

DIPLOMA IN PRIMARY EDUCATION (D.P.ED)

Syllabus

Program Code: BU-DL-PED-01



2025 – 2026 Onwards

CENTRE FOR DISTANCE AND ONLINE EDUCATION - CDOE

BHARATHIAR UNIVERSITY

(A State University, Accredited with "A++" Grade by NAAC,
Ranked 46th among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

BHARATHIAR UNIVERSITY : COIMBATORE 641046
DEPARTMENT OF EDUCATION

VISION

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

MISSION

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

TITLE OF THE PROGRAM

Diploma in Primary Education

DURATION

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

CREDIT DISTRIBUTION

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

ELIGIBILITY

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

MEDIUM OF INSTRUCTION

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

MODE OF LEARNING

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

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

- **Online Mode:**

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

FEES STRUCTURE

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

ATTENDANCE (ODL & OL)

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

REQUIREMENT TO APPEAR FOR THE EXAMINATIONS

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

CONDITIONS TO APPEAR FOR THE EXAMINATIONS

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

ODL

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

OL

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

EVALUATION PATTERN

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

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

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

1. CIA Test and question pattern :

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

- | | |
|--|-----------------|
| • Section A – Objective Question | 5*1 = 5 marks |
| • Section B – Short Essay (2 out of 3) | 2*5 = 10 marks |
| • Section C – Essay Type (Either or type) | 1*10 = 10 marks |

2. **Assignments – I and II.** Better of the TWO will be counted for Assignment Marks (5 Marks)

3. **Seminar** will be conducted for 5 Marks.
4. **Participation** (which includes attendance) – 5 Marks

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

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

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

ODL Mode and Duration of Examinations

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

OL Mode and Duration of Examinations

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

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

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

d. Passing Criteria:

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

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

The following table gives the marks, grade points, letter, grades and classification to

Indicate the performance of the candidate.

For the entire programme:

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

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

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

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

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

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
FIRST SEMESTER							
25DPE101	Introduction to Primary Education	4	12	--	25	75	100
25DPE102	Education in the emerging Indian Society	4	12	--	25	75	100
25DPE103	Teaching and Learning in Primary Schools	4	12	--	25	75	100
25DPE104	Understanding the Primary School Child	4	12	--	25	75	100
25DPE105	Curriculum Planning and Instruction	4	12	--	25	75	100
Total for first semester		20	60	--	125	375	500
SECOND SEMESTER							
25DPE201	Teaching of Language	4	12	--	25	75	100
25DPE202	Teaching of Mathematics	4	12	--	25	75	100
25DPE203	Teaching of Environmental Sciences	4	12	--	25	75	100
25DPE204	Physical and Health Education	4	12	--	25	75	100
25DPEP205	Practicals	4	--	12	50	50	100
Total for second semester		20	48	--	150	350	500
Grand Total		40	108	12	275	725	1000

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

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

PROGRAMME OUTCOMES (POs)

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

PO8	Exhibit commitment to ethical practices, professional conduct, and values such as empathy, respect, and responsibility in teaching
PO9	Communicate effectively with learners, parents, colleagues, and the wider community to foster collaborative and supportive relationships.
PO10	Engage in continuous reflection and professional development to improve teaching practices and respond to emerging educational challenges.
PO11	Participate actively in community-based educational initiatives, contributing to the development and well-being of the society.
PO12	Demonstrate the ability to inquire, experiment, and adopt innovative practices to improve the quality of primary education.

PROGRAM SPECIFIC OUTCOMES (PSOs)

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

FIRST SEMESTER

Course code	25DPE 101	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		INTRODUCTION TO PRIMARY EDUCATION	4	12	120
Pre-requisite		Basic Knowledge in Primary Education	Syllabus Version	1	
Course Objectives					
The main objectives of this course are : • CO1: Understand the nature, scope, and importance of primary education in the context of India’s educational system and national development. • CO2: Trace the historical development of primary education in India, including major policies, commissions, and reforms that shaped elementary schooling. • CO3: Explain the aims, objectives, and functions of primary education with reference to the holistic development of children aged 6–11 years. • CO4: Appreciate the role of teachers, parents, and community in ensuring effective and equitable primary education for all children. • CO5: Develop a positive attitude towards professional ethics, commitment, and continuous improvement as a primary educator.					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Explain the aims of education			K1	
2	Examine the importance of primary education			K2	
3	Identify the various schemes for primary school education			K3	
4	Discuss the challenges in primary education			K2	
5	List the various marginalized groups and their problems			K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOCK 1		AIMS OF EDUCATION			
Unit 1 : Meaning and Definition of Primary Education – Nature, Scope and importance of primary education					
Unit 2 : Types of Education : Formal, Informal and Non-Formal					
Unit 3 : Agencies of Education : Family, School, Peer Group, Mass Media, Community.					
BLOCK 2		HISTORICAL DEVELOPMENT OF PRIMARY EDUCATION			
Unit 4 : Education Commissions: University Education Commission (1948-49), Secondary Education Commission (1952-53), The Education Commission (1964-66), National Knowledge Commission (2009)					
Unit 5 : Major Education Policies - National Policy on Education (1968), National Policy on Education (1986), Revised Programme of Action (1992)					
Unit 6 : Objectives and Characteristics of Primary Education.					

BLOCK 3	SCHEMES FOR PRIMARY SCHOOL EDUCATION
Unit 7 : Samasgra Shiksha - Midday Meal Scheme – Child Helplines Unit 8 : Beti Bachao, Beti Padhao Scheme - Kasturba Gandhi Balika Vidyalaya Scheme - Bal Bandhu Scheme Unit 9 : Padhe Bharat Badhe Bharat (PBBB) Scheme - Integrated Child Development Services (ICDS) scheme.	
BLOCK 4	CHALLENGES IN PRIMARY EDUCATION
Unit 10 : Challenges and issues in Primary schools Unit 11 : Functions of a teacher : Teacher as a facilitator, Teacher as a mentor, Teacher as a guide Unit 12 : Roles and Responsibilities of a Primary Teacher - Role of the teachers in handling dropouts.	
BLOCK 5	PROFESSIONAL ETHICS
Unit 13 : Code of professional ethics for a teacher : Teacher in relation to students, society, parents/guardians Unit 14 : Teacher in relation to profession, colleagues and other professional organisations. Unit 15 : Purpose of code of conduct and ethics – Major ethical issues.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
- Aggarwal, J.C. (2002) – Development of Modern Indian education, Vikas Publishing House Pvt. Ltd., New Delhi. - Biswa Ranjan Purkait (2001) - Milestones in Modern Indian Education, New Central Book Agency, Calcutta - Chandra, B. (2005). Modern India. New Delhi. NCERT	
Course Designed By: 1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE 2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link: https://egyankosh.ac.in/bitstream/123456789/71562/1/Unit-6.pdf https://www.yourarticlelibrary.com/education/primary-education-in-india-aims-and-objectives/44876	

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

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

Course code	25DPE 102	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		EDUCATION IN THE EMERGING INDIAN SOCIETY	4	12	120
Pre-requisite		-	Syllabus Version	1	
Course Objectives: By the end of this course, the students will be able to:					
CO1: Explain the concept, aims, and functions of education and its role in individual and national development.					
CO2: Analyze the influence of Indian philosophical thoughts on the aims and methods of education in India.					
CO3: Describe the influence of Western philosophical thoughts on the aims and methods of education in India.					
CO4:.Examine the role of education in promoting national integration, secularism, democracy, and values in the Indian context.					
CO5: Identify the major challenges faced by the Indian education system in the context of social, economic, and technological changes.					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Analyze the relationship between Philosophy and Education			K1	
2	Identify the major philosophical schools			K3	
3	List the contribution of Indian educational thinkers			K3	
4	Present the contribution of Western educational thinkers			K5	
5	Understand the meaning of educational sociology.			K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOC K 1	EDUCATION AND PHILOSOPHY				
Unit 1: Education : concept, aims, and functions of education					
Unit 2 : Philosophy : Meaning, Nature and scope of Philosophy					
Unit 3 : Relationship between Philosophy and Education.					
BLOCK 2	MAJOR PHILOSOPHICAL SCHOOLS				
Unit 4 : Idealism with special reference to their basic principles, aims, curriculum and teaching methodology.					
Unit 5 : Naturalism and Realism with special reference to their basic principles, aims, curriculum and teaching methodology.					
Unit 6 : Pragmatism and Existentialism with special reference to their basic principles, aims, curriculum and teaching methodology.					
BLOC K 3	CONTRIBUTION OF INDIAN EDUCATIONAL THINKERS				
Unit 7 : Analytical study of eminent Indian thinkers like : Rabindranath Tagore and Gandhiji with respect to aims of education, curriculum, methods of instruction and role of teacher.					
Unit 8 : Analytical study of eminent Indian thinkers like : Swami Vivekanandha and Sri Aurobindo					

with respect to aims of education, curriculum, methods of instruction and role of teacher.

Unit 9 : Analytical study of eminent Indian thinkers like : Krishnamurthi and Dr A P J Abdul Kaalam with respect to aims of education, curriculum, methods of instruction and role of teacher

**BLOC
K 4**

CONTRIBUTION OF WESTERN EDUCATIONAL THINKERS

Unit 10 : Analytical study of eminent Western thinkers like : John Dewey with respect to aims of education, curriculum, methods of instruction and role of teacher.

Unit 11 : Analytical study of eminent Western thinkers like : Rousseau with respect to aims of education, curriculum, methods of instruction and role of teacher.

Unit 12 : Analytical study of eminent Western thinkers like : Maria Montessori and Froebel with respect to aims of education, curriculum, methods of instruction and role of teacher.

**BLOC
K 5**

ROLE OF EDUCATION IN THE INDIAN CONTEXT

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

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

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

Text Book(s)

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

Reference Books

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

Course Designed By:

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

Web link:

<https://egyankosh.ac.in/bitstream/123456789/68573/1/Unit-5.pdf>

MAPPING WITH PROGRAMME OUTCOMES

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

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

Course code	25D PE 103	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		TEACHING AND LEARNING IN PRIMARY SCHOOLS	4	12	120
Pre-requisite		-	Syllabus Version	1	
Course Objectives: By the end of this course, the students will be able to:					
CO1: Explain the nature, process and factors of learning in the context of primary education.					
CO2:Apply major learning theories (behaviourist and constructivist) to design age-appropriate learning experiences for primary school children.					
CO3: Develop and use statistics in education.					
CO4: Integrate individualized instructional strategies in the primary classroom.					
CO5: Reflect on communication and classroom interaction.					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	List the factors affecting learning			K2	
2	Apply the statistics in education			K3	
3	Explain action research in education			K2	
4	Analyze the individualized instructional strategies			K4	
5	Discuss the concept of communication and classroom interaction			K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOCK 1	UNDERSTANDING LEARNING				
Unit 1 : Learning – Process of Learning – Factors affecting learning - Learning Curves					
Unit 2 : Behavioural Views of Learning (Thorndike, Pavlov, and Skinner)					
Unit 3 : Constructivist view of learning : Piaget (4stages), Bruner (3 stages) - Significance in teaching.					
BLOCK 2	STATISTICS IN EDUCATION				
Unit 4 : Classification and tabulation of data - Graphical representation of data: Bar diagrams, Line diagrams, Histogram, Pie diagram, Frequency polygon, Frequency curve					
Unit 5 : Statistical methods of analysis – Measures of central tendency: Mean, Median & Mode.					
Unit 6 : Measures of variability: Range, Mean deviation, Standard deviation and Quartile deviation.					
BLOCK 3	TEACHER AS RESEARCHER				
Unit 7 : Teacher as researcher					
Unit 8: Action research in education : Meaning and Definition – Significance					
Unit 9 : Steps in Action Research.					
BLOCK 4	INDIVIDUALIZED INSTRUCTIONAL STRATEGIES				
Unit 10 : Programmed Instruction – Fundamental Principles					
Unit 11 : Techniques of programming – Linear and Branched programming					
Unit 12 : Keller Plan - Personalized System of Instruction (PSI) – Instructional Module.					
BLOCK 5	COMMUNICATION AND CLASSROOM INTERACTION				
Unit 13 : Concept of communication : Communication Cycle, Factors affecting Communication					
Unit 14 : Types of Communication : Verbal, Non-Verbal, Written and Visual					

Unit 15 : Classroom Interaction : Flander's Interaction Analysis Category System (FIACS).**Text Book(s)**

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

Reference Books

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

Course Designed By:

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

Web link:

<https://teachersguide.net/principles-of-teaching-and-learning>

MAPPING WITH PROGRAMME OUTCOMES

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

S-Strong; M-Medium; L-Low

Course code	25D PE 104	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		UNDERSTANDING THE PRIMARY SCHOOL CHILD	4	12	120
Pre-requisite		Basic Knowledge about primary school child	Syllabus Version	1	
Course Objectives:					
CO1: Describe the physical, cognitive, social, emotional, and moral development of children in the age group of 6–12 years. CO2: Explain major theories of child development and learning and their relevance to primary education. CO3: Identify individual differences among children in terms of abilities, interests, learning styles, and socio-cultural backgrounds. CO4: Recognize the theories of intelligence and approaches to support them in mainstream classrooms. CO5: Observe, record, and interpret children’s behaviour and learning processes to understand their developmental characteristics.					
Expected Course Outcomes:					
On the successful completion of the course, student will be able					
1	Correlate education and psychology			K1	
2	Differentiate between growth and development			K3	
3	Explain the meaning and nature of learning			K2	
4	Discuss the various intelligence on children’s development			K2	
5	Describe the theories of personality			K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOC K 1	EDUCATIONAL PSYCHOLOGY				
Unit 1 : Psychology : Meaning and Definition Unit 2 : Educational Psychology : Meaning, Definition and Scope Unit 3 : Relationship between Education and Psychology - Knowledge of Educational Psychology for a primary teacher.					
BLOC K 2	GROWTH AND DEVELOPMENT				
Unit 4 : Meaning of Growth and Development Unit 5 : Differences between growth and development Unit 6 : Stages of development from birth to 12 years : Cognitive, Emotional, Social and Physical development.					
BLOC K 3	LEARNING				
Unit 7 : Meaning and Nature of learning – Types of learning Unit 8 : Theories of learning and its educational Implications: Trial and Error, Classical Conditioning, Operant Conditioning, Learning by Insight Unit 9 : Transfer of learning : Meaning and its types.					
BLOC K 4	INTELLIGENCE				

Unit 10 : Intelligence : Meaning and Definition	
Unit 11 : Theories of Intelligence : Spearman's Two Factor theory, Guilford's Structure of Intellect, Howard Gardner's Theory of Multiple Intelligence, Thurstone's Primary Mental Abilities	
Unit 12 : Assessment of Intelligence : Individual Tests – Verbal Tests, Group Tests : Verbal/Non Verbal.	
BLOC K 5	PERSONALITY
Unit 13 : Meaning and Nature of Personality	
Unit 14 : Theories of Personality : Type Approach – Hippocrates, Kretschmer, Sheldon, Jung - Trait Approach (Cattell) , Type cum Trait Approach (Eysenck) , Psychoanalytic (Freud)	
Unit 15 : Determinants of personality.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
• Cox M. (2005). The Pictorial World of the Child. New York: Cambridge University Press. • Erikson, Eric, H. (1972). Play and Development. New York: W.W. Norton. • Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books. • Garvey, C. (1990). Play. Cambridge: Harvard University Press.	
Course Designed By:	
1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE 2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
https://specialeducationnotes.co.in/IDDPAPER4UNIT1.htm https://nios.ac.in/media/documents/376_ECCE_PDF/Book1/6_Growth_and_development.pdf	

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

S-Strong; M-Medium; L-Low

Course code	25D PE 105	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		CURRICULUM PLANNING AND INSTRUCTION	4	12	120
Pre-requisite		-	Syllabus Version	1	
Course Objectives:					
By the end of this course, the student-teachers will be able to: CO1: Explain the meaning, nature, and components of curriculum and instruction in the context of school education. CO2: Analyze various philosophical, sociological, and psychological foundations of curriculum development. CO3 : Describe different approaches, models, and principles of curriculum design and organization. CO4 : Examine the various professional support for curriculum development. CO5: Reflect on the role of teachers as curriculum implementers, developers, and innovators in improving the quality of education.					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Write the educational objectives in behavioural terms			K4	
2	Discriminate curriculum from syllabus			K2	
3	List the various approaches to curriculum development			K3	
4	Identify the role of NCERT, CBSE, SCERT			K3	
5	Discuss the basic principles of curriculum design			K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOCK 1		CURRICULUM AND INSTRUCTION			
Unit 1 : Meaning, nature, and components of curriculum and instruction in the context of school education. Unit 2 : Curriculum: Meaning and concept, difference between curriculum and syllabus Unit 3 : Types of curriculum : Subject based Curriculum, Teacher Centred curriculum, Learner Centred Curriculum, Hidden Curriculum, Null Curriculum, Interdisciplinary Curriculum, Multicultural Curriculum, Core Curriculum.					
BLOCK 2		CURRICULUM AND OBJECTIVES			
Unit 4 : Meaning of objectives and Educational objectives Unit 5: Educational Objectives: Classification, writing them in the terms of behavioural outcomes Unit 6 : Taxonomy of educational objectives : Cognitive, Affective and Psychomotor domains					
BLOCK 3		APPROACHES TO CURRICULUM DEVELOPMENT			
Unit 7 : Technical Scientific approach to Curriculum Development : Tyler model and Hilda Taba model Unit 8 : Non-technical Non- Scientific Approach to Curriculum Development : Open Classroom model Unit 9 :Curriculum Development: A historical perspective and steps, Defects in existing curriculum.					
BLOCK 4		PROFESSIONAL SUPPORT FOR CURRICULUM DEVELOPMENT			
Unit 10 : Role of NCERT, CBSE, SCERT in the preparation of instructional material.					

Unit 11 : Text books-Their types, features	
Unit 12 : Role of textbooks in learning and evaluation.	
BLOCK 5	ROLE OF TEACHERS
Unit 13 : Curriculum Design: Meaning, Importance and factors affecting curriculum design	
Unit 14 : Role of Teachers as a curriculum developer.	
Unit 15 : Role of Teachers as a curriculum implementer and innovator.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
• Bucher, C. A. (1986). Foundation of Education: St. Louis: The C. V. Mosby & Company. • Cassidy, R. (1986). Curriculum Development in Education. New York: Harper & Company. • Cowell, C.C. & Hazelton, H.W. (1965). Curriculum Designs in Education. Englewood Cliffs: N.J. Prentice Hall Inc. • Larson, L.A. (N.D.). Curriculum Foundation in Education. Englewood Cliffs: N.J, Prentice Hall Inc.	
Course Designed By:	
1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE 2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
https://www.clrn.org/what-is-educational-objectives https://www.pupilstutor.com/2021/09/educational-objectives.html https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf	

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

S-Strong; M-Medium; L-Low

SEMESTER II

Course code	25 DP E20 1	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		TEACHING OF LANGUAGE	4	12	120
Pre-requisite		Knowledge about basic language	Syllabus Version		1
Course Objectives: After successful completion of this course, the students will be able to:					
CO1: Explain the nature, functions, and importance of language in human communication and education.					
CO2: Demonstrate understanding of the principles, aims, and objectives of language teaching at different educational levels.					
CO3 : Design learning activities for developing the four language skills — listening, speaking, reading, and writing.					
CO4 : Use suitable teaching aids and resources, including digital tools, to enhance language learning.					
CO5 : Analyze various approaches, methods, and techniques of language teaching.					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Develop language skills				K4
2	Understand aims and values of teaching language in primary school				K2
3	Identify the approaches of teaching of language				K3
4	List the techniques of teaching of language				K2
5	Evaluate the various resources and audio visual aids used in language				K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOCK 1	INTRODUCTION TO LANGUAGE				
Unit 1 : The nature, functions, and importance of language in human communication and education.					
Unit 2 : Principles, aims, and objectives of language teaching at primary level.					
Unit 3 : The Three Language Formula - The First Language (L1), The Second Language (L2), The Third Language (L3)					
BLOCK 2	LANGUAGE SKILLS AND RESOURCES				
Unit 4 : Language Skills – Listening, speaking, Reading and Writing					
Unit 5 : Teaching aids and resources to enhance language learning.					
Unit 6 : Communicative competence and creativity in the development language.					
BLOCK 3	APPROACH, METHOD AND TECHNIQUES OF LANGUAGE TEACHING				
Unit 7 : Approaches of teaching of Language : Situational approach, Structural approach, Communicative approach					
Unit 8 : Techiques of language teaching : Question–Answer Technique, Drill and Practice, Story telling					
Unit 9 : Use of audio visual aids in language teaching					
BLOCK 4	LANGUAGE ASSESSMENT				
Unit 10 : Language Proficiency : Linguistic competence, Pragmatic competence, Discourse Competence,					

Strategic Competence	
Unit 11 : Tools of Language assessment : Listening tests, Reading tests, Observation.	
Unit 12 : Steps to evaluate language proficiency	
BLOCK 5	LANGUAGE AND FLUENCY
Unit 13 : Recap of Language Skills - Speech, Grammar, Vocabulary - Phrase, clause, sentence, Punctuation	
Unit 14 : Fluency building: Importance of fluency - Barriers of fluency	
Unit 15 : Types of fluency : Oral fluency, Reading fluency, Writing fluency - Ways to develop fluency.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
- Jayapalan,N. Modern Trends in Indian Education. Hyderabad: Neelkamal Publication. New Delhi: Deep and Deep - Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO. \ - Dewey, John. (1952). The School and the Child, New York: The Macmillan Company, - Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan. - Govt. of India (1952) Report of the Secondary Education Commission, New Delhi - Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi - Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.	
Course Designed By:	
1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE	
2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
https://itpd.ncert.gov.in/mss/course_content/module10.pdf	
https://uou.ac.in/sites/default/files/2023-04/english-A5II-%20book.pdf	

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

S-Strong; M-Medium; L-Low

Course code	25D PE 202	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		TEACHING OF MATHEMATICS	4	12	120
Pre-requisite		The students must have Knowledge about primary Mathematics	Syllabus Version		1
Course Objectives:					
CO1 : Understand the nature and scope of mathematics.					
CO2 : State and interpret aims and objectives of teaching mathematics.					
CO3 : Apply suitable approaches and methods for effective teaching.					
CO4 : Utilize teaching aids and ICT effectively.					
CO5 : Assess learners’ progress through appropriate evaluation techniques					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Explain the nature, structure, and importance of mathematics.				K3
2	Identify and formulate the aims and objectives of teaching mathematics at primary stage				K2
3	Discuss the aims and objectives of teaching mathematics				K3
4	Select and use suitable teaching–learning materials and technological tools.				K2
5	Assess learners’ progress through appropriate evaluation techniques.				K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOC K 1	NEED FOR LEARNING MATHEMATICS				
Unit 1 : Meaning and Nature of Mathematics - Mathematics in our lives					
Unit 2 : Activities related to Mathematics - Mathematics for Fun					
Unit 3: Development of mathematical ideas : Concrete to Abstract, Partial to General, Hierarchical Structures					
BLOC K 2	HISTORY OF LEARNING MATHEMATICS				
Unit 4 : History of Mathematics					
Unit 5: Contribution of Indian Mathematicians with reference to Bhaskaracharya, Arybhatta and Ramanujan					
Unit 6 : Contribution of Western Mathematicians with reference to Euclid and Pythagoras					
BLOC K 3	AIMS AND OBJECTIVES OF TEACHING MATHEMATICS				
Unit 7 : Aims of teaching Mathematics - Objectives of teaching Mathematics at primary level					
Unit 8: Blooms taxonomy of educational objectives					
Unit 9 : Development of problem solving skills – Development of critical thinking in mathematics					
BLOC K 4	LEARNING RESOURCES IN MATHEMATICS				
Unit 10 : Text Book in Mathematics – Qualities of a good text book					
Unit 11 : Online Resources : ICT pedagogical tools					
Unit 12 : Mathematics Teacher – Qualities					
BLOC K 5	TEACHING AIDS & EVALUATION				
Unit 13 : Meaning and importance of teaching aids - Preparing low cost improvised teaching aids					

Unit 14 : Audio Visual aids in mathematics	
Unit 15 : Preparation and use of tests for evaluation such as achievement test & diagnostic test.	
Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
- Courant,R; Robbins, H. and Stewart, I. (1996). What is mathematics?: An elementary approach to ideas and Methods. London: Oxford University Press. - DEP-SSA.(2009). Teaching of Mathematics at Upper Primary Level (Vol I and II).New Delhi: Distance Education Programme-Sarva Shiksha Abhiyan. - Haylock, Derek. (2010).Mathematics Explained for Primary Teachers (fourth edition).New Delhi: Sage Publications India Pvt. Ltd. - IGNOU (2008).AMT-01Teaching of Primary School Mathematics, AMT01,Block 1-5,SLM.New Delhi: IGNOU. - IGNOU (2012).BES-009 Teaching of Mathematics for the Primary School Child, Block 1-4, SLM. New Delhi: IGNOU. - NCERT (2005). National Curriculum Framework-2005. New Delhi: NCERT - Premalatha T (2023), Pedagogy of Mathematics (Part I), Sri Krishna Publications, ISBN: 978-9385365-52-2	
Course Designed By:	
1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE 2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
https://www.researchgate.net/publication/372951821_Pedagogy_of_Mathematics_Part_I https://ncert.nic.in/pdf/focus-group/math.pdf https://itpd.ncert.gov.in/mss/course_content/Module%209%20-%20Pedagogy%20of%20Mathematics.pdf	

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

S-Strong; M-Medium; L-Low

Course code	25DPE203	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		TEACHING OF ENVIRONMENTAL SCIENCES	4	12	120
Pre-requisite		Knowledge about environmental science	Syllabus Version	1	
Course Objectives:					
The main objectives of this course are - To gain knowledge on pollution - To understand water and water resources - To brief on soil conservation and management - To define air pollution - To explain noise pollution					
Expected Course Outcomes:					
On the successful completion of the course, student will be able					
1	Describe the types of pollution			K1	
2	List the types and properties of water			K2	
3	Differentiate the types of soil erosion			K3	
4	Identify the sources of major air pollutants			K3	
5	Discuss the impact of noise pollutants			K2	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOCK 1	POLLUTION		12 hours		
Unit 1 : Pollution – Meaning and Definition					
Unit 2 : Types : Air, Water Soil, Noise					
Unit 3 : Thermal, Radioactive and Solid waste, Natural and Anthropogenic					
BLOCK 2	WATER AND WATER RESOURCES		12 hours		
Unit 4 : Properties of water : Physical, Chemical and Biological					
Unit 5 : Water resources (oceans, rivers, lakes and wetlands)					
Unit 6 : Types of water – Water pollution.					
BLOCK 3	SOIL CONSERVATION AND MANAGEMENT		12 hours		
Unit 7 : Soil degradation – Meaning, Types and Causes of soil degradation					
Unit 8 : Soil resistance and resilience					
Unit 9 : Nature and types of soil erosion : Non-erosive and Erosive soil degradation					
BLOCK 4	AIR POLLUTION		12 hours		
Unit 10 : Definition - Major air pollutants and their sources					
Unit 11 : Effects on Biological system : Animals, Humans & Plants – Effects on Non, Biological systems : Material, Physical, Environment					
Unit 12 : Green House Effect - Ozone depletion : Smog, Acid Rain, Global warming and its impact.					
BLOCK 5	NOISE POLLUTION		12 hours		
Unit 13 : Noise Pollution: Definition, Historical context					
Unit 14 : Sources - Physical and Psychological impacts - Noise measurement					
Unit 15 : Noise control measures: Sound barriers, Insulations, Urban planning, Zoning law and traffic management, PPE Kit.					

Contemporary Issues		2 hours
Expert lectures, online seminars – webinars, quiz competitions		
	Total Lecture hours	62 hours
Text Book(s)		
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore	
Reference Books		
• Air Pollution- M. N. Rao & H.V.N. Rao; Tata McGraw Hill, New Delhi, 1989. • Environment Pollution Control and Environmental Engg. C. S. Rao, Tata McGraw Hill, New Delhi, 1994. • Soil pollution & Soil Organism - P.V. Mishra • Water Pollution- A.K. Tripathy & S.N. Pandey; A. P. H. Publishing Corporation.		
Course Designed By:		
1. Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE. 2. Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE		
Web link:		
https://www.nextias.com/blog/environmental-pollution		

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

S-Strong; M-Medium; L-Low

Course code	25DPE204	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
Core paper		PHYSICAL AND HEALTH EDUCATION	4	12	120
Pre-requisite		The students must have Knowledge about physical and health education	Syllabus Version		1
Course Objectives:					
The main objectives of this course are					
- To know the psychological and sociological aspects - To understand the principles of health education - To discriminate Communicable and Non Communicable diseases - To evaluate components and values of Physical Fitness					
Expected Course Outcomes:					
On the successful completion of the course, student will be able to					
1	Describe the psychological and sociological aspects				K2
2	Identify the principles of health education				K3
3	List the Communicable and Non Communicable diseases				K3
4	Explain the components and values of Physical Fitness				K5
5	Differentiate yogic practices and physical exercises				K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create					
BLOCK 1	PSYCHOLOGICAL AND SOCIOLOGICAL ASPECTS OF PHYSICAL EDUCATION				
Unit 1 : Psychological Aspects : Role of Psychology in physical education - Interest, Aptitude and Motivation in sports - Role of physical education in managing emotion, stress and aggression.					
Unit 2 : Sociological Aspects : Impact of physical education on society					
Unit 3 : Development of leadership qualities through games and sports.					
BLOCK 2	HEALTH EDUCATION				
Unit 4 : Definition of Health, Health Education, Health Instruction, Health Supervision					
Unit 5 : Concept, Dimensions, Spectrum and Determinants of Health					
Unit 6 : Aim, objective and Principles of Health Education - Health Service and guidance instruction in personal hygiene.					
BLOCK 3	HEALTH PROBLEMS				
Unit 7 : Communicable and Non Communicable diseases					
Unit 8 : Obesity - Malnutrition - Adulteration in food					
Unit 9 : Environmental sanitation - Explosive Population - Personal and Environmental Hygiene in schools.					
BLOCK 4	PHYSICAL FITNESS AND WELLNESS				
Unit 10 : Physical Fitness : Meaning, Definition, Components and Values					
Unit 11 : Wellness : Meaning, Definition, Components and Benefits of Wellness					
Unit 12 : Relationship between Fitness and Wellness.					
BLOCK 5	FOUNDATION OF YOGA				
Unit 13 : Yoga : Meaning, Definition, Aims and Objectives					
Unit 14 : The Yoga Sutra (Samadhi, Sadhana, Vibhuti, and Kaivalya) : General Consideration - Difference between yogic practices and physical exercises					
Unit 15 : Need and Importance of Yoga in Physical Education and Sports.					

Text Book(s)	
1	Study Material Prepared by Centre for Distance and Online Education, Bharathiar University, Coimbatore
Reference Books	
- Frank, H. & Walter, H., (1976). Turners School Health Education. Saint Louis: The C.V. Mosby Company. - Nemir, A. (n.d.). The School Health Education. New York: Harber and Brothers. - Odum, E.P. (1971). Fundamental of Ecology. U.S.A.: W.B. Saunders Co - Daryl Siedentop. (2004). Introduction to Physical Education, Fitness, and Sport. New York: McGraw Hill Companies. - Edward, T .Howley., & B, Don Franks. (2003). Health Fitness Instructor's Hand Book. USA: Human Kinetics.	
Course Designed By:	
1.Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE	
2.Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE	
Web link:	
https://www.cbse.gov.in/cbsenew/curriculumXI-XII/co-scholastic/areas/Health_and_Physical_Education(HPE)IX-XII.pdf	

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

S-Strong; M-Medium; L-Low

Course code	25DPEP 205	TITLE OF THE COURSE	Credits	PCP Hours	Study hours of Learners
		PRACTICALS	4	12	120
Pre-requisite		-	Syllabus Version		1
1	Case study of an individual		20 marks		
2	Physical Education and Yoga Education		20 marks		
3	Art and Work experience		20 marks		
4	Socially Useful Productive Work		20 marks		
5	Preparation of Teaching aids		20 marks		
Total			100 marks		
Course Designed By: 1.Dr.T.Premalatha, Assistant Professor & Head i/c, Department of Education, CDOE, Bharathiar University, CBE 2.Dr.K.Prema, Assistant Professor, Department of Education, CDOE, Bharathiar University, CBE					