

B.ED PROGRAMME

SYLLABUS

(with effect from June 2015)



DEPARTMENT OF EDUCATION

The Gandhigram Rural Institute – Deemed University
Gandhigram – 624 302 Tamil Nadu

THE GANDHIGRAM RURAL INSTITUTE-DEPARTMENT OF EDUCATION
B.Ed PROGRAMME - Syllabus (2015-2016 Onwards)

I – SEMESTER								
S. No.	Category	Course code	Title of the Course	No. of Credits	Hours	CFA	ESE	Total
1	Pre-B.Ed	Paper I	Psycho Social Bases of Education	4	4	40	60	100
		Paper II	Basics of Teaching and Learning	4	4	40	60	100
2	Core Papers	15EDNU 0101	Vision of Education in Contemporary India	4	4	40	60	100
		15EDNU 0102	Childhood and Growing Up	4	4	40	60	100
3	Elective Papers (Any one)	15EDNU 01EX	Any one from the list	4	4	40	60	100
4	Optional Subject Group-I	15EDNU 01OX	Any one from the list	4	4	40	60	100
5	Optional Subject Group-II	15EDNU01OY	Any one from the list	4	4	40	60	100
6	Compulsory Non-Credit Course	15EDNU 01F1	Remedial Teaching in Rural Schools	-	-	50	-	50
II – SEMESTER								
7	Core Papers	15EDNU 0203	Psychology of The Learner And Learning	4	4	40	60	100
		15EDNU 0204	Techno Pedagogy	4	4	40	60	100
8	Elective Papers (Any one)	15EDNU 02EX	Any one from the list	4	4	40	60	100
9	Optional Subject Group-III	15EDNU 02OX	Any one from the list	4	4	40	60	100
10	Optional Subject Group-IV	15EDNU 02OY	Any one from the list	4	4	40	60	100
11	Practicals	15ENGU 00C1	Communication and Soft Skills	2	-	50	-	50
12	Compulsory Non-Credit Course	15EDNU 02F2	Field Visit in Rural Schools	-	-	50	-	50
III – SEMESTER								
13	Core Papers	15EDNU 0305	Curriculum and School	4	4	40	60	100
		15EDNU 0306	Introduction to Inclusive Education	4	4	40	60	100
14	Practicals	15EDNU 0307	School Internship (I-Phase)	10	-	100	100	200
15	Modular Course	15EDNU 03MX	Any one from the list	2	-	50	-	50
16	Compulsory Non-Credit Course	15EDNU 03F3	Extension Work in Villages	-	-	50	-	50
17	VPP	15EXNU 03V1	Village Placement Programme	2	-	100	-	100
IV – SEMESTER								
18	Core Papers	15EDNU 0408	Gender Issues in Education	4	4	40	60	100
19	Practicals	15EDNU 0409	School Internship (II-Phase)	4	4	40	60	100
20	Practicals	15EDNU 0410	Evaluation of Teaching Competence	6	-	75	75	150
	Project	15EDNU 0411	Project Report	4	-	40	40+20	100
	Total Credits			90		1205	1195	2400

List of courses for 15EDNU01EX

15EDNU 01E1	Assessment and Evaluation
15EDNU 01E2	Guidance and Counselling
15EDNU 01E3	Health and Yoga Education

List of courses for 15EDNU02EX

15EDNU 02E1	Cognitive Science
15EDNU 02E2	Aesthetic and Creative Education
15EDNU 02E3	Vocational Education and Training

List of courses for 15EDNU010X

15EDNU 01O1	Pedagogy of Language - English -I
15EDNU 01O2	Pedagogy of Language – Tamil- I
15EDNU 01O3	Pedagogy of Language – Hindi- I
15EDNU 01O4	Pedagogy of Physical Science-I
15EDNU 01O5	Pedagogy of Home Science-I

List of courses for 15EDNU010Y

15EDNU 01O6	Pedagogy of Mathematics-I
15EDNU 01O7	Pedagogy of Computer Science-I
15EDNU 01O8	Pedagogy of Biological Science-I
15EDNU 01O9	Pedagogy of English Education-I
15EDNU 01OA	Pedagogy of Tamil Education-I
15EDNU 01OB	Pedagogy of Hindi Education-I

List of courses for 15EDNU020X

15EDNU 02O1	Pedagogy of Language - English II
15EDNU 02O2	Pedagogy of Language - Tamil II
15EDNU 02O3	Pedagogy of Language – Hindi II
15EDNU 02O4	Pedagogy of Physical Science-II
15EDNU 02O5	Pedagogy of Home Science-II

List of courses for 15EDNU020Y

15EDNU 02O6	Pedagogy of Mathematics-II
15EDNU 02O7	Pedagogy of Computer Science-II
15EDNU 02O8	Pedagogy of Biological Science-II
15EDNU 02O9	Pedagogy of English Education-II
15EDNU 02OA	Pedagogy of Tamil Education -II
15EDNU 02OB	Pedagogy of Hindi Education-II

List of courses for 15EDNU03MX

15EDNU03M1	Teaching Learning Materials (TLM) Preparation
15EDNU03M2	Environmental Education

**Pre-B.Ed - I SEMESTER
PAPER – I**

PSYCHO–SOCIAL BASES OF EDUCATION

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students know the basic concepts of Psycho–Social Bases of Education

Specific Outcomes of Learning

The student will be able to

- ✧ Know the basic concept of education.
- ✧ Understand education from psychological perspective.
- ✧ Understand the sociological basis of education.
- ✧ Know the psycho-social determinants of education.
- ✧ Familiarize with the pedagogical concepts and its application in teacher education.

UNIT - I BASICS OF EDUCATION

Education: Concept, Meaning, Objectives and Scope. Education as science - Education as a Social Process - Education for Human Resources Development - Individual, Social and Cultural aims of education, cultural heritage and education. Functions of Education: Individual and social functions of Education.

(Hours: 13)

UNIT - II PSYCHOLOGICAL BASES

Biological and psychological bases of behavior: concept of growth, development and maturation. Dimensions of Development: Physical, cognitive, emotional, social and moral. Principles and process of learning - Factors influencing learning - Motivation - Rewards and punishment - Remembering and forgetting, Individual Difference -Transfer of learning - Development of personality, Intelligence and Creativity.

(Hours: 13)

UNIT - III SOCIOLOGICAL BASES

School as a social subsystem - School and society - School & community relationship, community schools and colleges - Agencies of Education - Formal, Informal and Non-formal. Education for socialization - Social change-social mobility - Social stratification - Education for social justice, democracy and citizenship.

(Hours: 13)

UNIT - IV PSYCHO–SOCIAL DETERMINANTS OF EDUCATION

Habits and habit formation, Concept and concept formation - Group dynamics, Defence mechanism - Mental Health and Hygiene. Gandhian concept of Education for Integrated Development of Human Being.

(Hours: 12)

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

- ✧ Bhattacharya S, (1996). *Foundation of Education*, Atlantic Publishers, Delhi.
- ✧ Banerjee A.C. & Sharma S.R (1999). *Sociological and Philosophical Issues in Education*, Book Enclave, Jaipur.
- ✧ Chandra, S.S & Sharma R.K (2002). *Sociology of Education*, Atlantic Publisher, New Delhi.
- ✧ Curren Randall (Edited) (2003). *A companion to philosophy of Education*, New York Black Well Publishing, New York.
- ✧ Dash.B.N, (2000). *Teacher and Education in the emerging Indian society*, Neelkamal Publications, New Delhi.
- ✧ Gita.N, (2000). *Human Values in Education*, Concept publications, New Delhi.
- ✧ Hemlata, T. (2002). *Sociological Foundation of Education*, Kanishka Publisher, New Delhi.
- ✧ Heyting, prieda (Edited) (2001). *Methods in philosophy of Education*. London. Routledge, London.
- ✧ Mangal S. K, (1993). *Advanced Educational Psychology*, Prentice Hall, New Delhi.

II-SEMESTER PAPER - II

BASICS OF TEACHING AND LEARNING

**Credit – 4
Hours – 64**

Max. Marks: 100

Course Objective

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

Specific 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 of teaching and learning.

UNIT - I TEACHING

Pedagogy: Definition, Meaning and Characteristics. Teaching: Definition, Meaning, Concept, Nature, Phases, Variables, Principles. – Characteristics of Good teaching. Reflective teaching: concept and strategies for making teachers reflective practitioners. – Theories of teaching - Approaches to Teaching - learning, Behaviouristic approach, Systematic approach; Cognitivist approach, Constructivist approach.

(Hours: 13)

UNIT - II LEARNING

Learning: Definition, meaning, Concept, Nature, Goals, Characteristics, Process 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 method: 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: Normative 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. – Modes of teacher evaluation: Higher authorities, student's evaluation - Self and Peer evaluation. – Competency Based Teacher Evaluation and Reflective teaching.

(Hours: 13)

REFERENCES

- ✧ Saxena.V.K, (2010). *Technology of teaching and essentials of teaching learning*, Anmol Publication Pvt. Ltd, Delhi.
- ✧ Mangal.S.K, (2012). *Essentials of Teaching-Learning and Information Technology*. Ludhiana: Tandon Pub.
- ✧ Mahesh kumar, (2013). *Modern teaching of Information Technology*, Anmol Publication Pvt.Ltd, New Delhi.
- ✧ Nayak.A.K and Rao.V.K, (2011). *Classroom Teaching Methods and Practices*, APH Publishing Corporation. New Delhi.
- ✧ Percy Nunn, (2012). *Principles of Education*, Discovery Publishing House, New Delhi.

B.Ed PROGRAMME

I - SEMESTER (Core Paper)

15EDNU 0101 VISION OF EDUCATION IN CONTEMPORARY INDIA

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

To make the students analyze and understand the Vision of Education in Contemporary India

Specific Outcomes of Learning

The student will be able to

- ✧ know the Educational Heritage of the Country
- ✧ Understand the role of education and role of teacher in society.
- ✧ Analyze the various challenges, solutions and reforms in education.
- ✧ Create involvement in students of society and development.
- ✧ 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 & Pedagogical aspects - Influence of Hinduism - Buddhism - Jainism - Islam & Christianity on Education. Reports of Education commissions - Secondary Education Commission 1952, Kothari Commission Report - 1964-66, National Policy on Education 1986 and its revised formulation - 1992.

(Hours: 13)

UNIT - II EDUCATIONAL THOUGHTS AND CONTRIBUTIONS

Educational Ideas, thoughts and contributions of Indian philosophers - Salient features of the 'philosophy and practice' of education - Rabindranath Tagore - Liberationist pedagogy. M.K.Gandhi - Basic Education or Education for self - Sufficiency. Aurobindo Ghosh: Integral Education. J.Krishnamurthi - Education for individual and social transformation. Western philosophers : Plato - Rousseau - Dewey - Froebel - Montessori - Ivan Illich.

(Hours: 13)

UNIT - III EDUCATION AND DEVELOPMENT

Educational rights in Constitution - Secularism and Education, Equalization of Educational opportunities, achieving equity and issues of quality for girl child and weaker sections as well as differently - abled children. Education for National and International understanding. Education for Economic development - Liberalization, Privatization, Globalization and Industrialization - Education for Rural Development.

(Hours: 12)

UNIT - IV CHALLENGES IN EDUCATION

Pre primary Education - Infrastructure - Enrolment & Quality, Primary Education - Problems and solutions. Secondary and Higher secondary Education - Various systems of Education - State board - Matriculation - CBSE, ICSE and NCERT. Tertiary Education- Role of colleges and universities - Quality concerns in Education - Employability - Distance education and Open learning systems. Emerging trends in the interface between - Political process and Education; and socio - Cultural changes and Education.

(Hours: 13)

UNIT - V EMERGING GLOBAL CONCERNS AND EDUCATION

Education for Peace - Issues of National and International conflicts, social injustice, communal conflict, individual alienation: A critical understanding - Pro-active role of individuals in making peace: A way of life. Values - meaning, definition, concept, importance, types and components. National goals and value education. Education for Environmental Conservation - Global environmental crises and local environmental issues: A coherent understanding - Urgency of action for environmental conservation and regeneration.

(Hours: 13)

PRACTICALS

Quiz, Debate, Group Discussion, Assignment, Field Visit,

REFERENCES

- ✧ Anand, C.L, et al, (1993). *Teacher and Education in the Emerging Indian Society*, New Delhi: NCERT.
- ✧ Bhangaa M (1998) *Introduction to Exceptional Children*, Their Nature and Educational Provisions, Sterling Publications Pvt, Ltd, New Delhi.
- ✧ Banerjee A.C., (1999). *Sociological and Philosophical Issues in Education*, Book enclave publishers, Jaipur.
- ✧ Chaube.S.P, Akhilesh Chaube, (2002). *Western Educational Thinkers*, Concept Publishing Company, New Delhi.
- ✧ Mani Sharma, (2009). *Educational practices of classical Indian philosophes*, Bhargava Book House, Agra.
- ✧ R.P. Pathak, (2007). *Education in the emerging in India*, Atlantic Publishers & Distributors (Pvt) Ltd, New Delhi.
- ✧ Glyn Richards, (1999). *The Philosophy of Gandhi*, Curzon Press Ltd, London.
- ✧ Lakshmaiah.T and Jeyakumar, (1994). *Education and Development*, Printwell publishers, Jaipur.
- ✧ Mohanty J. (1982), *Education in the Emerging Indian Society*, Sterling Publishers, New Delhi
- ✧ Percy Nunn, (1999), *Principles of Education*, Discovery Publishing House, New Delhi.
- ✧ Vijay Aggarwal, (2011), *Principles of Educational System* - Lakshay Publications-New Delhi.
- ✧ Seetharamu R.S, (1978), *Philosophies of Indian Education*, Ashish, New Delhi.
- ✧ Veeraiah. B, (2000), *Education in Emerging India*, Himalaya publishers, New Delhi.
- ✧ Dr.Vijendee Sharma, (2011). *Sociological foundations of Education*– Lakshay Publication-New Delhi.
- ✧ Prof. K.Vijaya Kumar, (2012), *Education as to social Development in India*–Akansha Publishing House Visakha Patnam.
- ✧ R.P.Pathak (2012). *Philosophical and sociological principles of education* – persons (Dorling Kindersley India) Pvt. Ltd.
- ✧ Ismail Thamarasseri, (2008), *Education in the Emerging Indian Society* – Kanishka publishers, distributor – New Delhi.
- ✧ Yogendra K.Sharma, (2010), *Text book of educational psychology* –Kanishka Publishers, Distributor – New Delhi.
- ✧ Robert L. Gibsom, Marianne H, Hitchell, (2010), *Introduction to counseling and guidance* PHI learning private limited – New Delhi.

15EDNU 0102 CHILDHOOD AND GROWING UP

Credit-4
Hours-64

Max.Marks:100

Course Objective

To make the students understand the basic ideas of Childhood and Growing Up

Specific Outcomes of Learning

The student will be able to

- ✧ Develop an understanding of the nature and scope of Psychology with reference to the study of childhood.
- ✧ Acquaint with the various psychological aspects in the development of the learner.
- ✧ Understand the nature and importance of learning and motivations.
- ✧ Familiarize the concept of motivation, intelligence and creativity and personality.
- ✧ Orient on the mental health and hygiene of childhood.

UNIT - I INTRODUCTION TO THE STUDY OF CHILDHOOD

Infancy, childhood and adolescence development with respect to diverse Socio - Economic and Cultural backgrounds – Family, schools, neighbourhood and community. Nature of Psychology: Definition, Concept - Scope of Psychology – Branches of Psychology – Educational Psychology: Definition, Nature and Scope: The Learner, Learning Process, Learning Experience, Learning environment, Teacher and Teaching – Significance of Educational Psychology to the teacher.

(Hours: 13)

UNIT - II DEVELOPMENT OF THE LEARNER

Human Growth and Development - Concept, Principles, Characteristics. Distinction among Growth, Development and Maturation. Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral. Phases of Development and Development tasks – Infancy, Childhood and Adolescence. Emotional Development. Significance of Emotional Intelligence – Moral Development – Kohlberg's stages of Moral development. Children's live realities – Biographies, Stories, Observations about children by parents and teachers Children's diaries, testimonies and the media.

(Hours: 13)

UNIT - III NATURE AND IMPORTANCE OF LEARNING AND MOTIVATION

Nature and Importance of Learning – Individual differences in learning – Span of attention - Factors influencing the learning – Theories of Learning – Conditioning : Classical and Operant (Pavlov, Skinner), Trial and Error (Thorndike), Learning by Insight (Kohler) – Gagne's Hierarchical theory – Piaget's Cognitive Learning theory – Transfer of Learning – Memory – Forgetting – Learning curve – Concept Formation – Interest and Aptitude. Motivation and Learning – Kinds of Motives – Theories of Motivation: Maslow's hierarchy of Needs – Achievement motivation – Motivation in the classroom context.

(Hours: 13)

UNIT - IV INTELLIGENCE, CREATIVITY AND PERSONALITY

Intelligence: Concept, Nature, Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of the Intellect – Assessment of Intelligence – Uses of Intelligence tests. Creativity – Meaning, Definition, The Process of Creativity- Factors fostering creativity. Meaning and Definitions of Personality – Major Determinants of Personality – Theories of Personality – Type, Trait, Type and Trait, Psychoanalytic Assessment of Personality: Projective and Non projective measurement – Integrated Personality.

(Hours: 13)

UNIT - V MENTAL HEALTH

Mental Health – Mental hygiene: Definition, Characteristics, Teachers Role – Mental Conflict – Types of Conflict – Defense Mechanism – Educational Guidance and Counseling: Definition, Need, Characteristics, - Role of Teacher.

(Hours: 12)

PRACTICALS

S. No	Apparatus and Tools	Concept
1	Tachistoscope	Span of Attention
2	Mirror Drawing apparatus	Learning
3	Illusion board	Illusion
4	Bhatia's Battery of performance Test of Intelligence	Intelligence
5	Tweezers – Dexterity Test	Interest and aptitude
6	Vygotsky's 22 woodern blocks experiments	Concept formation
7	Card sorting – tray habit interference experiment	Transfer of Learning
8	Eyesenk Personality Questionnaire	Personality
9	Creativity Questionnaire	Creativity
10	Muktharani Rastogi's Self – concept scale	Self concept

REFERENCES

- ✧ Berk, L.E (2012) *Child Development* (6th edu), Prentice Hall of Indian, New Delhi.
- ✧ Chachan S.S, (2005). *Advanced Educational Psychology 7th edition*, vikas publishers house Pvt Ltd, Noida.
- ✧ Dandapani, S. (2007), *A text book of Advanced educational Psychology*: Anmol Publications Pvt Ltd, New Delhi.
- ✧ Fiest and fiest. (2009). *Theories of personality (7th edition)*, Mc Grwhill publishers, New Delhi.
- ✧ Hurlock, B. Elizabeth (2003), *Development psychology*, Mc graw-hill, New Delhi.
- ✧ Hughes, A.G & Hughes, E.H (2005) *Learning and Teaching*, Sonali publications, New Delhi.
- ✧ James Fadiman and Robert frager, (2007). *Personality and Personal growth 6th edition*, Pearson prentice hall, New Delhi.
- ✧ Kakkar, S.B, (2013). *Educational psychology*, Prentice-hall of India Pvt Ltd, New Delhi.
- ✧ Kundu C.L, tutoo D.N, (2009). *Educational Psychology*; Sterling Publishers Pvt, New Delhi.
- ✧ Kokila S. Thangasamy (2012). *Child Development and Pedagogy*, Manila Publications, Madurai.
- ✧ Mahesh kumar, (2011). *Modern teaching of educational psychology*, Anmol publication, Pvt Ltd, New Delhi.
- ✧ Mathur. S.S (2007). *Educational Psychology*, Agra-2, Vinod Pustak Mandhir.
- ✧ Mangal, S.K. (2012) *Advanced educational psychology*, prentice hall of India, New Delhi.
- ✧ Nishant Roy (2012). *Advanced educational Psychology*, Sonali Publication, New Delhi.
- ✧ Pathak, (2012). *Teaching skills*, Pearson Education, New Delhi.
- ✧ Sekav, S.V.K (2005). *Education Society and Pedagogy* Arise Publishers and Distributors New Delhi.
- ✧ Schunk, D.H (2011). *Learning theories: An educational perspective*, Person Publishers.
- ✧ Umadevi, M.R., (2009). *Educational Psychology*; Theories and strategies for learning and instruction, sathkruthi, Publications, Bangalore.
- ✧ Wendy conklm (2006). *Instructional Strategies for dives learners - Practical strategies for successful classroom*. Shell educational publishing.
- ✧ Yogendra. K.Sharma, (2010). *Textbook of educational psychology*, Kanishka publications, New Delhi.

ELECTIVE PAPERS

15EDNU 01E1 ASSESSMENT AND EVALUATION

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ Understand the basic principles of educational measurement and evaluation
- ✧ Explore the various methods of evaluation
- ✧ Develop skills and competencies for test construction
- ✧ Understand about standardization of various measurement tools.
- ✧ Enable the student teacher to understand the psychological testing and its types

UNIT I BASIC PRINCIPLES OF MEASUREMENT AND EVALUATION

Measurement: Meaning, definition, importance, Purpose, Types and limitations. Evaluation: Meaning, Concept, Importance, and Functions – Role of evaluation in teaching – Learning process. Measurement Vs Evaluation - Formative and Summative evaluation – Formative Vs Summative evaluation - Subjective and objective evaluation - Subjective Vs Objective evaluation.

(Hours: 13)

UNIT II INTRODUCTION TO EDUCATIONAL ASSESSMENT

Assessment: Meaning, definition, importance, Purpose, types and limitations. Applications of educational assessment-student Evaluation, Instructional decisions, counseling and guidance decisions. 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: Planning and Designing. - Preparation of Blue print - Steps in construction of a test - General principles of test construction - Writing test items: objective type, Essay type and interpretive type.

(Hours: 13)

UNIT IV STANDARDISATION OF TESTS

Characteristics of good measuring instrument: Validity, Reliability, Objectivity, Usability and Norms - Item analysis: Objectives, Steps, Factors, Discrimination power and difficulty value - Standard scores: Meaning and importance. Conversion of raw scores in to 'Z' – scores and 'T'.

(Hours: 13)

UNIT V PSYCHOLOGICAL TESTING AND TYPES

Psychological Tests: Meaning and importance. Intelligence Test: Meaning, Definition, Individual, group test and its uses. Measurement of intelligence: Concept of I.Q. – Aptitude test: Meaning, Definition, Types, Nature and Importance. Personality tests: Meaning, Definition, Nature and uses - Assessment of personality: Interview, Self report inventories, Rating scale, Projective and non - Projective techniques.

(Hours: 13)

PRACTICALS

- Construction of Blue Print
- Construction of a Test
- Standardizations of a Test
- Administering IQ test to school students

REFERENCES

- ✧ Anastasi, A, (2000), *Psychological Testing*,: Macmillan Co, New York.
- ✧ Cohen, Jay, Ronald et al, 2005, *Psychological Testing and Assessment and Introduction to Tests and Measurement*, Mayfield publishing Company, California.
- ✧ Cronbach, L.J, (2002), *Essentials of Psychological Testing*, Harper, New York.
- ✧ Edwards A.K, (1997), *Techniques of Attitude Scale Construction*, Vakils Effort and Simons Pvt. Ltd, Bombay.
- ✧ Freeman, F.S, (2003), *Theory and practice of Psychological Testing*, Oxford & IBH Publishing Co, New Delhi.
- ✧ Ferguson, L.W, (2002), *Personality Measurement*, McGraw Hill Book Company, New York.
- ✧ Guilford, J.P, (1998), *Psychometric methods*, McGraw Hill, Bombay.
- ✧ Garrett, H.E, (2008), *Statistics in Psychology and Education*, Allied Pacific Pvt. Ltd, Bombay.
- ✧ Kaul. P.N., *Elements of Scientific Methods*, Sulthan and Sons, New Delhi.
- ✧ Mursell, James, L., *Psychological Tests*, Longmans, 1975, New York.
- ✧ Rawat, D.S, (2009), *Measurement Evaluation and Statistics in Education*, New Raj Book Depot, New Delhi.
- ✧ Rajamanickam, M, (2010), *Modern psychophysical and scaling methods and experimentation*, Concept publishing company, New Delhi.
- ✧ Ramamanickam, M, (2009), *Statistical methods in psychological and Educational Research*, New Delhi: Concept publishing company.

15EDNU 01E2 GUIDANCE AND COUNSELLING

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students appraise the concepts of Guidance and Counselling

Specific Outcomes of Learning

The student will be able to

- ✧ Appraise the students the concept and principles of guidance and counseling
- ✧ Prepare them for organizing, guidance and counselling in the schools
- ✧ Develop skills in offering 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

Nature and principles of counseling - Approaches to counseling – Directive, Non - Directive, Eclectic - Characteristics, Role and functions of counselor - 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

Organization of guidance services, types of organization: Centralized form, Decentralized form, mixed form - Functions of school guidance services - Individual information service – Types of data about the individual/student sources of information - Occupational information service – Sources of information, Methods of classifying and disseminating occupational information - Placement service - Educational and vocational placement - Remedial services and follow up service - Evaluation of guidance programme.

(Hours: 13)

UNIT - V GUIDANCE FOR SPECIAL GROUPS

Special emphasis on guidance for gifted children – Slow learners – Disabled children – Mentally retarded, Orthopedically handicapped, Visually disabled, Deaf and dumb, Maladjusted – Juvenile delinquents, Guidance and Counseling Agencies - Career talks - Career guidance bureau and career corners. Recent trends of research in guidance and counseling in India.

(Hours: 13)

REFERENCES

- ✧ Anastasi A, (1982), Differential Psychology, Macmillan Co, New York.
- ✧ Crow & Crow, (1992), An introduction to Guidance, Eurasia Publishing House, ND.
- ✧ Freeman E.S, (1995), Theory and Practice of Psychological Testing, ND: Henry Holt.
- ✧ Jones. A.J. (1970), Principles of Guidance, Mc Graw Hills Publishers, New Delhi.
- ✧ Kochar, S.K. (1990), Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, Pvt. Ltd, New Delhi.
- ✧ Super D.R, 1960), The psychology of Careers, Harrer, New York.
- ✧ Rao, S Narayana, (2008), Counselling and Guidance, Tata McGraw Publishing Company Ltd, New Delhi.
- ✧ Bhatnagar, A and Gupta, N. (Eds). (1999), Guidance and Counselling: A theoretical approach (Vol I). Vikas Publishing House, New Delhi.
- ✧ Nayak, A K, (2014), Guidance and Counselling, APH Publication, New Delhi.
- ✧ Vashist, S R, (2002), Principles of Guidance, Anmol Publication, New Delhi.

15EDNU 01E3 HEALTH AND YOGA EDUCATION

Credit-4
Hours-64

Max.Marks:100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ Orient on the Physical Education
- ✧ 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 and Meditation

UNIT I - INTRODUCTION TO PHYSICAL EDUCATION

Physical Education: Meaning, Implications, Aims and Objectives - Foundations of Physical Education: Physical Fitness, Recreation, Physiological Effects of Exercise, Physical Education and Health, Growth and development. Brain and Physical Education.

(Hours: 12)

UNIT II- PHYSICAL EDUCATION PROGRAMMES IN SCHOOLS

Organization of Physical Education programmes in secondary schools - Competitions – their role, values and limitations - Team and House System - Preparation of Fixtures - Organization of Annual Athletic Meet - Basic Games Rules and Measurements: Basket Ball, kabaddi, Kho-Kho, Volley Ball - Evaluation of physical education programmes.

(Hours: 13)

UNIT III - PRINCIPLES OF HEALTH AND HEALTH EDUCATION

Health: Meaning, Definition and Dimension of Health. Health Education: Meaning, Definition, Dimensions, Principles, Need and Importance – Diseases: Communicable Diseases, Infectious Diseases and Deficiency Diseases. Cleanliness and Personal Hygiene - Positive Mental Health – Counseling against Alcohol, Smoking and drug abuse - Food and Nutrition – Safety Education and First Aid.

(Hours: 13)

UNIT IV – PLANNING AND PRACTICE OF HEALTH EDUCATION

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, Wheels of Yoga. Difference between yoga and Physical Exercise – 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

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- ✧ Alagesan. S.(2009), Physical and Health Education, Q-Books, Coimbatore,.
- ✧ Bucher Charles. A, *Foundation of Physical Education*, St. Louis, the C.V. Hosby and Co.
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- ✧ First Aid Manual, (1998), St. John Ambulance Association and the British Red Lajpat Rai et.al, *Meditation Technique and their scientific evaluation*, Anubhav Rai, Publication, Gurgaon, Haryana, India.
- ✧ NCERT, (1996), *National Curriculum for Elementary and Secondary School A Frame work*.
- ✧ Om Prakash Tiwari, (2002), *Asana-Why and How*, Lonavla: Kaivalyadhama.
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- ✧ World Health Organization, (1991), *Comprehensive School Health Curriculum*, Regional Office for South-East Asia, New Delhi.

OPTIONAL PAPERS

15EDNU 0101 PEDAGOGY OF LANGUAGE ENGLISH – I

Credit - 4
Hours - 64

Max. Marks: 100

Course Objective

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

Specific 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.

(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.

(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. Objectives of teaching supplementary reader.

(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, 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:

- ✧ Adrian Doff, (2004). *Teach English: Cambridge teacher training and development*, Cambridge: Cambridge University press.
- ✧ Begum Jahitha, A. (2007). *Enhancing Communicative Competence*. Bhargava Book House, Agra.
- ✧ Begum Jahitha, A. (2010). *English Language Education*, Neelkamal Publications, Hyderabad.
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- ✧ Deepti Nawale, Sheenam Garg., (2014). *Teaching techniques in English*, Pacific books International, Delhi.
- ✧ Evangelin Arulselvi, (2012). *Teaching of special English*, Tamil Nadu Teacher Education University, Gowtra Agencies, Chennai.
- ✧ Mowla sheikh, prothakar rao, sarojini (2012). *Methods of Teaching English*, Neekamal Publications Pvt. Ltd. New Delhi, Hyderabad.
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- ✧ Nita Prakash, Kamala Sinha., (2014). *Advanced English Language Teaching*, Pacific Books International, New Delhi.
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15EDNU 0102 PEDAGOGY OF LANGUAGE TAMIL – I

Credit-4
Hours-64

Max. Marks: 100

Nehf;fq;fs;

- ✧ 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;, gy;NtW tifahd fl;Liug; ghlq;fis mwpar;nra;jy;.
- ✧ kjpg;gPlypd; 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;> gb;j;jy;> vOJjy;. nkhopapd;jdpj;jd;ikfs.; jha;nkhop: tiuaiw-Nehf;fq;fs;-gad;fs;-; rpe;jidfs;>czu;r;rpfs; kw;Wk; mDgtk;-tsUk; fw;gidfsy; mofpay; Rit.

(Hours: 13)

myF 2. jha;nkhop gapw;W Kiw

rq;ffhy gapw;WKiw: FUFyKiw> nrhw;nghopT> ciuahly;> tpdhtpil gapw;rp> nel;LU Kiw. etPd Kiwfs;; tpsahl;L Kiw> ebg;G Kiw> jdpj; 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: nghJ Nehf;fq;fs;> rpwg;G Nehf;fq;fs;. tiffs:: mwpT gFjp> czu;T gFjp> cs ,af;fg; gFjp> Ez;epiyf; fw;gpj;jy; jpwd;fs; kw;Wk; ghjpl;lk;.

(Hours: 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> tpsahl;L Kiwapy; ,yf;fzk; fw;gpj;jy;.

(Hours: 12)

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> tUzidf; fl;Liu> tpthjf;fl;Liu> tuyhw;Wf; fl;Liu> Ma;Tf; fl;Liu> ciuahly; fl;Liu. (fPo;epiy> cau;epiy> Nky;epiy> tFg;GfSf;Fupad). nkhopngaHg;G: tpsf;fk;> tiuaiw> Nehf;fq;fs;> gad;fs;> gpw nkhopfspyUe;J jha;nkhopapy; nkhopngaHg;G> jha;nkhopapypUe;J gpw nkhopfspy;; nkhopngaHg;G> nkhopngah;g;ghy; vOk; rpf;fy;fs;> nkhopngaHg;G tiffs;.

(Hours: 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;Nrhyd> FiwPu; Nrhyd;fs;. 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;..

(Hours: 13)

ghHit E}y;fs;:

- ✧ fiyr;nry;tp.nt (2009) jkpo; gapw;wy; El;gq;fs; rQ;rPtp gg;sp\Hj]; > <NuhL.
- ✧ NtZNfhghy; ,.gh (1991) ige;jkpo; fw;gpf;Fk; Kiwfs; > rFe;jyh ntspaPL> NtY}H.
- ✧ fzgjp.tp (1997) ew;wkpo; fw;gpf;Fk; Kiwfs;> rhe;jh gg;sp\Hj];> nrd;id.
- ✧ nre;J}H ghz;bad;(1979) Ez;zpiyg; gapw;rp kPdhl;rp gjpg;gfk;> GJf;Nfhl;il.
- ✧ Nfhpte;juhrd;.K> (1990) ew;wkpo; gapw;wypy; Nehf;fKk; KiwAk; >ru];tjp gjpg;gfk;> nrd;id
- ✧ tp[ayl;Rkp.t. (2012) Ez;epiy fw;gpj;jy;> rhujh gjpg;gfk;> nrd;id.
- ✧ 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;akhyh gg;spru;];> jpz;Lf;fy;.
- ✧ Kj;Jr;rz;Kfk ;(1998) ,f;fhy nkhopapay;>fof ntspaPL.
- ✧ www.tamilvu.org

15EDNU 0103 PEDAGOGY OF LANGUAGE HINDI - I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students know the principles Pedagogy of Language Hindi

Specific Outcomes of Learning

The student will be able

- ✧ Know about the language.
- ✧ Familiarize with various approaches and methods of Language Teaching.
- ✧ Understand and train in the teaching of Prose, Poem, Grammar & Composition.
- ✧ 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 skills: LSRW.

(Hours: 13)

UNIT - II APPROACHES AND METHODS OF second LANGUAGE TEACHING

Approaches, Methods, Techniques Strategies. Approaches: Meaning and Definition. Structural, Situational Communicative Approaches. Methods; Grammar, Translation Method, Direct, Bilingual, Dr. West new method, play-way, Silent-way.

(Hours: 13)

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. 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, methods of teaching composition, Supplementary Reader: Meaning, Characteristics, Objective and methods of teaching.

(Hours: 12)

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

- ✧ Aggrawal. J.C. (2008). Principles, methods & Techniques of Teaching. Vikas Publishing House Pvt Ltd, UP.
- ✧ Siddiqui, M.H. (2009). Techniques of Classroom. APH Publishing Corporation, New Delhi.
- ✧ Sharma, R. A. (2008). Technological foundation of education. Meerut: R. Lall Books Depart.
- ✧ Chauhan, S.S. (2008). Innovations in Teaching Learning Process, Vikas Publishing House Pvt Ltd, U.P.
- ✧ Mamtha Gupta (2012), Hindi Basha Sikshan, Rakhi Prakashan, Agra.
- ✧ Ganga Ram Sharma & Sudheer Kumar Bharadwaj (2014), Bharger Book House, Agra.
- ✧ Hema Upreethi (2006), Basha Filshan, Anuvad, Anusanchar Bhargava.
- ✧ Reena Battacharya (2007), Hindi Viyakaran.
- ✧ Singh Thiagi & Bijendra Singh (2014), Shikshan Thakaneethi.

15EDNU 0104 PEDAGOGY OF PHYSICAL SCIENCE - I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students gain knowledge of Pedagogy of Physical Science

Specific 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 - Product and a body of knowledge - A way of investigation - A way of thinking. 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

Objectives of teaching Physical Science: 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 - Herbatation 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

- ✧ Gupta S.K. (2012), Teaching of Physical Science in Secondary Schools, sterling Publications.
- ✧ Nair, C.P.S, (2010), *Teaching of Science in our Schools*, Sulthan Chand & Co Ltd.
- ✧ Panner Selvam, A., (2013), Rajendran.k. *Teaching of Physical Science*, Shantha Publishers. Chennai.
- ✧ Sharma, R.C, (2008), Modern Science Teaching, Chanpat Rai and Sons.
- ✧ Sivarajan K. (2012), *Trends and developments in Modern Educational Practices* Calicut University.
- ✧ Sivarajan.k, Faziluddin.A, (2008), *Science Education, Methodology of Teaching and Pedagogic Analysis*. Calicut University.

15EDNU 0105 PEDAGOGY OF HOME SCIENCE - I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students learn the principles of Pedagogy of Home Science

Specific Outcomes of Learning

The student will be able to

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

UNIT - I NATURE AND SCOPE OF HOME SCIENCE

Science: Meaning, Definition and Nature of Home Science - Scientific attitude and temper. Home Science: Related areas of knowledge - Inter disciplinary approach. Impact of Home Science on modern communities.

(Hours: 12)

UNIT - II OBJECTIVES OF TEACHING HOME SCIENCE

Objectives of teaching Home Science: Bloom's Taxonomy. - Objectives and values of Teaching Home Science at Primary, Secondary and Higher Secondary levels. Objectives of teaching science - Instructional Vs Behavioural objectives of teaching Home Science.

(Hours: 13)

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 Home Science.

(Hours: 13)

UNIT - IV METHODS OF TEACHING HOME SCIENCE

General methods of teaching Home 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 Home 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 HOME 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 Home science test. Construction of standardized achievement test in Home Science: Blue Print and question bank. Item Analysis- Reliability, Validity.

(Hours: 13)

REFERENCE

- ✧ Gupta S.K. (2012), *Teaching of Home Science in Secondary Schools*, sterling Publications.
- ✧ Nair, C.P.S, (2010), *Teaching of Science in our Schools*, Sulthan Chand & Co ltd.
- ✧ PannerSelvam, A., (2013), Rajendran.k*Teaching of Home Science*, *Shantha Publishers*. Chennai.
- ✧ Sharma, R.C, (2008), *Modern Science Teching*, Chanpat Rai and Sons.
- ✧ Sivarajan K. (2012), *Trends and developments in Modern Educational Practices* Calicut University.
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15EDNU 0201 PEDAGOGY OF MATHEMATICS – I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students understand the basic concepts of Pedagogy of Mathematics

Specific 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. Herbatation 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

- ✧ Aggarwal, J.C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.
- ✧ Aruljothi, (2013). Teaching of Mathematics – I, Centum Press, New Delhi.
- ✧ Kulbir Singh, (2012). The Teaching of Mathematics, New Delhi: Sterling Publications.
- ✧ Kulshreshthe, (2008). A.K. Teaching of Mathematics. Meerut: R.Lall Books Depot.
- ✧ Paswan, N.K., (2006). Modern Methods of Teaching Mathematics, Cyber tec Publication, New Delhi.
- ✧ Pratap, N. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
- ✧ Servas, W., Varga, T., (1995). Teaching School Mathematics, UNESCO.
- ✧ Sharma, R. A., (2008). Technological foundation of education. Meerut: R. Lall Books Depot.
- ✧ Singh, Chitragada and R.P. Rohatagi. K, (2005). Teaching of Modern Mathematics, Dominant Publications and Distributors, New Delhi.
- ✧ Sundararajan S, (1960). Theory & Principles and Methods of Teaching school Mathematics, The teacher's publishing house.
- ✧ Washwa, S. (2008). Modern methods of teaching mathematics. Karan Papers Backs, New Delhi.
- ✧ Bagyanathan, D. (2007). Teaching of mathematics.: Tamil Nadu, Text book society, Chennai.

15EDNU 0202 PEDAGOGY OF COMPUTER SCIENCE – I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students understand the basic concepts of Pedagogy of Computer Science

Specific Outcomes of Learning

The student will be able

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

UNIT - I NATURE AND SCOPE OF COMPUTER SCIENCE

Computer Science: Meaning, Definition and Nature of computer Science - Product and a body of knowledge - A way of Investigation – A way of thinking. Scientific attitude and temper. Computer science: Related areas of knowledge - Inter disciplinary approach. Impact of computer Science on modern communities.

(Hours: 13)

UNIT - II OBJECTIVES OF TEACHING COMPUTER SCIENCE

Objectives of teaching Computer science: Bloom's Taxonomy. - Objectives and values of Teaching Computer science at Primary, Secondary and Higher Secondary levels. Objectives of teaching Computer science with reference to NCF 2005 and NCFTE 2009. Instructional Vs Behavioural objectives of teaching Computer science.

(Hours: 13)

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 - Herbatation steps - Writing and analysis of Lesson Plans. Scientific skills and Micro and macro teaching skills for Computer science.

(Hours: 12)

UNIT - IV METHODS OF TEACHING COMPUTER SCIENCE

General methods of teaching Computer 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 Computer 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 COMPUTER 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 computer science test. Construction of standardized achievement test in Computer science: Blue Print and question bank. Item Analysis- Reliability, Validity.

(Hours: 13)

REFERENCES

- ✧ Adam, D.M, (2005), *Computers and Teacher Training: A Practical guide*, Haworth Prentice, New York.
- ✧ Begum Jahitha, A. (2009). *Computer Education*. APH Publications, New Delhi.
- ✧ Begum Jahitha, A. (2011). *ICT in Teaching Learning*. APH Publications, New Delhi.
- ✧ Coburn, P, (2008). *Practical Guide to computers in Education*, Addison: Wesley Publications.
- ✧ Desmonde, W.H, (2001). *Computers and uses*, New Delhi: Prentice Hall,
- ✧ Graeme, K, (2009). *Blackboard to Computers: A Guide to Educational Aids*, London: Ward Lock.
- ✧ Leon Alexis and Mathews (1999), *Fundamentals of Information Technology*, Chennai: Leon Press.
- ✧ Rebecca J.Fiala, risenthwaite, (2003), *Microsoft office 2000*, PB Publications, New Delhi.
- ✧ Saxena, Sanjay, (2004). *A First course in Computers*, Vikas Pub, New Delhi.

15EDNU 0203 PEDAGOGY OF BIOLOGICAL SCIENCE – I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students understand the principles of Pedagogy of Biological Science

Specific 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)

REFERENCE

- ✧ Gupta S.K. (2012.), *Teaching of Biological Science in Secondary Schools*, sterling Publications.
- ✧ Nair, C.P.S, (2010), *Teaching of Science in our Schools*, Sulthan Chand & Co ltd.
- ✧ Panner Selvam, A, (2013), Rajendran.k *Teaching of Physical Science*, Shantha Publishers. Chennai.
- ✧ Sharma, R.C, (2008), *Modern Science Teching*, Chanpat Rai and Sons
- ✧ Sivarajan K. (2012), *Trends and developments in Modern Educational Practices* Calicut University.
- ✧ Sivarajan.k, Faziluddin.A, (2008), *Science Education, Methodology of Teaching and Pedagogic Analysis*. Calicut University.

15EDNU 0204 PEDAGOGY OF ENGLISH EDUCATION – I

Credit 4
Hours: 64

Max. Marks: 100

Course Objective

To Make the Students Understand the basic concepts of Pedagogy of English Education

Specific Outcomes of Learning

The student will be able to

- ✧ Understand the English Language.
- ✧ Familiarize with speech 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. Elementary Secondary and Higher Secondary level - Objectives of teaching English as a second language - Teaching English as skill mother tongue vs second language learning – Interference of mother tongue.

(Hours: 13)

UNIT - II SPEECH SOUNDS

Phonetics: Meaning, Phoneme – Vowels - Consonants – Diphthongs - Speech organs and their Roles - Phonetic transcription – Syllabification – Stress – Intonation – Rhythm.

(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.

(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

- ✧ Beverley collins and Inger M. Mees, (2003). Practical phonetics and phonology, Routledge, London.
- ✧ Begum Jahitha, A. (2007). Enhancing *Communicative Competence*. Agra. Bhargava Book House.
- ✧ Begum Jahitha, A. (2010). *English Language Education*. Hyderabad. Neelkamal Publications.
- ✧ David Nunan (2010) Research methods in Language Learning Cambridge University press.
- ✧ Jahitha Begum, A. (2010) Pondicherry University B.Ed material.
- ✧ J.E. Vallabi, (2012). Teaching of English – II Neekamal publications Pvt, Ltd, New Delhi.
- ✧ Kamalesh Sadanand, (2010). Teaching Listening and Speaking, Orient Black, Hyderabad.
- ✧ Satendra Kumar, (2013). The impact of ICT on ELT, Yking Books, Jaipur.
- ✧ Sonu Marwach, (2010). Basic communication skills, Anmol Publication, New Delhi.
- ✧ Shaikh Mowla, Prabharakar Rao, M, Sarojini. B (2012). Methods of teaching english, Neekamal publications Pvt, Ltd, New Delhi.
- ✧ Shaila Mahan, (2013). Teaching English Communicatively, Principles, Practices and Perspectives Y king Books, Jaipur.

15EDNU 0205 PEDAGOGY OF TAMIL EDUCATION – I

Credit- 4
Hours-64

Max. Marks: 100

Nehf;fq;fs;

- ✧ jkpo; nkhopapd; jdpj;jd;ikfs; gw;wp mwpjy;.
- ✧ xypfisg; gw;wp mwpjy;.
- ✧ fiyj;jpl;l;jpy; nkhopapd; ,lk; gw;wp mwpjy;.
- ✧ ciuahly;fis mwpap; nra;jy;.
- ✧ ghlg;ngHUsPd; jd;ikfis mwpjy;

myF- 1 jkpo;nkhop Njhw;wk;>tsu;r;rp>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;-fpisnkhops;: Ngr;R nkhop> vOj;J nkhop> jkpo; nkhopapd; jdpj;jd;ikfs;. nrk;nkhopapd; gz;Gfs;.

(Hours: 12)

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

xyp;ngHUs;-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;.

(Hours: 13)

myF 3. fiyj;jpl;IKk; nkhopAk;

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

(Hours: 13)

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

ciuahly;: ngHUs;> tiuaiw> Nehf;fq;fs;> gad;fs;> ciuahly; gapw;rpapid gy;NtW epiyfspy; mspg;gjw;fhd Kiwfs;> jiyg;Gfisg; gw;wp ciuahly;> fijnrhy;Yjy;> fye;Jiuahly;> nrhw;Nghu;> nrhw;ngHopTfs;> ehlfk;. Neu;fhzy;.ehlfk;;-Njhw;wKk; tsu;r;rpAk;-ehlf tifg;ghL-,f;fhy ehlfq;fs;-vOj;J ehlfq;fs;-tl;lhunkhop ehlfq;fs;-nra;Ais ehlfkhf;fpf; fw;gpj;jy;.

(Hours: 13)

myF 5.ghlg;ngHUs; Ma;T

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

nray;Kiw Ntiy

1. fUj;juq;fk; elj;Jjy;
2. ehlfq;fs; vOJjy;- ebj;jy;
3. kyu; jahupj;jy;

4. fye;Jiuahly;; elj;;Jjy;.
5. tpdh tq;fp jahupj;jy;

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- ✧ ,uj;jpd rghgjp.gp (1997) nrk;nkhopf; fy;tp> >rhe;jh gg;sp\u;];> nrd;id.
- ✧ fiyr;nry;tp.nt. (2009) jkpo; gapw;wy; El;gq;fs; rQ;rPtp gg;sp\H];> <NuhL.
- ✧ fzgjp tp. (2004)> jkpo; ,yf;fz ,yf;fpa mwpKfk;. rhe;jh gg;sp\H]; nrd;id.
- ✧ Qhd%u;j;jp jh>V> (2002) ,yf;fpaj; jpwdha;tpay;>aho; ntspaPL.
- ✧ fzgjp.tp. (1997) ew;wkpo; fw;gpf;Fk; Kiwfs;>rhe;jh gg;sp\u;];> nrd;idjz;lghdp.R (2013)jkpo; fw;gpj;jy;>kPdh gjpg;gfk;>kJiu.
- ✧ eluh[d;. v.];.> eluh[d; .tp. (2013) fy;tpg;GJikfSk; fiyj;jpl;l Nkk;ghLfSk;> rhe;jh gg;spru;];> nrd;id.
- ✧ Kj;Jr;rz;Kfk ;(1998) ,f;fhy nkhopapay;>fof ntspaPL.
- ✧ Foe;ijrhkp th.nr (1990) mwptpay; jkpo;.
- ✧ gukrptk; nrh. (2008)> ew;wkpo; ,yf;fzk;> >gl;Lg;gjpg;gfk;> nrd;id tPu;g;gd; gh. (2004) cau;epiy jkpo; fw;gpj;jypy; Gjpa mZFK Kiwfs;> nrd;id.
- ✧ www.tamilvu.org

15EDNU 0206 PEDAGOGY OF HINDI EDUCATION – I

Credit 4
Hours: 64

Max. Marks: 100

Course Objective

To Make the Students understand the principles of Pedagogy of Hindi Education

Specific Outcomes of Learning

The student will be able to

- ✧ Understand the nature of Hindi Language.
- ✧ Familiarize with speech sounds in Hindi.
- ✧ Acquaint with Hindi Language Curriculum.
- ✧ Understand the Communicative Language Teaching.
- ✧ Orient with Hindi Text book analysis.

UNIT - I INTRODUCTION TO HINDI LANGUAGE

The status of Hindi in India - Aims of Teaching Hindi at Elementary, Secondary and Higher Secondary level - Objectives of teaching Hindi as a second language - Teaching Hindi as skill subject. Mother tongue vs Hindi language learning - Interference of mother tongue in Learning Hindi.

(Hours: 13)

UNIT - II SPEECH SOUNDS

Phonetics: Meaning, Phoneme - Vowels - Consonants - Diphthongs - Speech organs and their roles - Phonetic transcription - Syllabification - Stress - Intonation - Rhythm.

(Hours: 13)

UNIT - III HINDI LANGUAGE CURRICULUM

Hindi Language Curriculum: Meaning, Definition, Principles, Contribution, various types of organizing the course content or syllabus. Limitation in the existing Hindi Language Curriculum - Guidelines by NCF (2005, 2009) on Hindi Language Curriculum.

(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: 12)

UNIT - V HINDI TEXT BOOK ANALYSIS

Analysis of VI to XI std NCERT Hindi text books - Analysis - Meaning, Definition - Content 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)

REFERENCES

- ✧ Mamtha Gupta (2012), *Hindi Basha Sikshan*, Rakhi Prakashan, Agra.
- ✧ Ganga Ram Sharma & Sudheer Kumar Bharadwaj (2014), *Bharger Book House*, Agra.
- ✧ Hema Upreethi (2006), *Basha Filshan*, Anuvad, Anusanchar Bhargava.
- ✧ Reena Battacharya (2007), *Hindi Viyakaran*.
- ✧ Singh Thiagi & Bijendra Singh (2014), *Shikshan Thakaneethi*.
- ✧ Aggrawal. J.C. (2008). Principles, methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
- ✧ Siddiqui, M.H. (2009). Techniques of Classroom. New Delhi: APH Publishing Corporation.
- ✧ Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Deport.
- ✧ Chauhan, S.S. (2008). Innovations in Teaching Learning Process, U.P: Vikas Publishing House Pvt Lt.

COMPULSORY NON CREDIT COURSE

15EDNU 0103 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

II - SEMESTER

CORE PAPERS

15EDNU 0201 PSYCHOLOGY OF THE LEARNER AND LEARNING

Credit - 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students understand the Psychological concepts of the Learners and Learning

Specific 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

- ✧ Aggarwal J. C. (1996), Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd, New Delhi
- ✧ Mathur S. S. (2001), Educational Psychology, Vinod Pustar Mandir, Agra.
- ✧ Sanden Vander W. James (1989), Human Development, Refred A Knopg, INC. New York.
- ✧ Sprinthall, C., Richard and Sprinthall A. Norman (1990), Educational Psychology, A Developmental Approach. McGraw Hill Publishing Company, New York.
- ✧ Mangal S. K. (2000), An Introduction to Psychology. Prakash Brothers, Ludhiana.
- ✧ Mathur, S. S. (1996), Educational Psychology. Vinod Pustak Mandir, Agra.
- ✧ Oladele, J. O. (1998). Fundamentals of Educational Psychology. Johns-Lad Publishers Ltd, Yaba.
- ✧ Onyehalu, A.S (1988). Psychological Foundations of Education. Meks-Unique (Nig.) Publishers, Awka.
- ✧ Sharma, R.N. (1996), Educational Psychology” Surjeet Publications, Delhi.

15EDNU 0202 TECHNO PEDAGOGY

Credit - 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students Know the aspects of Techno Pedagogy.

Specific Outcomes of Learning

The student will be able to

- ✧ Understand the nature and scope of educational technology.
- ✧ Understand the systems approach to Education and communication theories and modes of communication.
- ✧ Know the instructional design and modes of development of self learning material.
- ✧ Develop the ability for critical appraisal of the audio-visual media.
- ✧ Develop basic skills in the production of different types of instructional material.
- ✧ Know the recent innovations and future perspectives of Education Technology.
- ✧ Acquaint with the innovations in Educational Technology.

UNIT - I EDUCATIONAL TECHNOLOGY AND INFORMATION COMMUNICATION TECHNOLOGY

Educational Technology: Meaning – Definition – Concept – Objectives - Need - Scope and limitations - Nature of Educational Technology - Components of Educational Technology – Approaches of Educational Technology. IT: Meaning, Need. ICT: Meaning, Scope, Importance. Major Institutions of Educational Technology in India (NCERT, SITE, INSAT).

(Hours: 13)

UNIT - II CLASS ROOM INTERACTION AND SELF INSTRUCTIONAL METHODS

Class room interaction: Meaning, Need, Importance – Techniques: Flanders's Interaction Analysis Categories System, Reciprocal Category System, Equivalent Talk Category. Self-instructional methods: Auto learning and self-study. Personalized System of Instruction (PSI) – Keller plan. Programmed learning: Objectives, Characteristics, Principles, Types and Steps. Computer Aided teaching techniques: CAI, CAL, CALL, CML - Advantages and Role of Teacher.

(Hours: 13)

UNIT - III SYSTEMS APPROACH AND COMMUNICATION

System approach: Meaning, concept, characteristics, components. Phases - Analysis, Design and Management - Principles of System Design - Application of systems approach to classroom Instruction. Communication: Meaning - Concept – Types - Elements of Communication, models of Communication, Barriers of Communication - Factors affecting Communication - Computer Mediated Communication (CMC). Consortium for Educational Communication (CEC).

(Hours: 13)

UNIT - IV MEDIA AND METHODS

Media: Meaning, Functions, Need, Types and Scope - Selection of Media for teaching – Learning, Multimedia Approach in Educational Technology - Meaning, Uses, Importance and Limitation. Audio Visual Media: Meaning and importance. C.C.T.V., VCD player, Educational Television - Educational Satellite, Teleconferencing, Video Conferencing, Gyandarshan and SIET programmes. Teaching methods: Brain storming – Mastery learning – Discovery learning.

(Hours: 12)

UNIT - V INNOVATIONS IN INSTRUCTION

Instructional Design: Meaning, Nature, Steps and Guidelines for Instructional Designing. Models of Teaching – Concept, Meaning, Definition, Essential Elements – Teaching models – Social interaction, information processing, personal and behavioral models. Innovations in Instruction: E-learning – E-teaching – E-content development and E-library. Virtual Classroom teaching – Digital classroom – Countrywide Classroom.

(Hours: 13)

REFERENCES

- ✧ Alexis Leon & Mathews Leon, *Fundamental of Information Technology*, New Delhi: LeonTECHWorld, 1999.
- ✧ Anuradha Joshi., (2012). "Models of Teaching H.P. Bhargava Bork House, Agra.
- ✧ Arun Baveja, Introduction to *Information Technology*, New Delhi: Kalpaz Publication, 2000.
- ✧ AIDI, S.M Modern Teaching of Educational Technology. New Delhi: Ammol Publications (P) Ltd., 2004.
- ✧ Bhatt & Sharma S.R., *Educational Technology*, New Delhi: Kanishka Publishers, 1992.
- ✧ David Layton (Ed), *Innovations in Science and Technology*, New Delhi: Stanley Publishers, 2000
- ✧ Haseen Taj, *Modern Educational Technology*, H.P. Bhargava Book House, Agra, 2011.
- ✧ Imran R. Shaikh, *Introduction to Education Technology and ICT*, McGraw Hill Education (India) Private Ltd, New Delhi, 2013.
- ✧ Joyce M & Weil J., *Models of teaching*, New Delhi: Prentice Hall, 1992.
- ✧ Kumar K.L, *Educational Technology*, New Delhi: New Age Publishers, 1996.
- ✧ Ramesh Verma & Suresh Sharma, *Modern Trends in Teaching Technology*, New Delhi: Ammol Publications Pvt.Ltd, 2003, 2005.
- ✧ Sampath K. et al – *Introduction to Educational Technology*, New Delhi: Sterling publishers Pvt. Ltd., 1992.
- ✧ Sharma R.A, *Technology of Teaching*, Meerut: International Publishers, 1991.
- ✧ Stella Ramchandani., (2014). Modern Methods and Techniques of Teaching Dominant Publishers and Distributors Pvt, New Delhi, India.
- ✧ Tarachan, Pahuja, N.P Essentials of Instructional Technology. New Delhi. Anmol Publication (P) Ltd., 2004.
- ✧ Usha Rao, *Educational Technology*, Bombay: Himalaya Publishing House, 1991.

ELECTIVE PAPERS

15EDNU 02E1 COGNITIVE SCIENCE

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students understand the basic concepts of cognitive science

Specific 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 Nervous System, Structure of Brain and Neuron, Role of Neurons, Synapse, Electrical Activity, Event Related Potentials (ERP), Brain Mapping - Information Processing, Role of Neurotransmitters in learning - Brain Imaging techniques, Hemisphericity 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 - Cognitive Science Programs in India - The role of Cognitive Science in empowering teachers.

(Hours: 13)

REFERENCES

- ✧ Begum Jahitha, A. (2008). *Mediated Learning Experience*. New Delhi. APH Publications.
- ✧ Begum Jahitha, A. (2014). *Metacognition*. Agra. Bhargava Book House.
- ✧ Begum Jahitha, A. (2014). *Self Regulation*. Agra. Bhargava Book House.
- ✧ Paul Thagard. (2005). *Mind Introduction to Cognitive Science*. Second Edition – Prentice Hall of India New Delhi.
- ✧ Kar, B. R. (2013). *Cognition and Brain Development: Converging evidences from various methodologies*. American Psychological Association, Washington.
- ✧ Mishra, R. K., & Srinivasan, N. (2011). *Language-Cognition Interface*. Munich: Lincom Europa.
- ✧ Srinivasan, N., Gupta, A.K., & Pandey, J. (2008). *Advances in Cognitive Science: Volume 1*. New Delhi, India: Sage Publications.
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15EDNU 02E2 AESTHETIC AND CREATIVE EDUCATION

Credit - 4
Hours – 64

Max. Marks: 100

Course objective

To Make the Students know the aspects of Aesthetic and Creative Education

Specific 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 Tamil Nadu (Karnatic, Folk and TAMILISAI) - Tradition of performing arts (Bharathanatyam and Folk dances) – Contributions of music and dance artists to our cultural heritage.

(Hours: 13)

UNIT - II METHODS AND TECHNIQUES

Educational techniques in Music and performing arts – Enriching voice-culture, Raga, Tala, Instruments-technical terms in Karnatic music for teaching - Facial expression, foot - Steps, mudras, postures in Bharathanatyam for teaching performing arts like story - Telling, demonstration, dramatics (Social oriented, History oriented etc.), Play way method.

(Hours: 13)

UNIT - III TEACHING AIDS FOR INSTRUCTORS

Developing composing skill of a music teacher – Techniques for composing – Poems, Rhymes, hymns etc, -Aids for developing choreographic method of teaching - Identification and nurturing of different talents among the students.

(Hours: 13)

UNIT - IV CREATIVE TEACHING

Creative teaching through music and performing arts – Music in different grades – Aims and objective of teaching music and performing arts – Building musical experience – Role of a music teacher in school activities – Use of musical instruments, Types of instruments and developing skills - Aids for teaching music and performing arts.

(Hours: 13)

UNIT - V ART EDUCATION

Arts and Aesthetic Education – Needs and importance of art and as aesthetic education - Approach to art and aesthetic education - Core elements of the art curriculum - Art curriculum at different stages as suggested by massive teacher orientation programme organized by NCERT.

(Hours: 12)

REFERENCES

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15EDNU 02E3 VOCATIONAL EDUCATION AND TRAINING

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific 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.
- ✧ 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.

(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, 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, training for self employment and small scale village industry. Vocational Trades and Training – Food processing-Bakery, Handmade paper – Textiles, Khadi and Handloom, Cottage Industries – Dairy – Agri – Handicrafts – Herbal products – Painting – Construction – Leather Works.

(Hours: 12)

REFERENCES

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OPTIONAL PAPERS

15EDNU 0201 PEDAGOGY OF LANGUAGE - ENGLISH II

Credit – 4
Hours- 64

Max. Marks: 100

Course objective

To make the students orient with pedagogy of language English

Specific Outcomes of Learning

The student will be able

- ✧ 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 comprehension, Three phases of listening activities. Speaking Skills: Techniques in teaching speaking, the conversation class, the topic based discussion class - Task centered fluency practices: Tasks for developing speaking skill – Individual, pair and group work. Improving Speaking Skills: Parallel Sentences, Conversation, Dialogues, Role play, Dramatization, 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: Aims, process, skimming, scanning, intensive reading extensive reading. Methods of teaching Reading: Alphabet method, Phonetic method, Word method Phrase method Sentence method, Reading perception, Reading comprehension. strategies to develop reading , Testing reading Mechanics, Sub skills ,Visual perception , syntax , organization relevance Writing skills: mechanical skills, Grammatical Skills , Judgment skills , Discourse skills Characteristics of good Hand writing: distinctiveness, legibility, simplicity. Strategies for developing good hand writing.

(Hours: 13)

UNIT - III LANGUAGE TEACHER'S COMPETENCIES AND RESOURCES

Language teacher's competencies, Qualities of a good English teacher. TLM in Language teaching: Flash cards, Pictures, Charts, Models. OHP, Tape Recorder, Linguophone, Radio, T.V, Language Laboratory, Radio, Zerox cost and Low cost TLM.

(Hours: 13)

UNIT - IV LESSON PLAN AND TEXT BOOK

Lesson Plan: Meaning, objectives, procedure, portfolio of writing. Text Book: Meaning, Definition, Characteristics purpose and Role of CIIL, RIE, NCERT, CIEFL.

(Hours: 12)

UNIT - V RECENT TRENDS OF LANGUAGE TEACHING

Computer Assisted Language Learning(CALL), Community Language learning(CLL) ,Total physical response (TPR) ,Task Based Language Teaching(TBLT) Suggestopedia, co-operative learning , On-line Learning , Multimedia , English for specific purpose (ESP), Web-based Learning, Role of Internet in Language Teaching.

(Hours: 13)

REFERENCES

- ✧ Aggrawal. J.C. (2008). Principles, methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
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15EDNU 0202 PEDAGOGY OF LANGUAGE - TAMIL II

Credit-4
Hours-64

Max. Marks: 100

Nehf;fq;fs;;

- ✧ jkpo;f;fw;gpj;jypy; gy;NtW jpwd;fspy; gapw;rp ngWjy;;
- ✧ Nfl;Lzu;jy; jpwdAk;> nghUSzu;jy; jpwdAk; tsu;j;jy;
- ✧ rpwe;j vOj;jhw;wiytsu;j;jy;>gy;NtWtifahdeilNtWghLfis mwpar;nra;jy;
- ✧ ghIE}ypd; ghz;Gfis mwpjy;
- ✧ nkhopf;fw;gpj;jypd; El;gf;\$Wfis mwpjy;

myF 1 – Nfl;ly; jpwd;

Nfl;ly; tiuaiw- Nfl;ly;> Nfl;ly; jpwd tsu;j;jYf;fhd Nehf;fq;fs;- tsu;g;gjw;fhd 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;rp; nghUe;jpa ey;ypay;Gfs;- jpUe;jpa Ngr;rp;id tsu;f;f JizahFk; ,yf;fpaq;fs;- ehlfq;fs;- nrhw;Nghu;- fye;Jiuahly;- tpdhb tpdh- ,yf;fpa kd;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.

(Hours: 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;- nrhw;fsQ;rpag; ngUf;fk;- tha;f;Fs; gbj;jy;- tha;tpl;Lg; gbj;jy;- 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- tpiuT- 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; mwpjy;

(Hours: 13)

myF 3 nkhopahrpupaUk; tha;nkhopg; gapw;rpAk;

fy;tpj;jFjp- gapw;rp- gz;Geyd;fs;- nkhopg;gw;W- ,yf;fz ,yf;fpag; Gyik- Fuy; tsk;- 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 MrpupaUld; goFjy;- gapw;wypd; mbg;gil tpjpfisf; ifahsy; tha;nkhopg; gapw;rp-tiuaiw-,d;wpaikahik-Nehf;fq;fs;-gad;fs;-cr;rupg;gpy;Vw;gLk; rpf;fy;fs;-kdg;ghlk; nra;jyp;d; Kf;fpaj;Jtq;fs;-tha;nkhopg; gapw;rpapid gy;NtW epiyfspy; mspg;gjw;fhd Kiwfs;;-rpWtu; ghly;fs;>fye;Jiuahly;>jij nrhy;Yjy;>nrhw;nghopTfs;.

(Hours: 13)

myF 4 ghIj;jpl;IKk; ghIE}Yk;

ghIj;jpl;lk; tiuaiw- jdpegu; NtWghL- khwptUk; rKjhak;- cau;epiyg; gs;sp ghIj;jpl;lkljw;fhd fhuzpfs;- jkpo;g; ghIj;jpl;lk;- ghIE}y;fs;- ghIEjy;fspd; mbg;gil- ghIEjypd; gz;Gfs;- rpwe;jg;

ghlE}y;fisj; jahupf;Fk;ngghOJ kdjpw;nfhs;s;j;f;f nra;jpfs;- jw;Nghij eilKiwapy; cs;s ghlE}y;
gw;wpa ghu;it- E}yfg;gbg;G-tFg;G Ehyfk;>fUtp Ehyfk;.

(Hours: 13)

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.

(Hours: 12)

ghu;it E}y;fs;

- ✧ Rg;Gnul;bahu;.e.> 1964> jkpo;gapw;WKiw> fof ntspaPL> jpUney;Ntyp.
- ✧ nre;J}u; ghz;bad;.> 1983> jpl;lkpl;lijf; fw;wy;- Xu; mwpKfk;> kPdhl;rp gjpg;gfk;> GJf;Nfhl;il.
- ✧ Nfhfpyh jq;frhkp.> 2000> Foe;ij ikaf;fy;tpAk; jkpo;f; fw;gpj;jYk;> mdpr;rk; GUK;];> fhe;jpfpuhk;.
- ✧ nghd;idad;.gh.> 1992> jkpo;g;ghlk; nrhy;Yk; Kiw> jkpo;ehl;L ghlE}w; fofk;> nrd;id.
- ✧ NtZNfhghy;,.ghrhe;jFkhup(1991)ngghJj;jkpo;fw;gpj;jy;>rFe;jyh ntspaPL nrd;id.
- ✧ fzgjp.tp(1997)ew;wkpo; fw;gpf;Fk; Kiwfs;>rhe;jh gg;sp\u;];>nrd;id.
- ✧ ,uj;jpd rghgjp.gp (1997) nrk;nkhopf; fy;tp> >rhe;jh gg;sp\u;];> nrd;id.
- ✧ fiyr;nry;tp.nt. (2009) jkpo; gapw;wy; El;gq;fs; rQ;rPtp gg;sp\H];> <NuhL.
- ✧ Kj;Jr;rz;Kfk ;(1998) ,f;fhy nkhopapay;>fof ntspaPL.

15EDNU 0203 PEDAGOGY OF LANGUAGE - HINDI II

Credit – 4

Max. Marks: 100

Hours- 64

Course objective

To make the students Understand the Pedagogy of Language Hindi

Specific Outcomes of Learning

The student will be able to

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

UNIT - I LISTENING COMPREHENSION AND SPEAKING SKILLS

Listening Skills: Sub skills of listening, Listening comprehension, Three phases of listening activities. Speaking Skills: Techniques in teaching speaking, the conversation class, the topic based discussion class - Task centered fluency practices: Tasks for developing speaking skill – individual, Pair and group work. Improving Speaking Skills: Parallel Sentences, Conversation, Dialogues, Role play, Dramatization, Play Reading, Group Discussion, Storytelling, Narration, Description, Games, Debate, Interview, Extempore Speech. Barriers to Effective Communication.

(Hours: 13)

UNIT - II READING AND WRITING SKILLS

Reading skills: Aims, Process, Skimming, Scanning, Intensive reading extensive reading. Methods of Teaching Reading: Alphabet method, Phonetic method, Word method, Phrase method, Sentence method, Reading comprehension. Strategies to develop reading, Testing reading, Mechanics, Sub skills, Visual perception, Syntax, Organization relevance Writing skills: mechanical skills, Grammatical Skills, Judgment skills, Discourse skills, Characteristics of good Hand writing: distinctiveness, legibility, simplicity. Strategies for developing good hand writing.

(Hours: 13)

UNIT - III LANGUAGE TEACHER'S COMPETENCIES AND RESOURCES

Language teacher's competencies, Qualities of a good Hindi teacher. TLM in Language teaching: Flash cards, Pictures, Charts, Models. OHP, Tape recorder, Linguophone, Radio, T.V, Language Laboratory.

(Hours: 13)

UNIT - IV LESSON PLAN AND TEXT BOOK

Lesson Plan: Meaning, Objectives, Procedure, Portfolio of writing text book: Meaning, Characteristics, Role of Dhakshin Bharat Prachar Sabha and Rasatria Hindi Sansthan in hindi Teaching.

(Hours: 12)

UNIT - V RECENT TRENDS OF LANGUAGE TEACHING

Computer Assisted Language Learning (CALL), Total physical response (TPR), Task Based Language Teaching (TBLT). Suggestopedia, Co-operative learning, On-line Learning, Multimedia.

(Hours: 13)

REFERENCES

- ✧ Aggrawal. J.C. (2008). Principles, methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
- ✧ Siddiqui, M.H. (2009). Techniques of Classroom. APH Publishing Corporation, New Delhi.
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- ✧ Mamtha Gupta (2012), Hindi Basha Sikshan, Rakhi Prakashan, Agra.
- ✧ Ganga Ram Sharma & Sudheer Kumar Bharadwaj (2014), Bharger Book House, Agra.
- ✧ Hema Upreethi (2006), Basha Filshan, Anuvad, Anusanchar Bhargava.
- ✧ Reena Battacharya (2007), Hindi Viyakaran.
- ✧ Singh Thiagi & Bijendra Singh (2014), Shikshan Thakaneethi.

15EDNU 0204 PEDAGOGY OF PHYSICAL SCIENCE - II

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students understand the Pedagogy of Physical Science

Specific 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 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 physical science and its educational values. Modern TLM: Uses of Educational Broadcasts: Radio and TV Lessons and educational values in teaching physical science. Computers, CCTV, Multimedia, Teleconferencing, Vedio Conferencing, Edusat and its uses. Use of Internet in teaching Physical Science.

(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, Chemical Education Material (CHEM) Study, Physical Science Study Committee.

(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: General and specific Qualities and Professional Competencies. Professional development programmes for science teacher.- Role of reflective practices in professional

development Of science teachers.- *Teacher Preparation*: Pre service and In-service training of science teacher-types of in-service training.- Improvement of professional competencies of science teacher. Management of science class: Attention to individual differences - Giving importance to problems raised by students. - 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 administering questionnaire - Maintenance of records.

(Hours: 13)

REFERENCES

- ✧ Aggarwal J.C, (2007), Essentials of Educational Technology. *Innovations in Teaching-Learning*. Vikas Publications House, New Delhi.
- ✧ Edger Dale, *Audio-Visual Methods in Teaching*, Revised Edition, Dryden Press, New York.
- ✧ Garrett, (1979), *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd, Bombay.
- ✧ Guptha, S.K. (2001), *Teaching of Physical Science in Secondary Schools*, Sterling Publications.
- ✧ Sivarajan K. (2006), *Trends and developments in Modern Educational Practices* Calicut University.
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15EDNU 0205 PEDAGOGY OF HOME SCIENCE – II

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students gain knowledge of Pedagogy of Home Science

Specific Outcomes of Learning

The student will be able to

- ✧ Know the importance of ICT in teaching Home Science
- ✧ Understand well about curriculum construction
- ✧ Verify the qualities of a good Home science text book
- ✧ Gain the knowledge of constructing a good Home Science laboratory
- ✧ Understand the qualities and competencies of a good Home science teacher.

UNIT – I ICT IN HOME 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 Home Science and its educational values. Modern TLM: Uses of Educational Broadcasts: Radio and TV Lessons and educational values in teaching Home Science. Computers, CCTV, Multimedia, Teleconferencing, Video Conferencing, Edusat and its uses. Use of Internet in teaching Home Science.

(Hours: 13)

UNIT - II CURRICULUM CONSTRUCTION IN HOME SCIENCE

Home Science Curriculum: Definition, need, importance and types. Principles of Curriculum construction- Criteria for selection and Organization of content. - Critical evaluation of Tamilnadu Secondary School Home Science curriculum and NCERT school curriculum. Curriculum improvement projects in India and Abroad: Indian Education Commission, New Policy on Education (NPE), Nuffield Home Science and Chemistry Project, Chemical Education Material (CHEM) Study, Home Science Study Committee.

(Hours: 13)

UNIT - III SCIENCE TEXT BOOK

Home 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 Home Science text book up to X/XII standard.

(Hours: 13)

UNIT - IV HOME SCIENCE LABORATORY

Home Science laboratory: need, importance, administration, features and structure. - Planning and organization of Home science laboratory-Storage of Equipments and Home Appliances-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: General and specific Qualities and Professional Competencies. **Teacher Preparation:** Pre service and In-service training of science teacher – types of in-service training-Improvement of professional competencies of science teacher. Management of science class: Attention to individual differences - Giving importance to problems raised by students. - Evaluation of Home 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: 12)

REFERENCES

- ✧ Aggarwal J.C, (2007), Essentials of Educational Technology. *Innovations in Teaching-Learning*. Vikas Publications House, New Delhi.
- ✧ Edger Dale, *Audio-Visual Methods in Teaching*, Revised Edition, Dryden Press, New York.
- ✧ Garrett, (1979), *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd, Bombay.
- ✧ Guptha, S.K. (2001), *Teaching of Physical Science in Secondary Schools*, Sterling Publications.
- ✧ Sivarajan K. (2006), *Trends and developments in Modern Educational Practices* Calicut University.
- ✧ Sivarajan.k, Faziluddin.A, (2000), *Science Education, Methodology of Teaching and Pedagogic Analysis*. Calicut University.

15EDNU 0206 PEDAGOGY OF MATHEMATICS – II

Credit – 4
Hours- 64

Max. Marks: 100

Course objective

To make the students Know the fundamental concepts of Pedagogy of Mathematics.

Specific 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, 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 science 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, 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

- ✧ Aggarwal, J.C (2008). Teaching of mathematics, Vikas Publishing House Pvt.Ltd, UP.
- ✧ Aruljothi, (2013). Teaching of Mathematics – II, Centum Press, New Delhi.
- ✧ James Anice, (2013). Methods of Teaching Mathematics, Neelkamal, New Delhi.
- ✧ Kapoor, S.K (2006) The teaching of vedic mathematics. Lotus Press, New Delhi.
- ✧ Kulshreshtha, A.K,(2008). Teaching of Mathematics. R.Lall Books Depot, Meerut.
- ✧ Mangal, S.K., & Mangal, S.(2005). Essentials of educational technology and management loyal book depot, Meerut.
- ✧ Muthaiah.N.(2009). Romping of Numbers. Neelkamal Publications, Hyderabad.
- ✧ Paswan, N.K.,(2006). *Modern Methods of Teaching Mathematics*, Cyber tec Publication, New Delhi.
- ✧ Schwartz, S.L.(2007). Teaching young children mathematics. Atlantic Publishers & Distributors (P) Ltd, London.
- ✧ Sidhu, K.S (2006). The teaching of mathematics. Sterling Publisher Private Ltd, New Delhi.
- ✧ Singh, Chitragada and R.P. Rohatagi. K, (2005). *Teaching of Modern Mathematics*, Dominant Publications and Distributors, New Delhi.
- ✧ Sundararajan S, (1960) *Theory & Principles and Methods of Teaching school Mathematics*, The teacher's publishing house,.
- ✧ Servas, W., Varga, T.,(1995). *Teaching School Mathematics*, UNESCO.

15EDNU 0207 PEDAGOGY OF COMPUTER SCIENCE – II

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students Understand the Pedagogy of Computer Science

Specific Outcomes of Learning

The student will be able to

- ✧ Know the importance of ICT in teaching Computer science.
- ✧ Understand well about curriculum construction.
- ✧ Verify the qualities of a good computer science text book.
- ✧ Gain the knowledge of constructing a good Computer science laboratory.
- ✧ Understand the qualities and competencies of a good computer science teacher.

UNIT – I ICT IN COMPUTER 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 Computer science and its educational values. Modern TLM: Uses of Educational Broadcasts: Radio and TV Lessons and educational values in teaching Computer science. Computers, CCTV, Multimedia, Teleconferencing, Video Conferencing, Edusat and its uses. Use of Internet in teaching Computer science.

(Hours: 13)

UNIT - II CURRICULUM CONSTRUCTION IN COMPUTER SCIENCE

Computer 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 Computer science curriculum and NCERT school curriculum. Curriculum improvement projects in India and Abroad: Indian Education Commission, New Policy on Education (NPE).

(Hours: 13)

UNIT - III COMPUTER SCIENCE TEXT BOOK

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

(Hours: 13)

UNIT - IV COMPUTER SCIENCE LABORATORY

Computer science laboratory: need, importance, administration, features and structure. - Planning and organization of Computer science laboratory. - Rules, regulations and discipline in the laboratory. Co-curricular Activities: Objectives, organization and activities of computer science clubs and exhibitions; fieldtrips and excursions.

(Hours: 12)

UNIT - V COMPETENCIES OF COMPUTER SCIENCE TEACHER

Computer Science teacher: General and specific Qualities and Professional Competencies. Teacher Preparation: Pre service and In-service training of computer science teacher-types of in-service training.- Improvement of professional competencies of computer science teacher. Management of computer science class: Attention to individual differences - Giving importance to

problems raised by students. - Evaluation of computer 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

- ✧ Adam, D.M, (2005). *Computers and Teacher Training: A Practical guide*, Haworth Prentic, New York.
- ✧ Begum Jahitha, A. (2009). *Computer Education*. APH Publications, New Delhi.
- ✧ Begum Jahitha, A. (2011). *ICT in Teaching Learning*. APH Publications, New Delhi.
- ✧ Coburn, P. (2008). *Practical Guide to computers in Education*, Addison: Wesley Publications.
- ✧ Desmonde, W.H, (2001). *Computers and uses*, Prentice Hall, New Delhi.
- ✧ Graeme, K, (2009). *Blackboard to Computers: A Guide to Educational Aids*, Ward Lock, London.
- ✧ Leon Alexis and Mathews (1999), *Fundamentals of Information Technology*, Leon Press, Chennai.
- ✧ Rebecca J.Fiala, risenthwaite, (2003), *Microsoft office 2000*, PB Publications, New Delhi.
- ✧ Saxena, Sanjay, (2004). *A First course in Computers*, Vikas Pub, New Delhi.

15EDNU 0208 PEDAGOGY OF BIOLOGICAL SCIENCE – II

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students know the concepts of Pedagogy of Biological Science

Specific 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

- ✧ Aggarwal J.C, (2007), *Essentials of Educational Technology. Innovations in Teaching-Learning*. Vikas Publications House, New Delhi.
- ✧ Edger Dale, *Audio-Visual Methods in Teaching*, Revised Edition, Dryden Press, New York.
- ✧ Garrett, (1979), *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd, Bombay.
- ✧ Gupta, S.K. (2001), *Teaching of Physical Science in Secondary Schools*, Sterling Publications.
- ✧ Sivarajan K. (2006), *Trends and developments in Modern Educational Practices* Calicut University.
- ✧ Sivarajan.k, Faziluddin.A, (2000), *Science Education, Methodology of Teaching and Pedagogic Analysis*. Calicut University.

15EDNU 0209 PEDAGOGY OF ENGLISH EDUCATION – II

Credit 4
Hours: 64

Max. Marks: 100

Course Objective

To make the students familiarize with the concepts Pedagogy of English Education

Specific 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

UNIT - I THEORIES OF ENGLISH LANGUAGE ACQUISITION

Language acquisition: Meaning, Characteristics. Theories: Cognitivism, Nativism. Discourse and Neuro functional theory. Communication – Meaning, Definition, Types, Barriers and Significance – Communicative approach – Meaning, Principles, Procedures, Merits and Demerits. Dyadic Communication - Face to face conversation/dialogue, Telephonic conversation, Interview

(Hours: 13)

UNIT - II REFERENCE AND STUDY SKILLS

Teaching Reference Skills – Dictionary, Thesaurus Encyclopedia, Almanac, Atlas – Teaching Study Skills – Note Taking - Note Making – Characteristics, Process and Advantages.

(Hours: 13)

UNIT - III LANGUAGE LEARNING DIFFICULTIES

Learning Difficulties: Meaning, Definition, Types, Dyslexia: Meaning, Definition, Causes, Remedies Dyslexia: Meaning, Definition, Causes, Remedies. Role of teachers to handle students with Language Learning Difficulties.

(Hours: 13)

UNIT - IV TECHNOLOGICAL RESOURCES FOR ELT

Computer Assisted Instruction CAI, e-learning – m-learning (Mobile), Skype, cloud computing , scrap book, digital scrap book, e-books Internet, WebPages ,Multimedia, social net working: Face book, Twitter, What sup.

(Hours: 13)

UNIT - V CONTENT ANALYSIS OF TEXT BOOKS

Content Analysis of XI and XII Std English Text Books prescribed by Tamil Nadu Text Book Society.

(Hours: 12)

REFERENCE

- ✧ Satendra Kumar, (2013). The impact of ICT on ELT, Yking Books, Jaipur.
- ✧ Kamalesh Sadanand, (2010). Teaching Listening and Speaking, Orient Block, Hyderabad.

- ✧ Sonu Marwach, (2010). Basic communication skills, Anmol Publication, New Delhi.
- ✧ Shaikh Mowla, Prabharakar Rao, M, Sarojini. B (2012). Methods of teaching English, Neelkamal publications Pvt, Ltd, New Delhi.
- ✧ J.E. Vallabi, (2012). Teaching of English – Neekamal publications Pvt, Ltd, New Delhi.
- ✧ Beverley collins and Inger M. Mees, (2003). Practical phonetics and phonology, Routledge, London.
- ✧ Shaila Mahan, (2013). Teaching English Communicatively, Principles, Practices and Perspectives Y king Books, Jaipur.
- ✧ Aggrawal. J.C. (2008). Principles, methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
- ✧ Siddiqui, M.H. (2009). Techniques of Classroom. APH Publishing Corporation, New Delhi.
- ✧ Sharma, R. A. (2008). Technological foundation of education. R.Lall Books Deport, Meerut.
- ✧ Chauhan, S.S. (2008). Innovations in Teaching Learning Process, Vikas Publishing House Pvt Ltd, U.P.

15EDNU 020A PEDAGOGY OF TAMIL EDUCATION – II

Credit- 4
Hours-64

Max. Marks: 100

rpwg;Gj; jkpo;;

Nehf;fq;fs;

- ✧ nkhopf;fw;gpj;jypy; tsq;fis mwpar;nra;jy;
- ✧ nkhopf;fw;wypYs;s ,lu;ghLfs; gw;wp mwpjy;
- ✧ nkhopf;fw;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> nkhopAk; r%fKk;> nkhoptsu;r;rpapy;
#o;epiyapd; gq;F> nkhopfw;wYf;fhd cstpay; nfhs;iffs;. tsq;fs;: ,yf;fz,yf;fpaq;fs;> epfz;Lfs;>
mfuhjpf;fs;> fiyf;fsQ;rpq;fs;> ciuEhy;fs;> jkpo; nrhw;fsQ;rpak;> Ma;T fl;Liufs;> Ma;tpjo;fs;.

(Hours: 13)

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

,lu;ghLfs;-tpsf;fk;> gpiofs;> tiffs;> Ngr;Rg;gpio: tpsf;fk;> jtwfxypj;jy;>
jpUj;jkhdnrhy;mwpaahik> nghUs;NtWghL mwpaahik> 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;.

(Hours: 13)

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

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

(Hours: 13)

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;rpq; gLj;Jjy;.

(Hours: 13)

myF 5.ghlg;nghUs; Ma;T

Nky;epiy tFg;G nkhopg; ghIEhy;fis gFg;gha;T nra;jy;.

(Hours: 12)

nra;Kiw:

- gy;Y}lfk; top ghlk; jahupj;jy;
- ,yf;fpa eak; ghuhl;ly;
- nra;Aisf; fhl;rp ghLj;Jjy;
- rpWfij vOJjy;
- thndhyp ciur;rpj;jpuk; jahupj;jy;

ghu;it Ehy;fs;

- ✧ gue;jhkdh; m.fp. (2010)> ey;y jkpo; vOj Ntz;Lkh? ghup epiyak; 184.gpufhrk; rhiy nrd;id.
- ✧ fiyr;nry;tp.nt (2009)> jkpo; gapw;wy; El;gq;fs; rQ;rPtp gg;sp\H]; > <NuhL.
- ✧ fzgjp tp. (2004)> jkpo; ,yf;fz ,yf;fpa mwpKfk;. nrd;id> rhe;jh g;sp\H].;
- ✧ .Qhd%u;j;jp jh>V> (2002) ,yf;fpaj; jpwdha;tpay;>aho; ntspaPL.
- ✧ ghyr;re;jpud; R. (2004)> ,yf;fpaj; jpwdha;T>epA+ nrQ;Rup Gf; fT];>nrd;id.
- ✧ fNzrd; J. (1981)> Foe;ij ,yf;fpaj;jpy; ts;spag;gh xU topfhl;b> thdjp gjpg;gfk;.
- ✧ rf;jpNty;>R.(1964) jkpo; nkhop tuyhW> nrd;id-kPdhl;rp Gj;jf rhiy.
- ✧ mofg;gd;.mU. (1987) ehlfj;jpd; Njhw;wKk; tsu;r;rpAk;> rpjk;guk; mz;zhkiy gy;fiyf;fofk;.
- ✧ Kj;Jr;rz;Kfk ;(1998) ,f;fhy nkhopapay;>fof ntspaPL.
- ✧ www.tamilvu.org.

15EDNU 02OB PEDAGOGY OF HINDI EDUCATION – II

Credit 4
Hours: 64

Max. Marks: 100

Course Objective

To make the students Know the fundamental aspects of Pedagogy of Hindi Education

Specific Outcomes of Learning

The student will be able to

- ✧ Understand theories of Hindi language acquisition.
- ✧ Familiarize with Reference and study skills.
- ✧ Know the technological resources for ELT.
- ✧ Understand Language Learning Difficulties.
- ✧ Familiarize Content Analysis of Text Books.

UNIT - I THEORIES OF HINDI LANGUAGE ACQUISITION

Language acquisition: Meaning, Characteristics. Theories: L1 – Cognitivism, Nativism. L2 – Discourse and Neuro functional theory. Communication: – Meaning, Definition, Types, Barriers and Significance – Communicative approach: – Meaning, Principles, Procedures, Merits and Demerits. Dyadic Communication- face to face conversation/dialogue, Telephonic conversation, Interview

(Hours: 13)

UNIT - II REFERENCE AND STUDY SKILLS

Teaching Reference Skills: – Dictionary, Thesaurus, Encyclopedia, Almanac, Atlas, – Teaching Study Skills – Note – Taking, Note – Making: – Characteristics, Process and Advantages.

(Hours: 13)

UNIT - III LANGUAGE LEARNING DIFFICULTIES

Learning Difficulties: Meaning, Definition, Types, Dyslexia: Meaning, Definition, causes, Remedies
Dyslexia: Meaning, Definition, causes, Remedies, Role of teachers

(Hours: 12)

UNIT - IV TECHNOLOGICAL RESOURCES FOR TEACHING HINDI

Computer Assisted Instruction CAI, e-learning – m-learning (Mobile), Skype, cloud computing , scrap book, stick figures, digital scrap books -books Internet, WebPages, Multimedia, social net working: Face book, Twitter, Whatsup.

(Hours: 13)

UNIT - V CONTENT ANALYSIS OF TEXT BOOK HINDI

Content Analysis of XI and XII Std Hindi Books prescribed by NCERT.

(Hours: 13)

REFERENCES

- ✧ Mamtha Gupta (2012), Hindi Basha Sikshan, Rakhi Prakashan, Agra.
- ✧ Ganga Ram Sharma & Sudheer Kumar Bharadwaj (2014), Bharger Book House, Agra.
- ✧ Hema Upreethi (2006), Basha Filshan, Anuvad, Anusanchar Bhargava.
- ✧ Reena Battacharya (2007), Hindi Viyakaran.
- ✧ Singh Thiagi & Bijendra Singh (2014), Shikshan Thakaneethi.
- ✧ Aggrawal. J.C. (2008). Principles, methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
- ✧ Siddiqui, M.H. (2009). Techniques of Classroom. APH Publishing Corporation, New Delhi.
- ✧ Sharma, R. A. (2008). Technological foundation of education. R.Lall Books Deport, Meerut.
- ✧ Chauhan, S.S. (2008). Innovations in Teaching Learning Process, Vikas Publishing House Pvt Lt, U.P.

15CSKU0201: SOFT SKILLS (FOR SCIENCES)
15CSKU0301: 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.

OBJECTIVES 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.

III SEMESTER

CORE PAPERS

15EDNU 0301 CURRICULUM AND SCHOOL

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students understand the concepts of Curriculum and School

Specific 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.

UNIT - I INTRODUCTION TO CURRICULUM DEVELOPMENT

Meaning, nature and purpose of curriculum-Principles, Concept of curriculum development - Identification of learning activities and experiences - Criteria of curriculum development - Articulation, Continuity, Balance - Approaches to curriculum organization.

(Hours: 13)

UNIT - II FOUNDATION OF CURRICULUM DEVELOPMENT

Philosophical, Sociological, Psychological foundation of curriculum development-core components of curriculum.

(Hours: 12)

UNIT - III CURRICULUM DESIGNS

Types of curriculum designs - subject centered-Activity - Cum - Experience centered-Undifferentiated and differentiated - Hidden curriculum - Subject - Centered - Learner-Centered - Community centered - Environment centered - Humanistic curriculum-Reconstructionist curriculum.

(Hours: 13)

UNIT - IV INNOVATIONS IN CURRICULUM

Concept of innovation and change - Factors influencing curriculum reform - Elements of change process - Preparation and uses of resources units - Participation of pupils, teachers, administrators and education leaders - Barriers to change-New experiments in the realm of curriculum - E curriculum - E learning, On Line Courses - E books - Internet - Internet Pedagogy - E content development -Information technology and curriculum change.

(Hours: 13)

UNIT - V GLOBAL AND NATION WIDE CURRICULUM CONCERNS

The salient features of National curriculum framework (1988, 2000,2005): Analysis of these documents with respect to various aspects of foundations, concerns, and the changes made with important considerations-Comparative study and analysis of curricular frameworks of foreign countries- US, UK and Australia (Nuffield, BSCS, PSCS, NSES. with respect to their priorities, concerns and goals towards school education).

(Hours: 13)

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- ✧ Bobbitt, Franklin, (2008), The Curriculum, Genesis Publication, New Delhi.

15EDNU 0302 INTRODUCTION TO INCLUSIVE EDUCATION

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students familiarize with basic aspects of Inclusive Education

Specific 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

- ✧ Agarwal,R& Rao, BVLN. (2010). Learning disabilities teaching learning Strategies. Shipra Publications, New Delhi.
- ✧ ChintamaniKar (2003): Exceptional Children. Their Psychology and Education Sterling Publishers.
- ✧ Deshprabhu, S. (2013) Early Childhood Special Education. Kanishka Publishers, Distributors, New Delhi.
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- ✧ Handbook on Inclusive Education (for Elementary School Teachers) 2006. Distance Education Programme Sarva Shiksha Abhiyan (DEP-SSA), An IGNOU-MHRD, Govt. of India Project, March, 2006.
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- ✧ Petersun, M.J. &Hitfie.M.M. (2003). Inclusive Teaching: Creating Effective School for all Learners Allyn &Becon.
- ✧ Dr.Manju Gupta, (2007), "Special Education", KSK Publishers and Distributors, New Delhi.
- ✧ Parijit Kotwal, (2008), "Special Education", Authors press, New Delhi.
- ✧ Krishna Maitra & Vandana Saxena, (2008), "Inclusion Issues and Perspectives", Kanishka Publishers, New Delhi.
- ✧ Manorma Sharma, (2007), "Special Education Music Therapy", S.B.Nangia for APH Publishing Corporation, New Delhi.

MODULAR COURSE

15EDNU 03M1 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 Optional – III Optional – IV
- ✧ 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

15EDNU 03M2 ENVIRONMENTAL EDUCATION

Credit – 2

Max. Marks: 50

Course Objective

To make the students familiarize with Environmental Education

Specific Outcomes of Learning

The student will be able to

- ✧ acquire knowledge 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 policies of Environmental Education.

UNIT I – FUNDAMENTAL CONCEPT OF ENVIRONMENTAL EDUCATION

Environmental Education: - Meaning, Principles, Nature and Scope, Aims and objective.

Environmental awareness:-Need and importance, strategies. **Environmental and Disaster management:** - Meaning, concept, scope, Need and Importance.

(Hours: 6)

UNIT II – ENVIRONMENTAL POLLUTION

Pollution: - Meaning, Definition, Environmental hazards, **Types of Pollution:** – Soil, Air, Noise, Water. Global Warming, Ozone depletion, Acid rain – Role of Population explosion, urbanization - Deforestation in Environmental pollution. – Biodiversity- Climate change-e wastage-

(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 – Role of 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-Eco clubs.

(Hours: 7)

UNIT IV –ISSUES AND POLICES IN ENVIRONMENTAL EDUCATION

Issues:-Stockholm conferences Rio declaration – Nairobi conferences - **Environmental Movements:**- silent Valley project – Chipko Movement – Narmada Valley Project – 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)

UNIT V –NATIONAL AND INTERNATIONAL ORGANIZATIONSFOR 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 of

Disaster management (NIDM). **International organizations for Environmental education:** - UNESCO-UNO-WHO-Environmental awards-Noble prizes-

(Hours: 6)

REFERENCES

- ✧ Bharucha Erach, *Textbook of Environmental Studies*, New Delhi: Universities press, 2005.
- ✧ Himonshu Vashist, *Environmental Education: problems and solutions*, Jaipur: Book Enclave, 2002.
- ✧ Kalyani Devi, *Home and school: environment their influence on perceptual styles*, New Delhi: Discovery publishing House, 1997.
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IV – SEMESTER

CORE PAPERS

15EDNU 0401 GENDER ISSUES IN EDUCATION

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific 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' intersectionalist 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 Discussion, Assignment, Field Visit.

REFERENCE

- ✧ Ram Shankar Singh, (2009), Encyclopedia on women and children Trafficking –Volume 1 to 3- Anmol Publications.
- ✧ Veena Gandotra and Sarjoo Patel, (2009). Women Working Condition and Efficiency –New Century Publication.
- ✧ Abishek, (2008). Destiny of Women – Rummy Nandlal –Chandigarh.
- ✧ Nalini Mishra, (2008), Woman Laws against Violence and abuse- Pearl Books –New Delhi.
- ✧ Manju Gupta, (2006), Handbook of Women Health - Khel Sahitya Kendra – New Delhi.
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- ✧ Gokilvani, (1997), Reaching the unreachable – Srilakshmi printers karaikudi-2.
- ✧ Raj Kumari Chandrasekar – Women's resource and National Development a perspective- Sterling publishers private limited New Delhi -110016 -1992.
- ✧ Kamla Singh, (1992), Women Entrepreneurs- Ashish publishing house.
- ✧ Indira Kulishreshtha 'Noopur' (1989), Women's Studies in School Education- Sterling Publishers private limited.
- ✧ Maithreyi Krishna Raj- Women and –Shubhada saraswati- development prakasham, PUNE, 411 005-1988.

