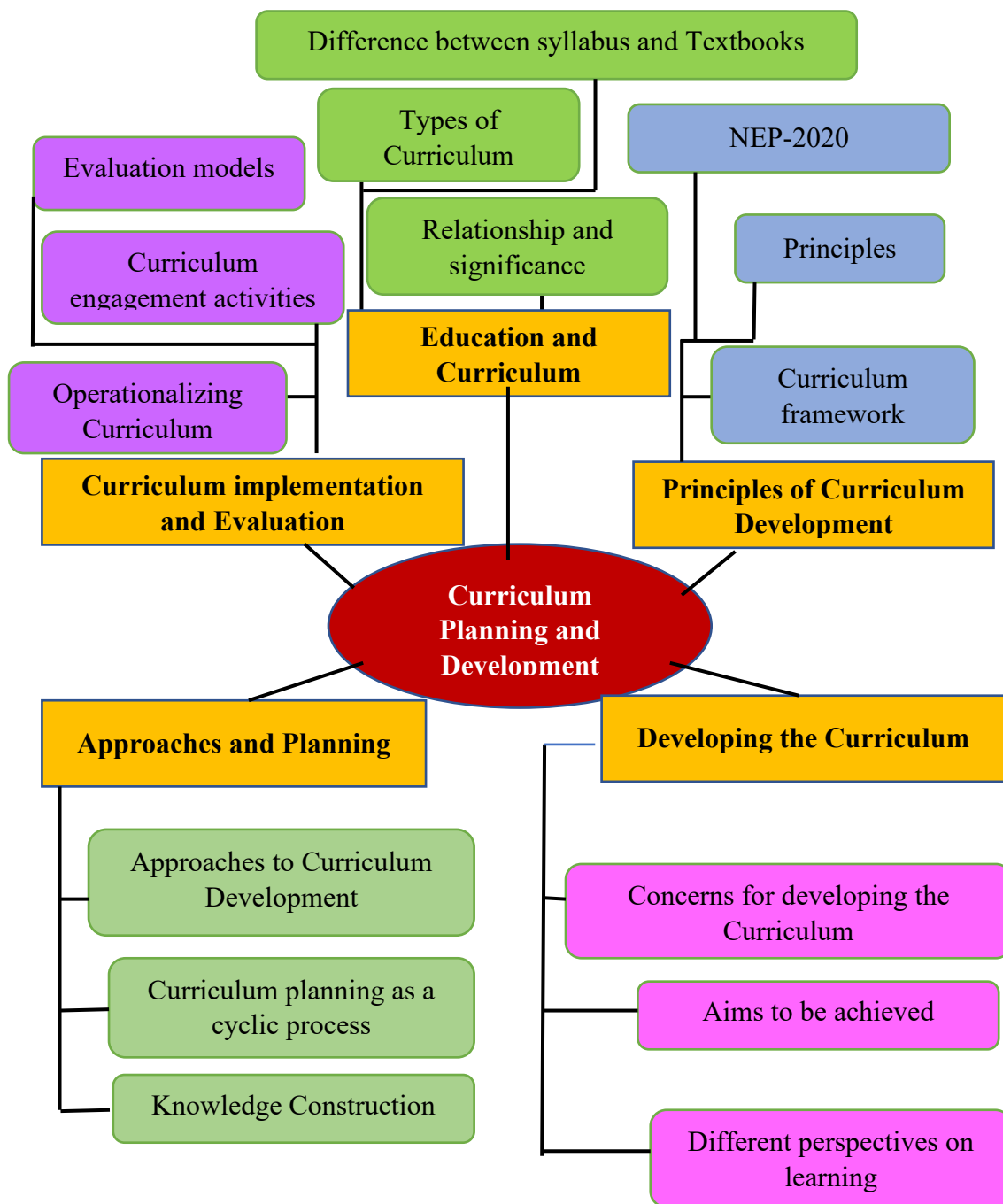
	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>



8	The scope of the philosophy of education is formed by A. The belief of the society      B. The educational values C. The political principles      D. Opinioned of the people	Recall	Remember
9	Aims of education are relative to A. Aim of religion      B. Aim of teacher C. Aim of life      D. Aim of government	Identify	Remember
10	The ultimate human values are the nature of A. Spiritual      B. Intellectual C. Physical      D. None of the above	Identify	Remember
<b>PART – B Short Answer</b> <b>The answer should not exceed 200 words Marks: 4 x 5 = 20</b>			
11	a) Discuss the relationship between Education and Philosophy. (or) b) Explain the Sankhya School of thought in the light of present circumstances.	Explain	Understand
12	a) Give two real-life examples for Metaphysics (or) b) Give two real-life examples of Epistemology	Cite Examples	Understand
13	a) Differentiate: Para and Aparā Vidhyā (or) b) Define the following concepts; Shiksha, Samvaad	Differentiate Define	Understand
14	a) Explain in detail Panchkosha (or) b) Explain in detail the Gurukulam system	Explain	Understand
<b>PART – C Essay Answer</b> <b>The answer should not exceed 400 words. Marks: 3 x 10 = 30</b>			
15	a) Describe the Samakhyā philosophy (or) b) Examine the Yoga	Describe	Analyse
16	a) Explain the philosophical thoughts of Swami Vivekananda (or) b) Explain the philosophical thoughts of Rabindra Nath Tagore	Explain Discuss	Understand
17	a) Assess the values enshrined in the Indian Constitution. (or) b) Assess the values enshrined in NEP 2020	Assess	Skill

SEMESTER - IV					
Course Code	Course Name	L	T	P	Credits
EDUN1043	Curriculum Planning and Development	2	0	0	2
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Explain the concept of curriculum and differentiate different types of Curriculums	Understand
<b>CO 2</b>	Analyze the Principles of Curriculum Development within the context of NCF 2005, NCFTE 2009 and NEP-2020	Analyze
<b>CO 3</b>	Evaluate the implications of various perspectives in curriculum development.	Evaluate
<b>CO 4</b>	Design a curriculum using one of the approaches to curriculum development	Create
<b>CO 5</b>	Synthesize their knowledge of curriculum development and translate it into effective curriculum implementation strategies.	Apply

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Education and Curriculum</b> Meaning, Relationship and significance - Types of Curriculum - Subject-centered, Activity-centered, Child-Centeredness, Environmental centered, Community-centered, Difference between syllabus and Textbooks.	6
<b>II</b>	<b>Principles of Curriculum Development</b> Curriculum framework – Concept - NCF 2005, NCFTE 2009, NEP-2020–Objectives, aspects and recommendations - Principle of Integration, Utility, Character Formation, Flexibility, Creativity and Conservation - Practical Work and Mental Discipline.	6
<b>III</b>	<b>Developing the Curriculum</b> Concerns for developing the Curriculum - Aims to be achieved, Structure and nature of discipline - Different perspectives on learning and their implications to curriculum development - Socio-cultural aspects and Aspirations of society, Value transitions, Social efficiency and needs, Environmental concerns, Gender concerns, Inclusiveness, technological advancement, Impact of Globalization.	6
<b>IV</b>	<b>Approaches and Planning</b> Approaches to Curriculum Development – Processes and Product approaches- Learner – Activity, Broad fields, Social problems centered, Knowledge Construction - Curriculum planning as a cyclic process, Reactive, Inactive, Preactive and Proactive.	7
<b>V</b>	<b>Curriculum implementation and Evaluation</b> Curriculum implementation - Operationalizing Curriculum into learning situations - Curriculum engagement activities - Role of school at Regional, State and National level for implementation.	7

	<p>Role of teachers in operationalizing – Evaluation - Role of teachers in evaluating the curriculum - Use of evaluation feedback / inputs , Evaluation models-Tyler Model, Hilda Taba Model. Stake's Model, Cronbach's Model, CIPP or Stuffle beam Model.</p>	
	<p><b>Tasks and Assignments:</b>  Arranging discussion on:</p> <ul style="list-style-type: none"> <li>✓ Basis of National curriculum frame works (1975, 1988, 2000, and 2005).</li> <li>✓ Document: Learning without burden” by Prof. Yashpal</li> <li>✓ Preparing of Report based on observation of:</li> <li>✓ Facilities and infrastructure to implement the present curriculum.</li> <li>✓ Interviewing teachers to understand their role in:</li> <li>✓ Implementing and assessment of the curriculum.</li> </ul> <p>Analysis of the following in the context of principles of developing the Curriculum:</p> <ul style="list-style-type: none"> <li>✓ Guidelines of NEP, 2020.</li> <li>✓ Curriculum of 4 Years B.Ed. Integrated Programme</li> <li>✓ Learning without Burden, MHRD, and India.</li> <li>✓ Position paper (2006). National Focus Group on ‘Curriculum, Syllabus, Textbooks’, NCERT.</li> <li>✓ NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework.</li> <li>✓ NCERT (2000) National Curriculum Framework for school Education.</li> <li>✓ NCERT (2005) National Curriculum Framework. NCERT publications.</li> </ul> <p><b>References:</b>  Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.  Dewey, John (1956). The child and the curriculum. Chicago, Illinois: University of Chicago Press.  Dewey, John(1997). My pedagogic creed. in D.J. Flinders and S.J. Thorton(eds.), The Curriculum studies reader. New York: Routledge,  Egan, K. (2005). An imaginative approach to teaching. San Francisco: Jossey-Bass.</p>	

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	2
<b>CO2</b>	3	3	2	3	2	2
<b>CO3</b>	2	3	3	3	3	2
<b>CO4</b>	3	3	3	3	2	3
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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



<b>PART – B Short Answer</b> <b>The answer should not exceed 200 words 4 x 5 = 20</b>			
11	a) Discuss the needs and significance of the curriculum (or) b) Discuss the relationship and difference between the types of curriculum	Differentiate Define	Understand
12	a) Differentiate curriculum, curriculum framework, syllabus and textbooks. (or) b) Define the curriculum and write short notes on basic principles of curriculum development	Explain	Understand
13	a) Give some objectives, aspects and recommendations of NCF 2005 (or) b) Give some examples of Curriculum planning as a cyclic process.	Differentiate Define	Understand
14	a) Illustrate the role of school at Regional, State and National level for implementations.(or) b) Illustrate the role of teachers in operationalizing and evaluating the curriculum	Explain	Understand
<b>PART – C Essay Answer</b> <b>The answer should not exceed 400 words 3 x 10 = 30</b>			
15	a) Describe the types of Curriculum (or) b) Examine the facilities and infrastructure to implement the present curriculum	Define Describe	Analyse
16	a) Explain the concerns for developing the Curriculum (or) b) Discuss the implementations of curriculum	Define Discuss	Understand
17	a) Describe Curriculum Evaluation with Hilda Taba model (or) b) Explain the approaches to Curriculum development	Describe Assess	Skill

SEMESTER IV					
Course Code	Course Name	L	T	P	Credits
EDUE1044	American Literature- I	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

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

	Course Outcomes	Level
CO 1	Students will understand and explain the evolution of American literature from Native American traditions to Modernism and Naturalism.	Understand
CO 2	Students will analyse major prose texts to interpret philosophical ideas, rhetorical strategies, and literary craft	Analyse
CO 3	Students will interpret poetic themes, symbols, and forms across Romantic, Transcendental, and Modern periods.	Evaluate
CO 4	Students will evaluate dramatic representations of class, identity, and psychological conflict in modern American drama.	Apply
CO 5	Students will produce critical and comparative responses to major American fiction, demonstrating interpretive and creative engagement.	Create

**b. Syllabus**

Units	Content	Hrs.
I	<b>BACKGROUND STUDY</b> Native American- Colonial Period- American Romanticism- Dark Romanticism Transcendentalism- Realism- Modernism- Naturalism.	14
II	<b>PROSE</b> Thomas Jefferson Declaration of Independence (Excerpts) Emerson Self- Reliance (Excerpts) Edgar Allen Poe The Philosophy of Composition H. D. Thoreau Where I Lived, and What I Lived For	12
III	<b>POETRY</b> Edgar Allen Poe Raven Emerson Brahma Whitman O Captain! My Captain! Emily Dickenson Success is Counted Sweetest Robert Frost Birches	12
IV	<b>DRAMA</b> Eugene O' Neill The Hairy Ape Tennessee Williams The Glass Menagerie	14
V	<b>FICTION</b> Mark Twain The Adventures of Tom Sawyer Hawthorne Scarlet Letter	12

	<p><b>Recommended Reading:</b>  Bercovitch Sacvan The Cambridge History of American Literature, Vol. 1: 1590-1820  <a href="http://b-ok.org/book/939662/3cf7ee">http://b-ok.org/book/939662/3cf7ee</a>  Norton Anthology of American Literature: Vol. A &amp; B <a href="http://b-ok.org/book/1192825/418bea">http://b-ok.org/book/1192825/418bea</a>  Bigby Christopher Modern American drama, 1945-2000 <a href="http://b-ok.org/book/1053995/d7f313">http://b-ok.org/book/1053995/d7f313</a></p> <p><b>Journals:</b>  Studies in American Fiction, jhu Press. ISSN 00918083  Journal of American Literary Studies</p> <p><b>E- Learning Resources:</b>  The Glass Menagerie  <a href="https://www.youtube.com/watch?v=aiXbt6nz5eM&amp;t=784s">https://www.youtube.com/watch?v=aiXbt6nz5eM&amp;t=784s</a>  <a href="https://www.youtube.com/watch?v=cUvX3BAXu7I">https://www.youtube.com/watch?v=cUvX3BAXu7I</a> (film adaptation)  Death of a Salesman <a href="https://www.youtube.com/watch?v=n9ASP9psRYE">https://www.youtube.com/watch?v=n9ASP9psRYE</a>  <a href="https://www.youtube.com/watch?v=RMqiCtq5VLs">https://www.youtube.com/watch?v=RMqiCtq5VLs</a> (film adaptation)  Eugene O’ Neill <a href="https://study.com/academy/lesson/eugene-oneill-biography-and-majoRplays.html">https://study.com/academy/lesson/eugene-oneill-biography-and-majoRplays.html</a>  Raven <a href="https://www.youtube.com/watch?v=YwIS6UOM7ZI">https://www.youtube.com/watch?v=YwIS6UOM7ZI</a> (audio version)  The Scarlet Letter <a href="https://www.youtube.com/watch?v=Sf9I89ooaDE">https://www.youtube.com/watch?v=Sf9I89ooaDE</a> (film adaptation)  <a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>  <a href="http://www.storyboardthat.cpm/rebeccan">www.storyboardthat.cpm/rebeccan</a>  <a href="https://en.m.wikipedia.org/writers/20th_century">https://en.m.wikipedia.org/writers/20th_century</a>  <a href="http://www.softschools.com/timelines/american_literature_timeline/257/">http://www.softschools.com/timelines/american_literature_timeline/257/</a>  The Zoo story <a href="https://www.youtube.com/watch?v=ctPun9fzS2E">https://www.youtube.com/watch?v=ctPun9fzS2E</a> (Theatre Adaptation)  True West <a href="https://www.youtube.com/watch?v=atwDohPbp0c">https://www.youtube.com/watch?v=atwDohPbp0c</a> (film adaptation)  <a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>  <a href="http://www.softschools.com/timelines/american_literature_timeline/257/">http://www.softschools.com/timelines/american_literature_timeline/257/</a></p>	
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**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	3	3	3
CO4	2	2	2	3	2	2
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
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER IV					
Course Code	Course Name	L	T	P	Credits
EDUE1045	Shakespeare	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

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

	Course Outcomes	Level
CO 1	Students will understand the historical, theatrical, and cultural foundations of Shakespearean drama	Understand
CO 2	Students will analyse major Shakespearean tragedies and comedies for thematic depth, characterisation, and dramatic techniques	Analyse
CO 3	Students will interpret Shakespeare's sonnets with attention to poetic structure, imagery, and thematic concerns.	Evaluate
CO 4	Students will evaluate Shakespeare's treatment of power, identity, gender, and morality across selected plays and sonnets.	Apply
CO 5	Students will produce well-structured critical, comparative, or creative interpretations of Shakespeare's works using contemporary scholarly perspectives.	Create

**b. Syllabus**

Units	Content	Hrs.
I	Twelfth Night The Merchant of Venice	14
II	Macbeth King Lear	12
III	Antony and Cleopatra The Merchant of Venice	12
IV	Henry IV – Part I Julius Caesar	14
V	Sonnets– 1, 12, 18, 33, 53, 54, 65, 73, 90, 94, 97, 107, 116, 130, 144, 152 General Topics on Shakespeare's stage, theatre, audience, fools and clowns, woman characters, and Shakespearean criticism, songs and music.	12

**Text Books**

Shakespeare, William. The Complete Works of William Shakespeare. Hertfordshire: Wordsworth Editions Ltd, 2007.  
---. The Complete Sonnets and Poems. London: OUP, 2002.

**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

SEMESTER - IV					
Course Code	Course Name	L	T	P	Credits
EDUAP1046	Principles Of Political Science – Part – II	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

	Course Outcome	Level
CO 1	Students will understand the core political concepts of rights, liberty, equality, justice, and democracy, along with their theoretical foundations.	Understand
CO 2	Students will <b>apply</b> the principles of rights, duties, liberty, and equality to interpret contemporary political issues and constitutional practices.	Apply
CO 3	Students will <b>analyse</b> different theories—such as Marxist views, theories of rights, kinds of liberty, and forms of equality—to compare their arguments and relevance	Analyse
CO 4	Students will <b>evaluate</b> various perspectives on law, morality, authority, justice, and democratic governance and <b>create</b> reasoned arguments about their significance in modern political systems.	Create
CO 5	Students will demonstrate analytical and critical skills by examining the functioning of democratic institutions, direct and indirect democracy, and their role in international society.	Skill

**b. Syllabus**

Units	Content	Hrs.
I	Rights – Theories of Rights – Fundamental and Constitutional Rights; Rights and Duties.	14
II	Liberty – Meaning – Kinds – Concepts – Liberty and Law, Liberty and Authority.	12
III	Equality – Kinds – Concepts – Liberty and Quality; Marxist View on Liberty and Equality. Justice and Equality.	12
IV	Justice – Meaning - Nature – Kinds – Equality and utility Morality – Law and Morality.	14
V	Democracy, Direct and Indirect Democratic Heads – Democratic Government – Democracy in International Society.	12
	<p><b>Books for Reference:</b></p> <p>1. Paphael D.P : Problems of Political Philosophy Chapters 5,6 and 7</p> <p>2. Pickles D.M : An Introduction to Politics Chapters 6,7,8 and 9.</p>	

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>s</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

# **SEMESTER - V**

SEMESTER IV					
Course Code	Course Name	L	T	P	Credits
EDUE1051	American literature- II	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

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

	Course Outcomes	Level
CO 1	Students will explain major 20th- and 21st-century American literary movements and their socio-cultural foundations	Understand
CO 2	Students will analyse key social, political, and cultural issues represented in selected prose works.	Analyse
CO 3	Students will interpret poetic techniques, symbolism, and experimental forms in modern and contemporary American poetry.	Apply/Analyse
CO 4	Students will evaluate modern American drama and its representation of psychological conflict, family dynamics, and existential tension.	Evaluate
CO 5	Students will create critical, comparative, or reflective interpretations of diverse American fiction addressing race, gender, identity, and migration.	Create

**b. Syllabus**

Units	Content	Hrs.
I	<b>BACKGROUND STUDY</b> Modernism- Lost Generation- Harlem Renaissance- Beat Generation- Contemporary Post Modernism- Pluralism, Immigrant Literature	14
II	<b>PROSE</b> W. E. B. Du Bois                      The Study of the Negro Problems Alice Walker                          Selections from In search of our mother's gardens	12
III	<b>POETRY</b> Wallace Stevens                      The Emperor of Ice- Cream E. E. Cummings                      Cambridge Ladies Langston Hughes                      The Ballad of the Landlord Allen Ginsberg                          A Supermarket in California Robert Lowell                          For the Union dead Anne Sexton                              The Addict Adrienne Rich                          Power	12
IV	<b>DRAMA</b> Edward Albee                              Zoo Story Sam Shepard                              True West	14
V	<b>SHORT STORY/FICTION</b> Zora Neale Hurston                      Sweat Ernest Hemingway                      The Snow of Kilimanjaro	12

	Sandra Cisneros Amy Tan William Faulkner Gloria Anzaldua	The House on Mango Street The Joy Luck Club Absalom, Absalom ( for assignment only) Borderlands/ La Frontera ( for assignment only)	
	<p><b>RECOMMENDED READING:</b> Bercovitch Sacvan The Cambridge History of American Literature, Vol. 1: 1590-1820: <a href="http://b-ok.org/book/939662/3cf7ee">http://b-ok.org/book/939662/3cf7ee</a> Norton Anthology of American Literature: Vol. A &amp; B: <a href="http://b-ok.org/book/1192825/418bea">http://b-ok.org/book/1192825/418bea</a> Bigsby Christopher Modern American drama, 1945-2000: <a href="http://b-ok.org/book/1053995/d7f313">http://b-ok.org/book/1053995/d7f313</a> W.E.B. Du Bois speaks- Speeches and addresses 1890-1919: <a href="http://b-ok.xyz/book/2464512/fd9b73">http://b-ok.xyz/book/2464512/fd9b73</a></p> <p><b>JOURNAL:</b> American Literature, Duke University Press Journal of American Literary Studies</p> <p><b>E- LEARNING RESOURCE:</b> Nobel Lecture: A Just and Lasting Peace <a href="https://www.youtube.com/watch?v=AORo-YEXxNQ">https://www.youtube.com/watch?v=AORo-YEXxNQ</a></p>		

**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER V					
Course Code	Course Name	L	T	P	Credits
EDUE1052	Literary Theory - I	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

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

	Course Outcomes	Level
CO 1	Students will explain key concepts of Structuralism, Post-structuralism, Psychoanalysis, and Marxism and their relevance to literary studies.	Understand
CO 2	Students will analyse cultural formations using frameworks from Cultural Studies, Cultural Materialism, and New Historicism.	Analyse
CO 3	Students will evaluate feminist and queer theoretical perspectives with reference to gender, sexuality, identity, and social structure.	Evaluate
CO 4	Students will critically interpret postcolonial and postmodern concepts in relation to cultural representation, power, and contemporary thought.	Analyse/Evaluate
CO 4	Students will apply selected theoretical frameworks to produce original interpretations, comparative analyses, or theoretical critiques of literary/cultural texts.	Apply/Create

**b. Syllabus**

Units	Content	Hrs.
I	<b>Structuralism and Poststructuralism</b> 1. Structuralism: Saussure - Sign, Signifier, Signified 2. Poststructuralism: Derrida, Logocentrism, Aporia, Decentering	14
II	<b>Psychoanalysis and Marxism</b> 1. Psychoanalytic Theory: Lacan – Imaginary, Symbolic, Real, Mirror Stage 2. Marxism: Base, Superstructure, Materialism, Ideology, Louis Althusser – Ideological State apparatus and Interpellation.	12
III	<b>Cultural Studies, Cultural Materialism and New Historicism</b> 1. Cultural Studies: Culturalism, New Left, CCCS, Raymond Williams’ definition of Culture, Structure of feeling, Stuart Hall and the ‘popular’, and the two paradigms of Cultural Studies. 2. Cultural Materialism and New Historicism: Marxist framework of Culture and History, Historiography, Foucauldian notion of Power, Difference with Old Historicism, Stephen Greenblatt, Louis Montrose	12

<b>IV</b>	<p><b>Feminism and Queer Theory</b></p> <p>1. Feminism: The three waves in feminism, Gynocriticism, French Feminism – Ecriture feminine, Sexual Politics, Marxist Feminism, Lesbian Feminism, Backlash, Black Feminism, Dalit Feminism, Postfeminism, Womanism.</p> <p>2. Queer Theory: Social constructionism of gender and sexuality, LGBTIQ, Transgender Identity.</p>	14
<b>V</b>	<p><b>Postmodernism and Postcolonialism</b></p> <p>1. Postcolonialism: Eurocentrism, Orientalism, Alterity, Diaspora, Hybridity, Uncanny, Strategic Essentialism, Subaltern Studies, Postcolonial Critique of Nationalism.</p> <p>2. Postmodernism: Critique of Enlightenment and Universalism, Habermas’s notion of Modernity as an Incomplete Project, Lyotard’s concept of Incredulity towards Metanarratives, Baudrillard’s ideas of Simulation, Simulacra and Hyperreality, Brian McHale’s concept of Postmodernist literatures.</p>	12
	<p><b>References</b></p> <ul style="list-style-type: none"> <li>• Ahmad, Aijaz. In Theory: Classes, Nations, Literatures. UK: Verso, 1992. Print.</li> <li>• Bertons, Hans. Literary Theory: The Basics. UK: Routledge, 2001. Print.</li> <li>• Culler, Jonathan. Literary Theory: A Very Short Introduction. UK: OUP, 2011. Print.</li> <li>• Eagleton, Terry. After Theory. UK: Basic Books, 2004. Print.</li> <li>• Eagleton, Terry. Literary Theory: An Introduction. UK: Routledge, 2011. Print.</li> </ul>	

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-

<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER V					
Course Code	Course Name	L	T	P	Credits
EDUE1053	Language and Linguistics	4	0	0	4
Internal	40	External	60	Total	100

### a. Course Outcomes (COs)

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

	Course Outcomes	Level
CO 1	Students will explain the nature of language and its core components, covering phonetics–phonology, morphology, syntax, semantics, and pragmatics.	Understand
CO 2	Students will analyse the sound, word, and sentence structures of English using principles of phonetics, morphology, and syntax.	Analyse
CO 3	Students will interpret linguistic meaning by applying semantic theories and pragmatic principles to real-world communication.	Analyse/ Evaluate
CO 4	Students will evaluate spoken and written texts using principles of discourse analysis and sociolinguistics.	Evaluate
CO 5	Students will trace the historical development of English and examine major linguistic changes using concepts from historical linguistics.	Understand/ Analyse

### b. Syllabus

Units	Content	Hrs.
I	<ul style="list-style-type: none"> <li>• What is language?</li> <li>• Phonetics and Phonology</li> </ul>	14
II	<ul style="list-style-type: none"> <li>• Morphology</li> <li>• Syntax</li> </ul>	12
III	<ul style="list-style-type: none"> <li>• Semantics</li> <li>• Pragmatics</li> </ul>	12
IV	<ul style="list-style-type: none"> <li>• Discourse Analysis</li> </ul>	14
V	<ul style="list-style-type: none"> <li>• Sociolinguistics</li> <li>• Historical Linguistics and History of English</li> </ul>	12
	<b>Reference</b> <ul style="list-style-type: none"> <li>• Finegan, Edward. Language: Its Structure and Use. Fort Worth: Harcourt Brace College Publishers, 2004. Print.</li> <li>• Kortmann, Bernd. English Linguistics: Essentials. Berlin: CornelsenVerlag, 2005. Print.</li> <li>• Yule, George. The Study of Language: An Introduction. Cambridge: Cambridge University Press, 2006. Print.</li> </ul>	

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER V					
Course Code	Course Name	L	T	P	Credits
EDUE1054	Women's Studies	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

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

	Course Outcomes	Level
CO 1	Students will explain the major themes, cultural contexts, and literary features in British, American, Indian, Irish, and World literature selections.	Understand
CO 2	Students will analyse how issues of race, gender, class, and colonialism are represented across diverse literary traditions.	Analyse
CO 3	Students will interpret literary techniques such as narration, characterization, symbolism, and voice in poetry, autobiography, fiction, and short stories.	Analyse/Evaluate
CO 4	Students will evaluate the role of women's writing and minority voices in shaping global literary discourse.	Evaluate
CO 5	Students will produce comparative or thematic interpretations demonstrating cross-cultural and intersectional understanding of global literature.	Create

**b. Syllabus**

Units	Content	Hrs.
I	<b>British Writing</b> AphraBehn: <i>Ooronoka</i> Charolette Bronte: <i>Shirley</i>	14
II	<b>American Writing</b> Maya Angelo: "I Know Why the Caged Bird Sings"; "Still I Rise" Michelle Obama: <i>Becoming</i>	12
III	<b>Indian Writing</b> Meena Kandasamy: "Touch" and "Ms Militancy" Sudha Murthy: <i>How I Taught My Grandmother To Read And Other Stories</i>	12
IV	<b>Irish Writing</b> Maria Edgeworth: <i>Letters for Literary Ladies and "The Purple Jar"</i> Anna Burns: <i>Milkman</i>	14
V	<b>World Literature</b> Beatrice Culleton: <i>In Search of April Rain Tree</i> Chimamanda Ngozi Adichie: "Apollo"; "The Arrangements"	12

	<b>References</b> <ul style="list-style-type: none"> <li>• Behn, Aphra, Oroonokoor The Royal Slave. Boston :Bedford/St. Martin's, 2000. Print.</li> <li>• Richards, Janet Radcliffe. The Sceptical Feminist: A Philosophical Enquiry. London: Routledge, 2013. Print.</li> <li>• Steichen, Donna. Ungodly Rage: The Hidden Face of Catholic Feminism. San Francisco, Calif.: Ignatius Press, 1991. Print.</li> <li>• Woolf, Virginia. A Room of One's Own. New York: Harcourt, Brace and Company, 1929. Print.</li> </ul>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

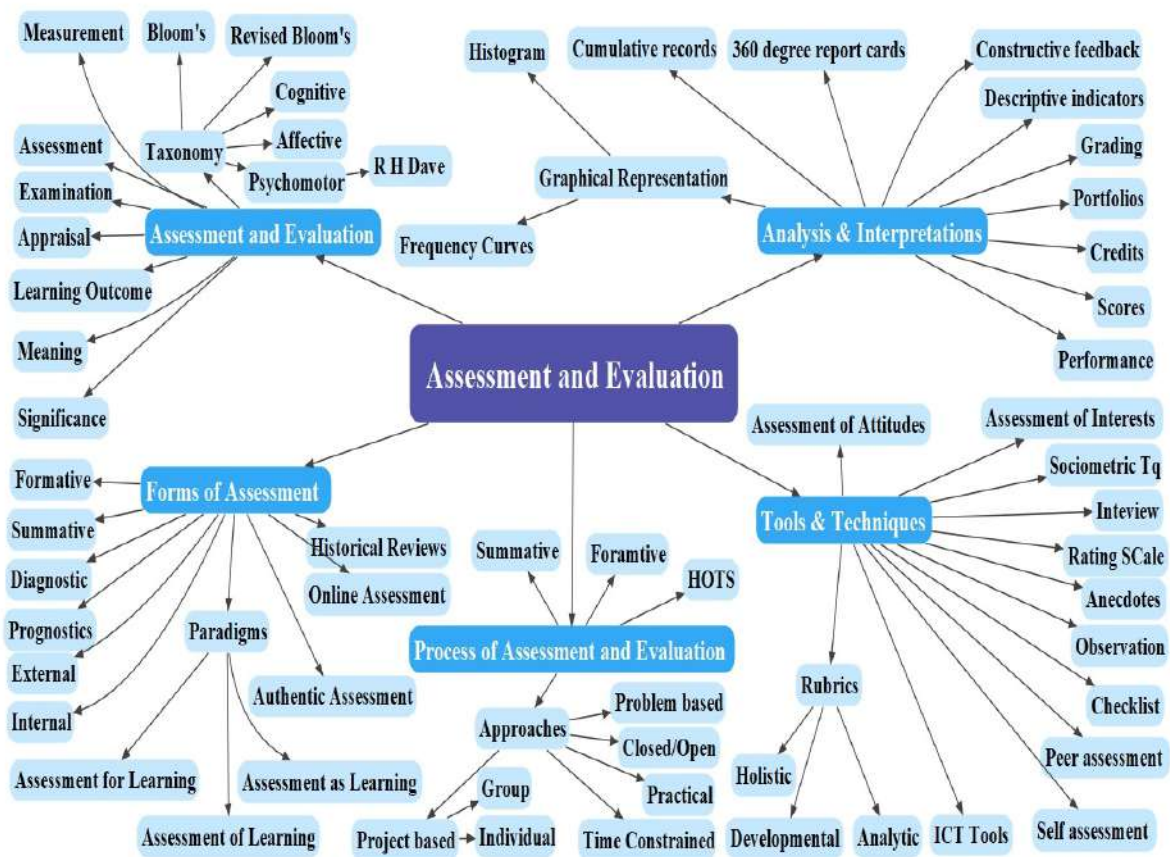
	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

SEMESTER V					
Course Code	Course Name	L	T	P	Credits
EDUN1055	Assessment and Evaluation	2	0	0	2
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcomes (COs)**

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

S No	Course Outcome	Level
CO1	Understand the meaning, nature, and scope of Assessment and evaluation.	Understand
CO2	Understand different forms of assessment.	Understand
CO3	Understand the process of assessment and evaluation.	Understand
CO4	Understand different tools and techniques of assessment and evaluation.	Understand
CO5	Understand analysis and interpretation in assessment and evaluation	Understand

**b. Syllabus**

Units	Content	Hours
I	<b>Assessment and Evaluation</b> Meaning and significance of assessment and evaluation in the educational field- Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education-Learning Outcomes across the stages and assessment- Taxonomy of Objectives (Revised in 2001) and Implications- Affective domain –Krathwohl; Psychomotor domain - Dr. R. H. Dave	13
II	<b>Forms of Assessment</b> Formative, Summative, diagnostic, prognostic- Internal and External assessment- Assessment For learning, of learning and as learning- Authentic Assessment; Online Assessment-Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020)	12
III	<b>Process of Assessment and Evaluation</b> Formative and Summative Assessment: Concept and Characteristics- Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerised adaptive testing; peer and self-assessment etc- Assessing Higher Order Thinking Abilities: Problem-solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.	13
IV	<b>Tools and Techniques</b> Observation, rating scale, checklist, anecdotes, interviews- Assessment of attitudes and interests- Socio-metric techniques- Criteria for assessment of social and personal behaviour- Self-assessment and Peer Assessment. Assessment Rubrics- meaning, types, constructions- ICT Tools.	13

V	<p><b>Analysis and Interpretation</b></p> <p>Analysis of students' performance and scores: credit and grading- Graphical representation (Histogram, Frequency Curves)- Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback- Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on the observations, descriptive indicators in report-cards.</p>	12
	<p>References:</p> <p>Patel, R.N. (2013). Educational Evaluation: Theory and Practice, Himalaya Publishing House, Mumbai.</p> <p>Aggarwal, J.C. (2006). Essentials of Examination System: Evaluation, Tests and Measurement, Vikas Publishing House Pvt. Ltd.</p> <p>Sharma, R.A. (2010). Essentials of Measurement in Education and Psychology, R. Lall Book Depot, Meerut.</p> <p>Taiwo, Adediran A. (2004). Fundamentals of Classroom Testing, Vikas Publishing House Pvt. Ltd. New Delhi.</p> <p>Tom Diamond, Mark Sanders. (2006). Reference Assessment and Evaluation. Routledge.</p> <p>M. David Miller, Robert L. Linn, and Norman Gronlund. (2012). Measurement and Assessment in Teaching, 11<sup>th</sup> ed. Person.</p> <p>Norman E. Gronlund. (1992). How to Make Achievement Tests and Assessments., 5<sup>th</sup> ed. Allyn &amp; Bacon.</p> <p>Norman E. Gronlund. (1999). How to Write and Use Instructional Objectives, 6<sup>th</sup> ed. Pearson.</p> <p>Ebel, R.L. and Frisbie, D.A. (1991) Essentials of Educational Measurement. 5th Edition, Prentice-Hall, Englewood Cliffs.</p> <p><a href="#">Rubrics for Grading – EarlyEdU Course Instructor Guide (pressbooks.pub)</a></p> <p><a href="#">13.9: Performance Assessment and Rubrics Pros-Cons - Social Sci LibreTexts</a></p> <p><a href="#">Rubrics: Useful Assessment Tool   Centre for Teaching Excellence (uwaterloo.ca)</a></p>	

**c. Mapping of Programme Outcome with Course Outcomes**

	CO1	CO2	CO3	CO4	CO5
PO1	3	3	3	3	3
PO2	3	3	3	3	3
PO3	2	0	1	3	3
PO4	3	3	3	2	2
PO5	0	3	3	3	3
PO6	3	3	3	3	3

**d. Evaluation Scheme**

Components	CO1	CO2	CO3	CO4	CO5	Total
Internal	20	20	20	20	20	100
<b>Total</b>	20	20	20	20	20	100

**e. Mapping Course Outcomes with Internal Assessment (100 Marks)**

Components	CO1	CO2	CO3	CO4	CO5	Total
Assignments	10	-	10	-	10	30
Seminar	-	-	-	10	10	20
Test	10	20	10	10	-	50
<b>Total</b>	20	20	20	20	20	100

**f. Activities/ Internal Assessment Tasks**

Sl. No	Tasks	CO
1	Constructing a unit test using the table of specifications.	CO1
2	Review of learning outcomes by NCERT in different subject areas.	CO3
3	Construction of any one of the tools (rating scale, checklist, observation schedule, etc.) and administering it to a group of students or using it to observe the school and classroom environment and interpret it.	CO4 CO5
4	Analysis of question papers of various Boards.	CO5

SEMESTER V					
Course Code	Course Name	L	T	P	Credits
EDUE1056	Pedagogy of English I	4	0	0	4
Internal	40	External	60	Total	100

### a. Course Outcomes (COs)

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

	Course Outcomes	Level
CO 1	Students will understand the aims, objectives, and importance of teaching English as a second language in India.	Remember
CO 2	Students will explain principles of language teaching and the role of culture and psychology in English teaching.	Understand
CO 3	Students will plan lessons and design unit plans using Bloom's Taxonomy and a structured lesson plan format.	Apply
CO 4	Students will demonstrate basic teaching skills through micro-lessons (introducing, explaining, questioning, reinforcing).	Apply / Analyse
CO 5	Students will teach language elements (prose, poetry, grammar, composition) effectively using traditional and communicative approaches.	Apply/Create

### b. Syllabus

Units	Content	Hrs.
I	<b>Aims and Objectives of Teaching English</b> <ul style="list-style-type: none"> <li>• Importance of English in India</li> <li>• Rationale for learning English</li> <li>• Four important aims of teaching English in schools</li> <li>• Objectives of teaching English as a second language</li> <li>• General principles of language teaching</li> <li>• Psychological, sociological, and philosophical perspective of teaching English as a second language</li> <li>• Relationship between culture and language</li> </ul>	14
II	<b>Planning for Instruction</b> <ul style="list-style-type: none"> <li>• Steps in planning a lesson: Setting lesson goals</li> <li>• Designing unit plans and lesson plans</li> <li>• Bloom's Taxonomy of educational objectives (cognitive, affective, psychomotor)</li> <li>• Structure of a four-fold lesson plan</li> <li>• Preparation of a model lesson plan</li> </ul>	12
III	<b>Practicing Teaching Skills</b> <ul style="list-style-type: none"> <li>• Meaning of teaching</li> <li>• Major teaching skills: Introducing, Explaining, Paraphrasing, Questioning, Varying stimulus, Non-verbal cues, Reinforcement, Closure, Fluency in communication</li> <li>• Mini-lesson practice and observation (20 min)</li> </ul>	12

	<ul style="list-style-type: none"> <li>Steps in teaching a mini-lesson: Motivation, Presentation, Interaction, Reflection, Summing up</li> </ul>	
<b>IV</b>	<b>Teaching Language Elements I</b> <ul style="list-style-type: none"> <li>Teaching prose: Meaning, steps, and strategies</li> <li>Teaching vocabulary: Active vs. passive, grading, expansion strategies</li> <li>Teaching poetry: Meaning, aims, effects, steps</li> <li>Teaching grammar: Traditional model, Grammar-free model, Communicative competence model</li> </ul>	14
<b>V</b>	<b>Teaching Language Elements II</b> <ul style="list-style-type: none"> <li>Teaching composition: Controlled, guided, free composition</li> <li>Inductive &amp; deductive methods of teaching grammar</li> <li>Developing grammar activities</li> <li>Teaching textbook grammar effectively</li> <li>Testing grammar</li> </ul>	12
	<b>References</b> <ol style="list-style-type: none"> <li>Doff, A. (1990). <i>Teach English: A training course for teachers</i>. Cambridge University Press.</li> <li>Harmer, J. (2015). <i>The practice of English language teaching</i> (5th ed.). Pearson Education.</li> <li>Richards, J. C., &amp; Rodgers, T. S. (2014). <i>Approaches and methods in language teaching</i> (3rd ed.). Cambridge University Press.</li> <li>Prabhu, N. S. (1987). <i>Second language pedagogy</i>. Oxford University Press.</li> <li>Crystal, D. (1987). <i>The Cambridge encyclopedia of language</i>. Cambridge University Press.</li> </ol>	

#### c. Mapping of Program Outcomes with Course Outcomes

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

#### d. Evaluation Scheme

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER - V					
Course Code	Course Name	L	T	P	Credits
EDUSS1057	Pedagogy of Social Science I	3	1	0	4
Internal	40	External	60	Total	100

#### a. Course Outcome (CO)

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

	Course Outcome	Level
CO 1	Able to analysis the policy documents on education and bring out perspectives on aims and objectives of social science curriculum in India.	Analyse
CO 2	Critically evaluate the existing social science curriculum at the national and state level in the light of the approaches and principle of curriculum design and organization	Evaluate
CO 3	Able to construct effective plans for teaching social sciences at secondary level including Unit and Lesson Plans.	Create
CO 4	Demonstrate core values of teaching practices of social science teachers and reflect upon planning and implementation of teaching in social sciences	Apply / Evaluate
CO 5	Able to compare and contrast National Policies on Education and Curriculum Frameworks to bring out the perspectives, aims and objectives of social science curriculum in India.	Analyse
CO 6	To analyse national and state social science curricula and compare with standard based curricula of different countries.	Analyse

#### b. Syllabus

Units	Content	Hrs.
I	Nature and Place of Social Sciences in School Curriculum: Overview of emergence of social science as a disciplines. Nature of knowledge and process of inquiry in social sciences; Specialized knowledge versus Inter-disciplinary knowledge; Contributions made by Indian Social Scientists. Concept of social science and social studies; Evolution of social science curriculum as reflected in National Curriculum Frameworks. Social science as a core subject in school curriculum; Paradigm shift in school social sciences: conceptual and pedagogical. Aims and objectives of learning social sciences; Emphasis in teaching: integrated versus disciplinary.	12
II	Social Science Curriculum and School Textbooks: Approaches and challenges in designing social science curriculum: child centered, society centered, subject centered, and constructivist. Selection of content from different social science disciplines and their weightages and interrelationship; Content load, scientific rigour, and normative concerns. Organization of content: Thematic, Spiral, Interdisciplinary; Horizontal and Vertical linkage; Linkage between upper primary and secondary curriculum. Textbook content and classroom discourse; scope for multiple reading and meaning; Political and ideological	13

	underpinning; Representation of dominant views. Critical review of social science textbooks from diverse curricular and pedagogical perspectives.	
III	Pedagogical Practices in Social Sciences: Principles of effective pedagogy in social sciences; Facilitating learning in social science: Creating multiple, meaningful and participatory learning contexts; Promoting questioning abilities; Providing opportunities for collaborative learning. Effective scaffolding of student's learning; Developing critical perspectives-historical, environmental, economic and constitutional. Pedagogical analysis in social sciences: Analysis of textbook content; Identification of themes, key concepts and issues; Formulating instructional objectives; Selection of appropriate methods, materials and strategies of teaching learning; Deciding evaluation devices and techniques. Development of Unit Plan: Thematic mapping of curricular content of a unit; Identification of learning indicators in social sciences at secondary level; Preparation of Unit plan	13
IV	Planning for Teaching Social Sciences: Importance of planning in teaching: Analyzing relevant materials including videos on instructional planning; Critical review of videos on teaching social sciences; Observation of classroom practices of social science teachers and reflect upon planning and implementation of teaching in social sciences. Approaches to lesson planning in social sciences: Herbartian approach, Bloom's evaluation approach, Constructivist approach, 5Es lesson plan model in social sciences. Using Taxonomy of Instructional Objectives as a tool for setting learning objectives; Writing learning objectives—behavioral and non-behavioral—based on selected chapters from social science textbooks. Designing and sequencing of learning activities; Preparation of lesson plans in social sciences.	13
V	<p>Pedagogic Content Analysis</p> <p><b>Practicum:</b></p> <ul style="list-style-type: none"> <li>(i) Critical analysis of educational policies, curriculum frameworks and other relevant documents to bring out the evolution of social science curriculum in India.</li> <li>(ii) Critical appraisal of existing social science curriculum and textbook at school level.</li> <li>(iii) Analysis of social science textbook content of classes IX and X and preparation of four unit plans, one each in History, Political science, Geography and Economics.</li> <li>(iv) Student teachers write at least four lesson plans, one each in history, geography, economics and political science based on the units in the textbooks of classes IX and X, and present and discuss in groups under the mentorship of faculty members.</li> <li>(v) Review of National Policies on Education and Curriculum Frameworks to bring out the perspectives, aims and objectives of social science curriculum in India.</li> <li>(vi) Critical appraisal of national and state social science curricula and compare with standard based curricula of selected countries.</li> </ul>	13

	(vii) Critical analysis of existing social science textbooks of classes VI to X.	
	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Allen, J and Landaker, C. (2004). Reading history: Strategies to improve comprehensions and connections in social studies classes, New York: Oxford University Press.</li> <li>2. Arora, P. (2014). Exploring the Science of Society. Journal of Indian Education, NCERT.</li> <li>3. Batra, P. (2010). Social science learning in schools: Perspectives and challenges, New Delhi.: Sage publications India.</li> <li>4. Binning, A. A. and Binning, D. H. (1952). Teaching of social studies in secondary schools, Bombay: Tata McGraw Hill.</li> <li>5. Burz, H. L. and Marshall, K. (1998). Performance based curriculum for social studies: From knowing to showing, Thousand Oaks: Corwin Press, INC.</li> <li>6. Crotty, M. (1998). The foundation of social research: Meaning and perspectives in the research process, London: Sage Publications.</li> <li>7. Dhamija, N. (1993). Multimedia approaches in teaching social studies, New Delhi.: Harman Publishing House.</li> <li>8. Farris, P. J. (2001). Elementary and middle education social studies: An interdisciplinary instructional approach, New York: McGraw Hill.</li> <li>9. George, A. M and Madan, A. (2009). Teaching social science in schools, New Delhi.: Sage Publications India.</li> <li>10. National Curriculum Frameworks 1975, 1988, 2000 and 2005.</li> <li>11. Root, M. (1993). Philosophy of Social Sciences, Oxford: Blackwell.</li> <li>12. Sartori, G. (Ed.) (1984). Social concepts: A systematic analysis, New Delhi.: Sage Publications.</li> <li>13. Siddiqui M. H. Teaching of economics, APH Publications Corporation.</li> <li>14. Sanford, M. (1986). The nature of historical knowledge, Oxford. Blackwell.</li> <li>15. Teachers Curriculum Institute. (2010). Bring Learning Alive: Methods to Transform Middle and High School Social Studies Instruction. [<a href="http://www.teachtci.com">www.teachtci.com</a>]</li> </ol>	

### c. Mapping of Program Outcomes with Course Outcomes

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

**d. Evaluation Scheme**

Components	CO1	CO2	CO3	CO4	CO5	Total
Internal	5	13	12	5	5	40
External	10	15	15	10	10	60
<b>Total</b>	<b>15</b>	<b>18</b>	<b>17</b>	<b>15</b>	<b>15</b>	<b>100</b>

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

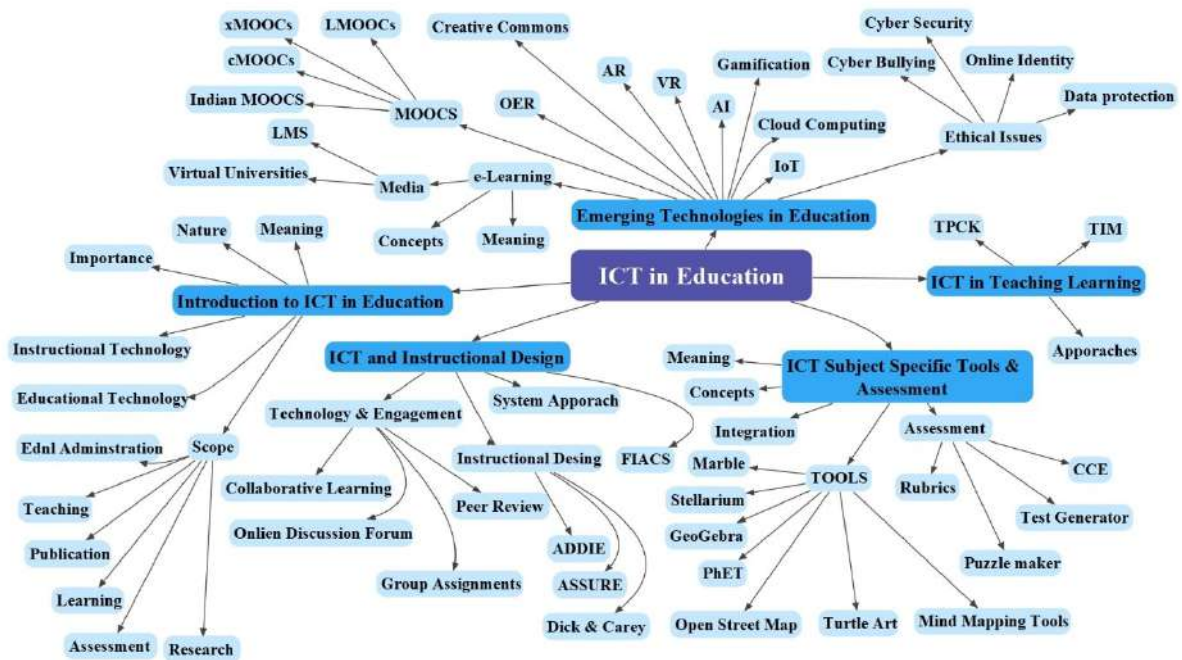
	CO1	CO2	CO3	CO4	CO5
Assignments	-	7	7	-	-
Seminar	-	6	-	-	-
Test	5	-	5	5	5
<b>Total</b>	<b>5</b>	<b>13</b>	<b>12</b>	<b>5</b>	<b>5</b>

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

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

SEMESTER - V					
Course Code	Course Name	L	T	P	Credits
EDUNVA06	ICT in Education	0	0	2	2
Internal	100	External	0	Total	100

### Course Content Overview



**a. Course Outcomes (Cos)**

S No.	Course Outcome	Level
CO1	Understanding Educational Technology and ICT	Understand
CO2	Understand ICT and Instructional Design	Analyse
CO3	Understand emerging technologies in Education	Understand
CO4	Analyse ICT in Teaching Learning	Analyse
CO5	Work on Subject specific ICT tools and for Assessment	Understand

**b. Syllabus**

Units	Content
1	Prepare a personal blog/educational blog and use it as a portfolio for the entire course
2	Prepare a mind map/concept map using any FOSS Tool
3	Prepare an infographic/timeline- visual resources using offline and online tools
4	Prepare a flyer/newsletter using offline/online tools
5	Identify a virtual field trip in your area of specialization and Organise a virtual field trip
6	Prepare interactive e-content using H5P/Lumi Education
7	Explore any OER repository and evaluate an OER
8	Prepare video content for 5 minutes following any Instructional Design Model
9	Explore e-content evaluation and prepare an e-content evaluation
10	Develop e-content for a topic using eXe Learning
11	Create an online course using any LMS platform

**References**

<p>Bharihoke Deepak. (2000). Fundamentals of Information Technology, Pentagon Press: New Delhi</p> <p>Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press</p> <p>Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi</p> <p>Evant, M: The International Encyclopedia of Educational Technology.</p> <p>Jain Amit; Sharma Samart; &amp; Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New Delhi.</p> <p><a href="#">7.2 A short history of educational technology – Teaching in a Digital Age – Second Edition (bccampus.ca)</a></p> <p><a href="#">Education - Open Educational Resources (OER) - Library Guides at Iowa State University (libguides.com)</a></p> <p><a href="#">Learning Theories: Understanding How People Learn – Instruction in Libraries and Information Centers (illinois.edu)</a></p> <p><a href="#">Introduction – Everyday Instructional Design (pressbooks.pub)</a></p> <p><a href="#">Models of Design – Instructional Designer's Handbook (unizin.org)</a></p>
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**c. Mapping of Programme Outcome with Course Outcomes**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>PO1</b>	3	3	3	3	3
<b>PO2</b>	3	3	3	3	3
<b>PO3</b>	2	3	2	3	3
<b>PO4</b>	2	3	3	3	3
<b>PO5</b>	3	2	3	3	3
<b>PO6</b>	3	3	2	3	3

**d. Evaluation Scheme**

<b>Components</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
Internal	15	20	20	15	30	100
<b>Total</b>	15	20	20	15	30	100

**e. Mapping Course Outcomes with Internal Assessment**

<b>Components</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
Assignments	5		10	5	10	30
Seminar		10			10	20
Test	10	10	10	10	10	50
<b>Total</b>	15	20	20	15	30	100

**f. Activities/ Internal Assessment Tasks**

<b>Sl. No</b>	<b>Tasks</b>	<b>CO</b>
1	Prepare a report on the trends and developments in Educational Technology	CO1
2	Prepare an instructional design script following any of the instructional design models.	CO2
3	Explore any one online platform for MOOCs and prepare a report highlighting its structure and courses.	CO3
4	Prepare an assessment tool on any one chapter of the textbook.	CO4
5	Identify a virtual field trip in your area of specialisation and organise a virtual field trip	CO5
6	Developing multimedia e-content for a topic using eXe Learning	CO5
7	Developing an educational blog on <a href="http://www.blogger.com">www.blogger.com</a> , <a href="http://www.wordpress.com">www.wordpress.com</a> , or <a href="http://www.edublog.com">www.edublog.com</a>	CO5

# **SEMESTER - VI**

SEMESTER VI					
Course Code	Course Name	L	T	P	Credits
EDUE1061	World Literature in English Translation	4	0	0	4
Internal	40	External	60	Total	100

### a. Course Outcomes (COs)

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

	Course Outcomes	Level
CO 1	Students will be able to critically read and interpret major literary texts across genres, periods, and cultures (e.g., Sophocles) to identify themes, narrative structures, and stylistic features.	Understand/Analyze
CO 2	Students will compare and contrast philosophical, poetic, and narrative traditions across world literatures, such as existentialism (Sartre), political thought (Machiavelli), and modernist poetry (Mallarmé, Neruda, Montale)-	Analyze
CO 3	Students will analyze philosophical and ethical questions embedded in selected texts, for example: fate and free will (Oedipus Rex).	Analyze/Understand
CO 4	Students will examine how different cultural, historical, and socio-political contexts shape literary production in European, Latin American, Russian, Indian, and Southeast Asian traditions.	Understand/Analyze
CO 5	Students will produce coherent, well-argued analytical essays or responses that integrate textual evidence, theoretical perspectives, and cultural context.	Apply/Create

### b. Syllabus

Units	Content	Hrs.
I	Sophocles: Oedipus Rex (Trans. By Robert Fagles) Dante: Inferno	14
II	Pablo Neruda: "Tonight I Can Write the Saddest Lines A Song of Despair Clenched Soul" Stephane Mallarme: "One Summer Sadness Sea Breeze" Eugenio Montale : "If they have Compared you Often I have Encountered the Evil of Living"	12
III	Machiavelli: The Prince (Chapters 16) Jean Paul Sartre :Being and Nothingness	12
IV	Valmiki: The Ramayana (Trans. by R. K. Narayan)	14
V	Maxim Gorky: A Confession N.V.M. Gonzalez: The Bamboo Dancer	12
	<b>References</b> • Damrosch, David. What Is World Literature? Princeton: Princeton University Press, 2003.	

Print. • Emily Apter, <i>The Translation Zone: A New Comparative Literature</i> . Princeton: Princeton U.P., 2006. Print. • Franco Moretti, "Conjectures on World Literature." <i>New Left Review</i> 1 (2000), pp. 54–68; repr. in Prendergast, <i>Debating World Literature</i> , pp. 148–162. Print. • Martin Puchner, <i>Poetry of the Revolution: Marx, Manifestos and the Avant-Gardes</i> ." Princeton: Princeton University Press, 2006. Print. • Paul Davis, Gary Harrison et al., eds., <i>The Bedford Anthology of World Literature, Package A (Volumes 1, 2, 3)</i> (Bedford / St. Martins, 2003). Print • Posnett, H. M. <i>Comparative Literature</i> . London: K. Paul, Trench, 1886. Print.
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**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	3	3	3
CO4	2	2	2	3	2	2
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
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**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
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

**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 – 4 x 5 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
<b>Total</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

SEMESTER VI					
Course Code	Course Name	L	T	P	Credits
EDUE1062	New Literatures in English	4	0	0	4
Internal	40	External	60	Total	100

**a. Course Outcomes (COs)**

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

	Course Outcomes	Level
CO 1	Students will interpret poems, prose essays, drama, and novels from diverse cultural contexts to identify themes, symbols, imagery, and stylistic devices.	Understand
CO 2	Students will compare literary representations of culture, identity, conflict, and belonging in works by Australian, African, Canadian, and Asian writers (e.g., Hope, Okara, Achebe, Thumboo, Ryga, Soyinka, and Ondaatje).	Analyse
CO 3	Students will examine how texts such as “The Novelist as Teacher,” and other texts articulate questions of morality, nationhood, colonialism, spirituality, exile, and human experience.	Evaluate
CO 4	Students will apply relevant theoretical perspectives-post colonialism, nationalism, modernism, existentialism, and feminist theory to analyze selected texts.	Apply
CO 5	Students will develop well-structured analytical essays and presentations that synthesize comparative insights.	Create

**b. Syllabus**

Units	Content	Hrs.
I	<b>Poetry</b> A.D. Hope “Australia” Judith Wright “The Harp and the King” Gabriel Okara “The Mystic Drum” A. J.M. Smith “The Archer”	14
II	<b>Poetry</b> P. K. Page “Adolescence” FR Scott “The Laurentian Shield” Edwin Thumboo “The Exile” Kenneth Slessor “Beach Burial”	12
III	<b>Prose</b> Chinua Achebe “The Novelist as Teacher” AnandaCoomarasamy “The Dance of Shiva”	12
IV	<b>Drama</b> George Ryga “Indian” Wole Soyinka’s “The Road”	14
V	<b>Novel</b> Margaret Lawrence “The Stone Angel” Michael Ondaatje “The English Patient”	12
	<b>Text Books</b> ⇒ Narasimhaiah, C.D. An Anthology of Commonwealth Poetry. New Delhi: Trinity, 2015.	

	⇒ Thieme, John. The Arnold Anthology of Post-Colonial Literatures in English. London: OUP, 2000. ⇒ Coomaraswamy, Ananda. The Dance of Shiva: On Indian Art and Culture. New Delhi: Sagar Publication, 1991. ⇒ Killam, Gordon Douglas. The Novels of Chinua Achebe. London: Heinemann, 1969. ⇒ Ryga, George, and James F. Hoffman. The Other Plays. Vancouver, B.C: Talonbooks, 2004. ⇒ Soyinka, Wole. The Road. London: OUP, 1965. ⇒ Laurence, Margaret. The Stone Angel. Chicago: University of Chicago Press, 1993. ⇒ Ondaatje, Michael. The English Patient. New York: Alfred A. Knopf, 2011.	
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### c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

### d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

SEMESTER VI					
Course Code	Course Name	L	T	P	Credits
EDUE1063	Linguistics and Phonetics	4	0	0	4
Internal	40	External	60	Total	100

#### a. Course Outcomes (COs)

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

	Course Outcomes	Level
CO 1	Students will identify organs of speech, vowel and consonant sounds, syllables, and weak forms.	Remember/ Understand
CO 2	Students will practice phonetic transcription to write English words in IPA.	Apply
CO 3	Students will practice prominence, rhythm, and intonation to improve spoken English.	Apply/ Analyse
CO 4	Students will explain elision, assimilation, juncture, and coalescence in natural speech.	Understand/ Analyse
CO 5	Students will use pronunciation rules to speak more clearly and fluently in everyday and academic contexts.	Apply/ Create

#### b. Syllabus

Units	Content	Hrs.
I	1. What is Pronunciation? 2. Organs of Speech 3. Vowel Sounds	14
II	1. Consonant Sounds 2. Syllable	12
III	1. Phonetic Transcription 2. Weak Forms	12
IV	1. Prominence 2. Rhythm 3. Intonation	14
V	1. Elision 2. Assimilation 3. Juncture 4. Coalescence	12
	<b>References</b> <ul style="list-style-type: none"> <li>• Arappan, M. and R. SaravanaSelvan. English Pronunciation Made Easy: A Textbook of Phonetics. New Century Book House: Chennai, 2016. Print.</li> <li>• Balasubramanian, T. English Phonetics for Indian Students. Trinity Press, 2012. Print.</li> </ul>	

	• Sethi, J. and P.V. Dhamija. A Course in Phonetics and Spoken English. Prentice Hall India Learning Pvt, 1999. Print.	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER VI					
Course Code	Course Name	L	T	P	Credits
EDUE1064	Literary Theory - II	4	0	0	4
Internal	40	External	60	Total	100

### a. Course Outcomes (COs)

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

	Course Outcomes	Level
CO 1	Students will explain concepts from science–literature debates, trauma theory, gaze theory, ecocriticism, cognitive literary criticism, and post-literary culture.	Understand
CO 2	Students will analyse texts using approaches such as trauma theory, theories of gaze, ecocritical ideas, and cognitive literary tools.	Analyse
CO 3	Students will compare scientific criticism, structuralist/post-structuralist debates, ecocriticism, cognitive criticism, and post-literary culture.	Understand
CO 4	Students will apply ideas such as the Panopticon, ecofeminism, cognitive poetics, trauma models, and econopoiesis to selected literary works.	Apply
CO 5	Students will judge how concepts like environmentalism, trauma, gaze, and cognitive approaches help interpret modern cultural and social problems.	Evaluate

### b. Syllabus

Units	Content	Hrs.
I	<b>Science and Criticism: Beyond the Culture wars (Christopher Norris)</b> 1. Early stages: the ‘Science and poetry’ debate; Some versions of structuralism; from the ‘two cultures’ to the Sokal affair; Science, Literature and ‘possible worlds’; fiction, philosophy and the quantum multiverse; beyond the ‘two cultures’	14
II	<b>Trauma theory and Theories of Gaze</b> 1. Defining Trauma; Yale School trauma theory 2. Theories of gaze: Origins; Laura Mulvey- ‘Visual Pleasure and Narrative cinema’; Michel Foucault and Jeremy Bentham’s ‘Panopticon’;The gaze in interpersonal psychology.	12
III	<b>Environmentalism and Ecocriticism (Jeremy Hawthorn)</b> 1. Environmentalism; Ecology; Anthropocentrism and Ecocentrism; Ecofeminism; Nature; Pastoral; Romanticism.	12

<b>IV</b>	<b>Cognitive literary criticism (Alan Richardson)</b> 1. Introduction; Cognitive Rhetoric; Cognitive Poetics; Cognitive Narratology; Cognitive Aesthetics of Reception; Cognitive Materialism; Evolutionary Literary Theory	14
<b>V</b>	<b>Writing excess: the poetic principle of post-literary culture (Scott Wilson)</b> 1. Equivalence; Axiomatic; Econopoiesis	12
	<b>References</b> <ul style="list-style-type: none"> <li>● Bary, Peter. Beginning Theory - An Introduction to Literary and Cultural Theory, Manchester University, 2017. Print.</li> <li>● Culler, Jonathan. Literary Theory: A Short Introduction, Oxford University Press, 2011. Print.</li> <li>● Setharaman, V.S. Contemporary Criticism - An Anthology, Trinity Publications, 2008. Print.</li> <li>● Tyson, Lois. Critical Theory Today, 3rd edition, 2006. Print.</li> <li>● Waugh, Patricia. Literary Theory and Criticism. UK: Oxford Press, 2016. Print.</li> </ul>	

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER VI					
Course Code	Course Name	L	T	P	Credits
EDUE1065	Pedagogy of English II	4	0	0	4
Internal	40	External	60	Total	100

### a. Course Outcomes (COs)

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

	Course Outcomes	Level
CO 1	Students will teach and test all four language skills (listening, speaking, reading, writing) using varied strategies and activities.	Apply
CO 2	Students will apply advanced methods of teaching English including communicative, task-based, content-based, and learner-centered approaches.	Apply/ Create
CO 3	Students will integrate digital and multimedia resources for effective English teaching.	Apply/ Create
CO 4	Students will evaluate teaching resources, textbooks, and professional competencies to improve classroom instruction.	Evaluate
CO 5	Students will design, construct, and analyze different types of English tests including achievement, diagnostic, and proficiency tests.	Create / Evaluate

### b. Syllabus

Units	Content	Hrs.
I	<b>Teaching and Testing Language Skills</b> <ul style="list-style-type: none"> <li>Listening: Meaning, types, sub-skills, three stages, teaching strategies, activities, testing</li> <li>Speaking: Purposes, strategies, techniques, fluency practice, tasks, barriers, testing</li> <li>Reading: Aims, types (aloud, silent, skimming, scanning, intensive/extensive), strategies, testing</li> <li>Writing: Mechanics, sub-skills, handwriting, punctuation, common problems, testing</li> </ul>	14
II	<b>Methods of Teaching English</b> <ul style="list-style-type: none"> <li>Traditional methods: Grammar-Translation, Bilingual, Direct, Audio-Lingual, Dr. West's method</li> <li>Other methods: Silent Way, Total Physical Response, Dogme, Pimsleur, Michel Thomas, CALL, Learning by Teaching, Mixed-ability grouping</li> <li>Structural-Situational approach, Communicative approach</li> </ul>	12
III	<b>Recent Trends in Teaching English</b> <ul style="list-style-type: none"> <li>Content-based instruction, Task-based instruction, Text-based instruction</li> <li>Eclectic approach, Learner-centered models</li> <li>Digital resources: Language Lab, Multimedia, Internet, Mobile apps, Films, Newspapers</li> <li>English clubs, Teacher-made aids (flash cards, charts, models)</li> </ul>	14

<b>IV</b>	<b>Resources &amp; Professional Development</b> <ul style="list-style-type: none"> <li>• Qualities of a good English textbook</li> <li>• Professional competencies of English teachers</li> <li>• Programs for professional development</li> </ul>	12
<b>V</b>	<b>Testing and Evaluation in English</b> <ul style="list-style-type: none"> <li>• Value and focus of testing</li> <li>• Types of tests: Achievement, aptitude, proficiency, diagnostic</li> <li>• Objective tests: construction, error recognition</li> <li>• Written tests: short answer, paragraph, essay</li> <li>• Teacher-made achievement tests: Steps, table of specifications, marking scheme, item analysis</li> </ul>	12
	<b>References</b> <ol style="list-style-type: none"> <li>1. Vinogradova, P., &amp; Shin, J. K. (Eds.). (2024). <i>Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications</i>. Routledge.</li> <li>2. Tajeddin, Z., &amp; Farrell, T. S. C. (Eds.). (2025). <i>Handbook of language teacher education</i>. Springer.</li> <li>3. Thompson, A. S. (2021). <i>The role of context in language teachers' self-development and motivation</i>. Multilingual Matters.</li> <li>4. Mirici, İ. H., &amp; Ergül, H. (Eds.). (2025). <i>Current academic reflections on English language teaching in an EFL setting</i>. Cambridge Scholars Publishing.</li> <li>5. Baker-Bell, A. (2020). <i>Linguistic justice: Black language, literacy, identity, and pedagogy</i>. Routledge.</li> </ol>	

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	2	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

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

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

SEMESTER - VI					
Course Code	Course Name	L	T	P	Credits
EDUSS1066	Pedagogy of Social Science II	3	1	0	4
Internal	40	External	60	Total	100

#### a. Course Outcome (CO)

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

	Course Outcome	Level
CO 1	Able to Develop the understanding of different approaches, methods and strategies of teaching social sciences and make use of them in their practice teaching in simulated situation as well as real classroom setting in the schools.	Apply
CO 2	Able to develop and design appropriate E-learning resources and utilize for teaching social sciences	Create
CO 3	Analyze the curricular reforms in social sciences at the state and central level and evaluate the teaching and learning processes and their implications in the professional development of social science teachers.	Evaluate
CO 4	Demonstrate skills in preparation of charts, models, worksheets and self-learning materials for teaching the social science lessons.	Apply
CO 5	Compare and contrast various reforms in social science curriculum envisaged in the recent policy documents such as NPE, NCF, and Reports of Commission committees on education.	Analyse

#### b. Syllabus

Units	Content	Hrs.
I	Approaches to Teaching in Social Sciences: Rationale and evolution of teaching and learning social sciences; Issues and key questions central to teaching social sciences in schools. Conventional pedagogies; Storytelling, lecture-cum-discussion Cooperative learning strategies; Interactive pedagogies; Constructivist approaches; project based learning; social inquiry; critical pedagogy; group discussion; role play, activity method; Interdisciplinary instruction; Concept mapping; Map based learning, Field Study, Source method, Biographical method; Multiple intelligences teaching strategies: Visual discovery, Social science skill builder, Experiential exercises, Problem solving group work.	12
II	Preparation and Use of Learning Resources in Social Sciences: Technology as a learning site in social sciences; Preparing and using audio-visual materials for effective teaching: Charts, Models, Maps, Atlas, Graphs, Audio programs, Print media; Worksheets, Self-learning materials; Integration of ICT in teaching social sciences; Offline and online digital resources; Using multi-media for teaching social sciences; Websites and virtual tours; Critical analysis of instructional Video or Television program; Development and utilization of E-content and Open Educational Resources. Setting up and using social science room in	13

	schools; Effective use of library resources in learning social sciences; Utilization of community resources for teaching social sciences.	
<b>III</b>	Assessment of Learning in Social Sciences: Understanding assessment and evaluation of learning in social sciences: formative and summative evaluation; formal and informal methods of assessment; written test and performance tests. Construction of achievement test in social sciences; Developing test item: Objective type test items, Multiple choice, True-False, Matching, Fill-in-the blank, Short answer type, Essay questions. Using alternative assessment in social sciences classroom: Rubrics; Portfolio; Projects; Diagnostic testing and remedial teaching in social sciences. Analyzing achievement test data and using for improvement of teaching and learning; Reporting results of evaluation and providing feedback to the learners.	13
<b>IV</b>	Curriculum Reforms in Social Sciences and Professional Development of Teachers: Understanding curriculum reforms in social sciences; Recent initiatives for reforming school curriculum at the States and the Center and their implications on teaching social sciences; Critical analysis of the reforms in social science curriculum envisaged by NCF 2005. Social science teacher as a reflective practitioner; Need for professional development of social science teachers; Avenues for professional development; In-service teacher development programs: face-to-face, distance and online programs; Networking with teachers; Teachers organization; Writing reflective journals. Teaching as inquiry: Read and use research and outcome linked evidence; Identify and use best pedagogic practices that help to achieve prioritized outcomes; Action research. .	13
<b>V</b>	<p>Pedagogic Content Analysis</p> <p><b>Practicum:</b></p> <ul style="list-style-type: none"> <li>(i) Practice teaching in simulated situation. At least four lessons, one each in four social science disciplines, to be taught to the peers under the supervision of a mentor, using appropriate teaching approaches and strategies, followed by feedback, and reflection by the student teacher.</li> <li>(ii) Planning and implementation of a lesson to teach any social science topic to the peer group based on any one of the cooperative teaching or multiple intelligence teaching strategies.</li> <li>(iii) Preparation of charts, models, worksheets, self-learning materials for teaching the social science lessons planned by the student teachers.</li> <li>(iv) Development of e-content (Audio or Video program) using the CAL ET Cell Studio of the Institute.</li> <li>(v) Construction of an achievement test in social sciences based on the textbooks of class IX or X.</li> <li>(vi) Critical analysis of the reforms in social science curriculum envisaged in the recent policy documents such as NPE, NCF, and Reports of Commission committees on education etc.</li> <li>(vii) Visit a school and interview social science teachers and report about their professional development activities</li> </ul>	13

	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Allen, J and Landaker, C. (2004). Reading history: Strategies to improve comprehension and connections in social studies classes. New York: Oxford University Press.</li> <li>2. Arora, P. (2014). Exploring the Science of Society. Journal of Indian Education, NCERT.</li> <li>3. Batra, P. (2010). Social science learning in schools: Perspectives and challenges. New Delhi.: Sage publications India.</li> <li>4. Binning, A. A. and Binning, D. H. (1952). Teaching of social studies in secondary schools. Bombay: Tata McGraw Hill.</li> <li>5. Burz, H. L. and Marshall, K. (1998). Performance based curriculum for social studies: From knowing to showing. Thousand Oaks: Corwin Press, INC.</li> <li>6. Dhamija, N. (1993). Multimedia approaches in teaching social studies. New Delhi.: Harman Publishing House.</li> <li>7. Farris, P. J. (2001). Elementary and middle education social studies: An interdisciplinary instructional approach. New York: McGraw Hill.</li> <li>8. George, A. M and Madan, A. (2009). Teaching social science in schools. New Delhi.: Sage Publications India.</li> <li>9. Graeme Aitken and Claire Sinnema (2008). Effective pedagogy in social sciences: Best evidence iteration. Wellington: Ministry of Education, Newland. [Available on <a href="http://www.ibe.unesco.org">www.ibe.unesco.org</a>].</li> <li>10. Jack Zevin (2000). Social studies for twenty-first century: Methods and material for teaching in middle and secondary schools. Mahwah, NJ: Lawrence Erlbaum Associates.</li> <li>11. Mehlinger, H. D. (Ed.) (1981). UNESCO Handbook for Teaching Social Studies. Paris: UNESCO.</li> <li>12. National Policy on Education 1968 and 1986</li> <li>13. National Policy on Education 1986-Programme of Action 1992, NEP 2020.</li> <li>14. National Curriculum Frameworks 1975, 1988, 2000,2005, 2023.</li> <li>15. NCERT (2005). Position paper: National Focus Group on Teaching of Social Sciences.</li> <li>16. Root, M. (1993). Philosophy of Social Sciences. Oxford: Blackwell.</li> <li>17. Sartori, G. (Ed.) (1984). Social concepts: A systematic analysis. New Delhi.: Sage Publications.</li> </ol>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>PO1</b>	3	3	3	1	3
<b>PO2</b>	3	3	3	3	3
<b>PO3</b>	2	3	2	3	2
<b>PO4</b>	3	2	3	2	3
<b>PO5</b>	1	3	3	3	3

**d. Evaluation Scheme**

Components	CO1	CO2	CO3	CO4	CO5	Total
Internal	5	13	12	5	5	40
External	10	15	15	10	10	60
<b>Total</b>	<b>15</b>	<b>18</b>	<b>17</b>	<b>15</b>	<b>15</b>	<b>100</b>

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

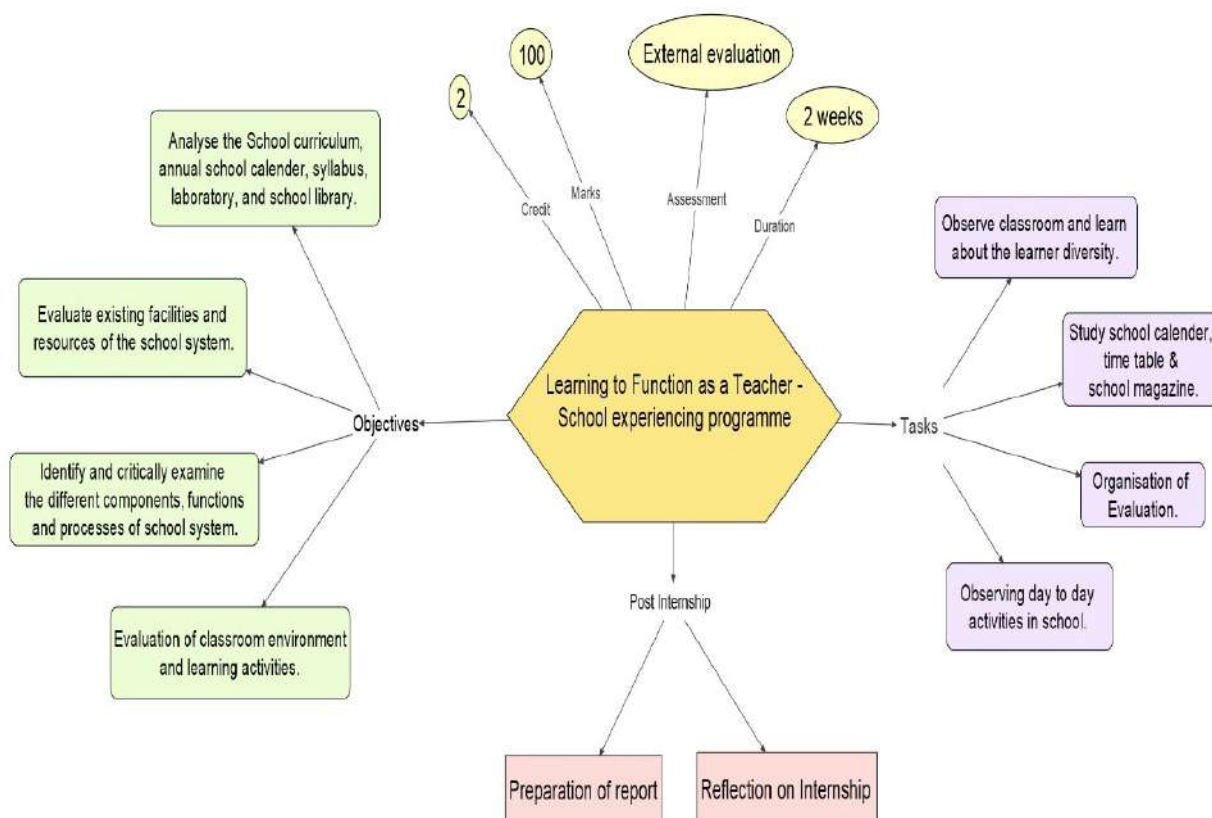
	CO1	CO2	CO3	CO4	CO5
Assignments	-	7	7	-	-
Seminar	-	6	-	-	-
Test	5	-	5	5	5
<b>Total</b>	<b>5</b>	<b>13</b>	<b>12</b>	<b>5</b>	<b>5</b>

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

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

SEMESTER - VI					
Course Code	Course Name	L	T	P	Credits
EDUN1067	School observation	0	0	2	2
Internal	100	External	0	Total	100

### Course content overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Identify and critically examine the different components, functions and processes of school system.	Understand
<b>CO 2</b>	Making reflective diaries based on the everyday experience, interaction and observation of the school.	Apply
<b>CO 3</b>	Organising the school curriculum, annual school calendar, syllabus and textbook.	Analyse
<b>CO 4</b>	Experience and analyse classroom process with respect to methods followed, resources used and teachers and learner's role in learning process.	Create
<b>CO 5</b>	Evaluate the existing facilities and resources of the school system and preparing a detailed report.	Skill

**b. Syllabus**

<b>S.No.</b>	<b>Content</b>	<b>Time</b>
<b>I</b>	<p><b>School Experience Program</b> The student teachers are required to visit Government and private schools (multicultural) located in the rural and urban regions and carryout the following activities and record it in the observation file.</p>	2 weeks
	<p><b>Tasks and Assignments:</b> Each student is required to submit the following</p> <ul style="list-style-type: none"> <li>• Observing the day to-day school activities such as morning assembly, functioning of the school library, functioning of the laboratory, games and sports.</li> <li>• Observe the classroom and learn about the learner diversity.</li> <li>• Study the school calendar, timetable, school magazine and organisation of evaluation.</li> <li>• Write a reflective diary on everyday experience, interaction and observations in the school.</li> <li>• Attendance involvement, enthusiasm commitment (based on observation made by the mentors and institution supervisors) and report presentation.</li> </ul>	

**c. Mapping of program outcomes with course outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	2	3	3
<b>CO2</b>	2	3	3	1	3	3
<b>CO3</b>	3	2	3	3	1	2
<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	3	3	2	1	2	3

#### d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	0	0	0	0	0	<b>0</b>
<b>External</b>	20	20	20	20	20	<b>100</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

#### e. Mapping course outcome with External Evaluation (100 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Reporting of observation of school activities and preparation of school profile	20	-	-	-	-
Reporting of Participation in regular school activities and the resources of the school (attendance; engaging substitute classes; morning assembly) organization of activities	-	-	-	-	20
Report on the study of school lab, library, school playground, with respect to secondary school requirements	-	-	20	-	-
Preparation of a detailed report containing the analysis of the school system and the reflection of student teachers.	-	20	-	-	-
Observation of regular teacher lessons and analyse the methods of teaching involved	-	-	-	20	-
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

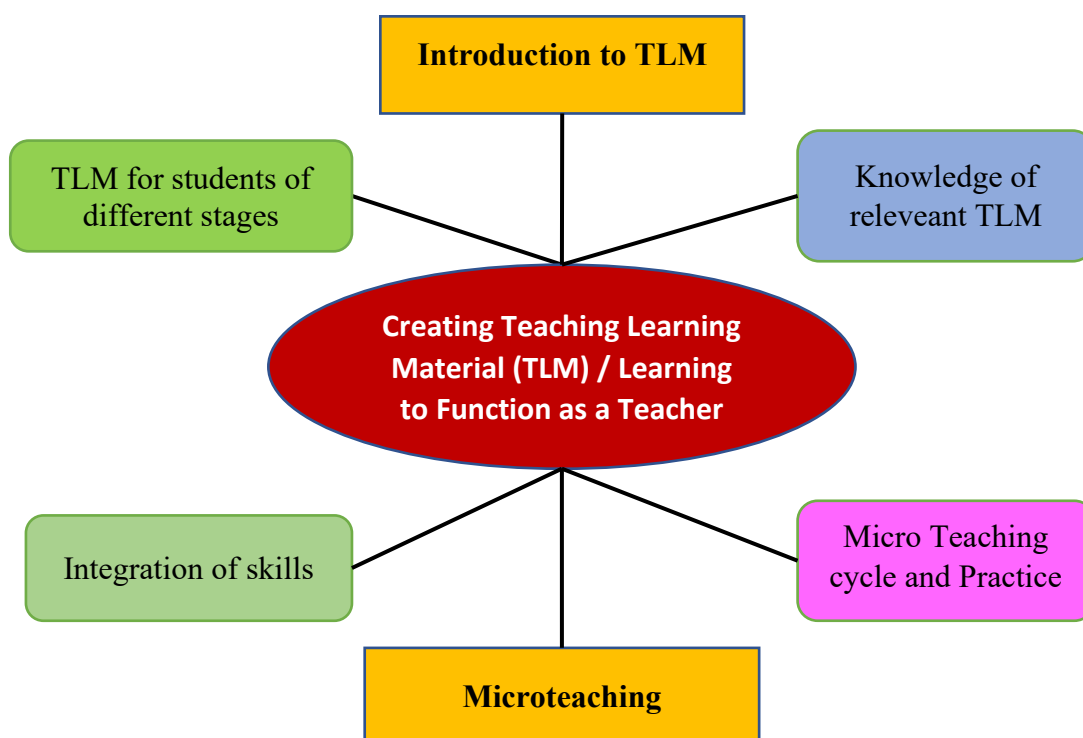
#### f. Rubrics for tasks

Sl.No	Criteria	100%	75%	50%	25%	0%	Relation to COs
1.	<b>Preparation of School profile – 50%</b>	Explained specific information about school in detail.	School profile was written correctly and details are mostly specific	Some details were missing in the school details.	Not enough content.	Not attended	<b>CO1, CO2, CO3</b>

2.	<b>Participation in school activities - 20%</b>	Participated in school activities like, attendance, engaging substitute classes and morning assembly regularly without any fail.	Participated in school activities like, attendance, engaging substitute classes and morning assembly frequently.	Participated in some of the school activities. Not all.	Participated in school activities very rarely	Not attended	<b>CO1, CO2, CO3</b>
3.	<b>Report on study of school - 10%</b>	Reported minute details about the school like laboratories, library, playground and other facilities in detail.	Reported about school lab, library and play ground with specific details.	Brief report about school lab, library and playground.	Not enough information.	Not attended	<b>CO5, CO4</b>
4.	<b>Observation 20%</b>	Observation of lessons and reporting all of the specific details about it.	Observation and report of the class with most of the details.	Observation of the lessons and reporting them appropriately.	Not reported properly	Not attended	<b>CO2, CO4</b>

SEMESTER - VI					
Course Code	Course Name	L	T	P	Credits
EDUN1068	Creating Teaching Learning Material (TLM)	0	0	2	2
Internal	100	External	0	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Prepares TLM	Skill
<b>CO 2</b>	Writes Record	Apply
<b>CO 3</b>	Defines Microteaching	Knowledge
<b>CO 4</b>	Practice Individual Skills	Skill
<b>CO 5</b>	Practice Integration of Skills	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Time</b>
<b>I</b>	<b>Introduction to TLM</b> Understands the need for TLM: Different Stages - Creation of Dynamic and Static TLM – Improvised Aids	8
<b>II</b>	<b>Record for TLM</b> Preparation for Record for TLM	12
<b>III</b>	<b>Microteaching to macro-teaching</b> Microteaching: Principles, Skills & Cycle – Micro Lesson Plan - Objective and Subjective Skills	12
<b>IV</b>	<b>Individual Skills</b> Practicing Skills: Initiation, Explanation, Demonstration, Questioning, Black Board Work, Reinforcement, Stimulus Variation, Closure.	32
<b>V</b>	<b>Integration of Skills</b> Integration of any one Objective Skill with any one Subjective Skills and Practice	8

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	3	3	3	2	3	3
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	20	20	20	20	20	20
<b>External</b>	0	0	0	0	0	0
<b>Total</b>	20	20	20	20	20	<b>100</b>

**e. Mapping Course Outcome with Internal Assessment (100 Marks)**

Category	CO1	CO2	CO3	CO4	CO5	Total
Creation of Dynamic and Static TLM	20	-	-	-	-	20
Record of TLM Creation	-	20	-	-	-	20
Micro Lesson Plans	-	-	20	-	-	20
Microteaching	-	-	-	20	-	20
Bridge Course – Integration of Objective and Subjective Micro Teaching Skills	-	-	-	-	20	20
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

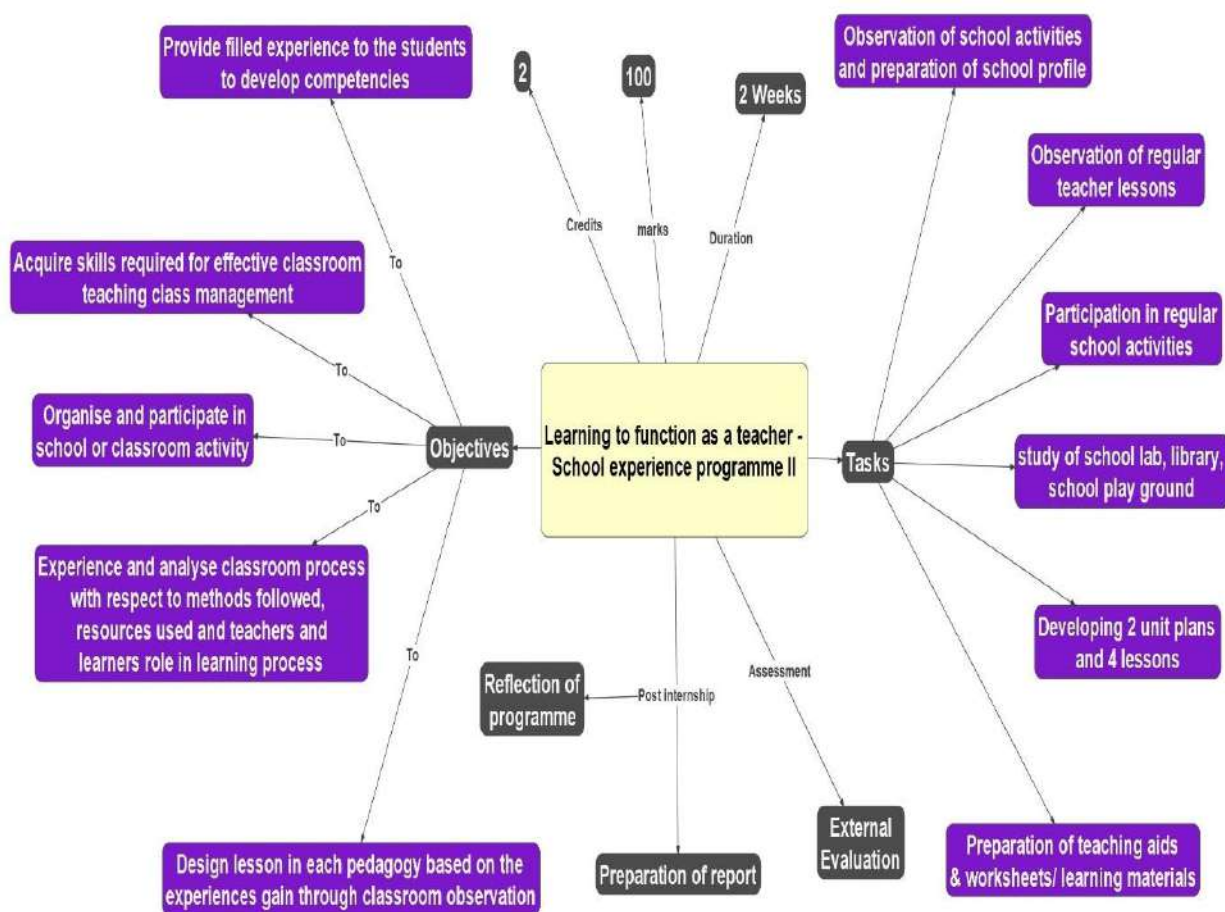
**f. Rubric for Tasks**

Sl. No.	Criteria	100%	75%	50%	25%	0%	CO
1	<b>Development of low-cost learning resources</b>	Developed low-cost learning resources with perfection and demonstrated.	Developed with perfection	Developed resources but not with perfection.	Submitted only one or two resources.	Not submitted	CO1
1	<b>Record of TLM for Pedagogical subjects</b>	The report was a detailed record with specific details	The report was written correctly with the details.	The report was correctly written but missing major details.	Attended but not active	Not attended	CO2
3	<b>Development of Micro Lessons for each skill</b>	Preparation of lesson plans for each skill with perfection and demonstration	Developed with perfection	Developed but not with perfection.	Submitted only for a few components	Not submitted	CO3
4	<b>Practicing Skills</b>	Practicing Skills with perfection	Practicing Skills with perfection for a few skills	Practicing Skills without perfection	Just Practice.	Not Practiced	CO4
5	<b>Integration of Skills</b>	Integrated Skills with perfection	Integrated Skills with perfection for a few skills	Integrated Skills without perfection	Just Practice.	Not Practiced	CO5

# **SEMESTER - VII**

SEMESTER - VII					
Course Code	Course Name	L	T	P	Credits
EDUN1071	Pre-Internship (2 Weeks)	0	0	2	2
Internal	100	External	0	Total	100

### Course Content Overview



**a.Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Provide field experience to the students to develop competencies	Understand
<b>CO 2</b>	Acquire skills required for effective classroom teaching class management	Apply
<b>CO 3</b>	Organize and participate in school or classroom activity	Analyze
<b>CO 4</b>	Experience and analyze classroom process concerning methods followed, resources used, and teachers and learner's role in the learning process	Create
<b>CO 5</b>	Design lesson in each pedagogy based on the experiences gained through classroom observation	Skill

**b. Practicum**

<b>S.No.</b>	<b>Tasks</b>	<b>Time</b>
	<p>Each student is required to do the following:</p> <ul style="list-style-type: none"> <li>✓ Observation of school structure, infrastructure, and facilities; school activities starting from morning assembly onwards.</li> <li>✓ Assisting classroom teacher is taking attendance</li> <li>✓ Conducting morning assembly on any one day under the guidance of a mentor.</li> <li>✓ Studying in detail –the school lab, library, school playground, concerning secondary school requirements</li> <li>✓ Participating in organizing co-curricular activities.</li> <li>✓ Engage the substitute classes given.</li> <li>✓ Organizing any activity related to the subject in the class (example: science quiz, language games, mathematics puzzle, etc.)</li> <li>✓ Developing 2-unit plans in each pedagogy and 4 lesson plans- 2 LPs in each pedagogy under the guidance of Inst. Supervisor and the school mentor.</li> <li>✓ Preparation of worksheets or learning materials on the lessons developed in each pedagogy.</li> <li>✓ Preparation of teaching aids on the lessons developed in each pedagogy.</li> <li>✓ Observing 10 lessons of regular teachers 5 in each pedagogy using the observation schedule.</li> <li>✓ Two Day's Training of Trainers</li> </ul>	2 weeks

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	3	3	3	2	3	3
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	0	0	0	0	0	0
<b>External</b>	10	10	20	20	40	100
<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

**e. Mapping Course Outcome with External Assessment (100 Marks)**

<b>Category</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
Reporting of Observation of school activities and preparation of school profile	-	-	10	-	-
Reporting of Participation in regular school activities (attendance; engaging substitute classes; morning assembly) organization of activities	-	-	10	-	-
Report on the study of school lab, library, school playground, concerning secondary school requirements	-	10	-	-	-
Developing 2-unit plans and 4 lessons (two lessons in each pedagogy).	-	-	-	-	40
Preparation of teaching aids & worksheets/ learning materials on the lessons developed in each pedagogy	10	-	-	-	-
Observation of regular teacher lessons (10 lessons- 5 in each pedagogy)	-	-	-	20	-
<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>40</b>

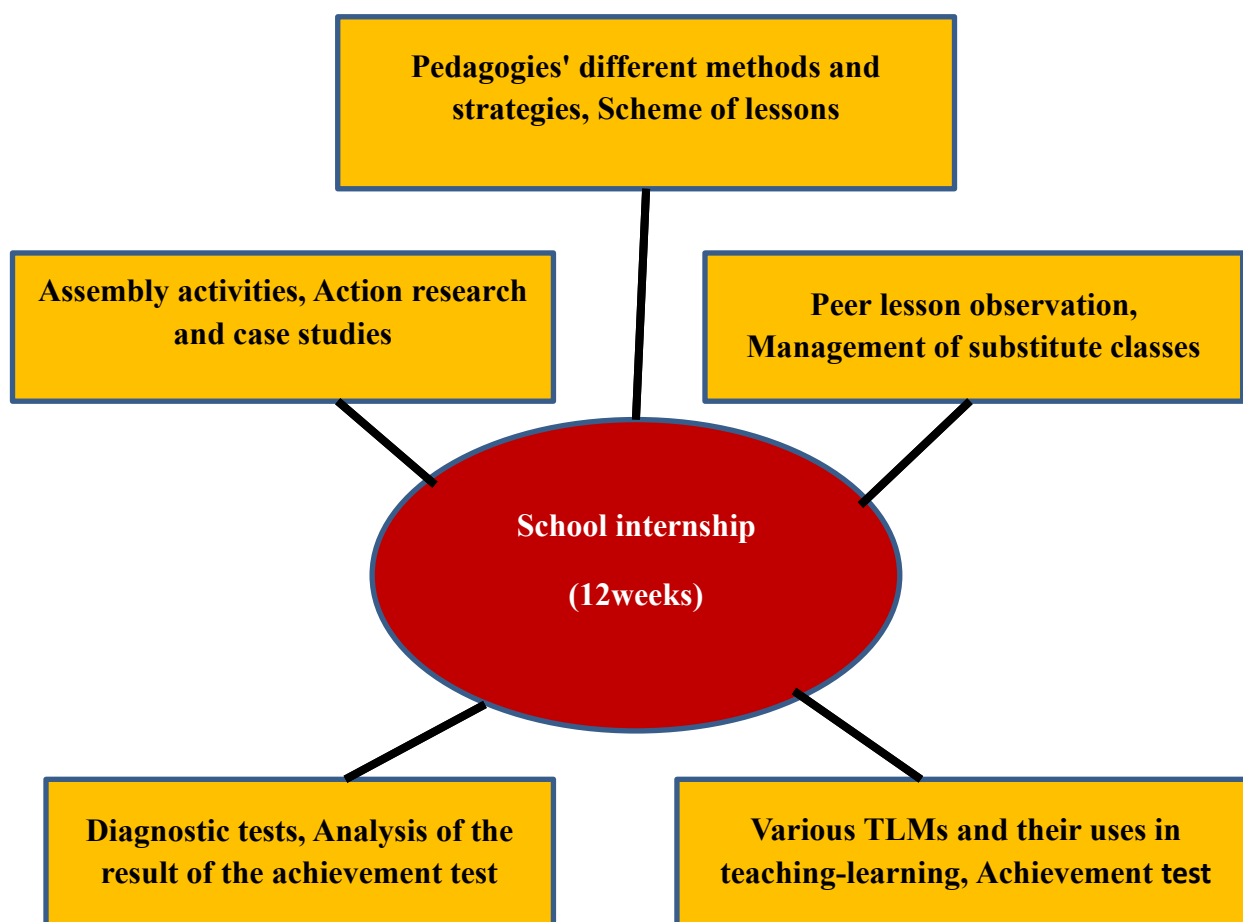
**f. Rubric for Tasks**

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Preparation of School profile – 10%	The school profile was detailed. Explained specific detail about the school.	The school profile was written correctly and the details are most specific.	The school profile was written properly but missing major details.	Content is not enough	Not attended	CO3
2	Participation in school activities 10%	Participated in school activities like attendance, engaging substitute classes, and morning assembly regularly without any fail.	Participated in school activities like attendance, engaging substitute classes, and morning assembly frequently.	Participated in some of the school activities. Not all.	Participated in school activities very rarely	Not participated	CO3
3	Report on the study of school 10%	Reported about school lab, library, and playground with specific and minute details.	Reported about school lab, library, and playground with specific details.	Reported about school lab, library and playground briefly.	Reported. But missing some major details.	Not reported	CO2
4	Developing lesson and unit plans 40%	Developed all 4 lesson plans and 2-unit plans in time.	Developed almost all the plans missing anyone plan	Developed lesson and unit plans to miss some 2 or 3 plans.	Submitted only one or two plans.	Not submitted	CO5

5	TLM's and worksheet 10%	In each pedagogy, the teacher has developed TLM's and worksheets with exceptional knowledge.	The teacher has developed TLM's and worksheets with detailed knowledge .	Developed either TLM or Worksheet properly.	TLM or Worksheet is not properly prepared.	Not prepared.	CO1
6	Observation 20%	Observed all 10 lessons (5 lessons from each pedagogy) and reported it with all specific details.	Observed all 10 lessons and reported mostly specific details.	Observed some lessons and reported them properly.	Only observed the lessons and not reported properly	Not observed any lessons.	CO4

<b>SEMESTER – VII</b>					
<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>EDUN1072</b>	Internship in teaching (12weeks)	0	0	10	10
Internal	100	External	0	Total	100

### Course Content Overview



### a. Course Outcome (CO)

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

	Course Outcome	Level
CO 1	Understands the Pedagogical strategies in the learning environment, observation, and TLM contexts in classrooms.	Understand
CO2	Unit plan and lesson plan application in the Practice teaching as Experience-based Learning	Apply
CO 3	Develop professional capacities and teacher dispositions in Test, Blueprint, and action research.	Skill
CO 4	Through observation and interaction, Participation in the school level activities.	Apply
CO5	Develop a broad repertoire of teaching respective pedagogic Subjects by feedback performance	Skill

### b. Syllabus

School Internship/ Field Attachment aims at engaging the student-teachers with field-based situations and works in secondary or senior secondary government/recognized private schools and to provide an opportunity for reflection and writing on the same. This is to provide first-hand experience of the different kinds of school education-related work. This also facilitates a bridge between what students learn in the classroom and observing in the field. For each student-teacher, the internship should be conducted preferably in one school for the entire 16 weeks. The Principal/Head of the Institution shall assign a Supervisor to each student for Internship work

SL No	Content	Hours
	Pedagogies' different methods and strategies, Scheme of lessons	12 Weeks
	Peer lesson observation, Management of substitute classes	
	Various TLMs (including ICT tools) and their uses in teaching-learning, Achievement test	
	Diagnostic tests, Analysis of the result of the achievement test	
	Assembly activities, Action research and case studies	
	<b>Internship: Tasks and Assignments:</b> Each student is required to submit the following: <ul style="list-style-type: none"><li>✓ Meet the subject-based mentors, collect timetables of classes VI to VIII and develop a scheme of lessons from the syllabus to be covered during the internship.</li><li>✓ Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.</li><li>✓ Plan and transact minimum 60 lessons (30+30), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.</li></ul>	

	<ul style="list-style-type: none"> <li>✓ Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, analytical thinking, synthesis to understand the coherent whole, problem-solving, and application of knowledge in real-life situations.</li> <li>✓ Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.</li> <li>✓ Participate in post-lesson discussions with peers, mentor(s) and teacher educators.</li> <li>✓ Observe peer lessons and discuss with the group.</li> <li>✓ Conduct laboratory activities (Atal Tinkering Lab, Science, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.</li> <li>✓ Participate in student support services- guidance and counselling, NCC, health and wellness programme.</li> <li>✓ Create teaching-learning materials, including ICT tools for opted pedagogic courses.</li> <li>✓ Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.</li> <li>✓ Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.</li> <li>✓ Experience classes as a substitute teacher.</li> <li>✓ Participate in library functioning and literary activities.</li> <li>✓ Participate in teacher development and training activities.</li> <li>✓ Organize school assemblies and other events (cultural, sports, yoga, and other development activities).</li> <li>✓ Attend Parents-Teachers Association (PTA) meetings if held during the internship.</li> <li>✓ Attend School Management Committee (SMC) meeting if held during the internship.</li> <li>✓ Study the process of parent and community engagement for the school development programme.</li> <li>✓ Conduct action research /case study.</li> <li>✓ Prepare a sample student portfolio,</li> <li>✓ Write a reflective diary daily and prepare a report of each activity.</li> </ul>	
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**c. Mapping of Program Outcomes with Course Outcomes**

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

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
Internal	20	20	20	20	20	100
External	0	0	0	0	0	0
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**e. Mode of Assessment**

Competence/Artifact	Method of assessment	Assessed By	Credits	Marks
Observation of classroom practices	Observation of a Minimum of 6 lessons of School Teachers (3+3) Observation of a Minimum of 10 lessons of Peers (5+5)	Teacher-Educator	Non-evaluative	
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject	Teacher-Educator, School Mentor	6.0	20x40x2=160 10x1x2=20(UP) 20x2=40(LP)  20x2x2= 80
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted Preparation of a Blue Print and preparation of Assessment tools Conduct of Unit Test & analysis of results (for both Pedagogical course/s) Development of plan for learning	Teacher-Educator, School-Mentor	1.5	10x2x2= 40(BP) 10x1x2=20(UT)

	enhancement of students related to subjects (for both Pedagogical course/s)			
Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor	0.5	20x1x1= 20 (Each school 20)
Preparation of Logbook /Teachers diary Min 5 lessons for each pedagogical method	Review	Teacher-Educator, School Mentor	0.5	20x1x2=40
Overall feedback on student-teacher performance by School Head	Observation and Interaction	School Head	0.5	20x1x2 =40
Test lesson (one in each pedagogical method)		Teacher-Educator	1.0	20x1x2= 40

#### f. Mapping Course Outcome with internal Assessment

(final score will be converted to Percentage)

Sl. No.	Description	CO1	CO2	CO3	CO4	CO5	Total
1	Observation of classroom practices- Observation of a Minimum of 6 lessons of School Teachers (3+3) Observation of a Minimum of 10 lessons of Peers (5+5) -: Non evaluative	40					
2	Unit planning, Lesson Planning & Transaction- 40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology)			300			300
3	Assessment Planning and execution- Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lesson end activities. Preparation of a <b>Blue Print</b> (For one/two Pedagogical course/s) and preparation of Assessment tools -	60					60

	Conduct of <b>Unit Test &amp; analysis of results</b> (for both Pedagogical course/s) Development of plan for learning enhancement of students related to subjects (for both Pedagogical course/s)-						
4	Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings- Preparation of Logbook /Teachers diary Min 5 lessons for each pedagogical method- Review		20		40		60
5	Overall feedback on student-teacher performance by School Head- Observation and Interaction -Test lesson (one in each pedagogical method) - Presentation					40	40
Total							500

**g. Rubric for (TLM)**

Sl. No.	Criteria	100%	75%	50%	25%	0%
1	<b>Low cost</b>	Highly cheap and highly best	Moderately cheap and best	Low cheap and best	Very low cheap and best	High cost and good
2	<b>Relevance to Objectives</b>	Highly related	Moderately related	Low related	Very low related	No relevance
3	<b>Age appropriateness</b>	Highly appropriate	Moderate appropriate	Low appropriate	Very low appropriate	No appropriate
4	<b>Promoting gender equality</b>	Promoting highly	Promoting moderately	Promoting low	Promoting very low	No gender equality

**h. Rubric for (lesson plans)**

	Criteria	100%	75%	50%	25%	0%
1	<b>Introduction</b>	Highly effective methods used	Effective methods are used	Low use of effective methods	The use of effective methods is very low	Methods used are ineffective
2	<b>Development</b>	The role of the teacher as a facilitator is high	The role of the teacher as a facilitator is moderate	The role of the teacher as a facilitator is low	The role of the teacher as a facilitator is very low	The teacher's role is not to facilitate learners
3	<b>Application</b>	Creation of situation is high for the application	The creation of situations is moderate for the application	Creation of situation is low for the application	Creation of situation for application is very low	Situations are not created for the application

4	<b>Review &amp; Assessment</b>	Techniques used to review the major points is highly appreciated	Techniques used to review the major points is high	Techniques used to review the major points is low	Techniques used to review the major points is very low	Techniques are not used to review the major points
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**i. Rubric for record of observation of peer intern**

S.No.	Criteria	100%	75%	50%	25%	0%
1	<b>Introduction</b>	Connection to prior knowledge is high	Connection to prior knowledge is moderate	Connection to prior knowledge is low	Connection to prior knowledge is very low	No linkage to prior knowledge
2	<b>Focus questions</b>	Leading to Learning is high	Leading to Learning is moderate	Leading to Learning is low	Leading to Learning is very low	Question does not lead to learn
3	<b>Content competence</b>	High Integration between and among the concept	Moderate Integration between and among the concept	Low Integration between and among the concept	Very low Integration between and among the concept	No Integration between and among the concept
4	<b>Questions</b>	High variety of questions based on HOTS & LOTS	Moderate questions based on HOTS & LOTS	Low questions based on HOTS & LOTS	Very low questions based on HOTS & LOTS	No questioning
5	<b>Explanation</b>	Effective Explanation	Moderate Explanation	Little Explanation	Very little Explanation	No Explanation
6	<b>Application</b>	Highly related and effective	Moderate related and effective	Low related and effective	Very low related and effective	No application
7	<b>Assessment</b>	Continuity of Assessment is high	Continuity of assessment is moderate	Continuity of assessment is low	Continuity of assessment is very low	No assessment

8	Review and closure	Attainment of learning objectives is high	Attainment of learning objectives is moderate	Attainment of learning objectives are low	Attainment of learning objectives is very low	No attainment of learning objectives
9	Classroom management	Ways of creating an appropriate learning environment are high	Ways of creating an appropriate learning environment are moderate	Ways of creating an appropriate learning environment are low	Ways of creating an appropriate learning environment are very low	No Way of creating an appropriate learning environment

## j. Stakeholders Responsibilities

### *Role of Head of ITEP Institution*

- ✓ Identification of the adequate number of internship schools
- ✓ Signing the MoU with the schools
- ✓ Sharing of mutual expectations of ITEP institutions and the participating schools
- ✓ Identification of the internship programme coordinator
- ✓ Monitor the progress of the entire School Experience Programme

### *Role of Teacher-Educators of the ITEP Institution*

- ✓ Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities preparation and report writing on Teaching Learning Materials.
- ✓ Conduct pre- and post-lesson discussions regularly.
- ✓ Assess the transaction of lessons for the complete duration of the lesson in the rating proforma developed by the teacher education institute and give feedback/remarks to the student teachers for lesson improvement.
- ✓ Submission of monitoring and supervision reports to the institute in time.
- ✓ Discuss with the student teachers frequently and organize a phase-end meeting of the student teachers and mentors to assess the progress and performance of the student teachers.

### *Role of School Head*

- ✓ To introduce the student teachers to the students and staff of the school in the assembly on the first day.
- ✓ To facilitate student teachers to take classes as per stage requirements- Foundational, Preparatory, Middle, and Secondary.
- ✓ Ensure the alignment of the timetable, scheme of lessons and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- ✓ Countersign on the attendance register maintained by the group leader/ mentor of the school.
- ✓ Ensure that all facilities and provisions are available to the student teachers to teach their lessons and carry out their assignments smoothly.
- ✓ grant of leave applications of the student teachers in exceptional circumstances.
- ✓ Involve student teachers in different activities of the school.

- ✓ Facilitate phase-end meetings of the student teachers and the mentors to assess the progress and removal of difficulties.
- ✓ Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards the end of the internship programme.
- ✓ Provide input about student-teacher performance.
- ✓ Provide suggestions for improvement of the programme to the ITEP institution.

***Role of Mentors***

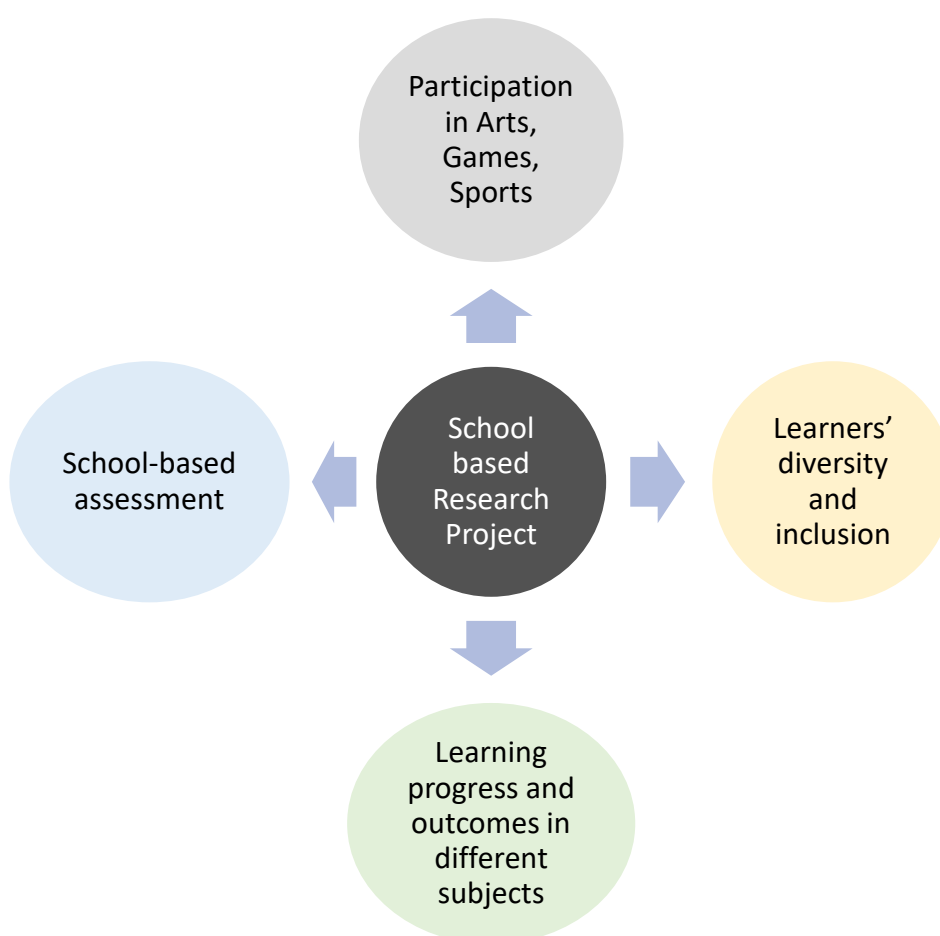
- ✓ Guide student teachers to prepare detailed lesson plans, brief lesson notes and plans of activities/ assignments to be conducted by them in school.
- ✓ Review the lesson plan before a student-teacher transacts the lesson in the class.
- ✓ Observe the classes of student teachers.
- ✓ Assess each lesson on the prescribed proforma and write remarks in the lesson plan book provided by the student teachers.
- ✓ Give feedback continuously to the student teachers for their improvement in their teaching and other curricular activities.
- ✓ Conduct post-lesson discussions regularly.
- ✓ Countersign in the peer-teaching observation schedules after their observations in the classroom.
- ✓ Organize frequent meetings with the student teachers and supervisors to discuss the progress, difficulties faced, and experience gained by student teachers.

***Role of Student-Teacher***

- ✓ Report to the school head of the participating school at least one day before the start of the internship placement.
- ✓ Seek information about the classes, timetable, and topics to teach in stage-specific pedagogic courses from the mentors on the first day of the internship program.
- ✓ Mark your attendance as per the school practice.
- ✓ Plan all the assignments/ activities with the help of the mentor/ supervisors.
- ✓ Seek cooperation from mentors and supervisors in case of difficulty.
- ✓ Prepare the lesson plan and get approval from the mentor/ supervisor before transacting every lesson.
- ✓ Take classes according to the timetable of the participating school.
- ✓ Take substitute classes and participate in other school duties assigned by the school.
- ✓ Follow the conduct and dress code of the participating school.
- ✓ Get prior leave approval from the head of the participating school in case of emergency.
- ✓ Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- ✓ Check with mentor before attempting learning activities that depart from routine classroom procedures.
- ✓ Carry out the activities planned for school students according to your approved plans.
- ✓ Maintain cordial relationships with the students and staff of the school.
- ✓ Refrain from making negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- ✓ Submit student teaching profiles, one each, to the supervisor and mentor who supervises teaching.
- ✓ Before the completion of the internship programme, make sure to return all textbooks and materials to the school.

SEMESTER – VII					
Course Code	Course Name	L	T	P	Credits
EDUN1073	School-Based Research Project	0	0	2	2
Internal	100	External	0	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO1</b>	Presents contextual problems, an appropriate research design, and a plan of action for undertaking school-based research,	Understand
<b>CO2</b>	Demonstrates the tools and techniques used for the collection of relevant data,	Apply
<b>CO3</b>	Summarizes the analyzed data used to identify the causes	Analysed
<b>CO4</b>	Demonstrates the interventions used for addressing the problems,	Apply
<b>CO5</b>	Present the effectiveness of the intervention(s)	Understand
<b>CO6</b>	Shares the school-based research experiences through reports and presentation	Understand

**b. Syllabus:**

The student teachers during previous semesters have studied different courses in Foundations of Education, Disciplinary Courses, Stage-specific pedagogy courses, Ability Enhancement, and Value-Added Courses. The required knowledge of action research and case study includes- the concept and importance of action research/case study, the steps of conducting action research/case study (objectives, methods, research design, design tools, data collection, and data analysis), and report writing.

**References:**

Efron, S. E., & Ravid, R. (2019). *Action research in education: A practical guide*. Guilford Publications.  
 Elliott, J. (1991). *Action research for education*. Open University Press.  
 Stringer, E. T. (2008). *Action research in education*. Upper Saddle River, NJ: Pearson Prentice Hall.

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3
<b>CO6</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

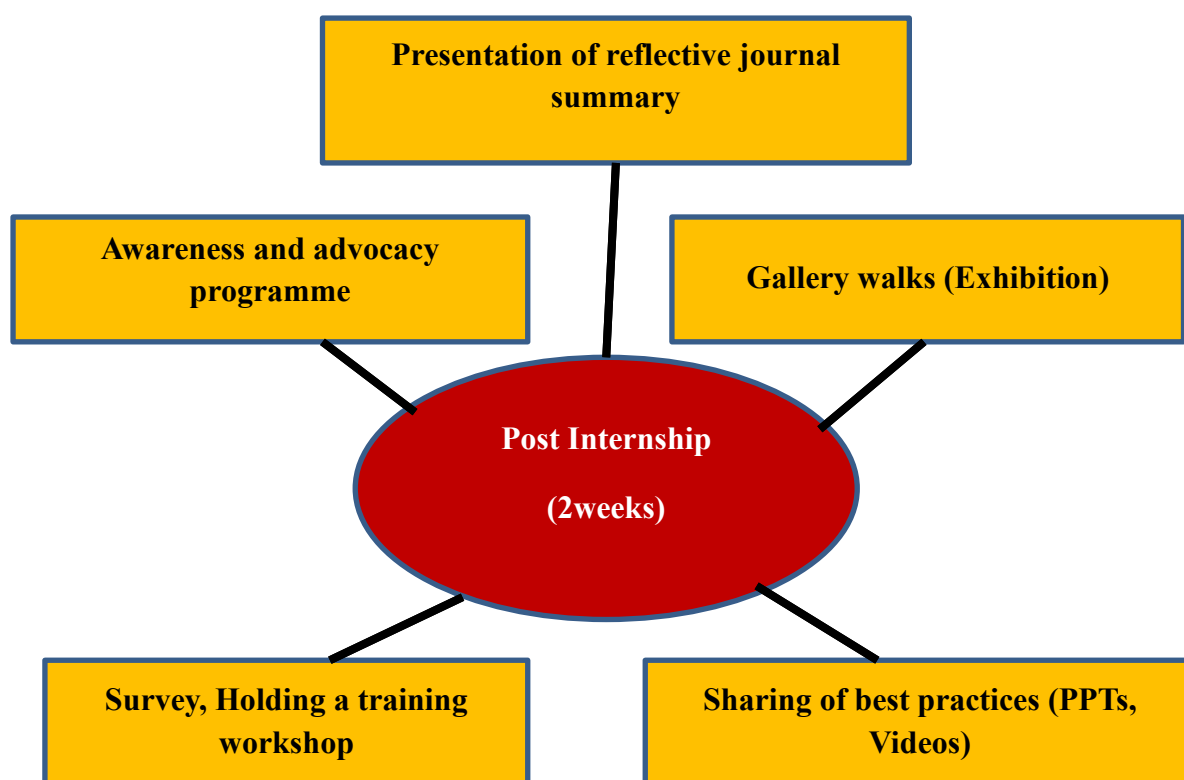
	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>	<b>Total</b>
<b>Internal</b>	0	0	0	0	0	0	0
<b>External</b>	0	0	0	0	0	0	0
<b>Practical</b>	10	20	10	10	10	40	100
<b>Total</b>	10	20	10	10	10	40	<b>100</b>

**e. Marks for practical assessment**

<b>S.No.</b>	<b>Activities</b>	<b>Marks</b>
<b>1</b>	Identification of contextual problems and formulation of appropriate research design	10
<b>2</b>	Developing/Adapting and using tools and techniques for the collection of relevant data	20
<b>3</b>	Develop and implement need-based interventions for addressing the problems,	20
<b>4</b>	Preparation of Action Research – Report	30
<b>5</b>	Presentation of the Action Research Report -Teacher-Educators (panel of three experts)	10
<b>6</b>	Viva-Voce on School Internship Programme by a board comprising of faculty members of the Institute	10
<b>Total</b>		<b>100</b>

<b>SEMESTER – VII</b>					
<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>EDUN1074</b>	Post Internship (2weeks)	0	0	2	2
Internal	100	External	0	Total	100

### Course Content Overview



### a. Course Outcome (CO)

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

	Course Outcome	Level
CO 1	Presentation of reflective journal through understanding of the school ecosystem.	Understand
CO 2	Reflect on school internship experiences through TLM in a report.	Apply
CO 3	Share their learning from school internship with peers and teacher educators.	Create
CO 4	Through survey encouraging them to act as volunteers in activities	Application
CO 5	Exhibit in the skills in the activities by experience	Skills

### Course

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

### b. Syllabus

Discussion, Presentation, Gallery walks and Exhibition, Report Writing

Units	Content	Hours
I	Presentation of reflective journal summary	1
II	Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.	2
III	Sharing of best practices (PPTs, Videos.)	1
IV	Survey and collect the local stories and rhymes from the parents and community (in the context of the middle stage). - Holding a training workshop for the parents and community and encouraging them to act as volunteers.	2
V	Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities - Organizing a parents /community mela/fair on homemade TLM for FS children	2
	<b>Post Internship:</b> <ul style="list-style-type: none"><li>✓ Each student is required to submit the following:</li><li>✓ Reflective Journal, Lesson Plans and TLMs</li><li>✓ Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)</li><li>✓ Assessment records and Student Portfolio</li><li>✓ Action research report/case study</li><li>✓ Comprehensive internship report.</li></ul>	

	<p><b>Tasks and Assignments:</b></p> <ul style="list-style-type: none"> <li>✓ Presentation of reflective journal summary</li> <li>✓ My Learning Journey: by each student-teacher</li> <li>✓ Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.</li> <li>✓ Sharing of best practices (PPTs, Videos.)</li> <li>✓ Survey and collect the local stories and rhymes from the parents and community (in the context of the foundational stage)</li> <li>✓ Holding a training workshop for the parents and community and encouraging them to act as volunteers.</li> <li>✓ Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities.</li> <li>✓ Organizing a parents /community mela/fair on homemade TLM for FS children</li> </ul>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	2	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme Internal Marks**

Sl. No	Description	CO1	CO2	CO3	CO4	CO5	Total
1	Reflective Journal & Comprehensive internship report.	20					20
2	Lesson Plans and TLMs				20		20
3	Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)		20				20
4	Assessment records and Student Portfolio			20			20
5	Action research report/case study					20	20
		<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**e. Rubrics for TLM**

Sl. No.	Criteria	100%	75%	50%	25%	0%
1	Low cost	Highly cheap and highly best	Moderately cheap and best	Cheap and best	Very low cheap and best	High cost and good
2	Relevance to Objectives	Highly related	Moderately Related	Low related	Very low related	No relevance
3	Appropriateness	Highly appropriate	Moderate appropriateness	Low appropriateness	Very low appropriateness	No appropriateness
4	Promoting gender equality	Promoting highly	Promoting moderately	Promoting low	Promoting very low	No gender quality

**f. Rubric for (lesson plans)**

Sl. No.	Criteria	100%	75%	50%	25%	0%
1	Introduction	Highly effective methods used	Effective methods are used	Low use of effective methods	The use of effective methods is very low	Methods used are ineffective
2	Development	The role of the teacher as a facilitator is high	The role of the teacher as a facilitator is moderate	The role of the teacher as a facilitator is low	The role of the teacher as a facilitator is very low	The teacher's role is not to facilitate learners
3	Application	Creation of situation is high for the application	The creation of situations is moderate for the application	Creation of situation is low for the application	Creation of situation for application is very low	Situations are not created for the application

4	<b>Review &amp; Assessment</b>	Techniques used to review the major points is highly appreciated	Techniques used to review the major points is high	Techniques used to review the major points is low	Techniques used to review the major points is very low	Techniques are not used to review the major points
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**g. Rubric for record of observation of peer intern**

Sl.No	Criteria	100%	75%	50%	25%	0%
1	<b>Introduction</b>	Connection to prior knowledge is high	Connection to prior knowledge is moderate	Connection to prior knowledge is low	Connection to prior knowledge is very low	No linkage to prior knowledge
2	<b>Focus questions</b>	Leading to learning is high	Leading to learning is moderate	Leading to learning is low	Leading to Learning is very low	Question does not lead to learn
3	<b>Content competence</b>	High Integration between and among the concept	Moderate Integration between and among the concept	Low Integration between and among the concept	Very low Integration between and among the concept	No Integration between and among the concept
4	<b>Questions</b>	High variety of questions based on HOTS & LOTS	Moderate questions based on HOTS & LOTS	Low questions based on HOTS & LOTS	Very low questions based on HOT & LOTS	No questioning
5	<b>Explanation</b>	Effective Explanation	Moderate Explanation	Little Explanation	Very little Explanation	No Explanation
6	<b>Application</b>	Highly related and effective	Moderate related and effective	Low related and effective	Very low related and effective	No application
7	<b>Assessment</b>	Continuity of Assessment is high	Continuity of assessment is moderate	Continuity of assessment is low	Continuity of assessment is very low	No assessment

8	<b>Review and closure</b>	Attainment of learning objectives is high	Attainment of learning objectives is moderate	Attainment of learning objectives are low	Attainment of learning objectives is very low	No attainment of learning objectives is
9	<b>Classroom management</b>	Ways of creating an appropriate learning environment are high	Ways of creating an appropriate learning environment are moderate	Ways of creating an appropriate learning environment are low	Ways of creating an appropriate learning environment are very low	No Way of creating an appropriate learning environment

## EDUNON071/72/73/74 - MOOC - SWAYAM

SEMESTER – VII	
Credits	3 or 4

Each student should register for a MOOC-SWAYAM course in their respective domain and graduation level in their Sixth Semester.

In each academic year for the students of the Sixth Semester, a possible number of courses have to be identified from MOOC-SWAYAM and NPTEL platforms and informed to the students to choose any one among them. The courses should be of 3 or 4 credits and should not be part of any of the courses in the respective program's curriculum. The student should register on their own in the portal by using the university allocated E-mail ID.

For each of the selected MOOC-SWAYAM courses, a faculty member in the department, by considering their expertise with the selected course may be assigned to follow the progress of the study of registered students.

New option introduced by UGC (Nov-2024) to choose the end-semester examinations conducted by MOOC-SWAYAM itself or the institution (CUTN) of the Students who enrolled for the programme for the Credit transfer. With this option, CUTN will conduct the end-semester examinations for the respective MOOC-SWAYAM Courses along with other regular courses, for 70 Marks through the assigned faculty members.

The internal marks of 30 will be taken care by the respective Program coordinators of MOOC-SWAYAM. The internal marks will be taken from the SWAYAM website through the University SWAYAM coordinators' access to the SWAYAM database. After, getting the internal marks from MOOC-SWAYAM, the same will be added with the CUTN conducted end-semester examination scores, the credits will be added to the Grade Card by the Controller of Examinations, CUTN.

The external marks will be uploaded to the SWAYAM website to SWAYAM coordinator for the credit transfer processes.

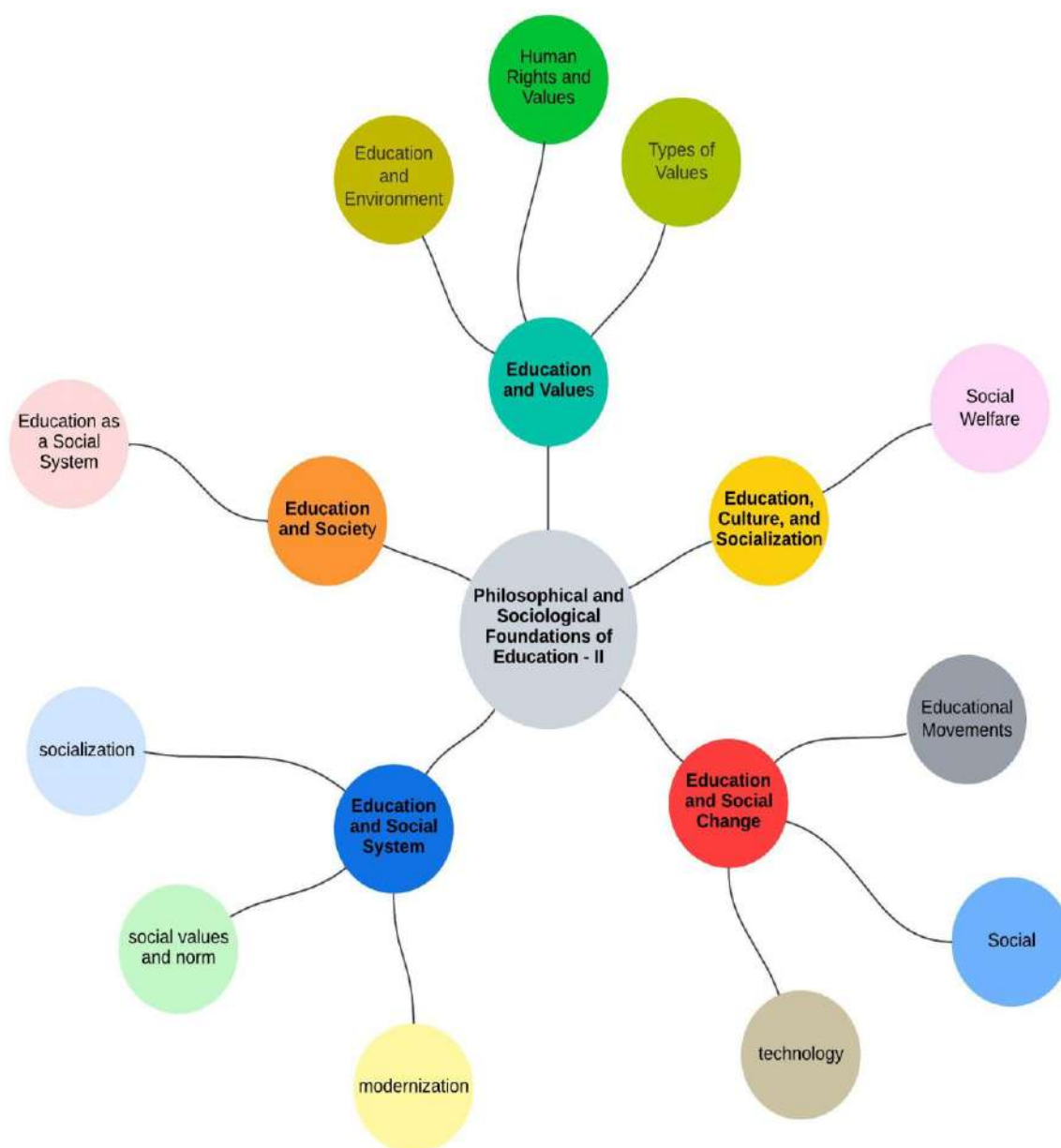
If any of the students fail to clear the selected MOOC-SWAYAM course in the particular semester, they will get another opportunity to clear in the next respective odd/even semester.

Those students who have opted for the end-semester examinations conducted by MOOC-SWAYAM have to register for the external end-semester examination in the SWAYAM Portal and attend the examinations in the selected Examination centers. After the declaration of results by the SWAYAM, the credits will be transferred to the University and will be reflected in the Grade cards.

# **SEMESTER - VIII**

SEMESTER - VIII					
Course Code	Course Name	L	T	P	Credits
EDUN1081	Philosophical and Sociological Foundations of Education – II	4	0	0	4
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Know about the sociological process	Remember
<b>CO 2</b>	Apply knowledge of sociology in education	Understand
<b>CO 3</b>	Analyze the sociological thoughts of different thinkers and social change	Apply
<b>CO 4</b>	Evaluate the important points in education, society, and socialization	Analyze
<b>CO 5</b>	Use the gained knowledge of sociology in teaching and day-to-day life and values	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Education and Society</b> Conceptual clarity, relationship, significance and aims of studying the relationship between these two, Educational sociology and social perspective of education: meaning and functions, Education as a Social System.	12
<b>II</b>	<b>Education and Social System</b> Conceptual clarity of the following terms: society, social behavior, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization, Understanding the relation between individual and group behavior with special reference to the purpose of education.	13
<b>III</b>	<b>Education and Social Change</b> Meaning, relation, and dimensions of Social Change, Factors affecting Education and Social Change: technology, social and educational movements, curricular innovations, value conflict, legal provisions, Constitution of India and Education, Education and Modernity, Role of education with reference to social change.	13
<b>IV</b>	<b>Education, Culture, and Socialization</b> Relationship between Education and Culture, Education as a process of Socialization, Impact of following on Culture and Educational Process: Social Welfare, Social Reform Movements, Legal interventions on Child Marriage and Child Labor Act, Educational Policies and Acts, Adult Literacy, New Technology of communication, Equality, Constitutional Provisions and Education with special reference to Social Equality and Equity.	13
<b>V</b>	<b>Education and Values</b> Conceptual Clarity, Relationship and Significance, Types of Values, Constitutional Values and their impact on our Education, Human Rights and Values, Environment and Education, and Pedagogical issues.	13
	<b>Task and Assignment (any three)</b> <ul style="list-style-type: none"> <li>✓ Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms</li> <li>✓ Discuss in small groups related to social change and preparation of a report followed by an individual/group presentation.</li> </ul>	

	<ul style="list-style-type: none"> <li>✓ Sharing of student experiences (in groups) related to readings on education, culture, and socialization helps them to reshape their concept and enable them to develop a vision, mission, and objectives for a school and their plan to accomplish the objectives in the form of a group report.</li> <li>✓ Identification and reporting of Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, and convocation based on critical study of education and values.</li> </ul> <p><b>References:</b></p> <p>Bilton, Tony, et a. (1987). Introductory Sociology. London, UK: Mac Millan.</p> <p>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.</p> <p>Horton, P.B. &amp; Hunt, C.B. (1987). Sociology. Singapore: McGraw-Hill.</p> <p>Haralamboss, Michael (1989). Sociology, Themes and Perspectives. New Delhi, India: Oxford University Press.</p> <p>Kolenda, Pauline (1997). Caste in Contemporary India, Beyond Organic Solidarity. Jaipur, India: Rawat Publications.</p> <p>Kamat, A.R. (1985). Education and Social Change in India. Bombay, India: Somaiya Publication. Linton, Ralph (2006). The Study of Man. Delhi, India: Surjeet Publications.</p> <p>Majumdar, D.N. (1990). Races &amp; Cultures of India. New Delhi, India: Kalyani Publishers. Mehta, Prayag (1995). Education, Participation, and Empowerment. Dew Delhi, India: Concept Publishing Company.</p> <p>Rai, S.V. (1985). Education and Rural Development. New Delhi, India: Sage Publications. Ratna and M. Zacharian (eds.). Education and the Process of Change. New Delhi, India: Sage Publications.</p> <p>Rawat, H.K. (2012). Sociology Basic Concepts. Jaipur, India: Rawat Publication. Rao, C.N.S. (eds.). Sociology Principles of Sociology with an Introduction to Social Thought</p>	
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**c. Mapping of Program Outcomes with Course Outcomes**

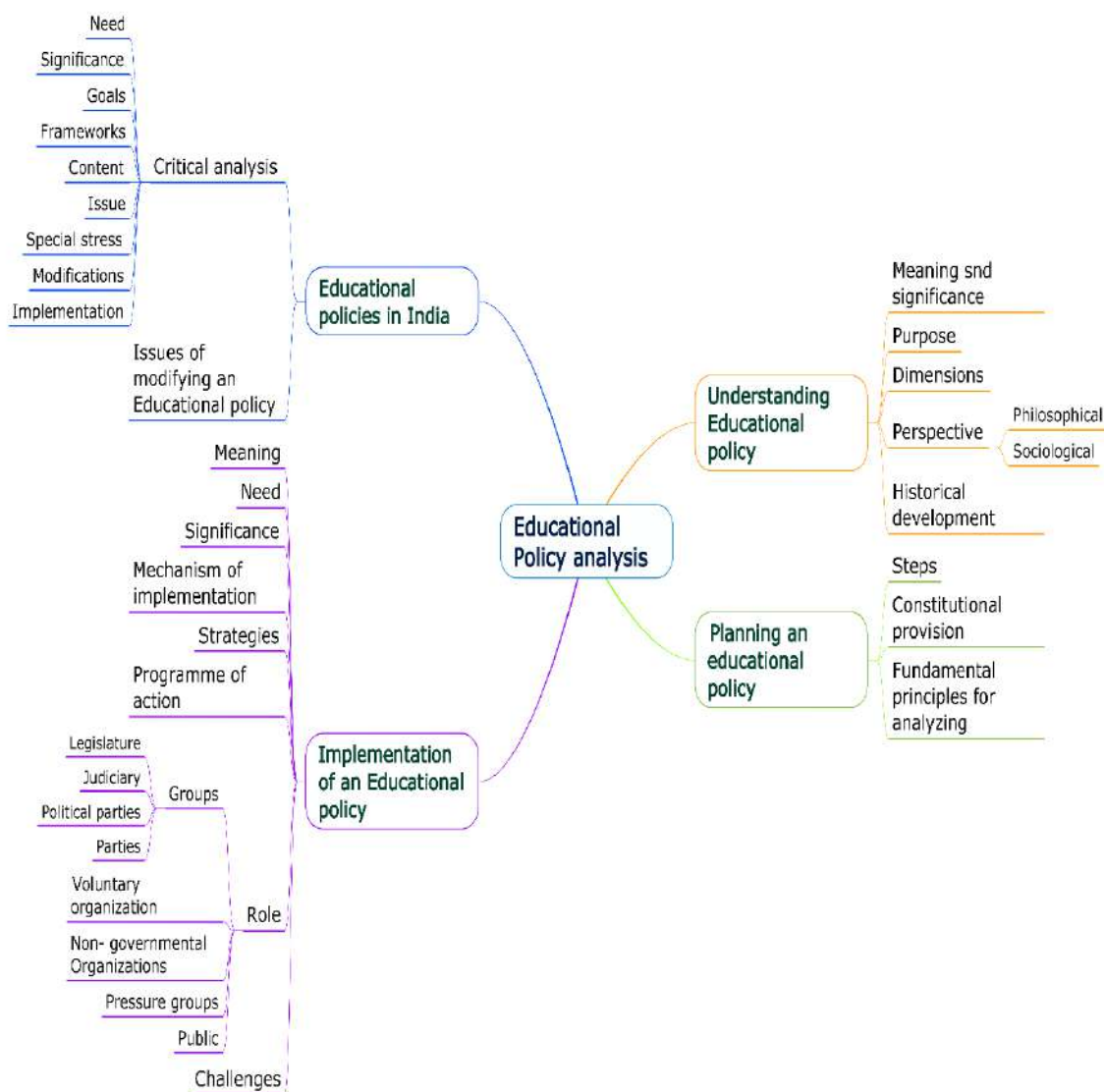
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	0	3	3	3
<b>CO2</b>	3	3	0	3	3	2
<b>CO3</b>	3	3	2	3	3	3
<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	1



5	Adopting oneself to the conditions and requirements of the community is called social- A. adaptation                      B. adjustment C. behavior                          D. dynamic	Identify	Remember
6	Which aim of education is most useful for the community? A. Cultural                              B. Technological C. Livelihood                          D. Socialization	Recognize	Remember
7	The individual and society are considered as A. supplementary                      B. interdependent C. complimentary                      D. contradictory	Recall	Remember
8	Education provided to the child by the schools is A. formal                                  B. informal C. traditional                              D. highly standardized	Recognize	Remember
9	A society is a network of A. social attitudes                      B. socio-political relationships C. religions-cultural attitudes        D. interpersonal relationships	Identify	Remember
10	Society preserves our A. civilization B. culture and transmits it to succeeding generations C. philosophical ideas D. interrelation	Identify	Remember
<b>PART – B Short Answer</b> <b>Marks: 4 x 5 = 20</b>			
11	a) Explain the nature of sociology of education. (or) b) What do you mean by the sociological basis of education?	Explain Define	Understand
12	a) Describe educational sociology needs and their importance in education in detail. (or) b) Discuss the social perspective of education.	Explain Discuss	Understand
13	a) Write short notes on social behavior. (or) b) Write short notes on social values.	Explain Explain	Understand
14	a) Answer in detail: Is education a social system? (or) Discuss the role and responsibilities of education as a process of social progress and modernization.	Point out Investigate	Analyze
<b>PART – C</b> <b>Essay Answer      Marks: 3 x 10 = 30</b>			
15	a) Discuss the nature of the relationship between education and society. Mention some of the major factors in the process of social change. (or) b) Illustrate the factors affecting education and social change.	Describe Illustrate	Analyze
16	a) Explain the importance of education as the process of socialization (or) b) Discuss the relationship between education and modernity.	Explain Discuss	Understand
17	a) Discuss constitutional values and their impact on education. (or) b) Examine the use of human rights and values in education.	Discuss Examine	Apply

SEMESTER - VIII					
Course Code	Course Name	L	T	P	Credits
EDUN1082	Educational Policy Analysis	2	0	0	2
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcomes (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO1</b>	Discuss knowledge and capacity to engage in education policy analysis and evaluate their effectiveness	Understand
<b>CO2</b>	Explain processes involved in policy analysis, including undertaking situation analysis and research	Understand
<b>CO3</b>	Identify possible policy options	Remember
<b>CO4</b>	Describe these possible options	Understand
<b>CO5</b>	Compare the potential policy options	Understand
<b>CO6</b>	Rank the possible policy options	Analyse
<b>CO7</b>	Choose the most effective option that could address issues and problems confronting school education.	Analyse

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Understanding Educational Policy</b> Meaning and significance of 'Policy on Education'-Purpose and Dimensions of an Educational Policy at local and Global level - Philosophical and Sociological Perspective of planning an Educational Policy -Historical development of Educational Policies in India	6
<b>II</b>	<b>Planning an Educational Policy</b> Basic steps involved in planning - Constitutional provision for Policy on Education - Fundamental principles for analyzing an Educational Policy.	6
<b>III</b>	<b>Educational Policies in India</b> Critical analysis of Policies on Education since Independence: 1968, 1986 (Modified in 1992), 2020 in the context of: need and significance, goals and frameworks of educational policies, content of policies, issues raised in policies, constitutional provisions, special stress, modification of policies, implementation strategies - Issue of modifying an Educational Policy.	6
<b>IV</b>	<b>Implementation of an Educational Policy -I</b> Meaning, need, and significance - Mechanism of Policy Implementation - Strategies to Implement an Educational Policy - Programme of action and implementation: conceptual clarification and significance	6
<b>V</b>	<b>Implementation of an Educational Policy -II</b> E. Role of different Organization / Groups: Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public - Challenges for Implementation.	8
	<b>Tasks and Assignments:</b> 1 Reviewing and presenting report on NEP, 2020 in reference to Policy Implementation. 2 To present a critical review of the Programme of Action (1986). 3 Preparing a list of challenges to implement the present new National Education Policy, 2020, in our States. 4 Preparing a list of Measures to be taken or taken to implement National Education Policy 2020 in our State.	
	<b>References:</b>	

	<p>Bardach, E. (2000). A practical guide for policy analysis: the eightfold path to more effective problem solving. New York: Chatham House Publishers.</p> <p>Cohen, D.K., &amp; Garret, M.S. (1975). Reforming educational policy with applied social research. <i>Harvard Educational Review</i> 45(1), 17-43.</p> <p>Hambrick, R. (1998). Building the policy studies enterprise: A work in progress. <i>Public Administration Review</i>, 58, 6 (p. 533-539).</p> <p>Kingdon, J.W. (2010). <i>Agendas, alternatives, and public policies</i>. New York, NY: Longman.</p> <p>Kjaer, A.M. (2004). <i>Governance</i>. Cambridge, UK: Polity Press.</p> <p>Lindblom, C. (1980). <i>The policy making process</i>. Englewood Cliffs, NJ: Prentice-Hall.</p> <p>Majchrzak, A. (1984). <i>Methods for policy research</i>. Newbury Park, CA: Sage Publications.</p> <p>Mytelka, L.K and Keith Smith (2002). Policy learning and innovation theory: an interactive and co-evolving process. <i>Research Policy</i>, 31 (8-9) 1467-1479.</p> <p>Nagel, S. S. (1980). The policy studies perspective. <i>Public Administration Review</i>, 40, 4 (391-396).</p> <p>Sutton, M. and Levinson, B. (2001). <i>Policy as practice: toward a comparative socio-cultural analysis of educational policy</i>. Westport, CT: Ablex Publishing.</p> <p>Tatto, M. T. (2008). Teacher policy: a framework for comparative analysis. <i>Prospects: Quarterly Review of Comparative Education</i>, XXXVIII (38), 4 / 148, p. 487-508.</p> <p>Tatto, M. T. (2012). <i>Learning and doing policy analysis in education: Examining diverse approaches to increasing educational access</i>. Rotterdam, the Netherlands: Sense Publishers. [<a href="https://www.sensepublishers.com/product_info.php?manufacturers_id=47&amp;products_id=1497&amp;osCsid=ae1d2e3f842584a2d10e4a0937161439">https://www.sensepublishers.com/product_info.php?manufacturers_id=47&amp;products_id=1497&amp;osCsid=ae1d2e3f842584a2d10e4a0937161439</a>]</p> <p>Weiss, C.H. (1991). Policy research: data, ideas or arguments? in Wagner, P., C.H. Weiss, B.</p> <p>Weiss, C.H. (1998) <i>Evaluation: Methods for Studying Programs and Policies</i>. 2nd edition. Upper Saddle River: Prentice Hall (digitized 2007).</p> <p>Wittrock, &amp; H. Wollman (Eds.) <i>Social Sciences and Modern States</i>. Cambridge: Cambridge University Press (pp. 307-332). (in Angel)</p> <p>UNESCO Handbook on Education Policy Analysis and Programming (2013). Asia and Pacific Regional Bureau for Education, UNESCO- Bangkok.</p>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	2	3	1	1	3
<b>CO2</b>	3	3	3	1	1	2
<b>CO3</b>	3	3	3	2	1	1
<b>CO4</b>	2	2	3	3	3	3
<b>CO5</b>	1	1	2	3	3	3
<b>CO6</b>	1	1	1	2	2	3
<b>CO7</b>	1	1	1	3	2	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>	<b>CO7</b>	<b>Total</b>
<b>Internal</b>	7	7	3	3	7	6.5	6.5	40
<b>External</b>	7	7	6	11	11	6	12	60
<b>Total</b>	<b>14</b>	<b>14</b>	<b>9</b>	<b>14</b>	<b>18</b>	<b>12.5</b>	<b>18.5</b>	<b>100</b>

**e. Mapping Course Outcomes with Internal Assessment (40 Marks)**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>	<b>CO7</b>
<b>Assignments</b>	2	2	-	-	2	1.5	1.5
<b>Seminar</b>	-	-	2	2	-	-	-
<b>Test</b>	4	4	-	-	4	4	4
<b>Attendance</b>	1	1	1	1	1	1	1
<b>Total</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>7</b>	<b>6.5</b>	<b>6.5</b>

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

<b>Category</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>CO6</b>	<b>CO7</b>
<b>Part – A (Objective - 10 x 1 = 10 marks)</b>	2	2	1	1	1	1	2
<b>Part – B (Short Answer - 4 x 5 = 20 marks)</b>	5	5	5	-	-	5	-
<b>Part – C (Essay- 3 x 10 = 30 marks)</b>	-	-	-	10	10	-	10
<b>Total</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>11</b>	<b>11</b>	<b>6</b>	<b>12</b>

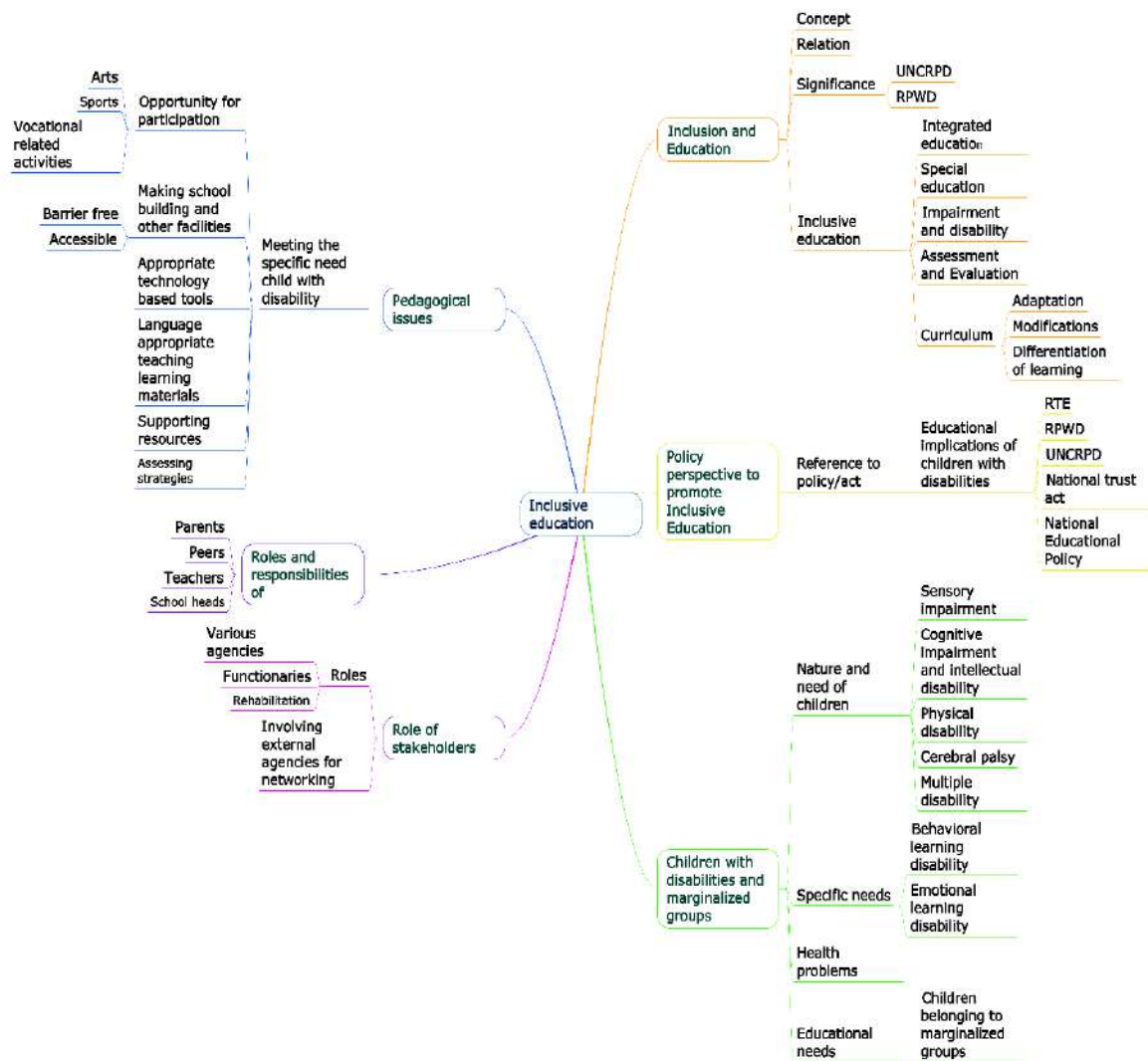
**g. Model Question Paper**

Sl. No.	Model Questions	Specification	Level
<b>Part – A: Objective Type Multiple Choice Questions 10 x 1 = 10</b>			
1	The first step in policy model process is typically A. Policy evaluation B. Agenda setting C. Policy implementation D. Policy formulation	Recognize	Remember
2	The selection and enactment of policies through political actions by the executive, the legislature, and the courts refer to which stage? A. Policy Legitimation B. Policy Formulation C. Policy Implementation D. Policy Identification	Recall	Remember
3	Policy implementation is also known as A. Policy Action B. Policy Access C. Policy Availability D. Policy Ambition	Recall	Remember
4	Which of the following external agencies influences policy making process in India? A. WHO B. ICMR C. NIEPA D. RCI	Recognize	Remember
5	The main agency which implements government activities and public policies is _____ A. Bureaucracy B. NGOs C. Individuals D. Educational Institutions	Recognize	Remember
6	Who is the primary agent in policy making? A. Interest group B. Government C. Political parties D. NGOs	Recognize	Remember
7	_____ in India is/are the supreme public policy-making body(ies). A. Parliament B. Political Parties C. Public Institutions D. Prime Minister’s Cabinet	Recognize	Remember

8	POA 1992 is the revised version of: A. NEP 1986 C. NEP 1968	B. D. ICDS 1975	Recall	Remember
9	The new curricular & pedagogical structure of NEP 2020 is A. 5+2+3+4 C. 5+2+2+4	B. 5+4+3+4 D. 5+3+3+4	Identify	Remember
10	Which of the following pillar in NEP 2020 emphasize free and compulsory education of all children of age 3 to 18 years? A. Accessibility C. Equity	B. Affordability D. Equality	Identify	Remember
<b>PART – B Short Answer</b> <b>The answer should not exceed 200 words 4 x 5 = 20</b>				
11	a) Discuss the philosophical perspective of planning an educational policy. (or) b) Discuss the sociological perspective of planning an educational policy.		Explain	Understand
12	a) Comment on the fundamental principles for analyzing an educational policy. (or) b) Highlight the relationship between the Indian constitution and education.		Indicate	Understand
13	a) Discuss the approaches to teacher education in the context of NEP 2020. (or) b) Discuss the issues of modifying an educational policy.		Analyze	Analyze
14	a) Explain the challenges in the implementation of educational policies. (or) b) Outline the stages of a typical policy cycle for the education sector.		Intepret / Explain	Understand
<b>PART – C Essay Answer</b> <b>The answer should not exceed 400 words 3 x 10 = 30</b>				
15	a) Discuss the specific provisions for education included in the Indian Constitution. (or) b) Explain the steps involved in planning an educational policy.		Describe	Analyze
16	a) Critically analyze NPE 1986 and NEP 2020 in the context of need and significance. (or) b) Explain the purpose and dimensions of an educational policy at the local level.		Point out/ Explain	Analyze/ Understand
17	a) Discuss the strategies involved in the implementation of an educational policy. (or) b) Discuss the role of (i) public and (ii) non-governmental organizations in the implementation of educational policies.		Explain	Analyze

SEMESTER - VIII					
Course Code	Course Name	L	T	P	Credits
EDUN1083	Inclusive Education	2	0	0	2
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcomes (COs)**

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

	<b>Course Outcomes</b>	<b>Level</b>
<b>CO 1</b>	Ensure inclusion and equal participation in the education of children with disabilities (CWD) in the regular schooling process	Apply
<b>CO 2</b>	Point out the differences between special education and inclusive education with examples	understand
<b>CO 3</b>	Ensure retention of CWD in the school system	Apply
<b>CO 4</b>	Enable CWD to achieve the defined learning outcomes	Apply
<b>CO 5</b>	Adapt teaching and learning processes to meet the learning needs of different CWD	Apply

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Inclusion and Education</b> Conceptual Clarity, relation, and significance with special reference to UNCRPD, 2006, RPWD Act, 2016, with special reference to the Indian Context - Clarity of various terms and phrases associated with Inclusive Education: Integrated Education, Special Education, Impairment and Disability- Assessment and Evaluation-Curriculum, adaptation, modification, and differentiation of learning-Shifting from Disability to the Inclusive view - Shifting Paradigms from Bio-centric to Human Rights.	6
<b>II</b>	<b>Policy Perspective to Promote Inclusive Education</b> Introductory reference of Policies/Acts with reference to educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012. RPWD Act, 2016, UNCRPD, National Trust Act, 1999, National Educational Policy, 2020.	6
<b>III</b>	<b>Children with Disabilities and Marginalized Groups</b> Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities - Specific needs of children with behavioral and emotional learning disabilities - Health Problems - Educational needs of children belonging to Marginalized Groups.	6
<b>IV</b>	<b>Pedagogical Issues</b> Meeting the specific needs of Children with Disabilities with special reference to: education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier-free and accessible, supporting the learning activities and resources for the individualized learning environment, making available assistive devices and appropriate technology-based tools, language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille), assessing strategies - Designing assessment techniques for inclusive classrooms.	8

V	<p><b>Roles of Stakeholders</b> Roles and responsibilities of: parents, peers, teachers, school heads - Roles of various agencies, functionaries and rehabilitation professionals- Involving external agencies for networking including NGOs.</p>	6
	<p><b>Task and Assignment:</b></p> <ul style="list-style-type: none"> <li>✓ Developing a checklist for identifying the various needs of CWD.</li> <li>✓ Visiting schools of different categories and talking to parents, teachers, and Children with and without disabilities and listing the problems faced by these children and the families at the local level in gaining access to education.</li> <li>✓ Analyzing RPWD Act 2016 and list its implications for CWD in inclusive settings.</li> <li>✓ Outlining the problems faced by children with Visual impairments while learning mathematics and EVS.</li> <li>✓ Giving a few exemplary adaptations based on the Preparatory Level textbooks.</li> <li>✓ Outlining the problems faced by children with hearing impairments while learning language. Give a few exemplar adaptations based on the primary-level textbooks.</li> <li>✓ Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.</li> <li>✓ Analyzing the Context of NEP 2020 in the light of Inclusive Education.</li> </ul>	
	<p><b>References:</b></p> <p>Ainscow, M. and Booth, T (2002). Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.</p> <p>Ainscow, M., Dyson, A. and Booth, T. (2006). Improving Schools, Developing Inclusion, London: Routledge.</p> <p>Alur, M., &amp; Bach, M. (2009). The journey for inclusive education in the Indian sub-continent (Vol. 23). Routledge.</p> <p>Armstrong, A. C., Armstrong, D., &amp; Spandagou, I. (2009). Inclusive education: International policy &amp; practice. Sage.</p> <p>Julka, A, Index of Inclusion (2012). NCERT, New Delhi.</p> <p>Mitchell, D., &amp; Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.</p> <p>Mohan, J. M. (2010). From special to inclusive education in India: Case studies of three schools in Delhi. Pearson Education India.</p> <p>Pijl, S. J., Meijer, C. J., &amp; Hegarty, S. (Eds.). (1997). Inclusive education: A global agenda. Psychology Press.</p> <p>Puri, M., &amp; Abraham, G. (Eds.). (2004). Handbook of inclusive education for educators, administrators and planners: Within walls, without boundaries. Sage.</p>	

**c. Mapping Course outcome with Programme Outcome**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	2	2	1	3	2	0
<b>CO3</b>	0	2	3	3	1	2
<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	17	7	7	12	17	60
<b>Total</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>100</b>

**e. Mapping Course Outcomes with Internal Assessment (40 Marks)**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignment</b>	2	-	-	2	2
<b>Seminar</b>	-	2	2	-	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

**f. Mapping Course Outcomes with External Assessment (60 Marks)**

<b>Category</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Part – A (Objective - 10 x 1 = 10 marks)</b>	2	2	2	2	2
<b>Part – B (Short Answer - 4 x 5 = 20 marks)</b>	5	5	5	-	5
<b>Part – C (Essay- 3 x 10 = 30 marks)</b>	10	-	-	10	10
<b>Total</b>	<b>17</b>	<b>7</b>	<b>7</b>	<b>12</b>	<b>17</b>

**g. Model Question Paper**

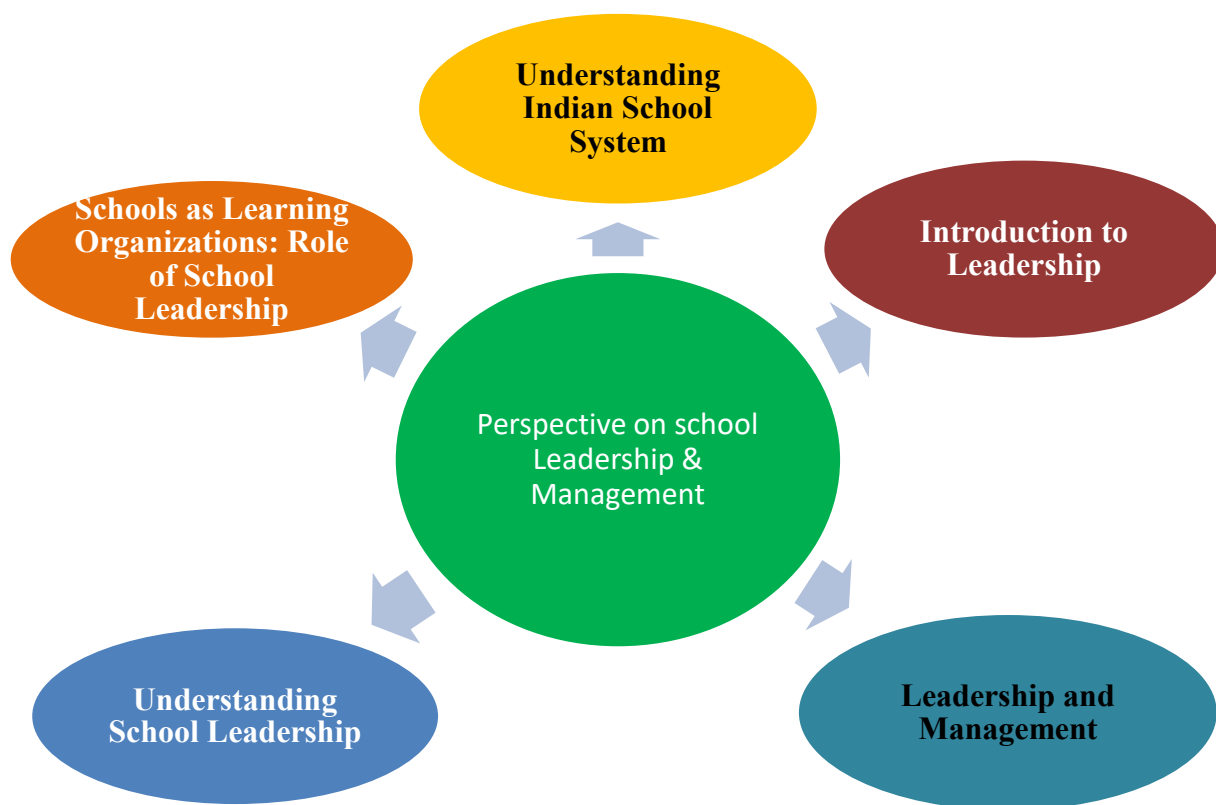
<b>Sl. No</b>	<b>Model Questions</b>	<b>Specification</b>	<b>Level</b>
<b>Part – A: Objective Type Multiple choice 10 x 1 = 10</b>			
1	A disability may be present in which of the following? A. Speech or hearing                      B. Perception or memory C. Physical coordination                    D. All of these	Identify	Remember

2	The National Policy that recognizes that persons with disabilities are valuable human resources for the country and seeks to create an environment that provides them equal opportunities is A. National Policies for persons with disability, 2006 B. National Policies for persons with disability, 2008 C. National Policies for persons with disability, 2009 D. National Policies for persons with disability, 2010	Recall	Remember
3	Enrolment and retention of all children in 6 -14 years of age is the motive of A. RMSA          B. Sarva Shiksha Abhiyan (SSA) C. EFA            D. All of the above	Recognize	Remember
4	Which of the following is NOT an assistive technology for visually impaired students? A. Computer screen magnification    B. Screen readers C. Personal frequency modulation    D. None of these	Identify	Remember
5	Poor muscle control, weakness and fatigue, difficulty in walking, talking, speaking, doing complex or compound manipulations is related to A. Visual impairment    B. Speech impairment C. Cognitive impairment    D. Locomotor impairment	Recall	Remember
6	Success of inclusive education depends on A. Community report B. Good textbooks C. Good TLMs D. Attitudinal change among teachers	Recognize	Remember
7	When was RCI (Rehabilitation Council of India) set as a registered society? A. 1986                  B. 1985 C. 1988                  D. 1989	Recall	Remember
8	What are the characteristics of an inclusive classroom? A. Positive classroom climate B. Using examples from diverse situations C. Use of proper ICT tools D. All of these	Recall	Remember
9	The landmark legislation that seeks to protect and promote the rights of persons who, within the disability sector, have been even more marginalized than others is A. The National Trust Act, 1999 B. The tenth Plan (2002 - 2007) C. National Curriculum Framework, 2005 D. All of the above	Identify	Remember
10	A child with a cognitive disability may have A. Memory problems	Identify	Remember

	B. Awareness problems C. Difficulty in problem Solving D. All of the above		
<b>PART – B</b>			
<b>Short Answer</b>		<b>4 x 5 = 20</b>	
11	a) Classify the characteristics of disabilities and explain any two of them. (or) b) Explain integrated education and give its merits and demerits.	Classify/ Explain	Understand
12	a) Explain the international Convention: UN Convention on the Rights of Persons with Disabilities (2006) and its significance. (or) b) Explain the constitutional provisions of the National Trust Act, 1999.	Explain	Understand
13	a) Explain the role of a teacher in creating a positive classroom climate with examples. (or) b) Give the importance of Adaptive and Assistive technologies to create an inclusive classroom.	Explain /Cite Examples	Understand
14	a) Discuss the scope and challenges of inclusive education. (or) b) Illustrate the support of pre-school programmes and pre-vocational training programmes in inclusive education.	Discuss/ Illustrate	Apply
<b>PART – C</b>			
<b>Essay Answer</b>		<b>3 x 10 = 30</b>	
15	a) Describe the main features of RCI Act in terms of inclusive education. (or) b) Examine in detail, as how India has prepared to provide inclusive education to the students.	Describe	Analyze
16	a) Point out the differences between special education and inclusive education with examples (or) b) Discuss the need and concept of inclusive education. Also, discuss the transition from segregation to inclusion.	Point out/ Discuss	Analyze
17	a) Interpret the different ways to encourage inclusive classroom in a school. (or) b) Interpret how assistive and adaptive technology is used in teaching – learning process of the students with disabilities.	Interpret	Skill

SEMESTER - VIII					
Course Code	Course Name	L	T	P	Credits
<b>EDUN1084</b>	Perspective on School Leadership & Management	2	0	0	2
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO1</b>	Understands the Indian school system.	Understand
<b>CO2</b>	Apply the various styles and types of leadership	Apply
<b>CO3</b>	Explore the management skills in educational leadership.	Analyze
<b>CO4</b>	Formulate how to develop school leadership skills in schools	Create
<b>CO5</b>	Assess the role of organizations through leadership qualities.in the 21 <sup>st</sup> century.	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Understanding Indian School System</b> School as a normative organization vis-a-vis school as a socio-emotional-cultural space for learning- Concept and Types with Studying the diversity of schools in India; their structure, governance, socio-political and cultural context, funding, management, autonomy and accountability mechanisms, support systems.- Relationship between school leadership and school diversity issues, challenges, and needs.- Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools.	6
<b>II</b>	<b>Introduction to Leadership</b> Roles, functions and characteristics of a leader; evolution and growth of leadership; Leadership traits and ethics; Attitude, Behaviour, Personality traits and leadership; Types and Styles of leadership	6
<b>III</b>	<b>Leadership and Management</b> Nature, Scope and Significance of Management; Levels of Management; Functions: Planning, Organizing, Staffing, Directing and Controlling; Skills: Conceptual, Human and Technical; Roles: Interpersonal, Informational and Decisional; difference between a leader and a manager	6
<b>IV</b>	<b>Understanding School Leadership</b> School Leadership: concept as defined, and concept as practiced.- theories of Leadership- Being a School Leader: exploring the multiple roles and responsibilities, issues and challenges of school leadership in the Indian context.- What works in schools: sharing National and International best practices on School leadership.	7
<b>V</b>	<b>Schools as Learning Organizations: Role of School Leadership</b> Schools as motivating learning spaces: Developing inspiring school ethos.- Schools as learning organization: promoting personal mastery, examining mental models, and developing a shared vision, team learning and a system's thinking perspective.- Nurturing school belongingness: engaging students, teachers, staff, parents, SMC, and community in the formulation of a whole school development plan. - Designing professional and collaborative learning opportunities for self and others (teachers, parents, and SMC members) and improving teaching and learning.	7

	<p><b>Tasks and Assignments:</b></p> <p>Each student is required to submit the following:          Being a practitioner centric course, the assessment would largely include application-based tasks. This includes exploring the work and life of a school principal and writing a detailed report on the observations and the learning. The following are some exemplars.</p> <ul style="list-style-type: none"> <li>✓ Preparing school vision, mission, goals, and school development plan.</li> <li>✓ Shadowing school principals: a critical observation of the principal’s daily work life.</li> <li>✓ A critical examination of the diversity of schools; their governance structure, leadership, autonomy and accountability mechanisms, issues and challenges and work life of the school principal</li> </ul> <p><b>References:</b></p> <p>Razik, T.A. &amp; Swanson, A.D. (2010). <i>Fundamental Concepts of Educational Leadership and Management</i> (3rd ed.)</p> <p>Lewis, D. &amp; Kanji, N. (2009). <i>Non-governmental organizations and development: London and New York: Routledge, Taylor and Francis Group.</i></p> <p>Drucker, Peter and Maciariello, Joseph: <i>366 Days of Insight and Motivation for Getting the Right Things Done: Rutledge</i></p> <p>DeMatthews, David (March 2014). "Deconstructing Systems of Segregation: Leadership Challenges in an Urban School" (PDF). <i>Journal of Cases in Educational Leadership</i>. 17 (1): 16–26.</p> <p>Modules on Middle Leadership Development Programme: National College for Leadership of Schools and Children’s Services, Nottingham, Central England (U.K.)</p> <p>Modules on Quality Dimensions of Elementary Education under SSA: NCERT</p> <p>People Management: All India Management Association NCF (2005)  <a href="http://pslm.niepa.ac.in/">http://pslm.niepa.ac.in/</a>  <a href="https://itpd.ncert.gov.in/pluginfile.php/10223/mod_label/intro/Module13.pdf">https://itpd.ncert.gov.in/pluginfile.php/10223/mod_label/intro/Module13.pdf</a></p> <p>DevidR Schumaker &amp; Willium A Sammers <i>Being A Successful Principal.</i></p> <p>John C Dharesh <i>Biganing of the Principalship</i></p> <p>Palgrave Macmillan (2020) <i>The Palgrave Handbook of Educational Leadership and Management Discourse</i></p> <p>Camburn E, Spillane JP, Sebastian J (2010) Assessing the utility of a daily log for measuring principal leadership practice. <i>Educational Administration Quarterly</i> 46(5):707–737.</p> <p>Gronn P (2000) Distributed properties: A new architecture for leadership. <i>Educational Management and Administration</i> 28(3):317–338.</p> <p>Lumby J (2013) Distributed leadership: The uses and abuses of power. <i>Educational Management Administration &amp; Leadership</i> 41(5) 581–597.</p>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	0	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	3	3	3	3	3	3
CO5	3	3	0	3	2	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
Assignments	2	-	-	2	2
Seminar	-	2	2	0	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

**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
<b>Total</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

**g. Model Question Paper**

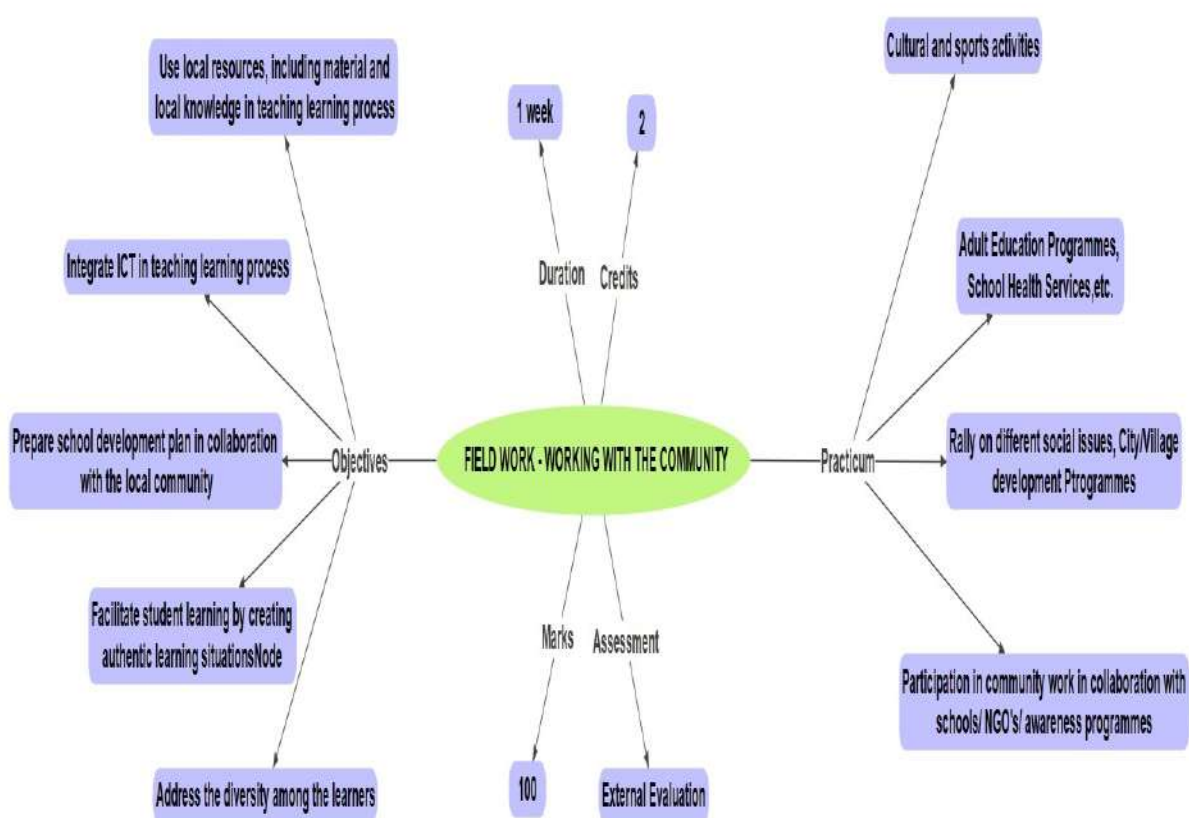
Sl. No.	Model Questions	Specifications	Level
<b>Part – A: Objective Type Multiple choice 10 x 1 = 10</b>			
1	What is NOT one characteristic of the Democratic leadership style? a) Leader asks before doing anything. b) Leader enforces and relies on discipline. c) Leader works together with the members as a group. d) There is a mutual synergy between the leader and the team.	Recognize	Remember



<b>PART – B</b>			
<b>Short Answer</b>			<b>5 x 4 = 20</b>
11	a) What is Educational leadership and Explain the nature of leadership. (or) b) Differentiate between Educational Leadership and Educational Management.	Explain	Understand
12	a) Discuss how educational leadership is important in school. (or) b) List the qualities of an effective leader. Discuss the factor affecting it.	Describe Define	Understand
13	a) Explain the main assumption of the trait leadership theory. (or) b) State the four major qualities exhibited by transformational leaders.	Illustrate	Apply
14	a) Examine how to develop the leadership skill in the classroom (or) b) Determine the moral and ethical responsibilities of a good leader?	Differentiate Define	Understand
<b>PART – C</b>			
<b>Essay Answer 3 x 10 = 30</b>			
15	Analyze how leadership influences students learning.	Describe	Analyze
16	What do you understand by the term ‘Leadership style’? Classify different types of leadership styles.	Explain/ Discuss	Understand
17	Compare and contrast transactional leadership differs from transformational leadership?	Explain/ Discuss	Understand
18	Discuss situational leadership and its application	Assess	Skill
19	Assess the challenges of educational leadership in the 21century.	Explain/ Discuss	Understand
20	b) Elaborate on how do you lead and manage educational challenges as an educational leader	Assess	Skill

SEMESTER - VIII					
Course Code	Course Name	L	T	P	Credits
EDUN1085	Community Engagement and Service	0	0	2	2
Internal	100	External	0	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO1</b>	Develop social sensitivity among the student teachers and facilitate student learning by creating authentic learning situations.	Understand
<b>CO2</b>	Apply the use of local resources, including the materials of local knowledge in the teaching-learning process.	Apply
<b>CO3</b>	Integrate ICT in the teaching-learning process.	Analyze
<b>CO4</b>	Prepare school development plan in collaboration with the local community.	Create
<b>CO5</b>	Address the diversity among the learners, including cultural and learning needs.	Skill

**b. Syllabus**

<b>S.No.</b>	<b>Content</b>	<b>Time</b>
<b>I</b>	<p><b>Working with community:</b> Student teachers shall be provided exposure to the community life, during which they shall live with the community members and act in terms of preparing school development plan, sharing the cultural practices, holding cultural programs, and gaining the community's perception about and aspiration from the formal education system.</p>	Maximum 2 Weeks
	<p><b>Tasks and Assignments:</b> Student-teacher will select and participate in any one activity</p> <ul style="list-style-type: none"> <li>✓ Adult educate programme, school health services, cultural activities, sports activities, city/ village development program family planning programvil defedefenselly on different social issues.</li> <li>✓ Participation in community work in collaboration with schools/ NGO's literacy, awareness programs (related to Environment population, Health, and hygiene, Sociological issues, Financial-literacy,well-being).</li> </ul>	

**c. Mapping of program outcomes with course outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	2	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	2	3
<b>CO4</b>	3	3	3	1	3	3
<b>CO5</b>	3	3	3	3	3	2

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	20	20	20	20	20	<b>100</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**e. Mapping course outcome with External Assessment (100 Marks)**

Category	CO1	CO2	CO3	CO4	CO5
<b>Performance and participation in any one of the activities.</b> (Adult education program School Health Services Cultural and Sports activities, City /Village development program, Civil Defence, Rally on different social issues, Participation in community work in collaboration with schools/ NGO's).	20	20	20	20	20
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

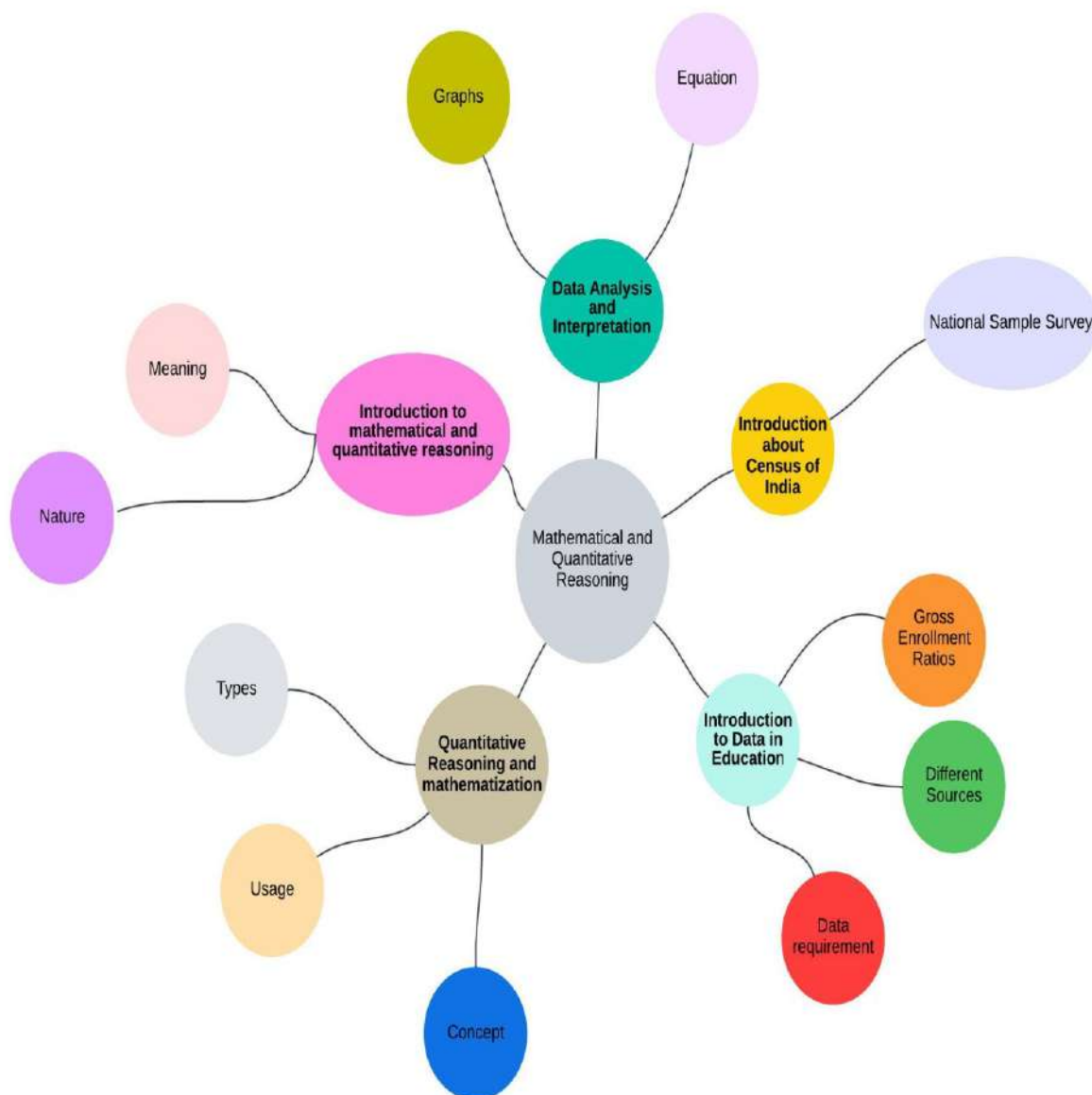
**f. Rubrics for tasks**

Sl.No	Criteria	100%	75%	50%	25%	0%	Relation to COs
1.	Preparation and focus on the work	Consistently stayed focused on the task and what needed to be done and prepared all those needed.	Focused on the task and what needed to be done most of the time and prepared most of what needed.	Focused on the task and what needed to be done some of the time and prepared most of the needed materials but took a while to settle down and get to work	Rarely focused and was not prepared.	Not attended	CO2

2.	<b>Performance and working with others</b>	Performed well and was always co-operative with the others.	Usually listened to, shared with, and supported the efforts of others. Did not cause "waves" in the group.	Sometimes listened to, shared with, and supported the efforts of others, but at times, was un-collaborative	Performed very badly and was not a good team member.	Not attended	<b>CO2, CO3, CO4</b>
3.	<b>fieldwork</b>	Reported all of the details about the fieldwork without missing any details.	Reported most of the details about fieldwork.	Reported the details about the fieldwork, but some details were missing.	Not enough details about the fieldwork.	Not attended	<b>CO1, CO5</b>

SEMESTER - VIII					
Course Code	Course Name	L	T	P	Credits
EDUNVA07	Mathematical and Quantitative Reasoning	2	0	0	2
Internal	40	External	60	Total	100

### Course content overview



**a. Course Outcome (COs)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Know about mathematical and quantitative reasoning	Remember
<b>CO 2</b>	Apply knowledge of quantitative reasoning and mathematization in education	Understand
<b>CO 3</b>	Analyze the data in education	Apply
<b>CO 4</b>	Evaluate the data of the Census of India	Analyze
<b>CO 5</b>	Use the gained knowledge of Data Analysis and interpretation in education	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Introduction to mathematical and quantitative reasoning</b> Meaning, nature, and scope of mathematical and quantitative reasoning, Importance of mathematical and quantitative reasoning in various fields	6
<b>II</b>	<b>Quantitative Reasoning and mathematization</b> Types of quantitative reasoning, Usage of mathematical and quantitative reasoning, Concept of mathematization	6
<b>III</b>	<b>Introduction to Data in Education</b> Data requirement, different sources of data, School enrolment: gross enrolment ratios, net enrolment ratios, educational progression: dropout rate, literacy: measures of literacy	6
<b>IV</b>	<b>Introduction to Census of India</b> Indian censuses, details of different items on which Indian censuses collect data, Nationwide sample surveys, National family health surveys, District level household surveys, UDISE	6
<b>V</b>	<b>Data Analysis &amp; Interpretation</b> Concept of data interpretation (equation, diagram, graph, and tables), Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile), Visual and numerical representation of data and its application (bar diagram, histogram, pie charts), Learning analytics: concept, significance, types, levels, and its applications in educational context	8
	<b>Task and Assignment</b> <ul style="list-style-type: none"> <li>✓ Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms.</li> <li>✓ Discuss in small groups related to quantitative reasoning and mathematization and preparation of a report followed by an individual/group presentation.</li> <li>✓ Sharing of student experiences (in groups) related to readings on data in education helps them to reshape their concept and enable them to develop a vision, mission, and objectives for a school and their plan to accomplish the objectives in the form of a group report.</li> </ul>	

	<p>✓ Identification and reporting of Indian census data and analysis of data.</p> <p><b>References:</b></p> <p>Bhatia, H. S (1983).Ageing and Society, The Arya’s Book Centre Publishers, Udaipur.</p> <p>Bhende, A. and T. Kanitkar (2019). Principles of Population Studies, Himalaya Publishing House, Mumbai.</p> <p>Bogue, D (1969) Principles of Demography, John Wiley and Sons, New York.</p> <p>Heer, David (1975). Society and Population, Prentice-Hall, New Delhi.</p> <p>Krishnan, P. and Mahadevan, K (2008) Elderly Population Today: Policies Problems and Prospects, B. R. Publishing House, New Delhi.</p>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	0	3	3	3
<b>CO2</b>	3	3	0	3	3	2
<b>CO3</b>	3	3	2	3	3	3
<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	1

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

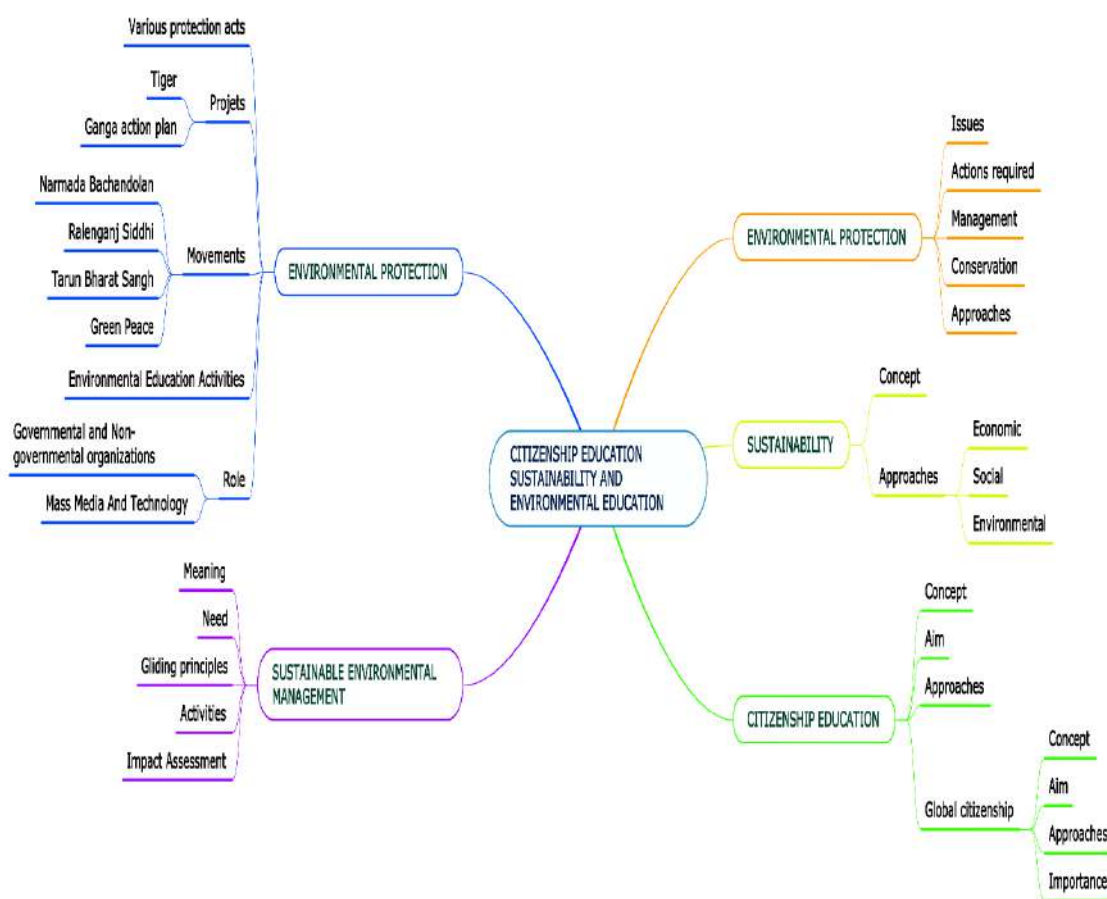
**g. Model Question Paper**

Sl. No.	Model Questions	Specification	Level
<b>Part – A: Objective Type</b> <b>Multiple Choice Marks: 10 x 1 = 10</b>			
1	Concepts like more-less, long-short, far-near, big-small, etc. are: A. Vague terms for comparison    B. Antonyms, not necessary for learning mathematics C. Simple English language adjectives D. Important pre-number concepts	Recall	Remember
2	Which of the following is NOT true of the Hindu-Arabic system of numeration? A. The position of a digit in a number dictates its value. B. It is additive in nature. C. It follows the base 2 system, D. It is multiplicative in nature.	Recall	Remember
3	Mathematics is accepted as a branch of A. Logic                                    B. Arithmetic C. Analysis                                D. Algebra	Recall	Remember
4	A close relationship between the growth of thinking and the development of mathematical concepts is established in A. Theory                                    B. Intervention C. Research                                D. Demonstration	Recognize	Remember
5	The gross enrolment ratio (GER) is associated with which sector? A. Agriculture                              B. Transport C. Education                                D. Industry	Identify	Remember
6	The proportion of the literate population in the 7 years and above age group is termed as A. Education index                        B. Mortality ratio C. Literacy rate                              D. Gross enrolment ratio	Recognize	Remember
7	In which census year, the percent increase in population is highest as compared to that in the previous census year? A. 1971                                        B. 1981 C. 1991                                        D. 2001	Identify	Remember
8	Assertion (A): A demographic dividend is the potential for economic growth that can result from shifts in a population age structure. Reason (R): A demographic dividend is linked to a demographic transition, which begins when child and infant death rates decrease in response to increased access to vaccines, antibiotics, safe water, sanitation, and better nutrition. A. Both (A) and (R) are true and (R) is the correct explanation of (A) B. Both (A) and (R) are true, but (R) is not the correct explanation of (A) C. (A) is true, but (R) is false D. (A) is false, but (R) is true	Recall	Remember



SEMESTER VIII					
Course Code	Course Name	L	T	P	Credits
EDUNVA08	Citizenship Education, Sustainability, and Environmental Education	2	0	0	2
Internal	100	External	0	Total	100

### Course Content Overview



**a. Course Outcomes (COs)**

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

	<b>Course Outcomes</b>	<b>Level</b>
<b>CO 1</b>	Explain the concept of citizenship and citizenship education	Understand
<b>CO 2</b>	Describe the aims of and approaches to citizenship education.	Apply
<b>CO 3</b>	Appraise the development of environmental education.	Analyze
<b>CO 4</b>	Discuss on sustainable environmental management and protection.	Create
<b>CO 5</b>	Demonstrate awareness and actions towards conservation and protection.	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Citizenship Education</b> Concept of citizenship and citizenship education- Aims of and approaches to citizenship education- Concept of Global Citizenship and Global Citizenship Education- Aims of and approaches to global citizenship education-Concept of Vasudhaiva Kutumbakam, its importance in development of a holistic perspective towards local and global communities.	9
<b>II</b>	<b>Sustainability</b> Concept of ‘Sustainability’ in all fields of human activities- Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental- Sustainable development goals.	9
<b>III</b>	<b>Sustainable Environmental Management</b> Sustainable Development: Meaning, Need, Guiding Principles- Sustainable management of natural resources-School and community-based activities-Education for sustainable development- Environmental Impact Assessment: (Meaning, Steps & Significance)	10
<b>IV</b>	<b>Environmental Education</b> Environmental issues- Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc., - Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development & living-Approaches to delivering Environmental Education.	10
<b>V</b>	<b>Environmental Protection</b> Role of Mass Media and Technology in delivering environmental education- Roles of Governmental and Non-Governmental Organizations in promoting Environmental Education-School and community-based environmental education activities- Movements: Raleganj Siddhi Movement, Narmada Bachao Andolan, Tarun Bharat Sangh, Green Peace Movement- Projects: Tiger Project, Ganga Action Plan- Laws of Conservation & Protection: Wild-life Protection Act-1972, Environment Protection Act, 1986 and Noise Pollution Act-2000.	10

	<p><b>Practicum:</b></p> <ul style="list-style-type: none"> <li>✓ Prepare an Environmental Audit Report for an individual process.</li> <li>✓ Write a report on the roles of governmental and non-governmental organizations in promoting Environmental Education.</li> <li>✓ Conduct a Life Cycle Assessment of any item/commodity of daily use and prepare a report</li> </ul> <p><b>References:</b></p> <p>Citizenship in Globalising World- Ashok Acharya, Pearson, New Delhi</p> <p>Environmental Education- T. Pradeep Kumar, A.P.H. Publications</p> <p>Environment Pollution-Management, Control for Sustainable Development-R. K. Khitoliy, S. Chand and Company, New Delhi</p> <p>Methods of Environmental Education – Dr. Joseph Catherine, Neel Kamal Publications</p> <p>Environmental Education-V. Krishnamachayulu, G.S. Reddy, Neelkamal publications.</p> <p>Environmental Education and training – Trends, Traditions and Transformation –M.A. Chaudhary &amp; S.M. Tripathy, Global Vision Publishing house.</p> <p>Environmental Pollution - N.H. Gopal Dutt, Neelkamal Publications.</p> <p>Techniques Of Teaching Environmental Science - Swamy, K.R. &amp; Rao, D.B., New Delhi: Sonali publication.</p> <p>Environmental Studies –R. A. Sharma, Chand publication</p> <p>The Hindu – Survey of the Environment.</p>	
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**c. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	0	3	3	3
<b>CO2</b>	3	3	3	3	3	3
<b>CO3</b>	3	3	2	3	3	3
<b>CO4</b>	3	3	0	3	3	3
<b>CO5</b>	3	3	1	3	3	3

**d. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	20	20	20	20	20	100
<b>External</b>	-	-	-	-	-	-
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**e. Mapping Course Outcome with Internal Assessment (100 Marks)**

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	9	9	9	-	-
<b>Seminar</b>	-	-	-	9	9
<b>Test</b>	10	10	10	10	10
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

**f. Activities/ Internal assessment:**

<b>S.No</b>	<b>Activity/ assignment</b>	<b>CO</b>
1	Community participation in natural resource management	CO1
2	Prepare an environmental audit report for an individual process.	CO2
3	Prepare a poster on climate change.	CO2
4	Discussion on approaches of teaching Environmental Education.	CO3
5	Debate on Sustainable Management.	CO4
6	Conduct a Life Cycle Assessment of any item/commodity of daily use and prepare a report	CO4
7	Seminar on Ganga Action Plan	CO5
8	Write an essay on the efficiency of Indian Laws of environment conservation and protection act.	CO5



### a. Course Outcomes (Cos)

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

S No	Course Outcome	Level
CO1	Understand the meaning and nature of education in the digital domain.	Understand
CO2	Understand the meaning, development and standards of e-content	Understand
CO3	Understand the meaning, nature, scope and educational uses of OER	Understand
CO4	Analyse the scope and uses of FOSS	Analyse
CO5	Understand Learning Paradigms in Digital Education	Understand

### b. Syllabus

Units	Content	Hours
I	<b>Education in the Digital Domain</b> Meaning and nature of education in the digital domain- a paradigm shift in the role of education stakeholders in the digital era- Digital dimensions of education- Taxonomy of educational objectives in the digital domain- digital tools in education- scope and application selection procedures- Universal Design of Learning.	8
II	<b>E-content</b> E-content- meaning, nature, scope- designing and development of e-content- steps involved in developing learning objects-e-content design models- ADDIE Model- Dick & Carey Model, Hannafin and Peck model, Kirk and Gustafson Design Model- - standards of e-content- SCORM, AICC, IMS, IMS GLC – e-content tools- Graphics, Audio, Video-creating and editing Software- Authoring tools.	10
III	<b>Open Educational Resources</b> Open Educational Resources- Meaning, Nature, Scope- Different freedoms- Various OER initiatives- OER Impact Map- OER universities- Creative Common Licensing OER repositories- application- Creating OERs steps and procedures- Evaluating OERs.	10
IV	<b>Free and Open-Source Software</b> Free and Open-Source Software- FOSS tools in education- meaning, nature, scope, and importance- applications of FOSS tools- Types of FOSS Tools- Avogadro, Geogebra, PhET, Graphic Organizers- Online Tools- Google Suites, Blend space, WebQuest- Education Applications- Augmented Reality, Virtual Reality, Artificial Intelligence-Collaboration tools, word cloud tools.	10

<b>V</b>	<p><b>Learning Paradigms in Digital Education</b>  Learning Paradigms in Digital Education- Flipped Learning, Blended Learning, m-Learning- Concept of Technology Enriched Instruction- Assessment Paradigms in Digital Education- Digital Portfolio, Assessment through LMS, CMS- e-content evaluation- educational software quality assessment.</p>	10
	<p><b>Activities/ Internal Assessment Tasks:</b>  Locating and exploring e-content from any specific subject.  Design and Develop e-content for one unit from the secondary school level.  Locate and explore OER  Explore FOSS tools in Education and make a comparison of the same.  Evaluate any selected e-content for the secondary school level.</p> <p><b>References:</b>  COL (2005). Creating Learning Materials for Open and Distance Learning: A Handbook for Authors and Instructional Designers. Commonwealth of Learning is available at <a href="http://oasis.col.org/bitstream/handle/11599/43/odlinstdesignHB.pdf?sequence=1&amp;isAllowed=y">http://oasis.col.org/bitstream/handle/11599/43/odlinstdesignHB.pdf?sequence=1&amp;isAllowed=y</a>  <a href="http://www.nchsoftware.com/software/editing.html">www.nchsoftware.com/software/editing.html</a>  e-Learning Standards – Course Avenue available at <a href="http://www.courseavenue.com/e-learning">www.courseavenue.com/e-learning</a> standards accessed on 19th Jan 2016  'Frequently asked questions- Creative Commons' Available at <a href="https://wiki.creativecommons.org/index.php/Frequently_Asked_Questions">https://wiki.creativecommons.org/index.php/Frequently_Asked_Questions</a> accessed on 12th Jan 2016  National Repository of Open Educational Resources (NROER) Available at <a href="http://edtechreview.in/news/561-national-repository-of-openeducational-resourcesby-mhrd">http://edtechreview.in/news/561-national-repository-of-openeducational-resourcesby-mhrd</a> accessed on 13-1-2016</p>	

**c. Mapping of Programme Outcome with Course Outcomes**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>PO1</b>	3	3	3	3	3
<b>PO2</b>	3	0	3	3	3
<b>PO3</b>	2	3	3	3	2
<b>PO4</b>	2	1	3	3	3
<b>PO5</b>	3	3	3	3	0
<b>PO6</b>	1	3	3	3	2

**d. Evaluation Scheme**

<b>Components</b>	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
Internal	5	10	10	10	5	40
External	6	16	16	16	6	60
<b>Total</b>	11	26	26	26	11	100

**e. Mapping Course Outcomes with Internal Assessment**

Components	CO1	CO2	CO3	CO4	CO5	Total
Assignments	-	5	5	-	-	10
Seminar	-	-	-	5	-	5
Test	5	5	5	5	5	25
Total	5	10	10	10	5	40

**f. Mapping course outcomes with External Assessment**

Type	CO1	CO2	CO3	CO4	CO5	Total
Objective Type	2	2	2	2	2	10
Short Answer	4	4	4	4	4	20
Long Answer	-	10	10	10	-	30
Total	6	16	16	16	6	60

**g. Model Question Paper**

Q No	Question	Specification	Level
<b>Part A</b>			
<b>Answer all questions. Each question carries 1 mark.</b>			
1	Which of the following is NOT an example for creating in digital domain taxonomy? a. Crating a blog post b. Designing a mind map c. Editing an e-content d. Sharing a website link	List	Understand
2	Which of the following is correct for UDL? a. Universal Department for Learning b. University Department for Learning c. Universal Design for Learning d. Unicode Design for Learning	List	Understand
3	Which of the following is NOT an example of an e-content standard? a. SCORM b. IMS c. AICC d. LAMS	List	Understand
4	Which of the following is NOT an example of a form of e-content a. Video b. Applet c. Newspaper d. Simulation	List	Understand
5	Which of the following describes an OER? a. OER comes with open licensing b. OER comes with open licencing with restrictions c. OER comes with open licensing with no restrictions or with restrictions d. OER comes with a partial copyright	Explain	Understand

6	Which of the Creative Commons licenses best describes restricted adaptations and commercial use? a. CC By NC b. CC By ND c. CC By NC SA d. CC By NC ND	Describe	Understand
7	You would like to present content on variation of volume with respect to pressure; which of the following would be the best resource to use? a. PhET b. GeoGebra c. Avogadro d. Marble	Analyse	Analyse
8	While analysing FOSS tools, which of the following helps you to select a. Freedom to use b. Freedom to attribute c. Freedom to redistribute d. Freedom to use, attribute, redistribute	Analyse	Analyse
9	Describing blended learning can be as a. Taking a class physically and conducting an exam online b. Sharing videos and conducting an exam online c. Mixing online and offline logically d. Provide video lectures and conduct exams physically	Describe	Understand
10	Which of the following is the best example of contextualised blended learning? a. m-learning b. Flipped Learning c. Web-based Learning d. Online Learning	Example	Understand

**Part B**

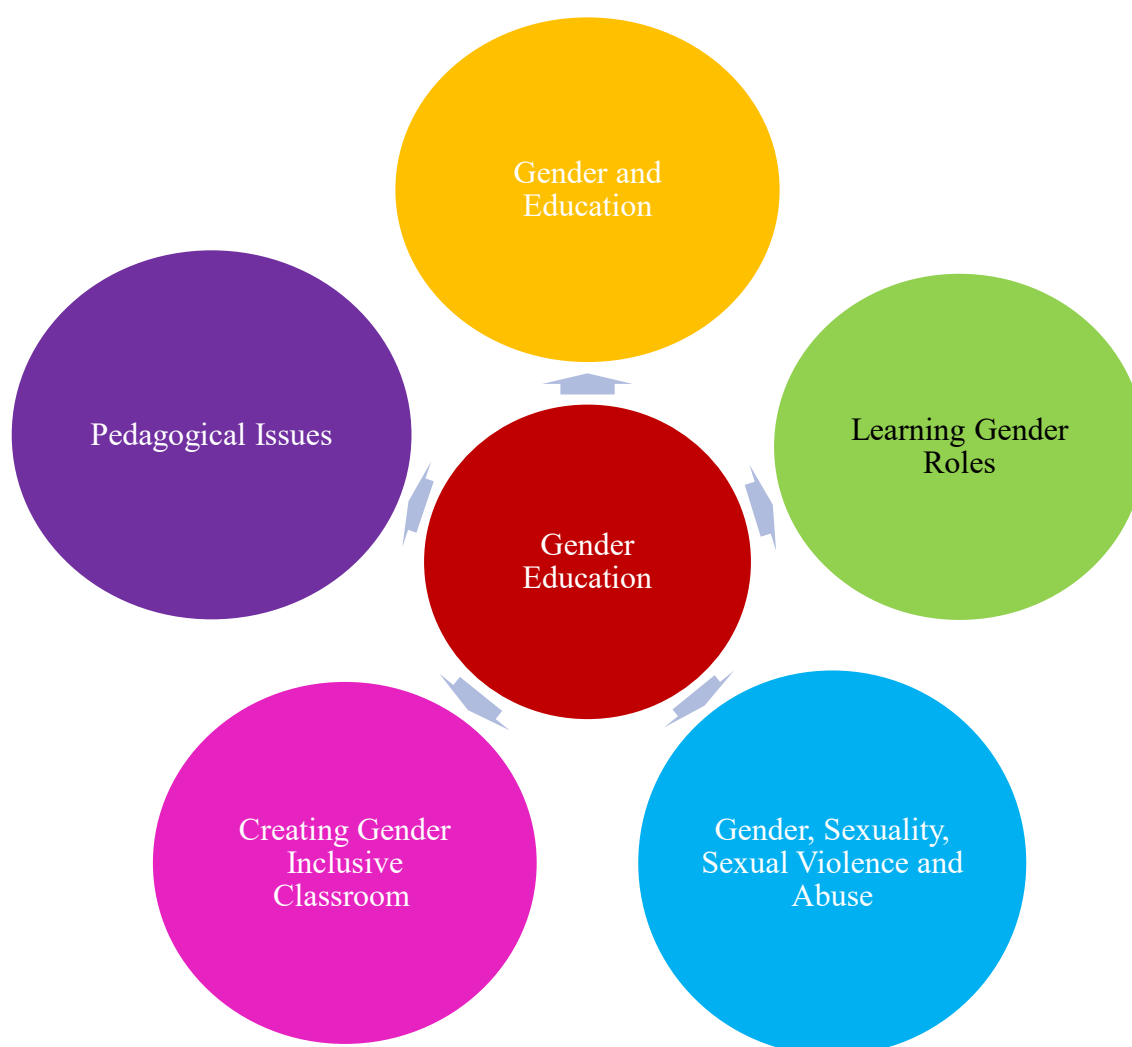
**Answer any one question from each question number. Each question carries 4 marks.**

11			
A	Discuss the changing roles of stakeholders in Online Education	Discuss	Understand
B	Explain the meaning and scope of UDL	Explain	Understand
12			
A	Describe the different steps involved in developing learning objects.	Discuss	Understand
B	Explain salient features of any two e-content standards	Explain	Understand
13			
A	Explain the different freedoms offered by OER	Explain	Understand
B	Discuss the criteria for evaluating an OER.	Discuss	Understand

14			
A	Critically analyse educational advantages of using FOSS with examples	Analyse	Analyse
B	Explain the pedagogical uses of a FOSS mind-mapping tool	Explain	Understand
15			
A	Elucidate the salient features of blended learning and m-learning	Elucidate	Understand
B	Explain the advantages and limitations of an LMS	Explain	Understand
<b>Part C</b>			
<b>Answer any three questions. Each question carries 10 marks.</b>			
16	Explain the scope of the taxonomy of educational objectives in the digital domain with suitable examples.	Explain	Understand
17	Discuss the different phases of e-content development following the ADDIE model.	Discuss	Understand
18	Explain the importance and different types of Creative Commons Licenses	Explain	Understand
19	Analyse the different features of any two FOSS tools and plan two learning experiences related to secondary school subject	Analyse	Analyse
20	Explain the different parameters of evaluation of e-content	Explain	Understand

SEMESTER VIII					
Course Code	Course Name	L	T	P	Credits
EDUNEC02	Gender Education	3	0	0	3
Internal	40	External	60	Total	100

### Course Content Overview



### a. Course Outcome (CO)

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Clarify key concepts like gender, transgender, gender bias, gender stereotype, empowerment, gender parity, equity and equality	Understand
<b>CO 2</b>	Explain the shifting from women studies to gender studies	Apply
<b>CO 3</b>	Address issues related to sexuality, sexual violence, and abuse	Analyze
<b>CO 4</b>	Examine school environment, curriculum, and pedagogy with reference to gender related issues	Create
<b>CO 5</b>	Draw framework for inclusive classroom	Skill

### b. Syllabus

<b>Units</b>	<b>Content</b>	<b>Hrs</b>
<b>I</b>	<b>Gender and Education</b> Meaning, relationship, and significance of studying, Conceptual clarity of related terms: Gender, gender perspective, sexuality, patriarchy, masculinity, feminist, gender bias, transgender, gender stereotyping and empowerment, Gender as the basis in school education, Constitutional Provisions with special reference to equity and equality, rights of girls, Education and women's empowerment, Shifting from women's studies to Gender Studies	13
<b>II</b>	<b>Learning Gender Roles</b> Social and Cultural Perspectives of Gender Identity: role of family and school, media, and other formal and informal organizations/agencies, Socialization and learning gender roles, Gender stereotyping/Role models, Preventing Measures: role of school and home	13
<b>III</b>	<b>Gender, Sexuality, Sexual Violence and Abuse</b> Development of sexuality and its impact on children with reference to gender, body image, role-models, Sexual violence in formal and informal institutions, Child sexual abuse from pre-primary stage to secondary stage: providing accurate information on child sexual abuse, helping, and identifying signs of sexual abuse in children, Providing dos and don'ts about sexual abuse, Legal perspective: Laws for safety and Security of girls and women, Implementation of the POCSO Act	13
<b>IV</b>	<b>Pedagogical Issues</b> Analysing classroom practices, Creating gender friendly classrooms and school environment, Analysing Curriculum from gender perspective: learning outcomes, textual material, teaching-learning processes, language used, teaching aids, assessment strategies, ICT pedagogy for gender sensitive school curriculum, Challenges for pedagogical issues.	12
<b>V</b>	<b>Creating Gender Inclusive Classroom</b> Gender Analysis and Gender Audit- Developing positive self-concept and self-esteem among girls- Teaching Learning Materials and Classroom Transaction-Teacher as an agent of change- Educational Policies on Empowerment of Women.	13
	<b>Practicum:</b> 1. Preparing a Report on National Educational Policies, (1986/1992 and 2020) in the context of gender issues in Education. 2. Preparation of projects on:	

	<ul style="list-style-type: none"> <li>• Recommendations of commissions and policies on education to empower girls/women.</li> <li>• Folklores reflecting socialization process.</li> <li>• How students perceive sexuality and their own body</li> </ul> <p>3. Field visits to schools to observe the schooling processes from a gender perspective.</p> <p>4. Preparing Analytical Report on portrayal of men and women in print and electronic media.</p> <p><b>References:</b>          Agnes, Flavia (2004) <i>Women and Law in India</i>, Oxford University Press.          Basu, D.D (2013, (21st edition) <i>Introduction to the Constitution of India</i>, LexisNexis.          Desai, Neera, and Thakkar, Usha. (2001). <i>Women in Indian Society</i>. National Book Trust, New Delhi.          Dunne, M. et al. (2003). <i>Gender and Violence in Schools</i>. UNESCO.          Focus Group on <i>Gender Issues in Education</i>, New Delhi.          Forbes, Geraldine (1996). 'Education for Women', <i>Women in Modern India</i>. (pp. 32-63). Cambridge University Press.  <a href="http://www.prsindia.org/uploads/media/Justice%20verma%20committee/js%20verma%20committe%20report.pdf">http://www.prsindia.org/uploads/media/Justice%20verma%20committee/js%20verma%20committe%20report.pdf</a> access on 3rd March, 2016.          Mazumdar Vina (edit) (2012), <i>Education, Equality and Development</i>, CWDS, Person, Delhi.          Nambissan, Geetha B. 2005. "Integrating Gender Concerns." <i>Changing English: Studies in Culture and Education</i>, vol 12. Issue 2. pp 191 - 199.          National Curriculum Framework (2005) 3.2, Position Paper, National Focus Group on Gender Issues in Education</p>	
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**c. Activities/ Internal assessment:**

Sl.No	Activity/Assignment	CO
1	Discussion on Women Role Models in various fields with emphasis on women in unconventional roles.	CO2
2	Analysis of textual materials from the gender perspective for identifying gender bias and gender stereotype in textual materials.	CO3
3	Report writing on Mahila Samakhya Programme.	CO2
4	Watching Video clipping on portrayal of women.	CO5
5	Prepare a Poster promoting Gender Equality and Empowerment .	CO1
6	Prepare a report on Policies and Schemes on Girls Education and Women's Empowerment.	CO5

**d. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	0	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	2	3	3	3

**e. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**f. Mapping Course Outcome with Internal Assessment (40 Marks)**

	CO1	CO2	CO3	CO4	CO5
<b>Assignments</b>	2	2	-	-	2
<b>Seminar</b>	-	-	2	2	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	8	8	8	8	8

**g. Mapping Course Outcome with External Assessment (60 Marks)**

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

**h. Model Question Paper**

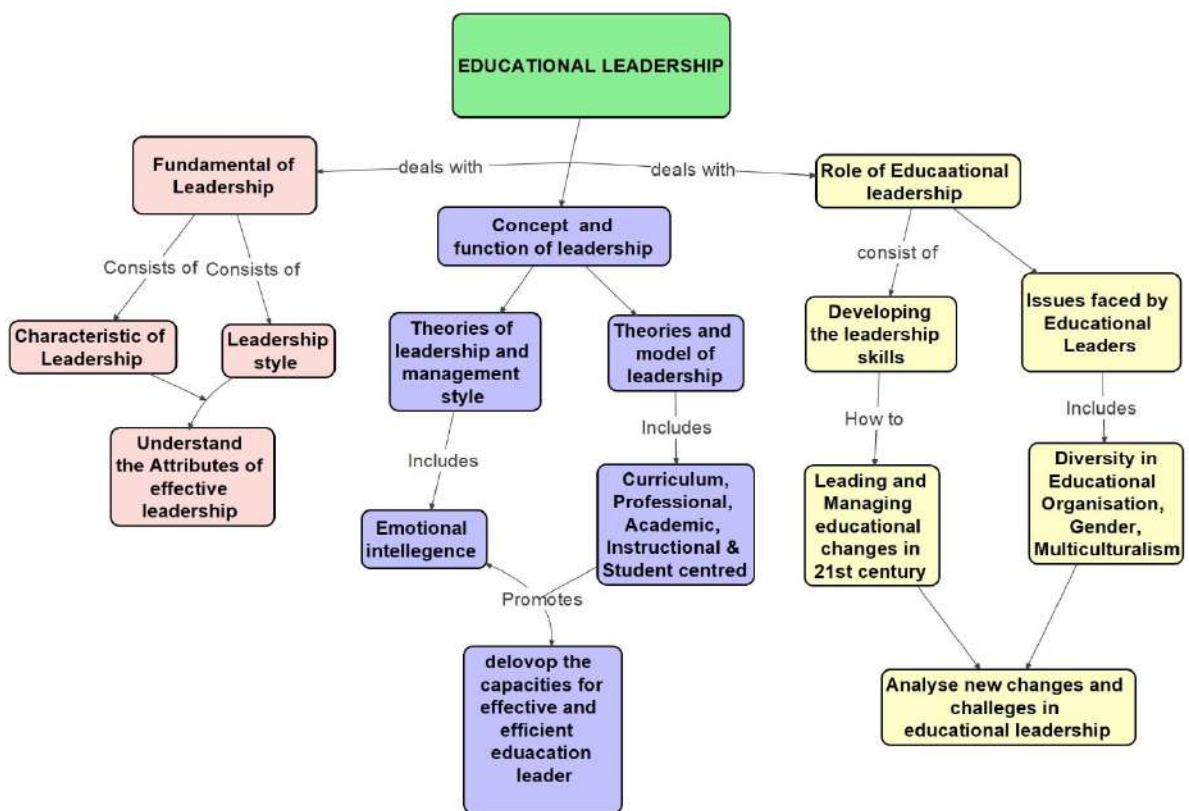
Sl. No.	Model Questions	Specification	Level
<b>Part – A: Objective Type Multiple choice                      10 x 1 = 10</b>			
1	Sex is _____ A. Social B. Biological C. Both social and Biological D. Neither social nor biological	Identify	Understand
2	Domestic Violence Act was implemented in India in which year? A. 2000. B. 1990	Identify	Understand

	C. 1995 D. 2005		
3	_____ is a social construct A. Sex B. Gender C. Transgender D. None of the above	Identify	Apply
4	The meaning of patriarchy is _____ Traditional governance system Mother and Father's rules over the family Father's rules over the family None of the above	Discover	Apply
5	'Sex' and 'Gender' can be defined on the basis of the following factors: A. Environmental Factors B. Biological Factors C. Sociological Factors D. Generic factors	Identify	Apply
6	The types of gender discrimination are: (A) Gender Discrimination (B) Caste Discrimination (C) Racial Discrimination (D) All of the above	Discover	Apply
7	Prenatal Diagnostic Testing was banned in the year: (A) 1956 (B) 1958 (C) 1994 (D) 1995	Discover	Apply
8	Section 326-A is related with: (A) Pre-Diagnostic Natal Test (B) Attempted to acid attack (C) Acid attack (D) Cyber crime	Identify	Remember
9	Section 326-A is related with: (A) Pre-Diagnostic Natal Test (B) Attempted to acid attack (C) Acid attack (D) Cyber crime	Identify	Remember
10	Sexuality is affected by: (A) the interaction of psychological factors (B) the interaction of social factors (C) Both (A) and (B) (D) None of the above	Recognize	Remember
<b>PART – B - 4 x 5 = 20</b>			
11	Distinguish between Sex and Gender.	Distinguish	Apply
12	What are Gender stereotypes? Explain any two	Explain	Understand
13	Explain how we can bring gender equality in the classroom	Explain	Understand

14	Explain patriarchy, Matriarchy, and Feminism	Explain	Understand
<b>PART – C - 3 x 10 = 30</b>			
15	Prepare a note on the ideas to eradicate Gender stereotypes from the society	Explain	Understand
16	Prepare a note on Gender inequalities and social practices in India	Evaluate	Skill
17	A. Distinguish between Gender identity and Gender roles B. Write a short note on any Gender stereotypes they've been experienced	Explain Connect	Analyze

SEMESTER – VIII					
Course Code	Course Name	L	T	P	Credits
EDUNEC03	Educational Leadership	3	0	0	3
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Explain the concept of leadership.	Understand
<b>CO 2</b>	Apply the various styles and types of leadership	Apply
<b>CO 3</b>	Explore the Theories and models of educational leadership.	Analyze
<b>CO 4</b>	Formulate how to develop leadership skills in the classroom.	Create
<b>CO 5</b>	Assess the role of leadership in the 21 <sup>st</sup> century.	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Fundamentals of Leadership Sciences</b> Unlearning and Learning, Introduction to Leadership, Character of a Leader, Leadership Styles, and Application, Attitude, Etiquette, Time Management, Delegation, Networking for Success.	9
<b>II</b>	<b>Leadership: Concept and Dynamics</b> Concept and functions of Leadership-Theories of leadership and management in educational organizations-Theories of leadership and management styles including emotional intelligence-Theories and models of educational leadership (including curriculum, professional, academic, instructional, and student-centered leadership)	10
<b>III</b>	<b>Leadership Roles: Challenges and Perspectives</b> Leadership for the learning community -Developing leadership and management skills and insights.	10
<b>IV</b>	<b>Leadership and Values</b> Values, vision, and moral purpose in educational leadership -Leading and managing educational change and improvement	10
<b>V</b>	<b>Leadership- Issues and Solutions</b> Issues of diversity in educational organizations, including issues related to gender and multiculturalism-Solutions	9
	<p><b>Tasks and Assignments:</b></p> <ul style="list-style-type: none"> <li>✓ Reflection on Leadership styles and self-assessment</li> <li>✓ Readings on Leadership case studies</li> <li>✓ Workshop on school leadership/ instructional leadership/ leadership skills</li> </ul> <p><b>References:</b></p> <p>Razik, T.A. &amp; Swanson, A.D. (2010). Fundamental Concepts of Educational Leadership and Management (3rd ed.). New York: Allyn &amp; Bacon.</p> <p>Lewis, D. &amp; Kanji, N. (2009). Non-governmental organizations and development: London and New York: Routledge, Taylor and Francis Group.</p>	

Osterman, Karen (August 12, 2013). "Action research in EdD programs in educational leadership" (PDF). Journal of Research on Leadership Education. 9 (1): 85–105.
DeMatthews, David (March 2014). "Deconstructing Systems of Segregation: Leadership Challenges in an Urban School" (PDF). Journal of Cases in Educational Leadership. 17 (1): 16–26.

**c. Mapping of Program Outcomes with Course Outcomes**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3	3
<b>CO3</b>	3	3	3	3	3	2
<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	3	3	0	3	2	3

**d. Evaluation Scheme**

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>	<b>Total</b>
<b>Internal</b>	8	8	8	8	8	40
<b>External</b>	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

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

	<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>	<b>CO5</b>
<b>Assignments</b>	2	-	-	2	2
<b>Seminar</b>	-	2	2	-	-
<b>Test</b>	5	5	5	5	5
<b>Attendance</b>	1	1	1	1	1
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

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

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

**g. Model Question Paper**

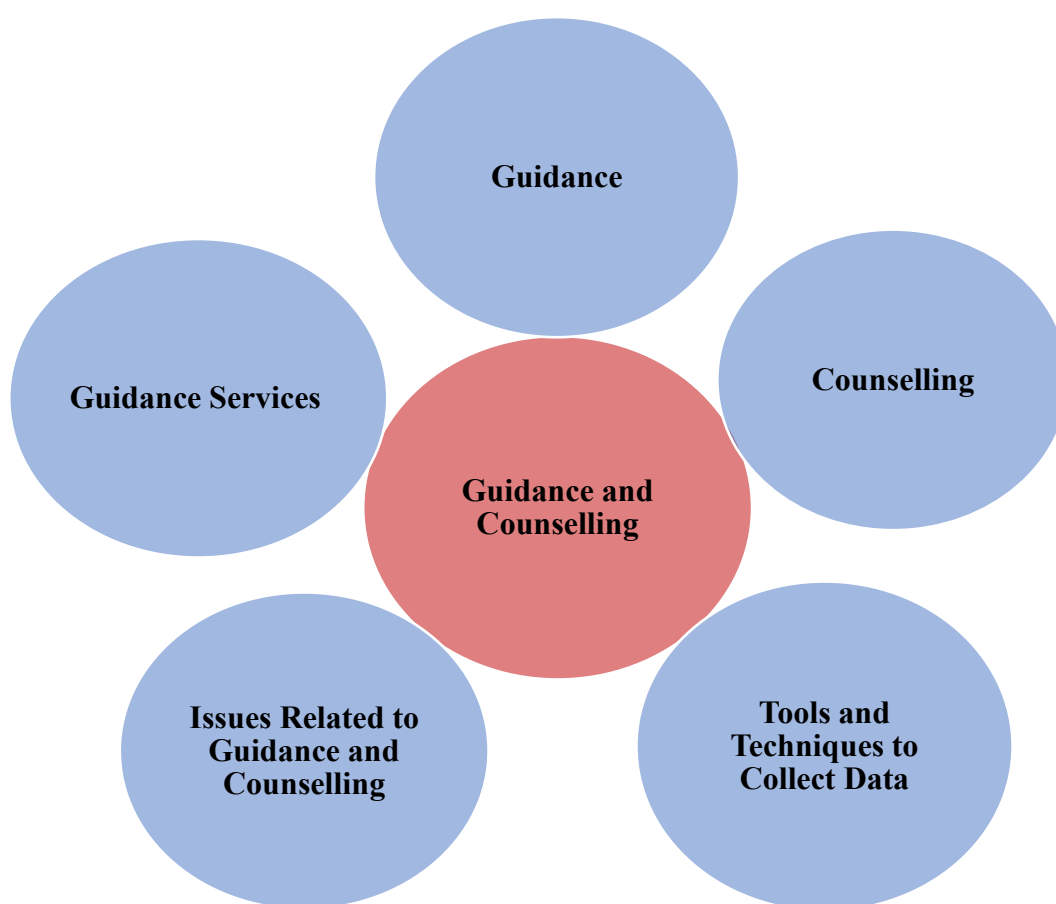
Sl. No.	Model Questions	Specification	Level
<b>Part – A: Objective Type</b> <b>Multiple choice                      10 x 1 = 10</b>			
1	What is NOT one characteristic of the Democratic leadership style? a) Leader asks before doing anything. b) Leader enforces and relies on discipline. c) Leader works together with the members as a group. d) There is a mutual synergy between the leader and the team.	Recognize	Remember
2	What are the two important attributes of self-required for becoming an effective leader? a) Distributor and a complaining attitude. b) An initiator and positive outlook. c) Organizer and planner. d) Administrator and manager.	Recall	Remember
3	Who is a visionary leader? a) One who has a medium-term perspective b) One who has a long-term perspective. c) One who has a short-term perspective. d) One who takes initiative for need satisfaction.	Recognize	Remember
4	Development of leadership qualities among students should be done in the direction of the teacher: a) Not agree on                      b) Perhaps c) Agree on                              d) Partially Agree	Recognize	Remember
5	Leadership is most associated with a) Consistency.                      b) Vision c) Control.                              d) Planning.	Recognize	Remember
6	The direct effect of school leadership on student learning implies a) Engaging in the teaching-learning process. b) Taking school rounds. c) Facilitating teachers to experiment with new teaching methods. d) Randomly checking the notebooks of the students.	Recognize	Remember
7	Which role focuses on bringing about order and consistency by drawing up formal plans? a) Leadership b) Management c) Task structure                      d) Initiating structure.	Recall	Remember

8	<p>Which one of the following statements concerning the rational and emotional aspects of leadership is false?</p> <p>a) Leaders use rational techniques and/or emotional appeals to influence followers.</p> <p>b) Effective leadership involves actions based exclusively on reason and logic.</p> <p>c) Aroused feelings can be used by leaders either positively or negatively.</p> <p>d) Good leadership involves touching others' feelings.</p>	Recall	Remember
9	<p>Which of the following set of traits is most appropriate for effective leadership?</p> <p>a) Knowledge, vision, and Relationship.</p> <p>b) Achievement drive, self-confidence, and charisma.</p> <p>c) Cognitive ability, emotional maturity, and flexibility.</p> <p>d) Creativity, honesty, and knowledge of the task.</p>	Identify	Remember
10	<p>A leadership style that follows the "Command and Control Approach" is</p> <p>a) Transactional leadership</p> <p>b) Democratic leadership.</p> <p>c) Autocratic leadership.</p> <p>d) Democratic leadership.</p>	Identify	Remember
<p><b>PART – B Short Answer</b>  <b>The answer should not exceed 200 words 5 x 4 = 20</b></p>			
11	<p>a) What is Educational leadership and Explain the nature of leadership. (or)</p> <p>b) Differentiate between Educational Leadership and Educational Management.</p>	Explain Differentiate	Understand
12	<p>a) Discuss how educational leadership is important in school. (or)</p> <p>b) List the qualities of an effective leader. Discuss the factor affecting it.</p>	Discuss List	Understand
13	<p>a) Explain the main assumption of the trait leadership theory. (or)</p> <p>b) State the four major qualities exhibited by transformational leaders.</p>	Explain State	Understand
14	<p>a) Examine how to develop the leadership skill in the classroom (or)</p> <p>b) Determine the moral and ethical responsibilities of a good leader?</p>	Examine Determine	Apply
<p><b>PART – C Essay Answer</b>  <b>The answer should not exceed 400 words 3 x 10 = 30</b></p>			

15	a) Analyze how leadership influences students learning. (or) b) What do you understand by the term 'Leadership style'? Classify different types of leadership styles.	Analyze Classify	Analyze
16	a) Compare and contrast transactional leadership differs from transformational leadership? (or) b) Discuss situational leadership and its application.	Differentiate Discuss	Understand
17	a) Assess the challenges of educational leadership in the 21 <sup>st</sup> century. (or) b) Elaborate on how do you lead and manage educational challenges as an educational leader.	Assess Elaborate	Skill

<b>SEMESTER VIII</b>					
<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>EDUNEC04</b>	Guidance and Counselling	3	0	0	3
Internal	40	External	60	Total	100

### Course Content Overview



**a. Course Outcome (CO)**

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

	<b>Course Outcome</b>	<b>Level</b>
<b>CO 1</b>	Explain the basic meaning, need and significance of Guidance and Counselling in the context of education	Understand
<b>CO 2</b>	Differentiate between Guidance and Counselling with special reference to the purpose and strategies,	Analyze
<b>CO 3</b>	Illustrate the techniques of collecting information for guidance and Counselling	Apply
<b>CO 4</b>	Describe the basic features of Guidance and Counselling with reference to students needs at school level	Create
<b>CO 5</b>	Draw framework for inclusive classroom	Skill

**b. Syllabus**

<b>Units</b>	<b>Content</b>	<b>Hrs.</b>
<b>I</b>	<b>Guidance</b> Meaning, need, nature and scope of Guidance, Brief historical background of Guidance movement in India, Individual and Group Guidance, Basic assumptions and principles of Guidance, Need to understand the needs of the individual and group in the context of Guidance, Essential information for Effective Guidance, Vocational Guidance and Role of teachers.	13
<b>II</b>	<b>Counselling</b> Meaning, importance, areas, and types of Counselling, Approaches to Counselling: directive, non-directive and eclectic, behaviourally, and cognitively oriented, Process of Counselling: initiating counselling, preparation, and intake procedures, establishing rapport, termination of and response to initial interview, Establishing Structure: attending behaviour, observation, non-verbal behaviour, listening, verbal patterning and communication responses, silence, use of questions. transference and countertransference. regarding and respect in counselling relationships. involuntary clients, client expectation, Role of family and community.	13
<b>III</b>	<b>Tools and Techniques to Collect Data</b> Psychological Testing and Diagnosis: Need and Nature, Test use and interpretation, appraisal techniques, Counselling Interview: Essential aspects, basis procedures, problems, and their handling, Personality Assessment: Historical perspective, Material administration, scoring, interpretation, and evaluation of frequently used personality inventories/ questionnaire and projective tests. Personal Orientation Tests and Rating Scales: Type a behaviour, Locus of Control, Attitude scale, ST AI etc., and other clinical rating scales, Case Study: Need and Importance.	13
	<b>Issues Related to Guidance and Counselling</b>	

IV	Factors affecting Guidance and Counselling, Ethical issues in Guidance and Counseling, Limitation of diagnosis with special reference to Counselling, Challenges to organize Guidance and Counselling programmes in schools, Counselling and Guidance of persons with learning disabilities, visual and hearing impairment, Challenges related to counselling services in schools.	12
V	<p><b>Guidance Services</b></p> <p>Organization of guidance services, types of organization: Centralized form, Decentralized form, mixed form - Functions of school guidance services - Individual information service – Types of data about the individual/student sources of information - Occupational information service –Sources of information, Methods of classifying and disseminating occupational information - Placement service - Educational and vocational placement - Remedial services and follow up service- Evaluation of guidance program - Career talks - Career guidance bureau and career corners</p>	13
	<p><b>Practicum:</b></p> <ul style="list-style-type: none"> <li>✓ Prepare a case study on students with learning difficulties.</li> <li>✓ Prepare a report on challenges of organizing guidance and counselling programmes in school</li> <li>✓ Preparation of a comprehensive guidance program based on survey.</li> </ul> <p><b>References:</b></p> <p>Anastasi A, (1982), Differential Psychology, Macmillan Co, New York.</p> <p>Crow &amp; Crow, (1992), An introduction to Guidance, Eurasia Publishing House, ND.</p> <p>Freeman E.S, (1995), Theory and Practice of Psychological Testing, ND: Henry Holt.</p> <p>Jones. A.J. (1970), Principles of Guidance, Mc Grew Hills Publishers, NewDelhi.</p> <p>Kochar, S.K. (1990), Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, Pvt. Ltd, New Delhi.</p> <p>Super D.R, 1960), The psychology of Careers, Harrer, New York.</p> <p>Rao, S Narayana, (2008), Counselling and Guidance, Tata McGrew Publishing Company Ltd, New Delhi.</p>	

**c. Activities/ Internal assessment:**

Sl.No	Activity/Assignment	CO
1	Discussion on teacher as guidance practioner.	CO4
2	Analysis of tools and technique for guidance and counselling.	CO3
3	Preparing Report writing on Historical development of guidance and counseling movement in India	CO1
4	Preparation of a vocational/educational counseling program	CO5
5	Prepare a Poster regarding educational & occupational information	CO3

**d. Mapping of Program Outcomes with Course Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	0	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	2	3	3	3

**e. Evaluation Scheme**

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

**f. 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
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

**g. 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 - 4 x 5 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
<b>Total</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

### h. Model Question Paper

Sl. No.	Model Questions	Specification	Level
<b>Part – A: Objective Type Multiple choice 10 x 1 = 10</b>			
1	Sex is _____ A. Social B. Biological C. Both social and Biological D. Neither social nor biological	Identify	Understand
2	Domestic Violence Act was implemented in India in which year? A. 2000. B. 1990 C. 1995 D. 2005	Identify	Understand
3	_____ is a social construct A. Sex B. Gender C. Transgender D. None of the above	Identify	Apply
4	The meaning of patriarchy is _____ A. Traditional governance system B. Mother and Father's rules over the family C. Father's rules over the family D. None of the above	Discover	Apply
5	'Sex' and 'Gender' can be defined on the basis of the following factors: A. Environmental Factors B. Biological Factors C. Sociological Factors D. Generic factors	Identify	Apply
6	The types of gender discrimination are: (A) Gender Discrimination (B) Caste Discrimination (C) Racial Discrimination (D) All of the above	Discover	Apply
7	Prenatal Diagnostic Testing was banned in the year: (A) 1956 (B) 1958 (C) 1994 (D) 1995	Discover	Apply
8	Section 326-A is related with: (A) Pre-Diagnostic Natal Test (B) Attempted to acid attack , (C) Acid attack (D) Cyber crime	Identify	Remember

9	Section 326-A is related with: (A) Pre-Diagnostic Natal Test (B) Attempted to acid attack (C) Acid attack (D) Cyber crime	Identify	Remember
10	Sexuality is affected by: (A) the interaction of psychological factors (B) the interaction of social factors (C) Both (A) and (B) (D) None of the above	Recognize	Remember
<b>PART – B - 4 x 5 = 20</b>			
11	Distinguish between Sex and Gender.	Distinguish	Apply
12	What is Gender stereotypes? Explain any two	Explain	Understand
13	Explain how we can bring gender equality in the classroom	Explain	Understand
14	Explain patriarchy, Matriarchy, and Feminism	Explain	Understand
<b>PART – C - 3 x 10 = 30</b>			
15	Prepare a note on the ideas to eradicate Gender stereotypes from the society	Explain	Understand
16	Prepare a note on Gender inequalities and social practices in India	Evaluate	Skill
17	A. Distinguish between Gender identity and Gender roles B. Write a short note on any Gender stereotypes they've been experienced	Explain Connect	Analyze