THE GANDHIGRAM RURAL INSTITUTE

(Deemed to be University)

Ministry of Human Resource Development, Govt.of India

B.Ed SYLLABUS

(2018-2019 Onwards)

TWO YEAR - FOUR SEMESTER PROGRAMME

DEPARTMENT OF EDUCATION

SCHOOL OF SOCIAL SCIENCES

GANDHIGRAM, DINDIGUL – 624 302.

TAMILNADU, INDIA.

Members Present:

1. Dr.A.Jahitha Begum,
   Professor & Head i/c
   Department of Education, GRI, Gandhigram   -Chairperson

2. Dr.G.Lokanadha Reddy
   Professor& Dean,
   School of Education& HRD, DravidanUniversity
   Kuppam, Andhra Pradesh-State   -Member

3. Dr.E.Ramganesh
   Professor & Head
   Department of Educational Technology
   Bharathidasan University, Trichy   -Member

4. Dr.S.Ramaa
   Professor & Dean of the Instruction (Academic)
   Regional Institute of Education, Mysore   -Special Invitee

5. Dr.K.Chandrasekaran,
   Professor & Head
   Department of Physical Education,
   School of Education,
   Madurai Kamaraj University, Madurai   -Member

6. Dr.C.Sugumar
   Head, Department of Physical Education & Yoga Centre
   GRI, Gandhigram.   -Member

7. Dr.P.S.Sreedevi
   Assistant Professor in Education
   Department of Education, GRI, Gandhigram.   -Member

8. Dr.N.Devaki
   Assistant Professor in Education
   Department of Education, GRI, Gandhigram.   -Member

9. Dr.K.K.Murugan
   Assistant Professor in Education
   Department of Education, GRI, Gandhigram   -Special Invitee

10. Dr.R.BagdhaVatchalaPerumal
    Assistant Professor
    Department of Education, GRI, Gandhigram   -Special Invitee

11. Dr.P.Ponnusamy
    Assistant Professor
    Department of Education, GRI, Gandhigram   -Special Invitee

The Chairperson introduced the faculty members of the Department and highlighted the accomplishments and the courses offered such as B.Ed, M.Ed & Ph.D in the department at present.

The following agenda were taken for discussion.

▸ To finalize the syllabus for Two Year B.Ed Programme as per NCTE Guidelines, 2014.
▸ To finalize the B.Sc., B.Ed (Four Year Integrated) course syllabus to be offered from the academic session 2018-2019, as per NCTE Guidelines, 2014.
▸ To finalize the M.Ed Syllabus.
▸ To finalize and approve the "Integrated M.Phil-Ph.D" in Education syllabus from the academic session 2018-2019.
▸ To finalize and approve the **"PG Diploma in Educational Cognitive Science"** syllabus from the academic session 2018-20-19.
▸ Any other matter.

The following Resolutions were made in the BOS Meeting:

1. The Board finalized and approved the syllabus of Two New Programmes from the academic session 2018-2019.

   - **Integrated M.Phil-Ph.D**
   - **P.G. Diploma in Educational Cognitive Science**

2. The Two Year B.Ed, B.Sc.B.Ed and M.Ed syllabus were thoroughly discussed and fine tuned as per the suggestions emerged in the Board of Studies meeting as given below.

B.Sc., B.Ed

The following corrections were done in the B.Sc., B.Ed syllabus.

- The core papers are mentioned as Perspectives in Education (PE)
- The Methodology papers are mentioned as Curriculum of Pedagogic Studies (CPS)
- The Elective Course be mentioned as Elective Pedagogic Course(EPC)
- The school internship and other practical aspects be indicated asPractum(PR)

M.Ed

1. A **"Core Choice"** paper in the I semester for "Information and Communication Technology (code 15EDNP 0103)", "Distance Education and Virtual Learning (code 18EDNP 0103)" is introduced.

2. A "**Value Added Course"** Health and Yoga Education (18EDNP 01V1) is introduced in the IV Semester of M.Ed syllabus.

3. The Board suggested to update the references and websites for all the papers, wherever necessary.

4. The board suggested that thePG Diploma in Educational Cognitive Science may be offered to II Year M.Ed and Ph.D (Part-Time) Scholars as an Add-on course.

5. The Board permitted the Chairperson to carry out the necessary modifications in the courses offered by the Department of Education comply with CBCS regulations of GRI.

The meeting came to end by at 5 PM.

			Signature
1.	Dr.A.Jahitha Begum, Professor & Head i/c Department of Education, GRI, Gandhigram	-Chairperson	
2.	Dr.G.Lokanadha Reddy Professor & Dean, School of Education & HRD, Dravidan University Kuppam, Andhra Pradesh-State	-Member	
3.	Dr.E.Ramganesh Professor & Head Department of Educational Technology Bharathidasan University, Trichy	-Member	
4.	Dr.S.Ramaa Professor & Dean of the Instruction (Academic) Regional Institute of Education, Mysore	-Special Invitee	
5.	Dr.K.Chandrasekaran, Professor & Head Department of Physical Education, School of Education, Madurai Kamaraj University, Madurai	-Member	
6.	Dr.C.Sugumar Deputy Director, Physical Education & Yoga Centre GRI, Gandhigram.	-Member	
7.	Dr.P.S.Sreedevi Assistant Professor in Education Department of Education, GRI, Gandhigram.	-Member	
8.	Dr.N.Devaki Assistant Professor in Education Department of Education, GRI, Gandhigram.	-Member	
9.	Dr.K.K.Murugan Assistant Professor in Education Department of Education, GRI, Gandhigram	-Special Invitee	
10.	Dr.R.Bagdha Vatchala Perumal Assistant Professor Department of Education, GRI, Gandhigram	-Special Invitee	
11.	Dr.P.Ponnusamy Assistant Professor Department of Education, GRI, Gandhigram	-Special Invitee	

S. No.	Category	Course Code	Title of the Course	No.of Credits	Hours	CFA	ESE	Total
I - SEMESTER								
1.	Core Papers	18EDNU 0101	Education in Contemporary India	4	4	40	60	100
		18EDNU 0102	Childhood and Growing Up	4	4	40	60	100
		18EDNU 0103	Basics of Teaching and Learning	4	4	40	60	100
2.	Elective Papers (*Any One*)	18EDNU 01E1	Assessment and Evaluation	4	4	40	60	100
		18EDNU 01E2	Guidance and Counselling					
		18EDNU 01E3	Health and Yoga Education					
3.	Optional Major Subject (*Any Two*)	18EDNU 01O1	Pedagogy of Language English - I	4+4	4+4	40+40	60+60	100+100
		18EDNU 01O2	Pedagogy of Language Tamil - I					
		18EDNU 01O3	Pedagogy of English Education - I					
		18EDNU 01O4	Pedagogy of Tamil Education - I					
		18EDNU 01O5	Pedagogy of Mathematics - I					
		18EDNU 01O6	Pedagogy of Physical Science - I					
		18EDNU 01O7	Pedagogy of Biological Science - I					
5.	Compulsory Non-Credit Course	18EDNU 01F1	Remedial Teaching in Rural Schools	-	-	50	-	50
II - SEMESTER								
6.	Core Papers	18EDNU 0204	Learner And Learning	4	4	40	60	100
		18EDNU 0205	Techno Pedagogy	4	4	40	60	100
		18EDNU 0206	Psycho –Social and Philosophical bases of Education	4	4	40	60	100
7.	Elective Papers (*Any One*)	18EDNU 02E1	Cognitive Science	4	4	40	60	100
		18EDNU 02E2	Aesthetic and Creative Education					
		18EDNU 02E3	Vocational Education and Training					
		18EDNU02E4	Gender Issues in Education					
8.	Optional Major Subject (*Any Two*)	18EDNU 02O1	Pedagogy of Language English - II	4+4	4+4	40+40	60+60	100+100
		18EDNU 02O2	Pedagogy of Language Tamil - II					
		18EDNU 02O3	Pedagogy of English Education - II					
		18EDNU 02O4	Pedagogy of Tamil Education - II					
		18EDNU 02O5	Pedagogy of Mathematics - II					
		18EDNU 02O6	Pedagogy of Physical Science-II					
		18EDNU 02O7	Pedagogy of Biological Science - II					
10.	Practicals	18CSKU 0202	Soft Skills			50	--	50
11.	Compulsory Non-Credit Course	18EDNU 0203	Field Visit in Rural Schools	-	-	50	-	50
III - SEMESTER								
12.	Core Papers	18EDNU 0308	Curriculum and School	4	4	40	60	100
		18EDNU 0309	Elements of Inclusive Education	4	4	40	60	100
		18EDNU 0310	School Management, Leadership and Action Research	4	4	40	60	100
13.	Practicals	18EDNU 0303	School Internship (I-Phase)	10	-	100	100	200
14.	Modular Course	18EDNU 03M1	Teaching Learning Materials(TLM) Preparation	2	2	50	-	50
		18EDNU 03M2	Environmental Education					
15.	Compulsory Non-Credit Course	18EXNU 03F3	Extension Work in Villages	-	-	50	-	50
16.	VPP	18VPPU 0301	Village Placement Programme	2	-	100	-	100
IV - SEMESTER								
17.	Practicals	18EDNU 0402	School Internship (II-Phase)	4	4	40	60	100
18.	Practicals	18EDNU 0403	Evaluation of Teaching Competence	6	-	75	75	150
19.	Project	18EDNU 0404	Project Report	4	4	40	40+20	100
			TOTAL CREDITS	**90**	**-**	**1205**	**1195**	**2400**

Two Year B.Ed Programme

Preface

The National knowledge commission (NKC) has observed that teachers are the single most important element of the school system. The prosperity of a nation depends on its enlightened human resource, which depends on the quality of education. Quality relies on a teacher which in turn relies on quality of teacher education. The two year B.Ed course is a pre-service teacher training programme offered by GRI as per NCTE Regulation, 2014 with basic objective to prepare quality secondary school teachers in Science and Mathematics in Indian school system. The programme aims at Science and Professional studies comprising foundations of education, pedagogy of school subjects and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme. The course also ensures opportunities for higher learning of the students. The syllabus is designed in four semesters.

Objectives of the Course

- To provide excellence in the field of teacher education resulting in generating quality teachers.
- To develop content as well as pedagogical knowledge of the students.
- To acquaint the prospective-teachers with innovative teaching practices as envisaged in National Curriculum Framework for Teacher Education.
- To discover different human values inherent in the concepts.
- To sensitize emerging issues such as environment, population, gender equality and peace education.

Unique Features of the Programme

- Compulsory Non credit Course on Gandhian Thought.
- Choice Based Credit System (CBCS)
- Vocational Training
- Group Project
- Village Placement Programme(VPP)
- ICT & E – Content Development Training
- Soft skills and Communication skills training
- Introduction to Cognitive Science

Duration of the Course:

Duration of the programme shall be of four academic years comprising four semesters with 200 days per year.

Medium of Instruction

The medium of instruction is English.

Eligibility for Admission

A pass in UG / PG degree with 50% marks in Mathematics, Physics, Chemistry, English, Tamil / Hindi. Engineering graduates with Mathematics, Physics and Chemistry.

Relaxation and Admission for SC/ST/OBC/PWD candidates as per the norms of Govt. of India

Practicum

- **School Internship**
- **Records**
- **Psychology Practical**

I School Internship Programme:

School experience and internship in teaching is an integral component of a teacher preparation program to help student teachers learn and enhance their professional role. The school experience are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the internship in teaching experience. During the programme, the duration of internship will be 20 weeks. Objectives: To enable the prospective teacher,

- ✓ Exposure on macro-teaching
- ✓ Get an opportunity to observe the teaching of experienced teachers.
- ✓ Train under the able guidance of experienced teachers.
- ✓ Participate in all other school activities.
- ✓ Have a feel of total school experience.
- ✓ Imbibe the professional ethics values and development activities.

Duration of internship will be 20 weeks

SEMESTER	NUMBER OF WEEKS
II Semester	4
III Semester	8
IV Semester	8
Total	20

II Records
1. Observation Record Optional I&II
2. Subject Practical Record Optional I&II
3. Micro Teaching Record Optional I&II
4. Lesson Plan Record-Optional I&II
5. Instructional Material Record
6. Construction of an achievement Test and Measurement Record test and interpretation of test for Optional I&II

7. School Internship Record
8. Field Visit Record
9. Micro Teaching Record optional I&II
10. Programmed Learning Material Record optional I&II
11. Reflective Journal Record
12. Educational Technology Record
13. Audio Visual Record
14. Case Study Record
15. Psychology Experiments Record
16. Vocational Training Record
17. VPP Record
18. Health, Yoga and Physical Education Record
19. SUPW Record
20. Subject Practical Record
21. Work Experience Record
22. Remedial Teaching Record
23. Gurukula Record

III Psychological Experiments

1. Tachistoscope- Span of Attention
2. Tweezer Dexterity-Interest and Aptitude
3. Illusion Board-Illusion
4. Card Sorting Tray-Transfer of Learning
5. Bhatia's Battery- Intelligence
6. Mirror Drawing Apparatus- Learning
7. Vygotsky's 22 Wodden Block- Concept Formation
8. Wallace-Kohan-Creativity Test
9. Happiness Inventory
10. Eyesenk Personality Test
11. Teacher Aptitude Test
12. Job Satisfaction
13. Interest Inventory

Examination

Semester examinations will be held twice in a year
   A. Theory- End Semester Exams
   B. Practical- It will be conducted in the final year

Evaluation

The Rules and regulations Of Choice Based Credit System (CBCS) are applicable to evaluation

18EDNU0101: EDUCATION IN CONTEMPORARY INDIA

Credit: 4   **Max. Mark: 100**

Hours: 64

Course Objective
        To make the student analyze and understand the vision of Education in Contemporary India.

Special outcomes of Learning
The students will be able to
*   know the educational Heritage of the country.
*   understand the role of education and role of teacher in society.
*   create involvement among students for society and development.
*   analyze the various quality concerns and reforms in education.
*   familiarize the concepts of values in education.

UNIT - I: OUR EDUCATIONAL HERITAGE
        Education in India- Education in pre independent and post independent periods. Foundations of Education: Philosophical, Sociological and Pedagogical aspects. Influence of Hinduism, Buddhism, Jainism, Islam and Christianity on Education. Reports of Education Commissions- Secondary Education Commission(1952), Kothari Commission Report(1964-66), National Policy on Education1986 and its revised formulation(1992).   **(Hours: 13)**

UNIT – II: EDUCATIONAL THOUGHTS AND CONTRIBUTION
        Educational ideas, thoughts and contribution of Indian Philosophers: Tiruvalluvar, Rabindranath Tagore - Liberationist pedagogy, Vivekananda, M.K.Gandhi- Basic Education or Education for self-sufficiency. Aurobindo Ghosh- Integral Education, J.Krishnamoorthi and A.P.J.Abdulkalam - Education for individual and social transformation. Western Philosophers- Plato - Rousseau – Dewey - Frobel – Montessori - Ivan Illich. **(Hours: 12)**

UNIT - III: EDUCATION AND GENDER ISSUES
        Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region Gender in text and context Teacher as an agent of change .Life skills and sexuality.
Educational rights in constitution: Secularism and Education, Equalization of Educational Opportunities, Concept of equity and quality. Education for girl child, weaker sections, differently abled children, trans gender. Right to Education Act (RTE) 2009. Education for National and International understanding. Education for Economic development: Liberalization, Privatization, Globalization and Industrialization- Education for rural development.   **(Hours: 13)**

UNIT - IV: QUALITY CONCERNS IN EDUCATION
        Pre-primary in Education-Infrastructure, Enrolment and quality. Primary Education-Problems and solutions. Secondary and Higher secondary Education- various streams of Education: state board, Matriculation,, CBSE, ICSE, and NCERT. Quality concerns in Education-Employability-distance education and open learning systems. Emerging trends in Education: ABL, ALM, SALM and CCE.   **(Hours: 13)**

UNIT - V: EMERGING GLOBAL CONCERNS IN EDUCATION

Education for social justice, communal conflict management and racism. National and International understanding. Human Rights Education - Meaning, Objectives and Principles – Human Rights Education at different levels: Primary, Secondary, Higher Education. Environmental concerns: Global-local. Education for environmental conservation and regeneration. Culture- meaning, definition, transmission and transformation of culture.

(Hours: 13)

REFERENCES
1. Anand, C.L, et al, (1993). Teacher and Education in the Emerging Indian Society, New Delhi: NCERT.
2. Chaube. S.P, Akhilesh Chaube, (2002). Western Educational Thinkers, Concept Publishing Company, New Delhi.
3. Patak, R.P.(2007). Education in the Emerging India, Atlantic Publishers& Distributors(Pvt) Ltd, New Delhi.
4. Sharma R.N., Sharma R.K. (2012) History of Education in India, Atlantic Publishers, New Delhi.
5. Singaravelu G. (2012), Education in the Emerging Indian Society, Neel Kamal Publications, New Delhi.

18EDNU0102: CHILDHOOD AND GROWING UP

Credit-4   **Max.Marks:100**

Hours-64

Course Objective
      To make the students understand the basic ideas of Childhood and Growing Up
Specific Outcomes of Learning

Special outcomes of Learning
The student will be able to
- develop an understanding Psychology of childhood.
- acquaint with the various aspects of growth and development of the learner.
- familiarize with the concept of learning and motivation.
- understand importance of Intelligence and Creativity.
- orient on the personality and mental health.

UNIT - I: EDUCATIONAL PSYCHOLOGY AND CHILDHOOD
Psychology: Definition, Concept, Scope of Psychology, Branches of Psychology. Educational Psychology: Definition, Meaning and principles. Stages of development: Infancy, childhood and adolescence development; Family, schools, and community with relation to child development, Significance of Educational Psychology to the teacher.   **(Hours: 13)**

UNIT - II: GROWTH AND DELEOPMENT
Human Growth and Development: Concept, Principles, Characteristics, Distinction among Growth, Development and Maturation. Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral. Kohlberg's stages of Moral development, Piaget theory of Cognitive development.   **(Hours: 13)**

UNIT - III: MOTIVATION
Motivation: Meaning, Definition, Types of Motivation, Factors influencing Motivation, Theories of Motivation, Maslow's hierarchy of Needs, Importance of Motivation in Childhood, Achievement motivation, Motivation in the classroom context.   **(Hours: 13)**

UNIT - IV: INTELLIGENCE AND CREATIVITY
Intelligence: Concept, Nature, Theories of Intelligence, Assessment of Intelligence, Multiple Intelligences – Emotional Intelligence. Creativity: Meaning, Definition, Process of Creativity, Factors foster creativity in children, Assessment of creativity.   **(Hours: 13)**

UNIT - V: PERSONALITY AND MENTAL HEALTH
Personality: Meaning, Definitions, Concept. Theories of Personality: Assessment of Personality, Integrated Personality. Mental Health and Mental hygiene: Definition, Characteristics, Teachers Role in promoting Mental health in Children. Guidance and Counseling: Definition, Principles, Types. Teacher as a guide and counselor to children.
                                                                      (Hours: 12)

REFERENCES

1. Chauhan S.S, (2005). Advanced Educational Psychology 7th edition, vikas publishers house Pvt Ltd, Noida.
2. Dandapani, S. (2007), A text book of Advanced educational Psychology: Anmol Publications Pvt Ltd, New Delhi.
3. Kokila S. Thangasamy (2012). Child Development and Pedagogy, Manila Publications, Madurai.
4. Mangal, S.K. (2012) Advanced educational psychology, prentice hall of India, New Delhi.
5. Yogendra. K.Sharma, (2010). Textbook of educational psychology, Kanishka publications, New Delhi.

18EDNU0103: BASICS OF TEACHING AND LEARNING

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective

To make the students familiarize with Basic aspects of Teaching and Learning

Specific Outcomes of Learning

Special outcomes of Learning

The student will be able to

- acquaint with the concept of teaching and its components.
- develop an understanding about the concept of learning; relation between teaching
- and learning.
- Identify teaching as a profession.
- Understand the different teaching methods.
- Familiarize with the importance of evaluation in teaching - learning.

UNIT – I: TEACHING

Teaching: Definition, Meaning, Concept, Nature, Phases, Principles, Characteristics of Good teaching. Reflective teaching: concept, Meaning and strategies, Theories of teaching.

(Hours: 13)

UNIT – II: LEARNING

Learning: Definition, meaning, Concept, Nature, Goals, Characteristics, Types. – Structure and phases of learning, Factors influencing learning. Teaching and Learning: Relationship, significance, principles. Levels of learning: memory level, understanding and reflective level.   **(Hours: 13)**

UNIT – III: TEACHING PROFESSION

Profession: Meaning, definition, characteristics. - Teaching as Profession: Characteristics and Professional traits and ethics, Teacher Appraisal and accountability. Effective teacher: Qualifications, Qualities, Duties and Responsibilities. - Training of teachers: Pre-service and In-service.   **(Hours: 13)**

UNIT - IV   TEACHING METHODS

Teaching Methods: Meaning, definition, characteristics, types and Factors. Various Teaching methods: Lecture, Demonstration, Discussion, Project, Assignment, Seminar, Brainstorming, Team Teaching, Computer Assisted Instruction.   **(Hours: 12)**

UNIT - V   EVALUATION OF TEACHING AND LEARNING

Evaluation: Concept, Meaning, Definition, Aims. – Types of evaluation: Formative and Summative – Tests: Achievement and Diagnostic - Norm Referenced and Criterion Referenced Tests. Teacher evaluation: Need, significance, competency, efficiency and effectiveness. - Tools: Observation, checklist, maintaining records.   **(Hours: 13)**

REFERENCES
1. Mangal.S.K, (2012). Essentials of Teaching-Learning and Information Technology. Ludhiana: Tandon Pub.
2. Saxena.V.K, (2010). Technology of teaching and essentials of teaching learning, Anmol Publication Pvt. Ltd, Delhi.
3. Mahesh kumar, (2013). Modern teaching of Information Technology, Anmol Publication Pvt.Ltd, New Delhi.
4. Nayak.A.K and Rao.V.K, (2011). Classroom Teaching Methods and Practices, APH Publishing Corporation. New Delhi.
5. Bhattacharya S, (1996). Foundation of Education, Atlantic Publishers, Delhi.

18EDNU01E1: ASSESSMENT AND EVALUATION

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective

To make the students explore the methods of Assessment and Evaluation in education.
Specific Outcomes of Learning

Special outcomes of Learning

The student will be able to

- grasp the basic principles of educational measurement and evaluation
- acquaint with concepts of Educational Assessment
- develop skills and competencies for test construction
- know the principles of Standardisation of Tests
- understand the process of Continuous And Comprehensive Evaluation.

UNIT – I: MEASUREMENT AND EVALUATION IN EDUCATION

Measurement: Meaning, definition, importance, Purpose, Types. Evaluation: Meaning, Concept, Importance, and Functions. Role of evaluation in teaching – Learning process. Measurement Vs Evaluation. Formative and Summative evaluation.   **(Hours: 13)**

UNIT- II: INTRODUCTION TO EDUCATIONAL ASSESSMENT

Educational assessment: Meaning, definition, Purpose, Applications and types. Trends in educational evaluation: Internal assessment, Grading, Semester system, Question bank, Computers in evaluation.   **(Hours: 12)**

UNIT – III: TEST CONSTRUCTION

Test: Meaning, Definition, Importance and Characteristics -Teacher made test and standardized test - Test   construction: Principles, Steps, Planning and Designing. - Preparation of Blue print - Writing test items: objective types and Subjective types. Norm Reference Test (NRT), Criterion Reference Test (CRT).   **(Hours: 13)**

UNIT – IV: STANDARDISATION OF TESTS

Characteristics of good Test: Validity, Reliability, Objectivity, Usability and Norms - Item analysis: Objectives, Steps, Factors, Discrimination power and difficulty index - Standard scores: Meaning and importance. Conversion of raw scores in to 'z' and 'T' scores, Percentiles.   **(Hours: 13)**

UNIT – V: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Continuous And Comprehensive Evaluation: Aim, Objective, functions and Characteristics– Scholastic areas – Co-Scholastic areas – Recording and Reporting of student's achievements – Students feedback mechanism.   **(Hours: 13)**

REFERENCES

1. Cohen, Jay, Ronald et al, 2005, Psychological Testing and Assessment and Introduction to Tests and Measurement, Mayfield publishing Company, California.

2. John W. Best(2008), Research In Education, printice hall of India Pvt.Ltd, New Delhi

3. Nagarajan. K, Research methodology in Education, 2012, Ram Publication, Chennai

4. Rawat, D.S, (2009), Measurement Evaluation and Statistics in Education, New Raj Book Depot, New Delhi.

5. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi

18EDNU01E2: GUIDANCE AND COUNSELLING

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective

To make the students appraise the concepts of Guidance and Counselling Specific Outcomes of Learning

Special outcomes of Learning

The student will be able to

- appraise the concept and principles of guidance and counseling
- organize school guidance and counselling service
- develop skills in rendering guidance and counselling to students
- study the recent trends in guidance and counselling programme
- acquaint with the guidance and counselling programme for special groups.

UNIT – I: INTRODUCTION TO GUIDANCE

Nature, principles, purpose of guidance - Guidance an integral part of education – Historical development of guidance and counseling movement - Types of guidance – scope and functions of educational, vocational, personal, and social guidance. Need and scope of group guidance, activities for organizing group guidance services in educational institutions.

(Hours: 13)

UNIT - II: PRINCIPLES AND PRACTICE OF COUNSELLING

Meaning, Definition, Nature and principles of counseling. Approaches to counseling: Directive, Non - Directive, Eclectic - Characteristics, Role and functions of counsellor - Counsellor as career master, professional preparation of counsellor - Teacher as a counsellor.

(Hours: 12)

UNIT - III: TECHNIQUES OF COLLECTING INFORMATION FOR GUIDANCE

Testing techniques – Types of tests used in guidance - Tests of intelligence, aptitude, interest, achievement and personality – Strengths and limitations of testing techniques in guidance - Non-testing techniques – Observation, Questionnaire, Rating Scale, Interview, Anecdotal record, Cumulative record, and Case study.   **(Hours: 13)**

UNIT - IV: GUIDANCE SERVICES

Types of school guidance programme: Educational, Occupational guidance, Personal, Social guidance and Placement service. Organization of group guidance programme. Remedial services and role of the counselor. Evaluation of guidance programme.   **(Hours: 13)**

UNIT - V: GUIDANCE FOR SPECIAL GROUPS

Special emphasis on guidance for Gifted children, Slow learners, Differently abled children including Orthopedically handicapped, Visually disabled, Deaf and dump, Maladjusted and Juvenile delinquents. Recent trends of research in guidance and counseling in India.

(Hours: 13)

REFERENCES

1. Crow & Crow, (1992), An introduction to Guidance, Eurasia Publishing House, ND.

2. Freeman E.S, (1995), Theory and Practice of Psychological Testing, ND: Henry Holt.

3. Jones. A.J. (1970), Principles of Guidance, Mc Grew Hills Publishers, New Delhi.

4. Kochar, S.K. (1990), Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, Pvt. Ltd, New Delhi.

5. Super D.R, 1960), The psychology of Careers, Harrer, New York.

6. Rao, S Narayana, (2008), Counselling and Guidance, Tata McGrew Publishing Company Ltd, New Delhi.

Credit-4   **Max.Marks:100**

Hours-64

Course Objective

        To make the students Orient with the concepts of Health and Yoga Education

Special outcomes of Learning

The student will be able to

- Orient on the Physical Education and Health Education
- Acquire knowledge about yoga and physical exercises.
- Create awareness on different aspects of health and fitness.
- Develop skills in organizing the physical education programmes in schools
- Study the principles of health and health education
- Understand the curriculum planning and Practice of health education
- Practice yoga, asanas, Pranayama and Meditation

UNIT - I: INTRODUCTION TO HEALTH AND PHYSICAL EDUCATION

Meaning and definition of Health - criteria of health - Importance of Health - Positive Health –-Various dimensions of health - Meaning and definition - Physical Education: Implications, Aims and Objectives - Foundations of Physical Education: Physical Fitness, Physical Education and sports fitness - Development of Physical, Cognitive, Neuromuscular, Affective, Social, Emotional, Spiritual and Recreational - Physiological Effects of Exercise, Growth and development - Brain and Physical Education.   **(Hours: 12)**

UNIT – II: PHYSICAL EDUCATION PROGRAMMES IN SCHOOLS

Organization of Physical Education programmes in secondary schools - Methods of teaching physical activities - Competitions – their role, values and limitations - Team and House System - Preparation of Fixtures - Organization of Annual sports Meet - Organisation of Intramural and Extramural Competitions - Basic Games Rules and Measurements: Kabaddi, Kho-Kho, Volley Ball – Badminton - Minor games - Evaluation of physical education programmes.

        (Hours: 13)

UNIT – III: PRINCIPLES OF HEALTH AND HEALTH EDUCATION

Health Education - Scope of Health Education - role of International health Organizations (WHO, UNICEF), Principles, Need and Importance – cause of ill health - Diseases: Communicable Diseases, Infectious Diseases and Deficiency Diseases. Cleanliness and Personal Hygiene - Positive Mental Health – Counseling against use of artificial stimulants (Alcohol, Smoking and drug abuse) - Food and Nutrition – Balanced diet – value of nutrition - Safety Education and First Aid.   **(Hours: 13)**

UNIT - IV: PLANNING AND PRACTICE OF HEALTH EDUCATION

Health Instruction, Health Services, Importance with reference to rural Schools, School Health Education: Curriculum Planning, Need and Importance, Principles, Planning, Implementation of School Health Education Programme - Health Instruction, Health Appraisal, Health Service and Health Counseling - Teacher's role and responsibilities.

        (Hours: 13)

UNIT – V: YOGA AND MEDITATION

Yoga: meaning, definition, need and importance, different schools of yoga, eight limbs of yoga. difference between yoga and physical exercise - Yogic principles of healthy living – guidelines for practicing asanas - Cultural asanas - Meditative asanas – Relaxative asanas, Pranayama - Mudras - meditation: meaning, definition, types of meditation, mantra meditation, object meditation, breathing meditation, walking meditation and gandhian way of meditation/silent meditation, therapeutically value of meditation. effect of yogic practices on respiratory and circulatory system - brain and yoga. **(Hours: 13)**

PRACTICALS

1.Padmasana 2. Yoga mudra 3. Trikonasana 4. Utkatasana 5. Vajrasana 6. Bhujangasana 7. Suriya Namaskar 8. Nadishodhan

REFERENCES

1. Anil Sharma, (2004), *Sports Laws*, Khel Sahitya Kendra,.

2. Grace Nirmala. D., & Dr.T.Krishnammal. T. (2007), *Physical Education and Health Education*, Priyakamal Publication.

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4. Swami Satyananda Saraswathi, (1997), *Asana Pranayama Mudra Bandha*, Bihar: Toga.

5. Om Prakash Tiwari, (2002), *Asana-Why and How*, Lonavla: Kaivalyadhama.

18EDNU 01O1: PEDAGOGY OF LANGUAGE ENGLISH – I

Credit - 4   **Max. Marks: 100**

Hours - 64

Course Objective

To make the students know the principles of Pedagogy of English Language.

Special outcomes of Learning

 The student will be able to

- Know about the concept of language.
- Familiarize with various approaches and methods of Language Teaching.
- Understand and train in the teaching of Prose, Poem, Grammar & Composition.
- Orient with evaluation of Language Learning.
- Develop proficiency in communicative skills.

UNIT – I: LANGUAGE

Language: Concept, Meaning, Definition, Nature, Function and Importance. Language Teaching: Principles, Aims and objectives. First Language Acquisition - Second Language Learning - Three Language formula – Language as a skill Subject – Role of CIIL, CIEFL, RIE in Strengthening Language Education. Language skill: LSRW, English as Second Language, Aims and Objectives, of Teaching English, Transfer from mother tongue-implications for Teaching methods, The rationale for learning English.   **(Hours: 13)**

UNIT – II: APPROACHES AND METHODS OF SECOND LANGUAGE TEACHING

Approaches: Meaning and Definition. Structural, Situational Communicative Approaches. Methods: Grammar, Translation Method, Direct, Bilingual, Dr. West new method, Play-way, Silent – way and Suggestopedia. Differentiation between Approaches, Methods, Techniques and Strategies. Learning Difficulties in English and Remedies. Micro Teaching skills: Principles, introducing the lesson, Explanation, Black board usage, Reinforcement, Stimulus Variation, Questioning, Link lesson.   **(Hours: 12)**

UNIT – III: TEACHING OF PROSE AND POEM

Prose: Meaning, Characteristics. Objectives, Types, Steps and procedure in Teaching prose. Poem: Meaning, Characteristics. Principles, Aims Steps Procedure of Teaching Poem. Figures of Speech: Meaning, Rhyme and Rhythm, Alliteration and Pun, Simile and metaphor. Difference between Teaching of prose and poem.   **(Hours: 13)**

UNIT – IV: TEACHING OF GRAMMAR, COMPOSITION AND SUPPLEMENTARY READER

Grammar: Definition, Characteristics, Types. Principles, Objective and methods of teaching. Composition: Meaning, Objectives, Principles, Types of Compositions: Controlled- Guided- Free, Kinds of Composition: Letter writing, Formal, Informal, Information, Business letters. Paragtaphy writing, Essay Writing, Precis writing, Oral Composition: Pair work. Methods of Teaching Composition, Supplementary Reader: Meaning, Characteristics, Objectives and methods of teaching.   **(Hours: 13)**

UNIT – V: EVALUATION OF LANGUAGE LEARNING

Evaluation: Meaning, Definition, Concept Need and Importance, Types of evaluation – Formative, Summative Tools of evaluation: The diagnostic test, the prognostic test, The Aptitude Test, The proficiency test, The Achievement test, Oral Tests, Written tests. Blue print: Meaning, Definition and Construction, Question bank. **(Hours: 13)**

REFERENCES:

1. Adrian Doff, (2004). *Teach English: Cambridge teacher training and development*, Cambridge: Cambridge University press.

2. Begum Jahitha, A. (2010). *English Language Education*, Neelkamal Publications, Hyderabad.

3. Billows.F.L, (2001). *The techniques of Language teaching*, Longman, London.

4. Evangelin Arulsevi, (2012). Teaching of special English, Tamil Nadu Teacher Education University, Gowtra Agencies, Chennai.

5. Mowla sheikh, prabakar Rao, sarojini (2012). Methods of Teaching English, Neekamal Publications Pvt. Ltd. New Delhi, Hyderabad.

Credit-4   **Max. Marks: 100**

Hours-64

Nehf;fk;;

khzth;fs; jkpo; nkhop fw;gpj;jypd; mbg;gil fUj;Jffis mwpa nra;jy;

rpwg;G fw;wy; milTfs;

- nkhopapd; gz;Gfis mwpjy;
- jha;nkhopapd; gy;NtW gapw;W Kiwfis mwpar;nra;jy;
- nra;As; ciueil ghlq;fisf; fw;gpj;jypd; NtWghLfis mwpjy;
- ,yf;fz gapw;wypy; cs;s jpwd;fis tsu;j;jy;
- Jizg;ghlk; kw;Wk; gy;NtW tifahd fl;Liug; ghlq;fis mwpar;nra;jy;.
- kjpg;gPlypypd; El;gq;fis czHjy;

myF 1. nkhop

nkhop: nghUs;> tiuaiw> Nehf;fq;fs;> gad;fs;> gz;Gfs;. tiffs;: Ngr;Rnkhop> vOj;Jnkhop. mbg;gilj;jpwd;fs;;: Nfl;ly;> NgRjy;> gbj;jy;> vOJjy;. nkhopapd;jdpj;jd;ikfs.; jha;nkhop: tiuaiw> Nehf;fq;fs;> gad;fs;> rpe;jidfs;> czu;r;rpfs; kw;Wk; mDgtk;> tsUk; fw;gidfspy; mofpay; Rit.

(Neuk;: 13)

myF 2. jha;nkhop gapw;W Kiw

rq;ffhy gapw;WKiw: FUFyKiw> nrhw;nghopT> ciuahly;> tpdhtpil gapw;rp> nel;LU Kiw. etPd Kiwfs:: tpisahl;L Kiw> ebg;G Kiw> jdpg; gapw;rp> Nkw;ghh;it gbg;G Kiw> nray;jpl;l Kiw> tphpTiu Kiw> fsMa;TKiw> tuyhw;W Kiw> jpl;lkpl;Lf; fw;wy;. GSkpd; tifghL: nghhJ Nehf;fq;fs;> rpwg;G Nehf;fq;fs;. tiffs:: mwpT gFjp> czu;T gFjp> cs ,af;fg; gFjp> Ez;zpiuf; fw;gpj;jy; jpwd;fs; kw;Wk; ghljpl;lk;.

(Neuk;: 13)

myF 3. nra;As;> ciueil kw;Wk; ,yf;fzk; fw;gpj;jy;

nra;As;: nghUs;> tiuaiw> Nehf;fq;fs;> fw;gpf;Fk; Kiw kw;Wk; topKiwfs;. nra;As;eak; ghuhl;ly;. ciueil: nghUs;> tiuaiw> Nehf;fq;fs;> fw;gpf;Fk; Kiw> nra;As; - ciueil NtWghLs;. ,yf;fzk;: tpsf;fk;> tiuaiw> fw;gpj;jy; Nehf;fq;fs;;> gapw;W Kiw: tpjptUKiw> tpjp tpsf;f Kiw> tpisahl;L Kiwapy; ,yf;fzk; fw;gpj;jy;.

(Neuk;: 13)

myF 4. Jizg;ghlk;> fl;Liu kw;Wk; nkhopngaHg;G fw;gpj;jy;

Jizg;ghlk;: tiuaiw> fw;gpj;jy; Nehf;fq;fs;> fw;gpj;jy; Kiw. fl;Liug; ghlk;: fw;gpj;jy; Nehf;fq;fs;> fw;gpj;jy; Kiwfs;. tiffs:: tho;f;if tuyhw;Wf; fl;Liu> tUzid> fl;Liu> tpthjf;fl;Liu> tuyhw;W fl;Liu> Ma;Tf; fl;Liu> ciuahly; fl;Liu. (fPo;epiy> cau;epiy> Nky;epiy> tFg;gSf;Fupad). nkhopngaHg;G: tpsf;fk;> tiuaiw> Nehf;fq;fs;> gad;fs;> gpw nkhopfspypUe;J jha;nkhopapy; nkhopngaHg;G> jha;nkhopapypUe;J gpw nkhopfspy;; nkhopngaHg;G> nkhopngah;g;ghy; vOk; rpf;fy;fs;> nkhopngaHg;G tiffs;.

(Neuk;: 13)

myF 5. kjpg;gPL

kjpg;gpLjy;;;;: tpsf;fk;> tiuaiw> gad;fs;> Kiwfs:: cw;WNehf;fy;Kiw> tho;f;if JZf;Fg;gjpNtL> ahu;;vdCfpj;jy;Kiw> Fwpg;gpLgl;bay;Kiw> Neu;fhzy;Kiw. Nju;Tfs:: jug;gLj;jg;ngw;wNju;Tfs;> ey;yNju;Tfs;ew;gz;Gfs;;;;: ek;gfj;jd;ik> Vw;Gilik> Gwtag;ghL> vspikg;ghL> gad;ghL> Fiwawpr;Nrhjid> FiwjPu; Nrhjidfs;. jkpopy; milTj;Nju;T jahupj;jy;:: gbfs; - jpl;lg;glk; - tpdhj;jhs; - tpdhf;Nfl;lypd;

,d;wpaikahik> tpdTjy; Nehf;fq;fs;> gad;fs;> tpdTk; Kiwfs;> rpwe;j tpdhf;fspd; rpwg;gpay;Gfs;. **(Neuk;: 13)**

ghHit E}y;fs;:

1. fiyr;nry;tp. nt. (2009) jkpo; gapw;wy; El;gq;fs; rQ;rPtp gg;sprH]; > <NuhL.

2. NtZNfhghy; ,. gh. (1991) ige;jkpo; fw;gpf;Fk; Kiwfs; > rFe;jyh ntspaPL> NtY}H.

3. fzgjp. tp. (1997) ew;wkpo; fw;gpf;Fk; Kiwfs;> rhe;jh gg;sprH];> nrd;id.

4. nre;J}H ghz;bad; (1979) Ez;zpiyg; gapw;rp kPdhl;rp gjpg;gfk;> GJf;Nfhl;il.

5. NtZNfhghy; ,. gh rhe;jFkhhp (1991) nghJj;jkpo; fw;gpj;jy; > rFe;jyh ntspaPL> NtY}H. kPdhl;rp Re;juk; (2013) ghlg;nghUs; kw;Wk; jkpo; fw;gpj;jy; (nghJj; jkpo;)> fht;ahkhyh gg;spru;];> jpz;Lf;fy;.

18EDNU 01O3: PEDAGOGY OF ENGLISH EDUCATION – I

Credit 4   **Max. Marks: 100**

Hours: 64

Course Objective
To Make the Students Understand the basic concepts of Pedagogy of English Education
Special outcomes of Learning
The student will be able to
- Understand the English Language.
- Familiarize with speed sounds.
- Acquaint with English Language Curriculum.
- Understand the Communicative Language Teaching.
- Orient with English Text book analysis.

UNIT – I: INTRODUCTION TO ENGLISH LANGUAGE
The status of English in India - Aims of teaching English at Elementary, Secondary and Higher Secondary level - Objectives of teaching English as a second language - Teaching English as skill subject, Learning mother tongue vs second language learning – Interference of mother tongue - Contribution of linguistics and psychology to teaching of English - The Scope of B.Ed. English Course.   **(Hours: 13)**

UNIT – II: PHONETICS AND FLUENCY IN ENGLISH LANGUAGE
Element of English Language: Phonology, Morphology, Grammar - Phonetics: Meaning, Phoneme – Vowels - Consonants – Diphthongs - Speech organs and their Roles - Phonetic transcription – Syllabification – Stress – Intonation – Rhythm. Use of convention formulae: Greeting-Apology, Invitation, Refusal, Accepting, Thanking.   **(Hours: 12)**

UNIT – III: ENGLISH LANGUAGE CURRICULUM
English Language Curriculum Meaning, Definition – Principles, Contribution, various types of organizing the course content or syllabus. Limitation in the existing English Language Curriculum – Guidelines by NCF (2005, 2009) on English Language Curriculum. Teaching Grammar: Formal Grammar, Functional Grammar, Testing Grammar. Lexis: Word formation – Affixation- Conversion-Compounding-Clipping- Port Manteau – Onomatopoeia - Loan Words, Patterns of Spelling, Sentence Connectors- Devices for Cohesion and Coherence.
                                                                                              (Hours: 13)

UNIT – IV: COMMUNICATIVE LANGUAGE TEACHING
Communication – Meaning, Definition, Types, Barriers and Significance – Communicative approaches – Meaning, Principles, Procedures, Merits and Demerits. Dyadic Communication: Face to face conversation, Telephonic Conversation, Interview - CLT: Meaning, Definition, Concept, Communicative tasks and activities – Extempore speech, Role play, Drama, Quiz, Elocution, Language games.   **(Hours: 13)**

UNIT – V: ENGLISH TEXT BOOK ANALYSIS
Analysis of VI to XI std English text book – Analysis – Meaning, Definition – Concept analysis – Meaning, Definition, Need and Significance. Analysis criteria – Cover page, Content, Pictures, Illustration, Number of pages, Assignments, Follow-up work, Language, Level of vocabulary, Grammar, Competencies.   **(Hours: 13)**

REFERENCE

1. Begum Jahitha, A. (2007). Enhancing *Communicative Competence*. Agra. Bhargava Book House.
2. Devaki, N. (2016). English Language Pedagogy. Delhi: Kalpaz Publications.
3. David Nunan (2010) Research methods in Language Learning Cambridge University press.
4. Nanda, K. (1989). Developing English Comprehension, Sterling Publishers, New Delhi.
5. Shaila Mahan, (2013). Teaching Englsih Communicatively, Principles, Practices and Perspectives Y king Books, Jaipur.

18EDNU 01O4: PEDAGOGY OF TAMIL EDUCATION – I

Credit- 4   **Max.Marks: 100**

Hours-64

Nehf;fk;

khzth;fSf;F jkpo;fy;tpapaypd; fw;gpj;jy; El;gq;fis mwpa nra;jy;

rpwg;G fw;wy; milTfs;

• jkpo; nkhopapd; jdpj;jd;ikfs; gw;wp mwpjy;.

• xypfisg; gw;wp mwpjy;.

• fiyj;jpl;lj;jpy; nkhopapd; ,lk; gw;wp mwpjy;.

• ciuahly;fis mwpar;nra;jy;.

• ghlg;nghUspd; jd;ikfis mwpjy;

myF- 1 jkpo;nkhop Njhw;wk;> tsu;r;rp kw;Wk; jdpj;jd;ikfs;

jkpo;nkhop: gz;Gfs;> nkhopj;Njhw;wk;> nfhs;iffs;> nkhopapd; tsu;r;rpepiy> nkhoptuyhW> jkpo; tuptbt tuyhW> vOj;J rPu;jpUj;jk;. fpisnkhopfs;: Ngr;R nkhop> vOj;J nkhop> jkpo; nkhopapd; jdpj;jd;ikfs;. nrk;nkhopapd; gz;Gfs;.

(Neuk;: 12)

myF- 2. xypfs; fw;gpj;jy;

xyp: nghGs;> xyp nkhopahjy;> vOj;Jf;fspd; gpwg;G> jkpo; xypfspd; gpwg;G. ed;Dhyhh;; nfhs;iffs;> nkhopapayhu; nfhs;iffs;> nkhopapd; mikg;G> xypadpay;> cUgdpay;> njhlupay;> xypia MuhAk; Kiwfs;> Nfhl;ghLfs;. capnuhypfs;> nka;nahypfs;.

(Neuk;: 13)

myF 3. fiyj;jpl;lKk; nkhopAk;

fiyj;jpl;lk;: tiuaiw> fiyj;jpl;lk; cUthf;Fjypy; rpy mbg;gilf; nfhs;iffs;> Gjpa Njrpa fy;tpf; nfhs;iffs;> fy;tpapd; Nehf;fk;> gs;spf; fiyj;jpl;jpw;Fk; Njrpaf; fy;tp Fwpf;NfhSf;FKs;s njhlu;G> fiyj;jpl;jpy; jha;nkhopapd; ,lk;> Njrpaf; fy;tpf; nfhs;ifapy; fiyf;fy;tp.

(Neuk;: 13)

myF 4. ciuahly; top nkhop fw;gpj;;jy;

ciuahly;: nghGs;> tiuaiw> Nehf;fq;fs;> gad;fs;> ciuahly; gapw;rpapid gy;NtW epiyfspy;; mspg;gjw;fhd Kiwfs;> jiug;Gfisg; gw;wp ciuahly;> fijnrhy;Yjy;> fye;Jiuahly;> nrhw;Nghu;> nrhw;nghopTfs;> ehlfk;> Neu;fhzy;. ehlfk;;: Njhw;wKk; tsu;r;rpAk;. ehlf tifghL> ,f;fhy ehlfq;fs;> vOj;J ehlfq;fs;> tl;lhunkhop ehlq;fs;> nra;Ais ehlfkhf;fy; fw;gpj;jy;.

(Neuk;: 13)

myF 5.ghlg;nghGs; Ma;T

6 Mk; tFg;G Kjy; 9Mk; tFg;G tiuAs;s nkhopg;ghl Ehy;fs; gw;wp Ma;T

(Neuk;: 13)

nray;Kiw gapw;rp

- ❖ jkpo; fw;gpj;jYf;fhd fw;wy; nghUs; jahhpj;jy;;
- ❖ fUj;juq;fk; elj;Jjy;
- ❖ ehlfq;fs; vOJjy; - ebj;jy;
- ❖ kyu; jahupj;jy;
- ❖ fye;Jiuahly;;; elj;;Jjy;.
- ❖ tpdh tq;fp jahupj;jy;

ghu;it Ehy;fs;

1. fiyr;nry;tp. nt. (2009) jkpo; gapw;wy; El;gq;fs; rQ;rPtp gg;sp\H];> <NuhL.
2. fzgjp tp. (2004)> jkpo; ,yf;fz ,yf;fpa mwpKfk;. rhe;jh gg;sp\H]; nrd;id.
3. jz;lghdp. R (2013) jkpo; fw;gpj;jy;> kPdh gjpg;gfk;>kJiu.
4. gukrptk; nrh. (2008) ew;wkpo; ,yf;fzk;> gl;Lg;gjpg;gfk;> nrd;id
5. tPu;g;gd; gh. (2004) cau;epiy jkpo; fw;gpj;jypy; Gjpa mZFKiwfs;> nrd;id.

18EDNU01O5: PEDAGOGY OF MATHEMATICS – I

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective
To Make the Students understand the basic concepts of Pedagogy of Mathematics
Special outcomes of Learning
The student will be able to
- Acquire knowledge of the nature and scope of mathematics
- Understand the objectives of teaching mathematics
- Develop effective instructional skills and competency in structuring lesson plans.
- Apply the different methods and techniques of teaching mathematics.
- Know the various evaluation procedure.

UNIT – I: NATURE AND SCOPE OF MATHEMATICS
Mathematics: Meaning, definitions, and nature. Characteristics of mathematics: Logical sequence, structure, precision, abstractness, symbolism - Mathematics and its relationship with other disciplines – Contribution of eminent mathematicians: Ramanujam, Aryabhatta, Euler, Gauss.   **(Hours: 13)**

UNIT – II: OBJECTIVES OF TEACHING MATHEMATICS
Objectives of Teaching Mathematics: Bloom's Taxonomy. - Objectives of Teaching Mathematics at Primary, Secondary and Higher Secondary levels. - Values of teaching Mathematics - Objectives of teaching Mathematics with reference to NCF 2005 and NCFTE 2009. Instructional Vs Behavioural objectives of teaching Mathematics.   **(Hours: 13)**

UNIT – III: LESSON PLANNING
Developing Year Plans, Unit plans, Lesson Plans. Lesson Planning: Meaning, Definition, importance, Principles and steps. Herbation steps -writing and analysis of Lesson Plans. Problem solving skills and Micro and macro teaching skills for mathematics. **(Hours: 13)**

UNIT -   IV: METHODS OF TEACHING MATHEMATICS
Methods of teaching Mathematics: Analytic and synthetic, Induction and Deduction, Lecture method -Project method- Heuristic approach –Laboratory method- Dalton Plan – problem solving method. Modern methods of teaching Mathematics: Group discussion, Seminar, Team teaching, Cooperative learning, supervised study, Programmed Instruction, Computer Aided Instruction, Personalized System of Instruction.   **(Hours: 13)**

UNIT – V: EVALUATION IN MATHEMATICS TEACHING
Evaluation: Definition, need, importance. Tests and its types: Criterion and Norm referenced tests –Formative and Summative evaluation- Prognostic test -Diagnostic testing and Remedial teaching. - Principles of good mathematics test. Construction of standardized achievement test in Mathematics: Blue Print and question bank. Item Analysis- Reliability, Validity.
                                                                                   (Hours: 12)

PRACTICALS

- ❖ Collection of Biographic of different mathematics and history of symbols.
- ❖ Project on mathematics and its relationship with other disciplines.
- ❖ Preparing Lesson plans, Preparing A.V aids for respective lesson plans
- ❖ Developing micro teaching skills and practicing the skills in a class room situation
- ❖ Constructing achievement test for evaluation, evaluating the tool for achievement test.

REFERENCES

1. Aggarwal, J.C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.
2. Aruljothi, (2013). Teaching of Mathematics – I, Centum Press, New Delhi.
3. Kulbir Singh, (2012). The Teaching of Mathematics, New Delhi: Sterling Publications.
4. Sharma, R. A., (2008). Technological foundation of education. Meerut: R. Lall Books Depot.
5. Bagyanathan, D. (2007). Teaching of Mathematics. Tamil Nadu, Text book society, Chennai.

18EDNU01O6: PEDAGOGY OF PHYSICAL SCIENCE – I

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective
To Make the Students gain knowledge of Pedagogy of Physical Science
Special outcomes of Learning
The student will be able to

- Learn the Nature and scope of Physical Science.
- Understand the Objectives of teaching Physical Science.
- Gain the skill of writing and analyzing lesson plans.
- Practice various methods of teaching Physical Science.
- know the various evaluation procedure in physical science teaching.

UNIT – I: NATURE PHYSICAL SCIENCE

Science: Meaning, Definition and Nature of Science – Structure of science. Importance of science. Training in the scientific method. Development of Scientific attitude and temper. Physical Science: Related areas of knowledge - Inter disciplinary approach. Impact of Physical Science on modern communities. Physical science for : Environment, Health, Peace, Equity; Physical sciences and society; Contribution of eminent scientists — Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.   **(Hours: 13)**

UNIT – II: OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Bases for the Formulation Objectives – Functions of objectives – Criteria for the selection of objectives - Bloom's Taxonomy - Objectives and values of Teaching Physical Science at Primary, Secondary and Higher Secondary levels. Objectives of teaching science with reference to NCF 2005 and NCFTE 2009. Instructional Vs Behavioural objectives of teaching Physical Science.   **(Hours: 12)**

UNIT - III: LESSON PLANNING

Developing Year Plans, Unit plans, Lesson Plans. Lesson Planning: Meaning, Definition, Importance, Steps, Types and Format. Principles of Lesson Planning - Lesson Plans - Their importance - Herbation steps - Writing and analysis of Lesson Plans. Scientific skills and Micro and macro teaching skills for physical science.
                                                                              (Hours: 13)

UNIT – IV: METHODS OF TEACHING PHYSICAL SCIENCE

General methods of teaching Physical Science: Scientific method, Induction and Deduction, Lecture method-Lecture cum demonstration method – Project method-Heuristic approach – Laboratory method - Historical and Biographical approaches, Dalton Plan. Modern methods of teaching Physical Science: Group discussion, Panel discussion, Simulation, Seminar, Workshop, Team teaching, Cooperative learning, supervised study, Programmed Instruction, Computer Aided Instruction, Personalized System of Instruction.
                                                                              (Hours: 13)

UNIT – V: EVALUATION IN PHYSICAL SCIENCE TEACHING

Evaluation: Definition, Need, Importance. Tests and its types: Criterion and Norm referenced tests – Formative and Summative evaluation - Prognostic test - Diagnostic testing

and Remedial teaching. - Principles of good science test. Construction of standardized achievement test in physical science: Blue Print and question bank. Item Analysis-Reliability, Validity.   **(Hours: 13)**

REFERENCES
1. Gupta S.K.(2012), Teaching of Physical Science in Secondary Schools, sterling Publications.

2. Nair, C.P.S, (2010), Teaching of Science in our Schools, Sulthan Chand & Co ltd.

3. Panner Selvam, A., (2013), Rajendran.k. Teaching of Physical Science, Shantha Publishers. Chennai.

4. Sivarajan K. (2012), Trends and developments in Modern Educational Practices Calicut University.

5. Radha Mohan (2011), Teaching of Physical Science, Neelkamal Publications PVT. LTD, Hyderabad.

18EDNU01O7: PEDAGOGY OF BIOLOGICAL SCIENCE – I

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective
To Make the Students understand the principles of Pedagogy of Biological Science
Special outcomes of Learning
The student will be able to

- Learn the Nature and scope of Biological Science.
- Understand the Objectives of teaching Biological Science.
- Gain the skill of writing and analyzing lesson plans.
- Practice various methods of teaching Biological Science.
- Know the various evaluation procedure in Biological Science teaching.

UNIT – I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE
Science: Meaning, Definition and Nature of Science - Product and a body of knowledge - A way of Investigation – A way of thinking. Scientific attitude and temper. Biological Science: Related areas of knowledge - Inter disciplinary approach. Impact of Biological Science on modern communities. **(Hours: 13)**

UNIT – II: OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE
Objectives of teaching Biological Science: Bloom's Taxonomy. - Objectives and values of Teaching Biological Science at Primary, Secondary and Higher Secondary levels. Objectives of teaching Biological science. Instructional Vs Behavioural objectives of teaching Biological Science. **(Hours: 12)**

UNIT – III: LESSON PLANNING
Developing Year Plans, Unit plans, Lesson Plans. Lesson Planning: Meaning, Definition, Importance, Steps, Types and Format. Principles of Lesson Planning - Lesson Plans - Their importance - Writing and analysis of Lesson Plans. Scientific skills and Micro and macro teaching skills for Biological Science. **(Hours: 13)**

UNIT – IV: METHODS OF TEACHING BIOLOGICAL SCIENCE
General methods of teaching Biological Science: Scientific method, Induction and Deduction, Lecture method - Lecture cum demonstration method – Project method - Heuristic approach – Laboratory method - Historical and Biographical approaches, Dalton Plan. Modern methods of teaching Biological Science: Group discussion, Panel discussion, Simulation, Seminar, Workshop, Team teaching, Cooperative learning, supervised study, Programmed Instruction, Computer Aided Instruction, Personalized System of Instruction. **(Hours: 13)**

UNIT – V: EVALUATION IN BIOLOGICAL SCIENCE TEACHING
Evaluation: Definition, need, importance. Tests and its types: Criterion and Norm referenced tests –Formative and Summative evaluation - Prognostic test -Diagnostic testing and Remedial teaching. - Principles of good science test. Construction of standardized achievement test in Biological Science: Blue Print and question bank. Item Analysis-Reliability, Validity. **(Hours: 13)**

REFERENCES

1. Gupta S.K. (2012.), Teaching of Biological Science in Secondary Schools, sterling Publications.

2. Nair, C.P.S, (2010), *Teaching of Science in our Schools*, Sulthan Chand & Co ltd.

3. Panner Selvam, A, (2013), Rajendran.k *Teaching of Physical Science, Shantha Publishers.* Chennai.

4. Sharma, R.C, (2008), Modern Science Teching, Chanpat Rai and Sons

5. Sivarajan K. Faziluddin. A, (2008), *Scioence Education, Methodology of Teaching and Pedegogic Analysis.* Calicut University.

COMPULSORY NON CREDIT COURSE

18EDNU01F1: REMEDIAL TEACHING IN RURAL SCHOOLS

B.Ed Students go to Rural Schools for a period of five days and do the following assignments.

- Identification of slow learners subject wise
- Identification of Remedial Teaching for slow learners
- Identification of problem students″ Identification of Counselling problem students
- Identification of learning difficulties of students
- Improving English language skills
- Conducting health and hygiene awareness programmes

18EDNU 0204: LEARNER AND LEARNING

Credit - 4   **Max. Marks: 100**

Hours – 64

Course Objective
To Make the Students understand the Psychological concepts of the Learners and Learning
Special outcomes of Learning
The student will be able to
- Acquaint with the concept of learning and knowledge
- Understand various approaches to learning
- Identify concepts and constructs
- Know the factors contributing to learning
- Familiarize constructivist approach to learning

UNIT - I :LEARNING AND KNOWLEDGE
Active learner - Nurturing learners' active and creative activities. - "Is inform NCERT", children's voices and experiences - Integrating their Experiences with School Knowledge - Right to learn - Physical and emotional security for learning. Conceptual Development - Continuous Process - All children capable of learning - Important Aspects of Learning - Various ways of Learning - Cognitive readiness for learning - Learning in and outside the school - knowledge and understanding - Recreating knowledge - Manifesto for learning.
(Hours: 13)

UNIT - II: TYPES, LEVELS AND APPROACHES TO LEARNING
Types of learning - Learning Hierarchy - Signal learning stimulus - Response learning - Motor and verbal, chain learning - Multiple discriminations concept learning - Learning rules and problem - solving. Learning Levels from imprint to intuition - Examples of learning at different levels. Approaches - Behaviourist - Cognitivist and Constructivist.   **(Hours: 13)**

UNIT - III: CONCEPTS AND CONSTRUCTS
Concepts and constructs – Concept – Formation - Use of materials activities, scheme pictures, real life experiences - Construct mental representations of external reality - Connecting ideas generated by students due to exposure to peers, media and community - Concept mapping.
(Hours: 12)

UNIT - IV: FACTORS CONTRIBUTING TO LEARNING
Personal Psychological, Social, Emotional factors and School related factors, Learning style; teaching strategies; media; technology in Teaching Learning Process - Teacher's personality traits.   **(Hours: 13)**

UNIT - V CONSTRUCTIVIST APPROACH TO LEARNING
Learners construct knowledge for themselves - Constructing meaning is learning - Focus on the learner not on the lesson taught - Personal and social construction of meaning - Learning to Learn Making Meaning - Learning, a social activity – Zone of Proximal Development (ZPD).   **(Hours: 13)**

REFERENCES

1. Aggarwal J. C. (1996), Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd, New Delhi

2. Mathur S. S. (2001), Educational Psychology, Vinod Pustar Mandir, Agra.

3. Sprinthall, C., Richard and Sprinthall A. Norman (1990), Educational Psychology, A Developmental Approach. McGraw Hill Publishing Company, New York.

4. Mangal S. K. (2000), An Introduction to Psychology. Prakash Brothers, Ludhiana.

5. Onyehalu, A.S (1988). Psychological Foundations of Education. Meks-Unique (Nig.) Publishers, Awka.

18EDNU0205: TECHNO-PEDAGOGY

Credit: 4   **Max. Marks: 100**

Hours-64

Course Objective
To make the students know the objectives of Techno-Pedagogy
Special outcomes of Learning
The student will be able to
- Understand the nature and scope of educational technology
- Understand the System Approach to Education, Communication and its models
- Know the development of self learning materials.
- Develop the ability for critical appraisal of the audio visual media and instructional materials
- Know the recent innovations and future perspectives of Education Technology.
- Understand the electronic and Online Learning

UNIT – I: EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION
      Educational Technology: Meaning and Concept – Definition – Objectives – Need – Scope and Limitations – Nature of Educational Technology – Components of Educational Technology – Approaches of Educational Technology. Information Technology: Meaning, Need. Information and Communication Technology: Meaning, Scope, Importance. Major Institutions of Educational Technology in India (NCERT, CIET, EMRC, SIET, UGC-CEC) and UNESCO ICT Competency Framework for Teachers.   **(Hours: 13)**

UNIT – II: CLASSROOM INTERACTION AND SELF INSTRUCTIONAL METHODS
      Classroom Interaction: Meaning, Need, Importance – Techniques: Flander's Interaction Analysis Categories System. Self Instructional Methods: Auto Learning and Self Learning. Personalized System of Instruction (PSI) – Keller plan. Programmed Learning: Meaning, Definition, Objectives, Characteristics, Principles, Types and Steps. Computer Aided teaching techniques: CAI, CALL, CML – Advantages and Role of Teacher.
                                                                                (Hours: 13)

UNIT – III: SYSTEM APPROACH AND COMMUNICATION
      System Approach: Meaning, Concept, Characteristics, Components – Steps: System Analysis, Design and Development, Operation and Evaluation; Application of System approach to Classroom Instruction. Communication: Meaning – Concept – Types – Elements of Communications, Models of Communication, Barriers of Communication – Factors affecting Communication – Computer Mediated Communication (CMC).   **(Hours: 12)**

UNIT – IV: MEDIA AND METHODS
      Media: Meaning, Functions, Need, Types and Scope – Selection of Media for Teaching – learning and Social Media in Education. Multimedia Approach in Educational Technology: Meaning, Elements, Types, Uses, Tools for Creating Multimedia and advantages of Multimedia. Audio Visual Media: Meaning Importance. Audio Visual Media: Meaning, Purpose, Importance, classification. C.C.T.V., Interactive Whiteboard, Educational Television, Teleconferencing and Video conferencing. Teaching Methods: Brain Storming – Mastery Learning – Discovery Learning.   **(Hours: 13)**

UNIT V ELECTRONIC AND ONLINE LEARNING

Electronic and Online Learning: E-learning, e-Learning Management System, e-Portfolio, e-GyanKosh, Sakshat Portal, Open Educational Resources (OER), E-content, , Web 1.0, 2.0, 3.0, 4.0, Educational blog, Smart Classroom, National Digital Library (NDL), Blended Learning, Flipped Learning, Virtual Classroom teaching, Cloud Computing in Education – Online learning: MOOCs, MOODLE, NME-ICT, SWAYAM, SWAYAM Prabha, ePG Pathshala, NPTEL and Spoken Tutorial.   **(Hours: 13)**

REFERENCES
1. Aggarwal J.C., (2013). *Essentials of Educational Technology*. New Delhi: Vikas Publishing House.

2. Arulsamy S. and Sivakumar.P, (2002). *Application of ICT in Education*. Hyderabad: Neelkamal Publication.

3. Mangal.S.K and Uma Mangal.(2012).*Essentials of Educational Technology*. New Delhi: PHI Learning Private Limited.

4. Thiyagu.K & Arul Sekar.J.M.(2007). *Information and Communication Technology in Education.* Tiruchirappalli: Prophet Publishers.

5. Vanaja,M. and Rajasekar, S. (2010). *Educational Technology & Computer Education*. Hyderabad:Neelkamal Publication.

18EDNU0206:
PSYCHO SOCIAL AND PHILOSOPHICAL BASES OF EDUCATION

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective
To make the students know the basic concepts of Psycho–Social Bases of Education
Special outcomes of Learning
The student will be able to
- Know the basic concept of education.
- Understand the concept of philosophical bases.
- Learn the concept of psychological perspective.
- Explore on the concept of sociological basis of education.
- Familiarize with the pedagogical concepts and its application in teacher education.

UNIT – I: BASICS OF EDUCATION
Education: Concept, Meaning, Definition, Characteristics, Aims, Functions and Scope. Various forms of education. Education as science - Education as a Social Process – Education for Human Resources Development.   **(Hours: 12)**

UNIT – II: PHILOSOPHICAL BASES
Philosophy: Meaning, Definition, Nature, Types, Classification and Scope. Relation between Education and Philosophy. Educational Philosophy: Meaning, Definition, Nature and Characteristics and Scope. Gandhian concept of Education for Integrated Development of Human Being.   **(Hours: 12)**

UNIT – III: PSYCHOLOGICAL BASES
Psychology: Meaning, Definition, Scope. Relation between Education and Psychology. Educational Psychology: Meaning, Definition, Nature and Characteristics and Scope. Concept of growth, development and maturation - Individual Difference – Motivation – Group dynamics – Mental Health and Hygiene.   **(Hours: 13)**

UNIT – IV: SOCIOLOGICAL BASES
Sociology: Meaning, Definition, Characteristics. Educational Sociology: Concept, Definition, Importance and Scope. Agencies of Education – Education for socialization - Social change - Social mobility - Social stratification. School as a social sub system. Community schools and colleges - Education for social justice, democracy and citizenship.   **(Hours: 13)**

UNIT – V: PEDAGOGICAL BASIS
Taxonomy of Educational objectives – Benjamin Bloom's classification cognitive, affective and psychomotor domains. Teacher and classroom behavior – Characteristics of a good teacher behaviour - Flanders Interaction Analysis. Role and functions of teachers, as a planner, facilitator, Counselor and Researcher.   **(Hours: 13)**

REFERENCES

1. Bhattacharya S, (1996). Foundation of Education, Atlantic Publishers, Delhi.

2. Banerjee A.C. & Sharma S.R (1999). Sociological and Philosophical Issues in Education, Book Enclave, Jaipur.

3. Chaube.S.P, Akhilesh Chaube, (2002), *Western Educational Thinkers*, Concept Publishing Company, New Delhi.

4. Dash.B.N, (2000). Teacher and Education in the emerging Indian society, Neelkamal Publications, New Delhi.

5. Hemlata, T. (2002). Sociological Foundation of Education, Kanishka Publisher, New Delhi.

18EDNU02E1: COGNITIVE SCIENCE

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective
To Make the Students understand the basic concepts of cognitive science
Special outcomes of Learning
The students will be able to
- Acquire knowledge about basic concepts of Cognitive Science.
- Understand the role of brain in learning.
- Understand the role of emotion in learning.
- Identify the fundamental concepts of cognitive science.
- Know the challenges of cognitive science.

UNIT – I: BASICS OF COGNITIVE SCIENCE
Cognitive Science: Meaning, Definition, Scope. Fundamental concepts of Cognitive Science - Artificial Intelligence – Knowledge Representation and Computation – Logic - Rules - Concepts – Images- Analogies. Connections - Information Processing. Branches of Cognitive Science: Cognitive psychology, Cognitive neuropsychology, Cognitive neuroscience, Application of Cognitive Science in Teaching and Learning.   **(Hours: 13)**

UNIT – II: BRAIN AND LEARNING
Nervous system: Central Nervous system, Autonomous Nerous System, Structure of Brain and Neuron, Role of Neurons, Synapse, Electrical Activity, Event Related Poentials (ERP), Brain Mapping - Information Processing, Role of Neurotransmitters in learning - Brain Imaging techniques, Hemispherity and learning.   **(Hours: 13)**

UNIT – III: EMOTIONS AND LEARNING
Emotion: Definition, Meaning, Types: Positive and Negative Emotions - Role of Emotions in learning - Theories of Emotion – Philosophy of Mind – Differences between Mind and Brain – Different views on Mind – Role of emotions in Brain function – Different types of Relaxation Techniques for improving positive Emotions.   **(Hours: 13)**

UNIT – IV: COGNITIVE PROCESSES AND COMPUTATIONAL MODEL
Cognitive Skills: Meaning, Definition, types and their role in Learning – Attention, Perception, Memory, Language, Decision Making, Visual and Auditory recognition, Motor coordination, Creativity, Reasoning and Problem Solving - Computational Modelling – Neural networks - Cognitive architectures.   **(Hours: 12)**

UNIT – V: CHALLENGES IN COGNITIVE SCIENCE
Future of cognitive science - Research Methods in cognitive science- Cognitive Science Programs in India. - Reputed Cognitive Scientists in India and Abroad – Global view of Cognitive science –The role of Cognitive Science in empowering teachers. **(Hours: 13)**

REFERENCES

1. Paul Thagard. (2005). Mind Introduction to Cognitive Science. Second Edition – Prentice Hall of India New Delhi.

2. Srinivasan, N., Gupta, A.K., & Pandey, J. (2008). Advances in Cognitive Science: Volume 1. New Delhi, India: Sage Publications.

3. Srinivasan, N., Kar, B. R., & Pandey, J. (2010) *Advances in Cognitive Science: Volume 2*. New Delhi, India: Sage Publications.

4. Stephen K Reed (2007). Cognitive theories and Applications, New Delhi, Pearson Education Dorling Kindersley Publishing.

5. Ronald T Kellog (2007). Fundamentals of Cognitive Psychology, New Delhi, Sage Publications.

18EDNU02E2: AESTHETIC AND CREATIVE EDUCATION

Credit – 4   **Max. Marks: 100**

Hours – 64

Course objective
To Make the Students know the aspects of Aesthetic and Creative Education
Special outcomes of Learning
- The student will be able to Understand the traditional Indian music and performing arts.
- Acquire knowledge about the classification of Indian music and performing arts.
- Develop the basic skills for teaching music and performing arts.
- Prepare educational strategies for aesthetic and creative education
- Evaluate the performance of students.

UNIT - I: AESTHETIC EDUCATION
Concept, Meaning and Importance of Aesthetic Education- Indian Music and Performing arts-Musical traditions in Tamilnadu (Karnatic, Folk and Tamilisai) - Tradition of Performing arts (Bharathanatiyam and Folk dances). Meaning and Concept of Arts Education-Visual Arts, Performing Arts and its significance at elementary level of school education.

(Hours: 13)

UNIT – II: METHODS AND TECHNIQUES
Music Education and Methods - Meaning, Raga, Tata, Instruments-technical terms in Karnatic music for teaching- facial expression, foot-steps, mudras, postures in Bhrathanatiyam for teaching performing arts like story-telling, demonstration, dramatics (Social oriented, History oriented etc.,) Play way method.   **(Hours: 13)**

UNIT – III: TEACHING AIDS FOR INSTRUCTIONS
Developing composing skill of a music teacher-Techniques for composing- poems, rhymes, hymns etc. Planning of art experience for elementary class. Organization of material and space of art experience. Organisation and facilitation for art experience at elementary level.

(Hours: 13)

UNIT – IV: CREATIVE TEACHING
Creative Teaching Conceptand Meaning. Teaching strategy for creative education. Teaching through music and performing arts-music in different grades. Aims and objectives of teaching music and performing arts. Role of a music teacher in school activities. Aids for teaching music and performing arts.   **(Hours: 13)**

UNIT – V: ART EVALUATION
Nature and scope of art evaluation. Art evaluation-meaning, significance. Tools for art evaluation. Art curriculum at different stages as suggested by massive teacher orientation programme organized by NCERT.   **(Hours: 12)**

REFERENCES

1. Bhawna Misra, (2002), Art, Craft and Physical Education, Mohit publications, New Delhi.″

2. Chelladurai,P.N, (1998),Thinnaga Isayeyal, Vaikarai Pathipagam, Dindigul.″

3. Dash B.N, (2002), Teacher and Education in the Emerging India Society (Vol. I″ & II) Neelkamal publications, New Delhi.

4. Gowri Kuppusamy, (1980), Teaching of Music, Sterling publishers, New Delhi.″

5. Rupali Tripathi, (2004), Teaching of music, Mohit Publication, New Delhi.″

18EDNU02E3: VOCATIONAL EDUCATION AND TRAINING

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective

To Make the Students gain knowledge and skills in Vocational Education and Training

Special outcomes of Learning

The student will be able to

- Acquire knowledge of the various aspects of vocational education.
- Study the role of vocational education in increasing productivity.
- Develop proper attitude towards vocational education.
- To provide judicious mix of skills relating to a profession and appropriate content of General Education.
- Study the salient features of organizations
- Give vocational training and entrepreneurship skills.

UNIT – I: VOCATIONAL EDUCATION: CONCEPT AND NEED

Concepts of vocational and technical education – Need and importance. Vocational Education for Human resources development – Vocational education and economic development - Relation of general, Technical and vocational education – Technical Vocational education in school curriculum.   **(Hours: 13)**

UNIT – II: VOCATIONAL EDUCATION AT SECONDARY STAGE

Objectives, Course of study - List of vocations – Syllabus, scheme of examination – Qualification and training of teachers for vocational education. Major areas of vocational education. Problems of vocational education - Suggestions for improvement.   **(Hours: 13)**

UNIT - III: VOCATIONAL EDUCATION PROGRAMMES

Work Experience – Concept – Distinction between work experience and vocational education. Basic education – concept – merits – criticism, need and importance, Scheme of multipurpose schools. S.U.P.W. – Concept – Objectives – Selection of activities programme – Types of activities and their advantages.   **(Hours: 13)**

UNIT – IV: TECHNICAL INSTITUTIONS

ITI and Polytechnic – Need and importance – Classification, admission process – Course of study – organization and administration at state level, – Administrative methods of Vocational Training – vocational guidance – need and importance-vocational fitness and appraisal-Recent trends in technical education.   **(Hours: 13)**

UNIT – V: OCCUPATIONAL TRAINING

Salient features and co-operation with industries and other organizations. Vocational education and training, Self employment policies – training for self employment and small scale village industry. Vocational Trades and Training – Food processing-Bakery, Handmade paper – Textiles, Khadi and Handloom, Cottage Industries – Diary – Agri – Handicrafts – Herbal products – Painting – Construction – Leather Works.   **(Hours: 12)**

REFERENCES

1. Aggarwal J.C.Aggarwal S.P, (1987), Vocational Education, Doaba House Publishers, New Delhi.

2. Dhirendra Verma, (2001), Administration of Vocational Education, Concept Publication, New Delhi.

3. Kothari Commission report, (1964-66). Ministry of Education, New Delhi.

4. Ministry of Human Resource Development, (1986), National Policy on Education, Govt. of India, New Delhi.

5. Vanaja Rao, (1997), Inquiry training model, DPH, New Delhi.

18EDNU02E4: GENDER ISSUES IN EDUCATION

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective

To make the students Understand the aspects of Gender Issues in Education

Special outcomes of Learning

The student will be able to

- Develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereo type, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality relate to education. (in terms of access, curriculum and pedagogy).

UNIT – I: INTRODUCTION TO GENDER ISSUES

Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminism. Gender bias, gender stereotyping, and empowerment. Equity and equality in relation with Caste, Class, Religion, Ethnicity, Disability and Region.   **(Hours: 13)**

UNIT – II: GENDER STUDIES - PARADIGM SHIFTS

Paradigm shift from women's studies to gender studies. Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education. Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.
                                                              (Hours: 12)

UNIT – III: GENDER, POWER AND EDUCATION

Theories on Gender and Education: Application in the Indian Context - Socialization theory - Gender difference - Structural theory - Deconstructive theory. Gender Identities and Socialisation Practices in: Family – Schools, Other formal and informal organization. Schooling of Girls: In equalities and resistances (issues of access, retention and exclusion).
                                                              (Hours: 13)

UNIT - IV   GENDER ISSUES IN CURRICULUM

Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region Curriculum and the gender question. Construction of gender in curriculum framework since Independence: An analysis Gender and the hidden curriculum. Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy) .Teacher as an agent of change .Life skills and sexuality.   **(Hours: 13)**

UNIT - V   GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

Linkages and differences between reproductive rights and sexual rights. Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models). Sites of conflict: Social and emotional. Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions. Agencies perpetuating violence: Family, school, work place and media (print and electronic). Institutions redressing sexual harassment and abuse.   **(Hours: 13)**

PRACTICAL:

        Quiz, Debate, Group Discursion, Assignment, Field Visit.

REFERENCE

1. Ram Shankar Singh, (2009), Encyclopedia on women and children Trafficking – Volume 1 to 3- Anmol Publications.

2. Nalini Mishra, (2008), Woman Laws against Violence and abuse- Pearl Books –New Delhi.

3. Manju Gupta, (2006), Handbook of Women Health - Khel Sahitya Kendra – New Delhi.

4. Nirmala Jayaraj, (2001), Women and Society – Lady Doak College Madurai 625002.

5. Indira Kulishreshtha 'Noopur' (1989), Women's Studies in School Education-Sterling Publishers private limited.

18EDNU02O1: PEDAGOGY OF LANGUAGE ENGLISH - II

Credit -4   **Max. Marks: 100**

Hours – 64

Course Objective
To make the students orient with pedagogy of language English

Special outcomes of Learning
The student will be able to

- Acquire Language Skills
- Orient with various teaching resources & language teacher's competencies
- Understand about lesson plan and text books
- Understand the recent trends of language Teaching

UNIT - I: LISTENING COMPREHENSION AND SPEAKING SKILLS

Listening skills: sub skills of listening, listening for Perception and comprehension, three phases of listening activities, Problems in teaching listening and Suggestions to improve listening- Speaking skills: sub skills of speaking, Techniques in teaching speaking - the conversation class, topic based discussion class - Task centred fluency practices. Tasks for developing speaking skill: individual, pair and group work. Improving speaking skills: Parallel sentences, Conversation, Dialogues, Role play, Dramatisation, Play Reading, Group Discussion, Storytelling, Narration, Description, Games, Debate, Interview, Extempore Speech. Barriers to Effective Communication.   **(Hours: 13)**

UNIT - II: READING COMPREHENSION AND WRITING SKILLS

Reading skills: Meaning, Aims, Importance, Stages of Reading, Types of Reading – Skimming, Scanning, intensive and Extensive reading, Loud and Silent reading. Methods of teaching Reading: Alphabet method, Phonetic Method, Word method, Phrase method, Sentence Method, Reading for perception and Reading for Comprehension. Strategies to develop oral reading and Silent reading. Testing Reading. Writing Skills: Grammatical skills, Judgemental skills, Discourse skills, Mechanical skills, Characteristics of good handwriting, Strategies for developing good handwriting. Note making, Note taking, summarizing, paraphrasing, elaborating, content writing, script writing and editing.   **(Hours: 13)**

UNIT - III: RESOURCES AND INSTRUCTIONAL MATERIALS FOR TEACHING OF ENGLISH

Meaning and importance of TLM, Zero Cost and Low cost TLM. Types of Resources (TLM): Audio resources - Audio cassette, Radio broadcast, tape recorder, Language Laboratory, Linguophone. Visual resources- Black board, charts, pictures, flash cards, models cartoons, OHP. Audio visual resources- Films, videocassettes, computers, T.V, CAL Programmes. use of website. Literary Activities- Debate, Dramatics, symposium, Declamations, Quiz, elocution. Teacher as a human resource: Qualities, Qualification and Competencies of English teacher. Avenues for professional growth. Creating global teachers- IELTS, TOFEL.
                                                                                  (Hours: 13)

UNIT - IV: PLANNING AND TEXT BOOK IN ELT

Lesson plan- meaning, aims, Objectives, importance and steps, Advantages of lesson plan, Characteristics of lesson plan, Micro and Macro lesson plan, Portfolio of writing. Model lesson plan for prose, poetry, grammar, composition and vocabulary. Text Books: Meaning. Definition, importance and characteristics of good text book. Supplementary reader, Reference material, Work book.   **(Hours: 12)**

UNIT V: RECENT TRENDS IN LANGUAGE TEACHING

Computer Assisted Language Learning (CALL), Community Language Learning (CLL), Total Physical Response (TPR), Task Based Language Teaching (TBLT), Co-operative Learning, On-line Learning, Multimedia, English for Specific Purpose (ESP), Web-based Learning, Role of Internet in Language Teaching.   **(Hours: 13)**

REFERENCES

1. Baruah, T.C. (1993). The English Teacher's Handbook, New Delhi: Sterling Publishers.

2. Chauhan, S.S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.

3. Meenakshisundaram, (2008). Teaching of English (Optional I &II). Dindigul: Kavyamala Publications.

4. Siddiqui, (2009). Techniques of Classroom. New Delhi: APH Publishing Corporation.

5. Thangasamy Kokila, S. (2014). Innovations in the teaching of English. Gandhigram: Anicham Blooms.

Credit-4   Max. Marks: 100

Hours-64

Nehf;fk;
        khzth;fs; jkpo; nkhop fw;gpj;jypd; mbg;gil fUj;Jffis mwpa nra;jy;
 rpwg;G fw;wy; milTfs;
   - jkpo; fw;gpj;jypy; gy;NtW jpwd;fspy; gapw;rp ngWjy;;
   - Nfl;Lzu;jy; jpwidAk;> nghUSzu;jy; jpwidAk; tsu;j;jy;
   - rpwe;j vOj;jhw;wiy tsu;j;jy;> gy;NtWtifahd eilNtWghLfis mwpar;nra;jy;
   - ghlE}ypd; gz;Gfis mwpjy;
   - nkhopf;fw;gpj;jypd; El;gf;$Wfis mwpjy;

myF 1 – Nfl;ly; jpwd;
Nfl;ly:: tiuaiw> Nfl;ly; jpwid tsu;j;jYf;fhd Nehf;fq;fs;> **topKiwfs;:** thndhypf; Nfl;ly;> xypg;gjpTf; Nfl;ly;> fijf;$wy;> tpLfijfs;> Gjpu;fs; Nfl;ly;> RUf;fpnaOJjy;> ghlg;gFjpfisg; gbj;J tpdhf; Nfl;ly;> Nfl;lypd; topf; fw;wy;.
NgRjy:: tiuaiw> Nehf;fq;fs;> gad;fs;> jpUe;jpa Ngr;rpd; nghUe;jpa ey;ypay;Gfs;. jpUe;jpa Ngr;rpd tsu;f;f Jizahthf; ,yf;fpaq;fs:: ehlfq;fs;> nrhw;Nghu;> fye;Jiuahly;> tpdhb tpdh> ,yf;fia fd;wq;fspy; NgRjy;> kdg;ghlk; nra;jy;. cr;rupg;gpy; Vw;gLk; rpf;fy;fs;> **gapw;rpfs;:** ehnefpo;g; gapw;rp> ehg;gpwo;g; gapw;rp> %r;Rg; gapw;rp.
        (Neuk;: 13)

myF 2 – NgRjy; jpwd;
gbj;jy:: Nehf;fq;fs;> njhlf;f tFg;gpy; gbf;ff; fw;gpf;Fk; Kiwfs;: vOj;J Kiw gbg;G> nrhy; Kiw gbg;G> nrhw;nwhlu; Kiw gbg;G> epiw - Fiwfs;. **gbf;Fk; Kiwfs::** nrhw;fsQ;rpag; ngUf;fk;> tha;f;Fs; gbj;jy;> gbj;jy;> tha;tpl;Lg; gbj;jy;> **tiffs::** mfd;w gbg;G> Mo;e;j gbg;G - Nehf;fq;fs; - epiw - Fiwfs;.
vOJjy:: **ey;y ifnaOj;jpd; ey;ypay;Gfs::** njspT> msT> moF> ,ilntsp> tpuiT. vOj;Jg; gapw;rp Kiwfs:: tupnahw;wp vOJjy;> ghu;j;J vOJjy;> nrhy;tij vOJjy;. gpioapd;wp vOjg; gapw;rp mspj;jy; - gpiofs; Njhd;wf; fhuzq;fs; - gpiofisf; fisAk; Kiwfs; - epWj;jw;Fwpfisg; gad;gLj;Jjy; - typ kpFk; ,lk; - kpfh ,lk;.
                    (Neuk;: 13)

myF 3 - nkhopahrpupapaUk; tha;nkhopg; gapw;rpAk;
nkhopahrpupapah:: fy;tpj;jpFjp> gz;Geyd;fs;> nkhopg;gw;W> ,yf;fz ,yf;fpag; Gyik> Fuypy; Fuypy; Vw;w ,wf;fj;Jld; NgRjy;> csE}y; ty;Yeu;> gilg;ghw;wy; jpwd;> Kd;khjpupahf tpsq;Fjy;> flik czu;Tld; nray;gly;> r%f cwT nfhsy;> gpw Mrpupaulld; goFjy;> gapw;wypd; mbg;gil tpjpfisf; ifahsy;. **tha;nkhopg; gapw;rp:** tiuaiw> ,d;wpaikahik> Nehf;fq;fs;;> gad;fs;;> **tha;nkhopg; gapw;rpapid gy;NtW epiyfspy; mspg;gjw;fhd Kiwfs;;:** rpWtu; ghly;fs;> fye;Jiuahly;> fij nrhy;Yjy;> nrhw;nghopTfs;. cr;rupg;Gy; Vw;gLk; rpf;fy;fs; - kdg;ghlk; nra;jypd; Kf;fpaj;Jtq;fs;-
                    (Neuk;: 13)

myF 4 ghlj;jpl;lKk; ghlE}Yk;
ghlj;jpl;lk:: tiuaiw> **cau;epiyg; gs;sp ghlj;jpl;lkpLjw;fhd fhuzpfs;:** jdppegu; NtWghL - khwptUk; rKjhak;. **ghlE}y;fs::** ghlE}y;fspd; mbg;gil> ghlE}ypd; gz;Gfs;.

rpwe;jg; ghlE}y;fisj; jahupf;Fk;nghOJ kdjpw;nfhs;sj;jf;f nra;jpfs;. **jw;NghJ eilKiwapy; cs;s ghlE}y; gw;wpa ghu;it:** E}yfg;gbg;G> tFg;G Ehyfk;.> fUtp Ehyfk;.

<div align="right">**(Neuk;: 13)**</div>

myF 5 - nkhopf;fw;gpj;jypd; El;gf;$Wfs;
Jizf;fUtpfisg; gad;gLj;Jjy;: trpg;G Ntfj;ij mstply;(lhrp];lh];Nfhg;)> thndhyp> xypg;gjpT ehlh> xspg;gjpT> njhiyf;fhl;rp> nkhopg;gapw;wha;Tf;$lk;.> fzpg;nghwp> ,izajsk;> nraw;iff;Nfhs;.> gy;Y}lfk;.> tpz;zuq;fk;.> fhnzhyp.

<div align="right">**(Neuk;: 13)**</div>

ghu;it E}y;fs;

1. Nfhfpyh jq;frhkp (2000) Foe;ij ikaf;fy;tpAk; jkpo;f; fw;gpj;jYk;.> mdpr;rk; GUk;];> fhe;jpfpuhk;.

2. NtZNfhghy;> ghrhe;jFkhup (1991) nghJj;jkpo; fw;gpj;jy;> rFe;jyh ntspaPL nrd;id.

3. fzgjp. tp (1997) ew;wkpo; fw;gpf;Fk; Kiwfs;>rhe;jh gg;sp\u;];>nrd;id.

4. ,uj;jpd rghgjp. gp (1997) nrf;nkhopf; fy;tp> rhe;jh gg;sp\u;];> nrd;id.

5. fiyr;nry;tp. nt. (2009) jkpo; gapw;wy; El;gq;fs; rQ;rPtp gg;sp\H];> <NuhL.

18EDNU02O3: PEDAGOGY OF ENGLISH EDUCATION – II

Credit: 4   **Max. Marks: 100**

Hours: 64

Course Objective
To make the students familiarize with the concepts Pedagogy of English Education
Special outcomes of Learning
The student will be able to
- Understand theories of English language acquisition
- Familiarize with reference and study skills
- Know the technological resources for ELT
- Understand language learning difficulties
- Familiarize with Content Analysis of Text Books
- Know the different modes of evaluation

UNIT – I: ENGLISH LANGUAGE ACQUISITION
Language acquisition: Meaning, Characteristics of a Language. Theories: Cognitivism, Nativism, Organic Theory, Discourse and Neuro functional theory. Communicative Competence: Meaning, Grammatical Competence, Discourse Competence, Strategic Competence, And Socio-linguistic Competence, Strategies to develop Communicative Competence.   **(Hours: 13)**

UNIT – II: REFERENCE AND STUDY SKILLS
Teaching Reference Skills: Dictionary, Thesaurus, Encyclopedia: Characteristics of Encyclopedia, Bibliography – types, citation formats, Annotated Bibliography: characteristics, Purposes. Almanac, Atlas. Teaching Study Skills – Note Taking – Note Making – Characteristics, Process and Advantages. Library: Meaning, Definition, Sections in Library – Classification of Books, General Instructions for using a library. **(Hours: 13)**

UNIT – III: BRAIN AND LANGUAGE LEARNING
Brain and Language – Language areas – How the brain learns Second Language - Learning difficulties: Meaning, Definition, Types. Dyslexia: Meaning, Definition, Causes, Remedies. Dysgraphia: Meaning, Definition, Causes, Remedies, ADHD: Meaning, Definition, Causes, Remedies. Aphasia: Meaning, Definition, Causes, Remedies. Role of teachers to handle students with language learning difficulties.   **(Hours: 12)**

UNIT – IV: TECHNOLOGICAL RESOURCES FOR ELT
Computer Assisted Instruction CAI, e-learning, m-learning (Mobile), Skype, Cloud computing, Digital Scrap Book, e-books, Internet, Webpages, Multimedia, Social net working: Face book, Twitter, Whatsapp.   **(Hours: 13)**

UNIT – V: CONTENT ANALYSIS AND EVALUATION IN ENGLISH
Content Analysis of VIII, IX and X std. books prescribed by Tamilnadu Text Book Society. Understanding relation between curriculum, syllabus and text book. Evaluation in English: Purpose, Principles. Characteristics of good test - Techniques of Evaluation: Portfolio, Self-evaluation, Objective type test, and remedial test, Feedback from peer group to parent and students, Socio metric, Open-book tests: Strengths and Limitations, Continuous and Comprehensive Evaluation (CCE), Text Book and TET Exam.   **(Hours: 13)**

REFERENCES

1. Aggarwal, J.C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt. Ltd.

2. Beverley Collins and Inger M. Mees, (2003). Practical Phonetics and Phonology, Routledge, London.

3. Shaikh Mowla, Prabharakar Rao, Sarojini, B., (2012). Methods of Teaching English. New Delhi: Neelkamal Publications Pvt. Ltd.

4. Sharma, R.A. (2008). Technological Foundation of Education. R. Lall Books Deport, Meerut.

5. Vallabi (2012). Teaching of English. New Delhi: Neelkamal Publications.

Credit- 4   **Max. Marks: 100**

Hours-64

<div align="center">

rpwg;Gj; jkpo;;

</div>

Nehf;fk;

khzth;fSf;F jkpo;fy;tpapaypd; fw;gpj;jy; El;gq;fis mwpa nra;jy;;

rpwg;G fw;wy; milTfs;

- nkhopf;fw;gpj;jypd; tsq;fis mwpar;nra;jy;
- nkhopf;fw;wypYs;s ,lu;ghLfs; gw;wp mwpjy;
- nkhopfw;gpj;jypy; etPd njhopy; El;gq;fis mwpjy;
- tFg;giwj; jpwd;fis Nkk;gLj;Jjy;
- ghlg;nghUspd; jd;ikfis mwpjy;

myF 1 nkhopf;fw;gpj;jypy; tsq;fs;

nkhopf;fw;wy;::   nkhopf;fy;tpapd;   ,d;wpaikahik>   nkhoppAk;   r%fKk;>
nkhoptsu;r;rpapy; #o;epiyapd; gq;F> **nkhopfw;wYf;fhd cstpay; nfhs;iffs;:** fhf;Nd>
g;&dH> gpahIp. **tsq;fs;::** ,yf;fz,yf;fpaq;fs;> epfz;Lfs;> mfuhjpfs;> fiyf;fsQ;rpaq;fs;>
ciuEhy;fs;> jkpo; nrhw;fsQ;rpak;> Ma;T fl;Liufs;> Ma;tpjo;fs;.

<div align="right">**(Neuk;: 13)**</div>

myF 2.nkhopf;fw;wypy; Vw;gLk; ,lu;ghLfs;

,lu;ghLfs;:: tpsf;fk;> **gpiofs;:** tpsf;fk;> tiffs;: **Ngr;Rg;gpio:** tpsf;fk;> jtwhfxypj;jy;>
jpUj;jkhdnrhy;mwpahik> nghUs;NtWghL mwpahik> re;jpg;gpio> kaq;nfhypg;gpio.
vOj;Jg;gpio: tpsf;fk;>; xUik> gd;ik> kaf;fk;> jpiz> ghy;; KbTfspy; gpio. ty;ypdk;
kpFkplk; - kpfh ,lk;. epWj;jw;Fwpfs;.   **(Neuk;: 13)**

myF 3. gpw Jiwfspy; jkpo;nkhopapd; tsu;r;rp epiyfs;

fzpg;nghwpapAk;-jkpOk;> **mwptpay;jkpo;::** tpsf;fk;> jkpo; mwptpay; kw;Wk; njhopy;
El;gq;fs;> gy;Yhlfk; %yk; jkpo; fw;gpj;jy;> jkpo; ,izak;. jkpo; Ml;rp nkhopahtjpy;
Vw;gLk; rpf;fy;fs;- ePf;Fk; topKiwfs;. **fiyr;nrhw;fs;::** fiyr;nrhw;fis cUthf;Fk;
topKiwfs;> jkpopYs;s gpwnkhopr; nrhw;fs;.

<div align="right">**(Neuk;: 13)**</div>

myF 4. tFg;giwapy; nkhopahw;wiy tsu;j;jy;

gilg;ghw;wy;:: jfty;fis jpul;ly;> gilg;ghw;wy; jd;ikfis Nkk;gLj;Jjy;> jOty;> <Lfl;Ljy;>
kpFj;jf; fhzy;> Fiwj;Jf; fhzy;. **gilg;ghw;wy; tbtq;fs;::** jiyg;G jUjy;> Fwpg;Gfs;
jUjy;> Kbit khw;wp jUjy;> <w;wlb jUjy;> fij> ftpij. ftpijiaf; fhl;rpg; gLj;Jjy;;.

<div align="right">**(Neuk;: 13)**</div>

myF 5.ghlg;nghUs; Ma;T

Nky;epiy tFg;G nkhopg; ghlEhypd; gFg;gha;T nra;jy;;.   **(Neuk;: 12)**

nra;Kiw:

- ❖ gy;Y}lfk; top ghlk; jahupj;jy;

- ❖ ,yf;fpa eak; ghuhl;ly;

- ❖ nra;Aisf; fhl;rp gLj;Jjy;

- ❖ rpWfij vOJjy;

- ❖ thndhyp ciur;rpj;jpuk; jahupj;jy;

ghu;it Ehy;fs;

1. fzgjp tp (2004) jkpo; ,yf;fz ,yf;fpa mwpPfk;. nrd;id> rhe;jh gg;sprH];.

2. Qhd%u;j;jp. jh. V (2002) ,yf;fpaj; jpwdha;tpay;>aho; ntspaPL.

3. ghyr;re;jpud;. R (2004) ,yf;fpaj; jpwdha;T>epA+ nrQ;Rup Gf; fT];>nrd;id.

4. rf;jpNty;. R (1964) jkpo; nkhop tuyhW> nrd;id-kPdhl;rp Gj;jf rhiy.

5. Kj;Jr;rz;Kfk; (1998) ,f;fhy nkhopapay;>fof ntspaPL.

18EDNU02O5: PEDAGOGY OF MATHEMATICS – II

Credit – 4   **Max. Marks: 100**

Hours- 64

Course objective
To make the students Know the fundamental concepts of Pedagogy of Mathematics.
Special outcomes of Learning
The student will be able to
- Know the importance of ICT in teaching and learning of mathematics.
- Understand the principles of curriculum construction with emphasis on content and organization
- Acquaint with the Instructional Resources for Teaching Mathematics.
- Gain the knowledge of good mathematics laboratory
- Acquaint the skills of a good mathematics teacher

UNIT – I: ICT IN MATHEMATICS TEACHING

Teaching Learning Materials (TLM): Meaning, importance and characteristics. Self Learning Materials (SLM): Meaning, importance and characteristics. Edgar Dale's cone of Experience-Projected aids Vs Non-Projected aids. Traditional TLM: Charts, OHP and transparencies, Slide and Film projectors, Charts (to be Deleted), models (Static and working) Flash Cards, Pictures, Black board and Chalk, Flannel, Magnetic and Bulletin boards. Models in teaching mathematics and its educational values. Modern TLM: Uses of Educational Broadcasts: Radio and TV Lessons and educational values in teaching mathematics. Computers, CCTV, Multimedia, Teleconferencing, Video Conferencing, Educate and its uses. Use of Internet in teaching mathematics.   **(Hours: 13)**

UNIT – II: CURRICULUM CONSTRUCTION IN MATHEMATICS

Mathematics Curriculum: Definition, need, importance and types. Principles of Curriculum construction- Criteria for selection and Organization of content. - Critical evaluation of Tamilnadu Secondary School Mathematics curriculum and NCERT school curriculum. - Stages and Different approaches followed in curriculum development in mathematics.

(Hours: 12)

UNIT – III: MATHEMATICS TEXT BOOK

Mathematics text book: Qualities, need, importance. Characteristics and Criteria of a good mathematics text book. - Evaluation of mathematics text book - Mathematics Libraries: Meaning, objectives, organization, important library resources and its utilization. – Steps to make Mathematics library popular among the students. - Content analysis of mathematics text book up to X/XII standard.   **(Hours: 13)**

UNIT – IV: MATHEMATICS LABORATORY

Mathematics laboratory: need, importance, administration (to be Deleted), features and structure. - Planning and organization of mathematics laboratory- Rules, regulations and discipline in the laboratory. Co-curricular Activities: Objectives, organization and activities of mathematics clubs, mathematics exhibitions; fieldtrips and excursions.   **(Hours: 13)**

UNIT – V: COMPETENCIES OF MATHEMATICS TEACHER

Mathematics teacher: General and specific Qualities and Professional Competencies. Teacher Preparation: Pre service and In-service training of mathematics teacher–types of in-service training. - Improvement of professional competencies of mathematics teacher. Management of mathematics class: Attention to individual differences - Giving importance to problems raised by students. - Evaluation of mathematics teachers: meaning, need. - Modes and tools: Higher authorities, Peer, Self Evaluation, Evaluation by pupils, by informal talk and administering questionnaire - Maintenance of records. **(Hours: 13)**

PRACTICALS

- ❖ Collection of mathematical Puzzles, riddles etc.
- ❖ Preparation of model practical lab for math's
- ❖ Developing the skills to participate in a mathematical club.
- ❖ Organizing mathematical clubs and the corresponding activities
- ❖ Programmes in MS office
- ❖ Analyzing the curriculum for Mathematics.
- ❖ Participating Group Learning techniques in class discussions.

REFERENCES

1. Aggarwal, J.C (2008). Teaching of mathematics, Vikas Publishing House Pvt.Ltd, UP.

2. Aruljothi, (2013). Teaching of Mathematics – II, Centum Press, New Delhi.

3. James Anice, (2013). Methods of Teaching Mathematics, Neelkamal, New Delhi.

4. Sidhu, K.S (2006). The teaching of mathematics. Sterling Publisher Private Ltd, New Delhi.

5. Servas, W., Varga, T.,(1995). *Teaching School Mathematics,* UNESCO.

18EDNU02O6: PEDAGOGY OF PHYSICAL SCIENCE - II

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective
To make the students understand the Pedagogy of Physical Science
Special outcomes of Learning
The student will be able to
- Know the importance of ICT in teaching Physical Science.
- Understand well about curriculum construction.
- Verify the qualities of a good science text book.
- Gain the knowledge of constructing a good physical science laboratory.
- Understand the qualities and competencies of a good science teacher.

UNIT – I: LEARNING RESOURCES IN PHYSICAL SCIENCE
Teaching Learning Materials (TLM): Meaning, Importance and Characteristics. Self Learning Materials (SLM): Meaning, importance and characteristics. Edgar Dale's cone of Experience-Projected Vs Non-Projected aids. Traditional TLM: Charts, OHP, Slide and Film projectors, Charts, Models (Static and working) Flash Cards, Pictures, Chalk – Black, Flannel, Magnetic and Bulletin boards. Modern TLM: Uses of Educational Broadcasts: Radio and TV, Computers, CCTV, Multimedia, Teleconferencing, Video Conferencing, Edusat and Internet.   **(Hours: 13)**

UNIT – II: CURRICULUM CONSTRUCTION IN PHYSICAL SCIENCE
Physical Science Curriculum: Definition, need, importance and types. Principles of Curriculum construction- Criteria for selection and Organization of content. - Critical evaluation of Tamil Nadu Secondary School Physical Science curriculum and NCERT school curriculum. Curriculum improvement projects in India and Abroad: Indian Education Commission, New Policy on Education (NPE),   Nuffield Physics and Chemistry Project, CHEM - Study, PSSC   **(Hours: 13)**

UNIT – III: SCIENCE TEXT BOOK
Physical science text book: Qualities, need, importance. Characteristics and Criteria of a good science text book. - Evaluation of Science text book (Hunter's Score Card) - Science Libraries: Meaning, objectives, organization, important library resources and its utilization – Steps to make science library popular among the students - Content analysis of Physical science text book up to X/XII standard.   **(Hours: 12)**

UNIT – IV: PHYSICAL SCIENCE LABORATORY
Physical Science laboratory: need, importance, administration, features and structure. - Planning and organization of science laboratory-Storage of apparatus and chemicals. - Improvisation of apparatus - Records and Registers to be maintained – Rules, regulations and discipline in the laboratory -Accidents and first aid. Co-curricular Activities: Objectives, organization and activities of science clubs, science fairs and exhibitions; fieldtrips and excursions.   **(Hours: 13)**

UNIT – V: COMPETENCIES OF SCIENCE TEACHER

Science teacher: Qualification, Qualities and Professional Competencies. Professional development of science teacher - Role of reflective Journal. Pre service and In-service training –types of in-service training - Management of science class: Attention to individual differences - Teacher as a researcher - Evaluation of science teachers: meaning, need - Modes and tools: Higher authorities, Peer, Self Evaluation, Evaluation by pupils, by informal talk and admin - Maintenance of records.   **(Hours: 13)**

REFERENCES

1. Aggarwal J.C, (2007), Essentials of Educational Technology. Innovations in Teaching-Learning. Vikas Publications House, New Delhi.

2. Edger Dale, Audio-Visual Methods in Teaching, Revised Edition, Dryden Press, New York.

3. Guptha, *S.K. (*2001), Teaching of Physical Science in Secondary Schools, Sterling Publications.

4. Sharma.R.C. *(*2008), Modern Science Teaching. Dhanpat Rai Publishing Company (P) Ltd., New Delhi.

5. Sivarajan K. (2006), Trends and developments in Modern Educational Practices, Calicut University.

18EDNU02O7: PEDAGOGY OF BIOLOGICAL SCIENCE – II

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective
To make the students know the concepts of Pedagogy of Biological Science
Special outcomes of Learning
The student will be able to
- Know the importance of ICT in teaching Biological Science.
- Understand well about curriculum construction.
- Verify the qualities of a good Biological science text book.
- Gain the knowledge of constructing a good Biological Science laboratory.
- Understand the qualities and competencies of a good science teacher.

UNIT – I: ICT IN BIOLOGICAL SCIENCE TEACHING
Teaching Learning Materials (TLM): Meaning, importance and characteristics. Self Learning Materials (SLM): Meaning, importance and characteristics. Edgar Dale's cone of Experience- Projected aids Vs Non-Projected aids. Traditional TLM: Charts, OHP and transparencies, Slide and Film projectors, Charts, models (Static and working) Flash Cards, Pictures, Black board and Chalk, Flannel, Magnetic and Bulletin boards. Models in teaching Biological Science and its educational values. Modern TLM: Uses of Educational Broadcasts: Radio and TV Lessons and educational values in teaching Biological Science. Computers, CCTV, Multimedia, Teleconferencing, Video Conferencing, Edusat and its uses. Use of Internet in teaching Biological Science.   **(Hours: 13)**

UNIT – II: CURRICULUM CONSTRUCTION IN BIOLOGICAL SCIENCE
Biological Science Curriculum: Definition, need, importance and types. Principles of Curriculum construction- Criteria for selection and Organization of content. - Critical evaluation of Tamilnadu Secondary School Physical Science curriculum and NCERT school curriculum. Curriculum improvement projects in India and Abroad: Indian Education Commission, New Policy on Education (NPE),   Nuffield Foundation in Biological Science- Study, Biological Science Study Committee.   **(Hours: 12)**

UNIT - III: SCIENCE TEXT BOOK
Biological Science text book: Qualities, need, importance. Characteristics and Criteria of a good Biological science text book. - Evaluation of Biological Science text book (Hunter's Score Card) - Science Libraries: Meaning, objectives, organization, important library resources and its utilization. – Steps to make science library popular among the students. - Content analysis of Biological Science text book up to X/XII standard.   **(Hours: 13)**

UNIT – IV: BIOLOGICAL SCIENCE LABORATORY
Biological Science laboratory: Need, Importance, Administration, Features and Structure. - Planning and organization of science laboratory-Storage of apparatus and chemicals. - Improvisation of apparatus - Records and Registers to be maintained – Rules, regulations and discipline in the laboratory -Accidents and first aid. Co-curricular Activities: Objectives, organization and activities of science clubs, science fairs and exhibitions; fieldtrips and excursions.   **(Hours: 13)**

UNIT – V: COMPETENCIES OF SCIENCE TEACHER

Biological Science teacher: General and specific Qualities and Professional Competencies. Teacher Preparation: Pre service and In-service training of Biological science teacher – types of in-service training. - Improvement of professional competencies of Biological science teacher. Management of science class: Attention to individual differences - Giving importance to problems raised by students. - Evaluation of science teachers: meaning, need. - Modes and tools: Higher authorities, Peer, Self Evaluation, Evaluation by pupils, by informal talk and administering questionnaire - Maintenance of records.   **(Hours: 13)**

REFERENCES

1. Aggarwal J.C, (2007), Essentials of Educational Technology. *Innovations in Teaching-Learning*. Vikas Publications House, New Delhi.

2. Edger Dale, Audio-*Visual Methods in Teaching*, Revised Edition, Dryden Press, New York.

3. Guptha, *S.K. (*2001), *Teaching of Physical Science in Secondary Schools*, Sterling Publications.

4. Sivarajan K. (2006), *Trends and developments in Modern Educational* Practices Calicut University.

5. Sivarajan.k, Faziluddin.A, (2000), *Science Education, Methodology of Teaching and Pedagogic Analysis.* Calicut University.

18 CSKU 0202: COMMUNICATION AND SOFT SKILLS (FOR SOCIAL SCIENCES)

(COMPULSORY SOFT SKILLS COURSE – 2 CREDITS – 2 HOURS/WK)

OBJECTIVES
To enhance holistic development of students and improve their employability skills.

SPECIAL OUTCOMES OF LEARNING
- To develop inter personal skills and be an effective goal oriented team player.
- To develop professionals with idealistic, practical and moral values.
- To develop communication and problem solving skills.
- To re-engineer attitude and understand its influence on behavior.

UNIT I PERSONALITY TRAITS

- General and Individual Traits: An Introduction
- Growth Traits: An Introduction

UNIT 2 GENERAL AND INDIVIDUAL TRAITS

- Honesty
- Reliability

UNIT 3 GENERAL AND INDIVIDUAL TRAITS

- Good attitude
- Common Sense

UNIT 4 GROWTH TRAITS

- Self-directed skills
- Self-monitoring and accepting correction

UNIT 5 GROWTH TRAITS

- Critical thinking skills
- Commitment to continuous training and learning

Textbook:
Board of Editors. *Soft Skills for Positive Traits.* Chennai: OBS, 2014.

CORE PAPERS

18EDNU0308: CURRICULUM AND SCHOOL

Credit – 4   **Max.Marks: 100**

Hours – 64

Course objectives
To make the students understand the concepts of Curriculum and School
Special outcomes of Learning
The student will be able to

- Conceptualize the meaning and different perspectives of curriculum.
- Understand the philosophical, sociological and the psychological foundations of curriculum
- Understand the different types of curriculum with respect to their main orientation and approaches.
- Understand the need for and the components of curriculum development.
- Acquire knowledge about innovations in curriculum.
- To familiarize the National Curriculum Framework and Curriculum Evaluation

UNIT – I: INTRODUCTION TO CURRICULUM AND DEVELOPMENT

Meaning, Definition, Nature and scope of Curriculum – Need and Importance of curriculum Development – Basic principles – Structure of curriculum, Concept of curriculum development – Curriculum and Syllabus –.Role of Teacher in Curriculum development.

(Hours: 13)

UNIT – II: FOUNDATIONS OF CURRICULUM AND SCHOOL

Philosophical, Sociological, Psychological foundations of curriculum development – Selection of content: Criteria for selection of content or subject matter of curriculum – Reasons of inclusion and exclusion of a subject in school curriculum.   **(Hours: 12)**

UNIT – III: CURRICULUM DESIGN

Types of curriculum Design – Subject centered – Learner centered – Problem centered — Hidden/Latent curriculum – Null curriculum –Social oriented – Humanistic curriculum - ABC Approach in curriculum: Articulation, Continuity and Balance.   **(Hours: 13)**

UNIT – IV: INNOVATION IN CURRICULUM

Concept of Innovation and change – Factors influencing curriculum reform – Elements of change process – Preparation and use of resources units – Participation of pupils, teachers, administrators and education leaders – Barriers to change – Role of Technology: Challenges in Education – ICT Curriculum for Secondary Students: ICT Literacy and Application of ICT in Subject Area.   **(Hours: 13)**

UNIT – V: NATIONAL CURRICULUM FRAMEWORK AND CURRICULUM EVALUATION

The salient features of National Curriculum framework (1998, 2000, 2005): Analysis of these documents with respect to various aspects of foundations, concerns, and the changes made

with important considerations – Curriculum Reforms in India -Curriculum Evaluation: Objectives, Types and Criteria for curriculum evaluation - Models of curriculum evaluation: Tyler's, Rober E.Stake, Hilda Taba's and Sara model.   **(Hours: 13)**

REFERENCES

1. Aggarwal, J.C., (1990). Curriculum Reforms in India. Delhi: Doaba House.

2. Arulsamy, S., (2010). Curriculum Development., Neelkamal Publications Pvt,. Lted, Hyderabad

3. Hilda Taba, (1962). Curriculum Development Theory and Practice. New York: Marcourt Brace.

4. IGNOU, (1992). Curriculum Development for Distance Education, New Delhi

5. Sharma, R.A. (2005). Curriculum Development and Instruction. Meerut: R. Laal Book Depot,

18EDNU0309: ELEMENTS OF INCLUSIVE EDUCATION

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective

To make the students familiarize with basic aspects of Inclusive Education

Special outcomes of Learning

The student will be able to

- Enable the students to understand the concept, need, importance and emerging trends in the education of students with special needs.
- Provide adequate knowledge and skills about the causes, characteristics, identification and assessment of students with special needs.
- Orient the teacher trainees in planning, development and implantation of different educational programmes to the students with special needs.
- Develop deeper understanding and skills in the teacher trainees in the promotion of inclusive education practices to differently abled students in regular schools.

UNIT – I: CONCEPT OF SPECIAL EDUCATION

Special Education: Concept, Meaning and Definition - Need for Special Education in India-Differences between Disability, Impairment and Handicap - Difference between Segregated Education, Integrated Education, Mainstreaming and Inclusive Education-A brief History of Special Education programmes in India. Govt. Policies and Legislations: Recommendations given in NPE 1986, POA 1992 and PWD Act 1995 with special reference to people with Disabilities/Special needs-Role of National Institute: NIMH, AIISH, AYJNISH, NIOH, NIMD, NIVH and RCI in the promotion of Special Education in India.

(Hours: 13)

UNIT – II : VISUAL IMPAIRMENT

Visual Impairment: Concept, Meaning and Definition - Categories, Causes and Characteristics Visually Impaired Children – Identification and Assessment - Education of Visually Impaired Children - Teaching Visually Impaired in regular classroom.

(Hours: 13)

UNIT – III: SPEECH & HEARING IMPAIRMENT

Speech and Hearing Impairment: Nature-Types-Causes –Identification and Assessment- Education Provisions for Speech and Hearing Handicapped- Teaching Speech and Hearing Impaired in regular classroom.   **(Hours: 12)**

UNIT – IV: MENTAL RETARDATION AND EMOTIONAL & BEHAVIOR DISORDERS

Mental Retardation: Concept, Meaning and Definition of Mental Retardation - Causes, Types, Characteristics and Identification of Mentally Retarded - Education Provisions for Mentally Retarded Children - Teaching Mentally Retarded children in regular classrooms. Emotional and Behavior Disorders: Concept, Meaning and Definition Characteristics, Causes and Identification of Emotional and Behavior Disorders - Educational Programmes for

Children with Emotional and Behavioral disorders teaching the Emotional and Behavior disordered children in general classrooms.   **(Hours: 13)**

UNIT – V: LEARNING DISABILITIES AND GIFTEDNESS
Learning Disabilities Concept, Meaning and Definition - Causes, Characteristics and Identification of Learning Disabilities in Children -Teaching Learning Disabled children in regular classroom. Giftedness: Concept, Meaning and Definition- Characteristics, Identification and Education for Gifted Children.   **(Hours: 13)**

REFERENCES
1. Agarwal,R& Rao, BVLN. (2010). Learning disabilities teaching learning Strategies. Shipra Publications, New Delhi.

2. ChintamaniKar (2003): Exceptional Children. Their Psychology and Education Sterling Publishers.

3. Dhawan.M.L. (2005).Learners with Special Needs. Mehta offset press, New Delhi.

4. Narayan.J., (2003). Educating children with learning problems in regular schools. Secundrabad: NIMH.

5. Dr.Manju Gupta, (2007), "Special Education", KSK Publishers and Distributors, New Delhi.

18EDNU0310: SCHOOL MANAGEMENT, LEADERSHIP AND ACTION RESEARCH

Credit – 4   **Max. Marks: 100**

Hours – 64

Course Objective

To make the students know the aspects of School Management, Leadership and Action Research

Special outcomes of Learning

The Students Will be able to

- acquire knowledge about the role of educational Planning at different levels
- understand the meaning, scope and various levels of educational Administration
- sensitize the pupils towards the need for Educational management
- familiarize the concept of School Administration And Organisation
- explore various dimensions of Action research

UNIT – I: EDUCATIONAL PLANNING

Educational Planning: Meaning, Definition, Need, Objectives. Education in Five year plan - Different levels of Educational Planning: Long term plan, Short term plan. – Institutional Planning: Meaning, Definition, Steps, Need and Characteristics.   **(Hours: 13)**

UNIT – II: EDUCATIONAL ADMINISTRATION

Educational Administration, Educational Supervision: Meaning, Definition, Principles and Importance. National and State level Advisory Bodies: CABE, SCERT, UGC, RCI, NUEPA, NCERT, NCTE.   **(Hours: 13)**

UNIT – III: EDUCATIONAL MANAGEMENT

Educational Management: Meaning, Definition, Objectives, Administration Vs Management. - Functions of Management: Planning, Organization, Direction, Staffing, Co-ordination, Reporting, Budgeting (PODSCORB). Theories of Management: Taylor's Scientific Management, Max Weber's theory   **(Hours: 13)**

UNIT – IV: SCHOOL ADMINISTRATION AND ORGANISATION

School Organization: Meaning, definition, importance, and Principles. School and community, Quality in education: Meaning, Definition, indicators and importance. Role of supervisor: CEO, DEO.DEEO, AEEO, VEC, PTA. Total Quality Management in Education (TQM).   **(Hours: 13)**

UNIT – V: ACTION RESEARCH

Action Research: Meaning, Definition, Nature, Scope and Principles. Selecting problems for action research. Steps in action research. Teacher as action researcher. Examples for action research. Reporting action research.   **(Hours: 12)**

REFERENCES

1. Dash B.N, (2011). School organization administration and management, Neelkamal Publications, New Delhi.

2. Joshi Shekar, (2014). Educational Planning, Pacific Books International, New Delhi.

3. Laxmi Devi, (1998), Educational Planning, Anmol Publications, New Delhi.

4. Mohanty, Jagannnath. (2008), Educational Management Supervision-School organization,   Neelkamal Publications, New Delhi.

5. Pandya S.R. (2008), Administration and Management of Education. Himalaya Publishing,

<div align="center">**MODULAR COURSE**</div>

18EDNU03M1: TEACHING LEARNING MATERIALS (TLM) PREPARATION

Credit – 2   **Max. Marks: 50**

1. **CHARTS PREPARATION WORK**

   - Picture Chart
   - Diagram Chart
   - Activity Chart
   - Flip Chart
   - Strip Chart
   - Mini Chart
   - Continuity Chart

2. **MODELS**

   - 2 D Model
   - 3 D Model
   - Partially Working Model
   - Working Model
   - Sand-tray Model
   - Bridge Model
   - Non-Working Model

3. **SCROLL CARD**

   - Round
   - Rectangle
   - Hexagonal

4. **ALBUMS**

   - Optional - I Optional – II
   - Physical Education

5. REAL OBJECTS

6. BOOKLETS

7. VISUALS

8. INNOVATIVE TLM

9. SELF LEARNING MATERIALS

10. LOW COST AND NO COST TLM

11. TRANSPARENCIES

12. CDs AND ICT ORIENTED TLM

18EDN03M2: ENVIRONMENTAL   EDUCATION

Credit – 2   **Max. Marks: 50**

Course Objective

To make the students familiarize with environmental Education

Special outcomes of Learning
The student will be able to

- Acquireknowledge and understand about the environmental education.
- Understand the concept, scope and objective of environmental education.
- Acquaint the students with environmental pollution.
- Understand the Instructional Strategies of Environmental Education.
- Acquire knowledge about issues and polices of Environmental Education.

UNITI–FUNDAMENTAL CONCEPT OF ENVIRONMENTAL EDUCATION

Environmental Education:-Meaning, Principles, Nature and Scope, Aims and objective. Environmental awareness:-Need andimportance, strategies. Environmental and Disaster management:-Meaning, concept, scope, Need and Importance.   **(Hours: 6)**

UNITII–ENVIRONMENTAL POLLUTION

Pollution:-Meaning, Definition, Environmental hazards, Types of Pollution: Soil, Air, Noise, Water. GlobalWarming, Ozone depletion, Acid rain–Role of Population explosion, urbanization Deforestation in Environmental pollution.–Biodiversity-Climate   change-ewastage.   **(Hours: 6)**

UNIT–III ENVIRONMENTAL PROTECTION

Environmental Protection:Meaning, Role, Responsibilities and competencies of teachers–Role of Government and Non-government agencies in Environmental Protection –Roleof media in Environmental awareness– Environmental Education in school at different levels-Strategies and approaches of environmental education- Concept of green schools-Environmental sustainable development-Education for environmental sustainability-Ecoclubs.   **(Hours: 7)**

UNITIV– ISSUES AND POLICES IN ENVIRONMENTAL EDUCATION

Issues:-Stockholm conferences Rio   declaration – Nairobi conferences - Environmental Movements:– silentValleyproject – Chipko Movement–NarmadaValleyProject–National Test Range   at Baliupal – Need and objectives of conservation– Policies:-Legislations

for Environmental Protection in India- Constitutional Amendments - Environmental laws Environmental rights. **(Hours: 7)**

UNITV– NATIONAL AND INTERNATIONAL ORGANIZATIONS FOR ENVIRONMENTAL EDUCATION.

National Organizations for Environmental Education:-Ministry of Environment and Forestry (MOEF), Centre for Environmental Education (CEE). Environmental Information System (EIS). Botanical Survey of India(BSI). Zoological survey of India(ZSI). National institute Disastermanagement(NIDM). InternationalorganizationsforEnvironmentaleducation:- UNESCO-UNO-WHO-Environmentalawards – Nobleprizes. **(Hours: 6)**

REFERENCES

1. BharuchaErach,Textbookof EnvironmentalStudies,NewDelhi:Universitiespress,2005.
2. Odum. P. Eugenu, Ecology: A Bridge between swineand society,USA:senderlend Massachusetts, Prabhakar V.K, Environmental Awareness Training and Education,New Delhi: Anmol Publications Pvt. Ltd, 2001.
3. Pankaj Shrivastava, singh D.P, Environmental Education, NewDelhi: Anmol Publication Pvt.Ltd,2002.
4. Sharma.P.D, Environmental Biology, Meerut:Rastogi Publications,2000.
5. Sudhir M.A. and Masila Mani–EnvironmentalI ssues, New Delhi: Reliance Publications, 2003