

**The Gandhigram Rural Institute
(Deemed to be University)**

Gandhigram - 624302
(Ministry of Human Resource Development,
Govt. of India) Accredited by
NAAC with 'A' Grade (3rd cycle)

Department of Education

**B.Sc.B.Ed., (Integrated)- Chemistry Syllabus 2018-19
Onwards**

| S.No. | Syllabus | Page |
|-------|-----------------|--------|
| 1. | B.Sc. Chemistry | 2- 78 |
| 2. | B.Ed. Education | 79-142 |

Semester-wise Credit Distribution for B. Sc. Chemistry-2018

| Course code | Title of the Course | Credits | Hours | | Max Marks | | |
|---|--|-----------|-----------|-----------|-----------|-----|-------|
| | | | Theory | Practical | CFA | ESE | Total |
| FIRST SEMESTER | | | | | | | |
| 18TAMU0101/ 18HIDU0101/ 18MALU0101/ 18FREU0101 | Tamil / Hindi / Malayalam / French | 3 | 3 | - | 40 | 60 | 100 |
| 18ENGU01X1 | English | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU0101 | Basics of Chemistry - I | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU0102 | Practical I: Inorganic qualitative analysis | 1 | - | 3 | 60 | 40 | 100 |
| 18MATU01A1 | Allied Maths – I | 4 | 4 | - | 40 | 60 | 100 |
| 18NSSU0001/ 18FATU0001/ 18SPOU0001 | NSS / Fine Arts / Sports | 1 | 1 | - | 50 | - | 50 |
| 18YOGU0001 | Yoga | 1 | 1 | - | 50 | - | 50 |
| 18EVSU0101 | Environmental studies | 3+1 | 3 | 2 | 40 | 60 | 100 |
| Total | | 20 | 18 | 5 | | | |
| SECOND SEMESTER | | | | | | | |
| 18TAMU0202/ 18HIDU0202/ 18MALU0202/ 18FREU0202 | Tamil / Hindi / Malayalam / French | 3 | 3 | - | 40 | 60 | 100 |
| 18ENGU02X2 | English | 3 | 3 | - | 40 | 60 | 100 |
| 18CTAU0001 / 18CHIU0001 | Core Tamil / Core Hindi / Core Malayalam | 2 | 2 | - | 20 | 30 | 50 |
| 18CHEU0203 | Basics of Chemistry - II | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU0204 | Practical II: Volumetric Analysis | 1 | - | 3 | 60 | 40 | 100 |
| 18MATU02A2 | Allied Maths – II | 4 | 4 | - | 40 | 60 | 100 |
| 18GTPU0001 | Gandhi's Life, Thought and Work | 2 | 2 | - | 20 | 30 | 50 |
| 18EXNU0001 | Extension Education | 2 | 2 | - | 20 | 30 | 50 |
| 18ENGU00C1 | Communication and Soft Skills | 2 | 2 | - | 20 | 30 | 50 |
| Total | | 22 | 21 | 3 | | | |
| THIRD SEMESTER | | | | | | | |
| 18TAMU0303/ 18HIDU0303/ 18MALU0303/ 18FREU0303 | Tamil / Hindi / Malayalam / French | 3 | 3 | - | 40 | 60 | 100 |
| 18ENGU03X3 | English | 3 | 3 | - | 40 | 60 | 100 |
| 18CTAU0002 / 18CHIU0002 | Core Tamil / Core Hindi / Core Malayalam | 2 | 2 | - | 20 | 30 | 50 |
| 18CHEU0305 | Inorganic Chemistry- I | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU0306 | Practical III: Applied Chemistry | 1 | - | 3 | 60 | 40 | 100 |
| 18PHYU03A1 | Allied Physics-I | 3 | 3 | - | 40 | 60 | 100 |
| @ | Allied Physics Practical – I | | - | 3 | | | |
| 18SHSU0001 | Shanthi Sena | 1 | 2 | - | | | |

| | | | | | | | |
|------------------------|---|------------|------------|-----------|-------|--------|-----|
| 18CSAU03A1 | Computer Fundamentals and office automation | 3+1 | 3 | 2 | 24+24 | 36+16 | 100 |
| 18EXNU03V1 | VPP | 2 | - | - | 50 | - | 50 |
| 18CHEU03F1 | Extension / Field visit | - | - | 2 | - | - | - |
| Total | | 22 | 19 | 10 | | | |
| FOURTH SEMESTER | | | | | | | |
| 18CHEU0407 | Organic Chemistry-I | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU0408 | Inorganic Chemistry-II | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU0409 | Physical Chemistry-I | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU0410 | Practical IV: Inorganic Quantitative Analysis | 2 | - | 5 | 60 | 40 | 100 |
| 18PHYU04A2 | Allied Physics-II | 3 | 3 | - | 40 | 60 | 100 |
| @18PHYU04A3 | Allied Physics Practical-II | 2 | - | 3 | 60 | 40 | 100 |
| 18CHEU04EX | Major Elective | 3 | 3 | - | 40 | 60 | 100 |
| | Non Major Elective | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU04F2 | Extension / Field visit | - | - | 2 | - | - | - |
| Total | | 22 | 18 | 10 | | | |
| FIFTH SEMESTER | | | | | | | |
| 18CHEU0511 | Inorganic Chemistry – III | 4 | 4 | - | 40 | 60 | 100 |
| 18CHEU0512 | Organic Chemistry - II | 4 | 4 | - | 40 | 60 | 100 |
| 18CHEU0513 | Physical Chemistry - II | 4 | 4 | - | 40 | 60 | 100 |
| 18CHEU0514 | Practical – V:Organic Qualitative Analysis | 2 | - | 5 | 60 | 40 | 100 |
| 18CHEU05EX | Major Elective | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU05SX | Skill based Elective | 2 | 2 | - | | - | |
| | Non Major Elective | 3 | 3 | - | 40 | 60 | 100 |
| 18CHEU05F3 | Extension / Field visit | - | - | 2 | - | - | - |
| Total | | 22 | 20 | 7 | | | |
| SIXTH SEMESTER | | | | | | | |
| 18CHEU0615 | Organic chemistry –III | 4 | 4 | - | 40 | 60 | 100 |
| 18CHEU0616 | Physical Chemistry- III | 4 | 4 | - | 40 | 60 | 100 |
| 18CHEU0617 | Analytical Chemistry | 4 | 4 | - | 40 | 60 | 100 |
| 18CHEU0618 | Practical – VI: Physical Chemistry Practical | 2 | - | 5 | 60 | 40 | 100 |
| 18CHEU06MX | Modular Course-I | 2 | 2 | - | 50 | - | 50 |
| 18CHEU06MY | Modular Course-II | 2 | 2 | - | 50 | - | 50 |
| 18CHEU0619 | Project | 4 | - | 8 | 40 | 40+20* | 100 |
| 18CHEU05F4 | Extension / Field visit | - | - | 2 | - | - | - |
| Total | | 22 | 16 | 15 | | | |
| Grand Total | | 130 | 112 | 50 | | | |

* 40 for external evaluation and 20 for concurrent Viva-Voce evaluation.

@ Evaluation at the end of semesterIV

LIST OF MAJOR ELECTIVE COURSES OFFERED

| Course Code | Course Title | Credit |
|--------------------|-------------------------------|---------------|
| 18CHEU04E1 | Environmental Chemistry | 3 |
| 18CHEU04E2 | Industrial Chemistry | 3 |
| 18CHEU04E3 | Polymer Chemistry | 3 |
| 18CHEU05E1 | Chemistry of Natural Products | 3 |
| 18CHEU05E2 | Elements of Spectroscopy | 3 |

NON-MAJOR ELECTIVES OFFERED

| Course Code | Course Title | Credit |
|--------------------|---|---------------|
| 18CHEU04N1 | Polymer Science | 3 |
| 18CHEU04N2 | Organic Chemistry for Home Science | 3 |
| 18CHEU04N3 | Chemistry in the Service of Mankind | 3 |
| 18CHEU04N4 | Food adulteration and analysis | 3 |
| 18CHEU05N1 | Pollution and its Control Measures | 3 |
| 18CHEU05N2 | Chemistry of Food | 3 |
| 18CHEU05N3 | Green chemistry | 3 |
| 18CHEU05N4 | Chemical Composition of Household Materials | 3 |

SKILL BASED ELECTIVE OFFERED

| Course Code | Course Title | Credit |
|--------------------|----------------------------------|---------------|
| 18CHEU05S1 | Clinical Chemistry | 2 |
| 18CHEU05S2 | Forensic Science | 2 |
| 18CHEU05S3 | Pharmaceutical Chemistry | 2 |
| 18CHEU05S4 | Analysis of adulteration in food | 2 |

MODULAR COURSES OFFERED (Any two)

| Course Code | Course Title | Credit |
|--------------------|----------------------------------|---------------|
| 18CHEU06M1 | Cosmetic Chemistry | 2 |
| 18CHEU06M2 | Nanoscience and its Applications | 2 |
| 18CHEU06M3 | Agricultural Chemistry | 2 |
| 18CHEU06M4 | Water Quality Analysis | 2 |

B.Sc. CHEMISTRY (I SEMESTER)

18CHEU0101 BASICS OF CHEMISTRY– I (3Credit)

Objectives: The objective of the course is to develop an understanding of both structure and chemical bonding of inorganic compounds, behaviour of gases, solutions and the chemistry of alkane, alkenes and alkynes.

Course outcome: After successful completion of the course, students will be able to

- Describe atomic structure, orbital concepts, chemical bonding and their properties in inorganic molecules
- Explain the periodic properties of elements
- Predict the stability of reactive intermediates and explain the reaction mechanism
- Describe the conformations and properties of alkanes and cycloalkanes

Unit I - Atomic Structure

Rutherford atomic model – Bohr theory of hydrogen atom – Sommerfeld theory - Particle and wave character of electrons – de Broglie's equation – Davisson- Germer experiment - Heisenberg's uncertainty principle Compton effect – Schrödinger wave equation – Eigen values and Eigen functions – quantum numbers – Pauli's exclusion principle –Orbits and Orbitals.

Unit II - Chemical Bonding

Types of bonds – ionic, covalent, coordinate and metallic bonds - condition for the bond formation - concept of hybridization – hybridization involving s-, p- and d-orbital – properties of ionic, covalent and coordinate compounds – valence bond theory –VSEPR theory. Molecular orbital theory – molecular orbital configurations of simple homo nuclear and hetero nuclear diatomic molecules – comparison between VBT and MOT – basic concept of resonance.

Unit III – Periodic Properties and Solutions

Periodic Properties: Periodicity of properties – Shielding effect – factors affecting magnitude of shielding - Effective Nuclear charge –Slater's rule – applications of effective nuclear charge – atomic volume – atomic radii, and ionic radii – factors affecting atomic and ionic radii - Ionization Energy – factors affecting ionization energy - Electronegativity – factors affecting electronegativity - Electron Affinity – factors affecting electron affinity – Diagonal relationship.

Solutions: Various units of expressing concentrations of solutions – solutions of liquid in liquids – ideal and non-ideal solutions – Raoult's law – solutions of gases in liquid.

Unit IV - Basics of Organic Reactions

Homolytic and heterolytic bond fissions - types of reagents - electrophiles and nucleophiles - types of organic reactions, addition, elimination, substitution, rearrangement, oxidation, reduction, polymerization - energy consideration - reaction intermediates - elementary idea of carbocations, carbanions, free radicals and carbene intermediates - definition and examples for inductive, mesomeric, hyper conjugation and steric effect

Unit V - Alkanes

Alkanes: Conformations of ethane, propane and butane - mechanism of halogenation - orientation of halogenation - relative stabilities of alkane towards halogenation - stabilities of free radicals - ease of formation of free radicals - transition state - orientation and stability - reactivity and selectivity - non-rearrangement of free radicals. Cycloalkanes: Baeyer's strain theory, heats of combustion and relative stability of cycloalkanes, orbital structure of angle strain - factors affecting stability of conformation, conformation of cyclohexane - equatorial and axial bonds - mono and dimethylcyclohexane.

Text Books:

1. Principles of Physical Chemistry, *B. R. Puri, L.R. Sharma and M. S. Pathania*, Vishal Publishing Co., 47th Ed., 2016.
2. Modern Inorganic Chemistry, *R. D. Madhan and Sathya Prakash*, 4th Ed., 1996.
3. A New Concise Inorganic Chemistry, *J. D. Lee*, Oxford Publishers, 5th Ed., 2014.
4. Organic Chemistry, *R. T. Morrison, R. N. Boyd, S. K. Bhattacharjee.*, Pearson Publishers, New Delhi, 7th Ed., 2011.

References:

1. Atkins' Physical Chemistry, *Peter Atkins, Julio de Paula, and James Keeler*, Oxford University Press, UK 11th Ed., 2017.
 2. Inorganic Chemistry: Principles of Structure and Reactivity, *Okhil K. Medhi, Ellen A. Keiter, James E. Huheey, Richard L. Keiter*, Dorling Kindersley, India, 4th Ed., 2006.
 3. Advanced Organic Chemistry Part A: Structure and Mechanisms
Carey, Francis A., Sundberg, Richard J., Springer, New York, 5th Ed., 2007.
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B.Sc. CHEMISTRY (I SEMESTER)**PRACTICAL – I****18CHEU0102 INORGANIC QUALITATIVE ANALYSIS (1 credit)****Objectives:** The practical course is designed to develop skill in semi-micro inorganic analysis.**Course outcome:** After successful completion of the course, students will be able to:

- Analyze inorganic salts qualitatively and systematically eliminate interfering radicals.
- Identify elements in a given inorganic mixture by semi-micro qualitative analysis.

Semi-micro qualitative analysis of inorganic mixtures containing two of the following cations and one of the interfering acid radicals and a simple acid radical.

Cations: Pb, Bi, Cu, Sn, Fe, Al, Cr, Ni, Co, Zn, Mn, Ca, Ba, Sr, Mg and NH_4^+ .

Anions: Acetate, oxalate, tartarate, borate, chromate, chloride, iodide, bromide, nitrate, carbonate, sulphide, sulphate and phosphate.

Text Books:

1. Practical Chemistry by *A.O. Thomas*, Scientific Book Centre, Cannanore, **2003**.
2. Basic Principles of Practical Chemistry, *V. Venkateswaran, R. Veeraswamy, A. R. Kulandaivelu*, Sultan Chand & Sons, New Delhi, 2nd Ed., **2004**.

Reference:

1. Vogel's Qualitative Inorganic Analysis, *G. Svehla*, 7th Ed., Dorling Kindersley, India, 4th Ed., **2009**.
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B.Sc. CHEMISTRY (II SEMESTER)

18CHEU0203

BASICS OF CHEMISTRY– II

(3Credit)

Objectives: The objective of the course is to understand the basics of organic reactions, to know the chemistry of benzenes and arenes, to know the basic principles of metallurgy, to understand the chemistry of s-block elements, to know solid state and concept of conductor.

Course outcome: After successful completion of the course, students will be able to

- Describe the chemistry of unsaturated organic molecules like alkenes and alkynes
- Predict the product of the electrophilic aromatic substitution and nuclear substitution reactions.
- Describe various metallurgical processes
- Justify the general and anomalous properties of s- block elements
- Describe the types of solids, symmetry elements, unit cell, powder-X-ray diffraction method and the concept of conductors.

Unit I- Alkenes and Alkynes

Elementary idea of cis-trans isomerism – E, Z nomenclature, preparation of alkenes involving dehydrohalogenation, dehydration, dehalogenation and reduction of acetylene, elimination reactions - reactions of alkenes - addition of halogens, HX, Markovnikov's rule, peroxide effect, addition of H₂O, hypohalous acid, hydroxylation with H₂O₂, alkaline KMnO₄, hydroboration, oxidation, ozonolysis, allylic substitution. Dienes-stability of isolated and conjugated double bonds - 1,2 and 1,4-addition - Diels-Alder reaction. Alkynes: Methods of preparation - acidity of alkynes.

Unit II - Benzene and Arenes

Aromaticity- Huckel's rule- nomenclature of benzene derivatives-structure of benzene – Electrophilic aromatic substitution reactions -mechanism of halogenation, sulphonation, and nitration - Friedel-Crafts alkylation and Friedel-Crafts acylation. Theory of orientation – classification of substituent groups – effect of substituent groups. Arenes - side-chain and nuclear substitution reactions - orientation and reactivity -alkenyl benzenes - addition to conjugated alkenyl benzenes – orientation.

Unit III - Process of Metallurgy

Definition for minerals and ores - ore dressing – gravity separation - froth flotation-magnetic separation - chemical separation- calcination and roasting. Extraction of metal-chemical reduction-auto reduction-electrolytic reduction-metal displacement. Refining methods

- distillation - fractional crystallization - van Arkel method - electrolytic refining - vapour phase refining-ion exchange method-mufflefurnace.

Unit IV - s-Block Elements

General characteristics - anomalous behaviour of lithium and beryllium - diagonal relationships of lithium with magnesium and beryllium with aluminium. Preparation, properties and uses of lithium hydride, sodium peroxide, potassium iodide, calcium-carbide, super phosphate of lime, Plaster of Paris and lithopone.

Unit V - Solid State

Differences between crystalline and amorphous solids -symmetry in crystal systems - law of interfacial angles -law of rational indices - Miller indices - space lattice and unit cell- Bravis lattices-Bragg's equation - powder method. Packing in crystals - types of crystals - structure of sodium chloride - concept of conductor, semiconductor and superconductor- band theory.

Text Books:

1. A New Concise Inorganic Chemistry, *J. D. Lee*, Oxford Publishers, 5th Ed.,2014.
2. Text book of Inorganic Chemistry, *P. L. Soni*, Sultan Chand & Sons, New Delhi, 20th Edn.,**2000**.
3. Organic Chemistry, *R. T. Morrison, R. N. Boyd, S. K. Bhattacharjee.*, Pearson Publishers, New Delhi, 7th Ed.,**2011**.
4. Principles of Physical Chemistry, *B.R. Puri, L.R. Sharma and M.S. Pathania*, Vishal Publishing Co., 47th Edn.,**2016**.
5. Selected Topics in Inorganic Chemistry, *Malik, Tuli, Madan*, S. Chand & Co., New Delhi,**2010**.

References:

1. Atkins' Physical Chemistry, *Peter Atkins, Julio de Paula, and James Keeler*, Oxford University Press, UK 11th Ed., **2017**.
2. Inorganic Chemistry: Principles of Structure and Reactivity, *Okhil K. Medhi, Ellen A. Keiter, James E. Huheey, Richard L. Keiter*, Dorling Kindersley, India, 4th Ed., **2006**.
3. Advanced Organic ChemistryPart A: Structure and Mechanisms
Carey, Francis A., Sundberg, Richard J.,Springer, New York, 5th Ed., **2007**.

B.Sc. CHEMISTRY (II SEMESTER)**PRACTICAL – II****18CHEU0204****VOLUMETRIC ANALYSIS****(1 credit)**

Objectives: The practical course is designed to understand basics and gain knowledge on laboratory reagents and their uses in volumetric analysis.

Course outcome: After successful completion of the course, students will be able to

- Prepare standard solutions
- Carry out quantitative estimation of inorganic substances
 1. Preparation of standard solutions
 2. Acidimetry-alkalimetry
 3. Permanganometry
 4. Redox titrations involving dichrometry
 5. Complexometry titration
 6. Iodometry
 7. Iodimetry
 8. Precipitation titration.
 9. Estimation of ferrous iron by external indicator.
 10. Estimation of ferric iron by reduction method.

Text Books:

1. Practical Chemistry by *A.O. Thomas*, Scientific Book Centre, Cannanore, **2003**.
2. Basic Principles of Practical Chemistry, *V. Venkateswaran, R. Veeraswamy, A. R. Kulandaivelu*, Sultan Chand & Sons, New Delhi, 2nd Ed., **2004**.

Reference:

1. Vogel's textbook of quantitative chemical analysis *Mendham, John Denney, Ronald C. Barnes, John D. Thomas, M.*, 7th Ed., Prentice Hall, New York, 6th Ed., **2000**.
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B.Sc. CHEMISTRY (III SEMESTER)

18CHEU0305

INORGANIC CHEMISTRY– I

(3Credit)

Objectives: The objective of the course is to understand the chemistry of p-block elements, to know the chemistry of halogens and inert gases and to understand radioactivity, transmutation, nuclear reactions and the applications of isotopes.

Course outcome: After successful completion of the course, the students will be able to

- Describe general characteristics, preparation of derivatives and structure of p-block elements, interhalogen compounds and inert gases.
- Explain the chemistry of radioactivity, types of nuclear reactions and application of isotopes in chemistry, agriculture and in medicine.

Unit I - p-block Elements I

General characteristics of elements-diagonal relationship of boron with silicon. Preparation, properties and structure of orthoboric acid, borax and diborane-Borax bead test. Classification of carbides. Preparation, structure and uses of silicones-classification and structure of silicates. Relative strengths of boron trihalides as Lewis acids.

Unit II -p-block Elements II

Preparation, properties and structure of nitrogen dioxide, sulphur dioxide, phosphorous pentoxide, selenium oxide, orthophosphoric acid, arsenious oxide and ozone. Nomenclature and structure of oxyacids of phosphorus and sulphur.

Unit III - Halogens and Inert Gases

General characteristics, comparison of oxidizing action of halogens. Nomenclature and structure of oxy acids of halogens. Preparation, properties and structure of interhalogen compounds. Inert gas-position in the periodic table-electronic configuration and reactivity-chemistry of xenon hexafluoride, xenon oxyfluoride and xenon trioxide.

Unit IV - Nuclear Chemistry – I

Radioactivity- types of radioactivity- types of radioactive rays -nuclear stability-n/p ratio - magic numbers- nuclear binding energy- mass defect - nuclear shell model - groups displacement law - decay constant - half life period - radioactive equilibrium- transmutation-artificial transmutation- applications of artificial transmutation-radioactive series.

Unit V - Nuclear Chemistry – II

Nuclear reactions types: fission and fusion reactions-principle and working of nuclear reactors. Isotopes: Separation of isotopes- identification of isotopes- isotopes of hydrogen- isotope effect- application of isotopes in chemistry, agriculture and medicine - carbon dating - nuclear isomerism.

Text Books:

1. A New Concise Inorganic Chemistry, *J. D. Lee*, Oxford Publishers, 5th Ed., **2014**.
2. Text book of Inorganic Chemistry, *P.L. Soni*, Sultan Chand & Sons, New Delhi, 20th Edn., **2000**.
3. Basic Inorganic Chemistry, *F. Albert Cotton, Geoffrey Wilkinson and Paul L. Gaus*, 3rd Ed., Wiley India Pvt. Ltd. **2007**.

References:

1. Inorganic Chemistry: Principles of Structure and Reactivity, *Okhil K. Medhi, Ellen A. Keiter, James E. Huheey, Richard L. Keiter*, Dorling Kindersley, India, 4th Ed., **2006**.
 2. Advanced Inorganic Chemistry, *F. Albert Cotton, Geoffrey Wilkinson, Manfred Bochmann and Carlos Murilla*, 6th Ed., Wiley India Pvt. Ltd. **2007**.
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B.Sc. CHEMISTRY (III SEMESTER)

18CHEU0302

PRACTICAL III:APPLIEDCHEMISTRY

(1 Credit)

Objectives: The objective of the practical course is to enhance knowledge in basic principles of titrimetry, to develop skill in titrimetric analysis, to gain practical knowledge in oil analysis and to develop skill in identification of water quality parameters.

Course outcome: After successful completion of the course, students will be able to

- Estimate certain organic compounds by titrimetry
- Analyze free fatty acids
- Calculate saponification value and iodine value
- Estimate water quality parameters
 1. Estimation of Phenol.
 2. Estimation of Glucose (Fehling's method).
 3. Estimation of Glucose (Bertrand's method).
 4. Determination of iodine value of oil.
 5. Determination of saponification value.
 6. Determination of free fatty acid.
 7. Estimation of total solids in H₂O.
 8. Estimation of chloride in H₂O.
 9. Estimation of fluoride in H₂O.
 10. Alloy analysis.

Text Books:

1. Practical Chemistry by *A.O. Thomas*, Scientific Book Centre, Cannanore, **2003**.
2. Basic Principles of Practical Chemistry, *V. Venkateswaran, R. Veeraswamy, A. R. Kulandaivelu*, Sultan Chand & Sons, New Delhi, 2nd Ed., **2004**.

Reference:

1. Vogel's textbook of quantitative chemical analysis *Mendham, John.Denney, Ronald C.Barnes, John D.Thomas, M.*, 7th Ed., Prentice Hall, New York, 6th Ed., **2000**.

B.Sc. CHEMISTRY (IV SEMESTER)**18CHEU0407****ORGANIC CHEMISTRY-I****(3 Credit)**

Objectives: The objective of the course is to understand the chemistry of organic molecules based on the spatial orientation of constituent atoms or groups, to understand the chemistry of organo-halogen compounds, to know the chemistry of alcohols, ethers and epoxides, to understand the chemistry of carbonyl compounds and to understand the chemistry of polynuclear aromatic compounds and active methylenecompounds.

Course outcomes: After successful completion of the course, the students will able to

- Describe commonly used terms in stereochemistry
- Predict the configuration of a chiral organic molecule
- Demonstrate the detailed mechanism and stereochemistry of $S_N1, S_N2,$
- E1 and E2 reactions, electrophilic substitution and nucleophilic displacement reactions
- Describe the methods of preparation of alcohols, aldehydes and
- Ketones
- Demonstrate the reactions of aldehydes, ketones and polynuclear aromatic compounds

Unit I – Stereochemistry

Optical isomerism- Optical activity, specific rotation, definition of optical isomerism – elements of symmetry, chirality, optical isomerism of compounds containing asymmetric carbon atoms–lactic and tartaric acids–enantiomers and diastereoisomers–racemic mixtures –Walden inversion – asymmetric synthesis – absolute configuration by R/S – notation, optical activity of compounds without asymmetric carbon atoms – allenes, spiranes and biphenyl compounds.

Unit II – Alkyl and Aryl Halides

Detailed study on mechanism and stereochemistry of $S_N1, S_N2, E1$ and $E2$ reactions. Electrophilic aromatic substitution in aryl halides– nucleophilic displacement.

Unit III – Alcohols and Ethers

Preparation –Oxymercuration and demercuration – Hydroboration and Oxidation –

orientation, stereochemistry and mechanism of hydroboration –Grignard synthesis of alcohols. Glycols: periodic acid oxidation. Ethers: Williamson’s synthesis – preparation of substituted ethers. Epoxides: Preparation – acid and base catalyzed cleavage of epoxides.

Unit IV – Aldehydes and ketones

Nomenclature, preparation, reaction of – nucleophilic addition reaction, reductions, Cannizarro reaction – acidity of α -hydrogen-reactions involving carbanions, base promoted and acid catalysed halogenations of ketones – aldol condensation, crossed aldol condensation, Claisen condensation, Perkin condensation and Knoevenagal reaction.

Unit V - Polynuclear Aromatic Compounds and Active Methylene Compounds

Naphthalene – anthracene, phenanthrene – reduction and substitutin reactions – Haworth’s synthesis – Aromatization, orientation in polynuclear compounds. Synthetic uses of acetoacetic ester – decarboxylation of keto acids, Keto-enol tautomerism. Preparation and synthetic uses of malonic ester.

Text Books:

1. Organic Chemistry, *R.T. Morrison and R.N. Boyd.*, Prentice Hall of India Pvt. Ltd., New Delhi, 7th Edn., **2011**.
2. Organic Chemistry, *I.L. Finar*, ELBS, Vol 1. 6th Edn., **2002**.
3. A Textbook of Organic chemistry, *A. Bahl, B. S. Bhal*, S. Chand and Company Ltd., New Delhi, 22nd Edn., **2016**.

References:

1. Advanced Organic Chemistry Part A: Structure and Mechanisms
Carey, Francis A., Sundberg, Richard J., Springer, New York, 5th Ed., **2007**.
 2. Stereochemistry of Organic Compounds, *E.L. Eliel*, Samuel H. Wilen, Wiley – India **2008**.
 3. Organic Chemistry, *Paula Yurkanis Bruice*, Dorling Kindersley, India, 5thEd., **2009**.
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B.Sc. CHEMISTRY (IV SEMESTER)**18CHEU0408****INORGANIC CHEMISTRY II****(3 Credit)**

Objectives: The objective of the course is to understand the basic concepts of acids and bases, classification of solvents and their reactions, to learn the general characteristics of d- and f-block elements, to realize the chemistry of metal carbonyls and to gain knowledge of the functions of metal ions in biological systems.

Course outcomes: After successful completion of the course, the students will be able to

- Describe basic concepts of acids and bases
- Classify solvents and demonstrate reactions in non-aqueous solvents
- Predict the properties of d- and f-block elements
- Demonstrate the preparation and properties of few d- and f-block elements
- Classify and demonstrate the methods of preparation of organometallic compounds
- Describe the role of metals in biological systems such as enzymes and demonstrate the metal toxicity.

Unit I - Acids and Bases

Lewis concept – Classification of Lewis acids – Lux-Flood concept – Hard-Soft acid base concept and its applications. Non-aqueous solvents- Classification of solvents- Neutralization reaction and solvolysis in liquid ammonia- Metal-ammonia solutions. Neutralisation, solvolysis and redox reactions in liquid sulphur dioxide.

Unit II - d-Block elements

General characteristics- electronic configuration, metallic character, ionization energy, variable valency, reducing property, colour, magnetic property, non-stoichiometric compounds, catalytic properties and tendency to form complexes. Preparation, properties and uses of potassium dichromate, potassium permanganate and manganese dioxide. Anomalous behaviour of mercury. Stability of oxidation states using standard electrode potential.

Unit III - f-Block elements

General characteristics- electronic configuration- oxidation states- colour and magnetic properties. Lanthanide and actinide contraction and their consequences. Separation methods-

fractional crystallization, oxidation- reduction, ion-exchange method and chromatographic separation. Comparison between d-and f-block elements- uses of lanthanide compounds.

Unit IV - Organometallic Compounds

Metal carbonyls- definition and classification- General methods of preparation- effective atomic number rule - structure and bonding of mononuclear carbonyls of nickel, iron and chromium, binuclear carbonyls of iron, cobalt and manganese and trinuclear carbonyls of iron and osmium. Tetra nuclear carbonyls of iridium. Zeigler-Natta catalyst.

Unit V - Bio Inorganic Chemistry

Metals in biology-bulk and trace metals-biological role of Myoglobin and hemoglobin- Metallo enzymes- carboxy peptidase -sodium and potassium ion pump- Biological functions and toxicity of chromium, manganese, cobalt, nickel, copper, arsenic, iodine and mercury.

Textbooks:

1. A New Concise Inorganic Chemistry, *J. D. Lee*, Oxford Publishers, 5th Edn., **2014**.
2. Text book of Inorganic Chemistry, *P.L. Soni*, Sultan Chand & Sons, New Delhi, 20th Edn., **2000**.
3. Selected topics in Inorganic Chemistry, *W. U. Malik, G. D. Tuli and R. D. Madan*, S. Chand & Co. Ltd., New Delhi, **2012**.

References:

1. Inorganic Chemistry: Principles of Structure and Reactivity, *Okhil K. Medhi, Ellen A. Keiter, James E. Huheey, Richard L. Keiter*, Dorling Kindersley, India, 4th Edn., **2006**.
 2. Advanced Inorganic Chemistry, *F. Albert Cotton, Geoffrey Wilkinson, Manfred Bochmann and Carlos Murilla*, 6th Edn., Wiley India Pvt. Ltd. **2007**.
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B.Sc. CHEMISTRY (III SEMESTER)**18CHEU03A1****ALLIED CHEMISTRY-I****(3Credit)**

Objectives: The objective of the course is to understand the structure and bonding of molecules, to have knowledge in crystal structures and their symmetry, to know basics of solutions and their properties, and to understand the chemistry of oxides.

Course outcome: After successful completion of the course, students will be able to

- Describe basic concepts in chemical bonding
- Assign the structure of simple chemical molecules
- Interpret the types of crystal and symmetries present in molecules.
- Describe the terms used in dilute solutions
- Describe the basics of nuclear chemistry and functions of nuclear reactors
- Identify the crystal structures of semiconductors.

Unit I - Chemical Bonding

Ionic bond, characteristics of ionic compounds, inert pair effect; Fajan's rule, covalent bond. The Octet rule - characteristics of covalent compounds, coordinate bond - characteristics of coordinate complexes - basic concepts of hydrogen bond. Sigma and pi -bonds. Concept of hybridization, structures of BeH_2 , BCl_3 , CH_4 , PCl_5 , and SF_6 - VSEPR Theory.

Unit II - Solid State

Types of solids, symmetry of crystals, Miller Indices, unit cell, space lattice, Bragg's equation, classification of crystals on the basis of bonds, ionic crystals, molecular crystals, covalent crystals and metallic crystals. Structure of CsCl and NaCl , concept of liquid crystals.

Unit III - Dilute Solutions

Ways of expressing concentrations of solutions, solutions of gases in liquids, Henry's law, solutions of solids in liquids, solubility and equilibrium concept. Colligative properties, definition, measurement of lowering of vapour pressure, elevation of boiling point, depression of freezing point and osmotic pressure, Raoult's law-derivation.

Unit IV - Nuclear Chemistry and Radioactivity

Types and properties of radiations, the group displacement law, rate of radioactive decay, half-life period, nuclear fission and fusion reactions, artificial radioactivity, mass defect- n-p ratio and nuclear stability, nuclear reactor.

Unit V – Semiconductors

Synthesis and crystal structures of TiO₂, ZnO, SnO₂, Properties of semiconductors, valence band, conduction band, band gap calculation, photon absorption by semiconductor. Organic semiconductors: anthracene, perylene, phthalocyanine, graphene.

Text books:

1. Text book of Inorganic Chemistry, *P.L. Soni*, Sultan Chand & Sons, New Delhi, 20th Ed., **2000**.
2. Essentials of Physical Chemistry, *B. S. Bahl, G. D. Tuli and Arun Bahl*, S. Chand & Company Ltd, New Delhi, 12th Ed., **2011**.
3. Principles of Physical Chemistry, *B.R. Puri, L.R. Sharma and M.S. Pathania*, Vishal Publishing Co., 47th Edn., **2016**.
4. Selected Topics in Inorganic Chemistry, *Malik, Tuli, Madan*, S. Chand & Co., New Delhi, **2010**.

References:

1. Atkins' Physical Chemistry, *Peter Atkins, Julio de Paula, and James Keeler*, Oxford University Press, UK 11th Ed., **2017**.
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B.Sc. ALLIED CHEMISTRY (III SEMESTER)

18CHEU03A2 ALLIED CHEMISTRY PRACTICAL-I (1credit)
INORGANIC QUALITATIVE ANALYSIS

Objectives: The practical course is designed to develop skills in identification of elements by semi-micro inorganic qualitative analysis.

Course outcome: After successful completion of the course, students will be able to

- Analyze inorganic salts qualitatively and identify cations and anions present in a given unknown mixture of salts.
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Semi-micro qualitative analysis of inorganic salts containing the following cations and anions.

Cations: Pb, Cu, Al, Fe, Zn, Mn, Ca, Ba, Mg and ammonium.

Anions: Oxalate, Borate, Acetate, Fluoride, Chromate and Phosphate.

Text Books:

1. Practical Chemistry by *A.O. Thomas*, Scientific Book Centre, Cannanore, **2003**.
2. Basic Principles of Practical Chemistry, *V. Venkateswaran, R. Veeraswamy, A. R. Kulandaivelu*, Sultan Chand & Sons, New Delhi, 2nd Ed., **2004**.

Reference:

1. Vogel's Qualitative Inorganic Analysis, *G. Svehla*, 7th Ed., Dorling Kindersley, India, 4th Ed., **2009**.

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B.Sc. CHEMISTRY (IV SEMESTER)

18CHU0409

Physical Chemistry–I

(3credit)

Objectives: The objective of the course is to understand basic principles, applications of thermodynamics, to understand basics of surface chemistry and surface phenomena, to impart the knowledge of basic interactions between molecules and to gain familiarity of the forces existing in molecular systems.

Course outcomes: After successful completion of the course, the students will able to

- Solve problems in thermodynamics and describe the concepts of thermochemistry
- Interpret the concepts and theories of surface chemistry and colloids
- Analyze the surface using BET theory
- Describe the interactions between molecules.

Unit I - Thermodynamics-I

Terminology – System and surrounding – types of systems – state variables – thermodynamic equilibrium – extensive and intensive properties – types of processes – first law of thermodynamics – statement – internal energy – enthalpy – heat capacity – relation between C_p and C_v – expansion of ideal gas – work done in isothermal expansion – Joule-Thomson effect and Joule-Thomson coefficient – inversion temperature.

Unit II - Thermodynamics – II

Spontaneous, non-spontaneous and cyclic process – reversible and irreversible processes – Carnot cycle – the second law of thermodynamics – efficiency of heat engine – Carnot's theorem – concept of entropy – entropy changes in reversible and irreversible processes – entropy changes in isothermal expansion of ideal gas – entropy of mixing of gases – physical significance of entropy – Gibbs-Helmholtz free energies and equations – partial molar properties – chemical potential – Gibbs-Duhem equation – Clausius-Clapeyron equation.

Unit III –Thermochemistry and Chemical Equilibrium

Heat changes in chemical reactions – enthalpy of formation – enthalpy of composition – enthalpy of solution – enthalpy of dilution – enthalpy of neutralization – relation between enthalpy of a reaction at constant volume and at constant pressure – Kirchhoff equation. Law of

mass action –equilibrium constant K , K_p and K_c , relation between K_p and K_c – Le-Chatelier principle and its application to $N_2+3H_2 \rightleftharpoons 2NH_3$ system.

Unit IV–Colloids and Colligative Properties

Colloids: Types of colloidal systems – lyophilic and lyophobic sols – kinetic – optical and electrical properties of colloids – protective colloids – emulsions – gels- application of colloids.

Colligative properties – definition – measurement of lowering of vapour pressure – elevation of boiling point – depression of freezing point – osmotic pressure – reverse osmosis.

Unit V- Surface Chemistry and Electric Properties of Molecules

Surface Chemistry: Physisorption – chemisorption – Freundlich and Langmuir adsorption isotherms – BET theory multilayer adsorption – BET equation (derivation not required) – determination of surface using BET theory - applications of adsorption. Electric Properties of Molecules: Electric dipole - dipole moment– induced dipole moment polarization-polarizabilities – Clausius-Mossoutti equation -relative permittivity – refractive index. Interaction between dipoles.

Text books:

1. Essentials of Physical Chemistry, *B. S. Bahl, G. D. Tuli and Arun Bahl*, S. Chand & Company Ltd, New Delhi, 12th Ed.,**2011**.
2. Principles of Physical Chemistry, *B.R. Puri, L.R. Sharma and M.S. Pathania*, Vishal Publishing Co., 47th Edn.,**2016**.
3. A Text Book of Physical Chemistry, *A.S. Nagi and S.C. Anand*, Wiley Eastern Ltd, New Delhi, 7th Edn.,**2000**.

References:

1. Atkins' Physical Chemistry, *Peter Atkins, Julio de Paula, and James Keeler*, Oxford University Press, UK 11th Ed., **2017**.
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B.Sc. ALLIED CHEMISTRY (IV SEMESTER)**18CHEU04A1****ALLIED CHEMISTRY-II****(3 credit)**

Objectives: The objective of the course is to understand the nature of fuels, energy sources, to understand different types of polymers and its applications, to gain knowledge of nanomaterials, to know the basics of chemical kinetics and to understand the basic concepts of acids and bases.

Course outcome: After successful completion of the course, students will be able to

- Categorize fuels and energysources
- Describe the types of polymerization methods as well as preparation and uses of few well-knownpolymers
- Describe the method of preparation and properties of aminoacids
- Classify protein and demonstrate the primary and secondary structure ofproteins.
- Solve the problems in chemicalkinetics
- Differentiate strong and weak acids andbases
- Calculate the pH of asolution

Unit I - Fuels and Energy Sources

Classification, calorific value, characteristics of a good fuel, comparison between solid, liquid and gaseous fuels. Petroleum - classification - origin - refining of crude oil - cracking - synthetic petrol -knocking. Rocket propellants- solid, liquid, gas and hybrid propellants.

Unit II - Polymer Chemistry

Introduction – nomenclature, types of polymerization - plastics - classification of resins - uses of cellulose derivatives – preparation, properties and uses of polyethylene, PVC, PVA , PVAc and Nylon -6:6, PET, PAN. Conducting polymers-doping, types of doping, conductivity and its measurement.

Unit III – Nanomaterials

Introduction to nanomaterials – definition - synthesis -Top down and bottom up approaches-synthesis of carbon nanotubes, fullerenes, gold and silver nanoparticles. Characterization of Nanomaterials - Electron microscopy techniques-scanning electron microscopy and transmission electron microscopy.

Unit IV – Chemical Kinetics and Catalysis

Chemical Kinetics: reaction rates - rate, order and molecularity, pseudo first order reactions, integrated rate equation for first order reaction, half-life period, determination of order of reaction, simple collision theory, effect of temperature, Arrhenius equation (derivation omitted). Catalysis: Types of catalysis - homogeneous, heterogeneous and enzymecatalysis.

Unit V – Solubility Product and Acids and Bases

Solubility and ionic equilibria, the solubility product, applications of solubility product. Acids – bases, Arrhenius, Bronsted- Lowry and Lewis concepts and relative strength of acids and bases, the pH scale, buffer scale, buffer action, Henderson equation, acid base indicators, theory of indicators.

Text books:

1. Essentials of Physical Chemistry, *B. S. Bahl, G. D. Tuli and Arun Bahl*, S. Chand & Company Ltd, New Delhi, 12th Ed.,**2011**.
2. Principles of Physical Chemistry, *B.R. Puri, L.R. Sharma and M.S. Pathania*, Vishal Publishing Co., 47th Edn.,**2016**.
3. Engineering Chemistry, *Jain, P.C. and Monica Jain*, Dhanphatrai and Sons, New Delhi, 15th Edn., **2006**.
4. Nano: The Essentials: Understanding Nanoscience and Nanotechnology, *T. Pradeep*, McGraw-Hill Professional Publishing, New Delhi, **2008**.

References:

1. Atkins' Physical Chemistry, *Peter Atkins, Julio de Paula, and James Keeler*, Oxford University Press, UK 11th Ed., **2017**.
 2. Industrial Chemistry, *Sharma B.K*, Goel Publishing house, Meerut, UP. **2011**.
 3. Introduction to Nanoscience, *J. Dutta, H.F. Tibbals and G.L. Hornyak*, CRC press, Boca Raton, **2008**.
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B.Sc. ALLIED CHEMISTRY (IV SEMESTER)**ALLIED CHEMISTRY PRACTICAL – II****18CHEU04A2 VOLUMETRIC ANALYSIS (1Credit)**

Objectives: The objective of the practical course is to get expertise in the preparation of standard solutions, to understand basic principles and develop skill in titrimetric analysis.

Course outcome: After successful completion of the course, students will be able to

- Prepare standard solutions
- Demonstrate the principles of titrimetry
- Analyze titrimetric data systematically and estimate the amount of inorganic substances in a given solution.

1. Preparation of standard solutions
2. Estimation of sodium hydroxide
3. Estimation of hydrochloric acid
4. Estimation of oxalic acid
5. Estimation of potassium dichromate
6. Estimation of ferrous ammonium sulphate
7. Estimation of Zinc
8. Estimation of available chlorine
9. Estimation of hardness of water

Text Books:

1. Practical Chemistry by *A.O. Thomas*, Scientific Book Centre, Cannanore, **2003**.
2. Basic Principles of Practical Chemistry, *V. Venkateswaran, R. Veeraswamy, A. R. Kulandaivelu*, Sultan Chand & Sons, New Delhi, 2nd Ed., **2004**.

Reference:

1. Vogel's textbook of quantitative chemical analysis Mendham, *John Denney, Ronald C. Barnes, John D. Thomas, M.*, 7th Ed., Prentice Hall, New York, 6th Ed., **2000**.
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B.Sc. CHEMISTRY (IV SEMESTER)

18CHEU0410 Practical IV: Inorganic Quantitative Analysis (2 credit)

Objectives: The objective of the practical course is to understand the chemistry of inorganic quantitative analysis, to acquire skills in inorganic quantitative estimation methods, to be trained in quantitative estimation methods, and to gain knowledge in the preparation of some inorganic complexes.

Course outcome: After successful completion of the course, students will be able to

- Demonstrate the principles of inorganic quantitative estimation methods
- Plan and execute an experiment to prepare metal complexes and gravimetrically analyze certain metal complexes.

1. Argentometry: Estimation of Chloride (Mohr's method)
2. Colorimetry:
 - (i) Estimation of iron(III)
 - (ii) Estimation of copper(II)
3. Gravimetric analysis
 - (i) Estimation of lead as lead chromate
 - (ii) Estimation of nickel as Ni-(DMG)
 - (iii) Estimation of aluminium as aluminium oxinate
 - (iv) Estimation of calcium as calcium oxalate
 - (v) Estimation of barium as barium sulphate
4. Preparation
 - (i) Tetrammine copper(II) sulphate
 - (ii) Tris(ethylenediamine) nickel(II) chloride
 - (iii) Prussian blue
 - (iv) Hexammine cobalt(III) chloride

Text Books:

1. Practical Chemistry by *A.O. Thomas*, Scientific Book Centre, Cannanore, **2003**.
2. Basic Principles of Practical Chemistry, *V. Venkateswaran, R. Veeraswamy, A. R. Kulandaivelu*, Sultan Chand & Sons, New Delhi, 2nd Ed., **2004**.

Reference:

1. Vogel's textbook of quantitative chemical analysis *Mendham, John Denney, Ronald C. Barnes, John D. Thomas, M.*, 7th Ed., Prentice Hall, New York, 6th Ed., **2000**.

B.Sc. CHEMISTRY (V SEMESTER)**18CHEU0511****INORGANIC CHEMISTRY III****(4Credit)**

Objectives: The objective of the course is to learn the basic concepts of coordination chemistry, to understand different theories and applications of coordination compounds, to understand the properties of coordination compounds and to gain knowledge in mechanical aspects of coordination compounds.

Course outcome: After successful completion of the course, students will be able to

- Describe basic concepts and theories of coordination chemistry
- Predict the properties of coordination compounds
- Demonstrate the applications of coordination compounds
- Predict the reaction mechanisms in coordination complexes.
- Determine the stability constant by Job's and Bjerrum methods

Unit I - Introduction to Coordination Chemistry

Double salts- complex compounds- complex ion and coordination number- Ligands and their classification- chelates and their uses- coordination number and stereochemistry of complexes- IUPAC Nomenclature of coordination compounds. Isomerism: ionization, hydrate, ligand, linkage, coordination, position, geometrical and optical isomerisms.

Unit II - Theories of Coordination Compounds

Werner's theory- Sidwick's electronic interpretation- EAN concept- valence bond theory- outer and inner orbital complexes- Limitations of VBT- crystal field theory- Crystal field splitting in octahedral, tetragonal, square planar and tetrahedral complexes- High spin and Low spin complexes.

Unit III - Theories and Applications

Factors affecting crystal field splitting, Jahn Teller distortion- Crystal field stabilisation energy- calculation and uses- Limitations of crystal field theory. Applications of copper and silver complexes in qualitative analysis. Applications of Ca-EDTA and Ni-DMG complexes in quantitative analysis.

Unit IV - Properties of Complexes

Magnetic susceptibility-origin of magnetism-Dia and Para magnetism-magnetic moments-Spin only formula-Gouy's experimental method. Color of transition metal complexes- visible spectrum of aqueous Ti (III) ion. Stability of complexes-overall and stepwise formation constants-Factors affecting stability-Determination of stability constant by Job's and Bjerrum's method.

Unit V - Reaction Mechanism in Complexes

Lability and inertness-Ligand substitution reactions in octahedral complexes-Basic concepts of dissociation, association and SN1CB mechanism-substitution reactions in square planar complexes, trans- effect-applications of trans effect. Electron transfer reactions-Basic concepts of outer sphere and inner sphere mechanism- Factors affecting the rates of outer sphere electron transfer reactions.

Text Books:

1. A New Concise Inorganic Chemistry, *J. D. Lee*, Oxford Publishers, 5th Ed., **2014**.
2. Text book of Inorganic Chemistry, *P.L. Soni*, Sultan Chand & Sons, New Delhi, 20th Edn., **2000**.
3. Basic Inorganic Chemistry, *F. Albert Cotton, Geoffrey Wilkinson and Paul L. Gaus*, 3rd Ed., Wiley India Pvt. Ltd. **2007**.

References:

1. Inorganic Chemistry: Principles of Structure and Reactivity, *Okhil K. Medhi, Ellen A. Keiter, James E. Huheey, Richard L. Keiter*, Dorling Kindersley, India, 4th Ed., **2006**.
 2. Advanced Inorganic Chemistry, *F. Albert Cotton, Geoffrey Wilkinson, Manfred Bochmann and Carlos Murilla*, 6th Ed., Wiley India Pvt. Ltd. **2007**.
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B.Sc. CHEMISTRY (V SEMESTER)**18CHEU0512****ORGANIC CHEMISTRY II****(4 Credit)**

Objectives: The objective of the course is to understand the chemistry of carboxylic acids and their derivatives, to understand the chemistry of amines and quaternary ammonium salts, to know the chemistry of phenols and organo nitrogen compounds, to know the chemistry of five and six membered heterocyclic compounds and to understand organic chemical reactions of heterocyclic compounds.

Course outcome: After successful completion of the course, students will be able to

- Describe the preparation, properties and reactions of carboxylic acids, amines, phenols and certain heterocyclic compounds
- Demonstrate the synthetic uses of diazonium salts
- Predict the mechanism of certain organic rearrangements.

Unit I - Carboxylic Acids and Their Derivatives

Structure -Industrial sources, preparation, Grignard synthesis, nitrile synthesis, reactions- acidity of carboxylic acids, effect of substituents on acidity, conversion into acid chlorides, esters, amides- reduction of acids to alcohols, Hell Volhard Zelensky reaction. Dicarboxylic acids - action of heat on dicarboxylic acids. Hydroxy acids - Reformatsky reaction, action of heat on hydroxyacids.

Functional derivatives of carboxylic acids - nucleophilic acyl substitution, nucleophilic substitution: alkyl vs. acyl. Hydrolysis of amides, acid and alkaline hydrolysis of esters, trans esterification.

Unit II –Amines

Preparation-Hofmann degradation- synthesis of secondary and tertiary amines -basicity of amines -basicity constant -structure and basicity, Effect of substituent on basicity -Hofmann rearrangement. Quaternary ammonium salts: Exhaustive methylation, Hoffmann elimination - conversion of amines into substituted amides-ring substitution in aromatic amines.

Unit III - Phenols and Nitrogen Compounds

Nomenclature, preparation, properties -salts of phenols, acidity of phenols, effect of substituents on acidity - Formation of esters -Fries rearrangement - Kolbes synthesis of phenolic acids, Reimer - Tiemann reaction –reaction with HCHO; phenol -formaldehyde resins. Nitro

compounds: reduction of nitrobenzene in various media - Diazonium salts: preparation and preparation and reactions- Sandmeyer reactions, synthetic uses of diazonium salts.

Unit IV - Heterocyclic Compounds

Preparation and properties of Furan, pyrrole, thiophene, pyridine and quinolone - aromatic nature, electrophilic substitution, basicity of pyridine - Skraup synthesis.

Unit V - Molecular Rearrangements

Molecular rearrangements: Mechanism of the following selected rearrangements - Benzidine, Wagner-Meerwin, Beckmann, Pincol-pinacolone, Favorski and Claisen rearrangements.

Text Books:

1. Organic Chemistry, *R.T. Morrison and R.N. Boyd*, Prentice Hall of India Pvt. Ltd., New Delhi, 7th Edn., **2011**.
2. A Textbook of Organic chemistry, *A. Bahl, B. S. Bhal*, S. Chand and Company Ltd., New Delhi, 22nd Edn., **2016**.

References:

1. Advanced Organic Chemistry Part A: Structure and Mechanisms
Carey, Francis A., Sundberg, Richard J., Springer, New York, 5th Ed., **2007**.
 2. Stereochemistry of Organic Compounds, *E.L. Eliel*, Samuel H. Wilen, Wiley – India **2008**.
 3. Organic Chemistry, *Paula Yurkanis Bruice*, Dorling Kindersley, India, 5thEd., **2009**.
 4. Strategic Applications of Named Reactions in Organic Synthesis, *L. Kürti and B. Czakó*, Elsevier Academic Press., London, UK**2005**.
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B.Sc. CHEMISTRY (V SEMESTER)

18CHEU0513

PHYSICAL CHEMISTRY II

(4 Credit)

Objectives: The objective of the course is to understand basic terminologies of electrochemistry, to know the theories of strong electrolytes, to be familiar with the fundamentals of different types of electrochemical cells, to understand phase rule for one and two component systems and to be familiar with the principles of rotational and vibrational spectroscopies.

Course outcome: After successful completion of the course, students will be able to

- Describe the basics of electrochemistry
- Analyze and interpret phase diagram of one and two component systems
- Demonstrate the basics of vibrational and rotational spectroscopic techniques

Unit I - Electrochemistry I

Faraday's law of electrolysis, specific, molar and equivalent conductance and its variation with dilution, cell constant, transport number-determination by moving boundary method, Kohlrausch's law, applications of Kohlrausch's law, conductance measurements-applications.

Unit II - Electrochemistry II

Theory of strong electrolytes, Arrhenius theory, limitations, Debye-Huckel theory of strong electrolytes, Onsager equation (no derivation), solubility product and its applications, pH scale and buffer action. EMF of cells, reversible cells, types of reversible electrodes, single electrode potential, reference electrodes, cell reaction and e.m.f. - thermodynamic relationship, Nernst equation, electrode concentration cells, electrolyte concentration cells.

Unit III - Electrochemistry III

Applications of e.m.f. measurements, determination of transport number, solubility, pH and potentiometric titrations, Fuel cells (basic concept), principle and applications of polarography. Electrochemical theory of corrosion, corrosion due to dissimilar metal cells and concentration cells, Pilling Bedworth rule, passivity.

Unit IV – Gaseous State and Phase Rule

Gaseous State: Kinetic theory of gases – Maxwell's distribution of molecular velocities (derivation omitted) – collision diameter – collision number, collision frequency – mean free path – real and ideal gases – van der Waal's equation.

Phase Rule: Phase, component and degree of freedom, derivation of phase rule, one component Systems - water system, sulphur system, two component systems- Lead-Silver system, zinc-Magnesium system, formation of compounds with incongruent and congruent melting points- ferric chloride-water system, sodium sulphate-water system.

Unit V - Molecular Spectroscopy

Rotational spectra, rigid diatomic rotator, non-rigid rotator, selection rule, vibrational spectra, simple harmonic oscillator, an harmonic oscillator, selection rule, electronic spectra, Frank-Condon principle.

Text books:

1. Essentials of Physical Chemistry, *B. S. Bahl, G. D. Tuli and Arun Bahl*, S. Chand & Company Ltd, New Delhi, 12th Ed.,**2011**.
2. Principles of Physical Chemistry, *B.R. Puri, L.R. Sharma and M.S. Pathania*, Vishal Publishing Co., 47th Edn.,**2016**.
3. A Text Book of Physical Chemistry, *A.S. Nagi and S.C. Anand*, Wiley Eastern Ltd, New Delhi, 7th Edn.,**2000**.

References:

1. Atkins' Physical Chemistry, *Peter Atkins, Julio de Paula, and James Keeler*, Oxford University Press, UK 11th Ed., **2017**.
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B.Sc. CHEMISTRY (V SEMESTER)**PRACTICAL – V****18CHEU0514****ORGANICQUALITATIVEANALYSIS****(2 credit)**

Objectives: The objective of the practical course is to understand the principles of organic qualitative analysis and to develop skill in single stage preparation of organic compounds.

Course outcome: After successful completion of the course, students will be able to

- Analyze mono and bifunctional organic compounds qualitatively
- Synthesize organic compounds and their derivatives
- Recrystallize and purify the products of organic reactions
- Determine the physical constants of the products

1. Qualitative Analysis of organic compounds -Analysis of mono and bifunctional organic compounds. Preparation of derivatives, recrystallization, and determination of physical constants.
2. Single stage preparation of organic compounds involving acylation, oxidation, hydrolysis, nitration, esterification, condensation and bromination.

Text Books:

1. Organic Chemistry Lab Manual, *N.S. Gnanaprakasam and G. Ramamoorthy*, S. Viswanathan Company Pvt. Ltd., 1998.

Reference:

1. Practical Organic Chemistry, *A.I. Vogel*, ELBS, London, 5th Edn., 2010.
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B.Sc. CHEMISTRY (V SEMESTER)**SKILL BASED ELECTIVE****(2 credit)****(One of the four courses has to be chosen by the students)****B.Sc. CHEMISTRY (VI SEMESTER)****18CHEU0616****ORGANIC CHEMISTRY-III****(4 Credit)**

Objectives: The objective of the course is to understand the chemistry of carbohydrates, to know the chemical aspects of amino acids, to understand the basic principles involved in organic photochemistry and also have an elementary idea of pericyclic reactions, to know the chemistry of selected alkaloids and terpenes, to know the synthetic utility of selected oxidizing and reducing organic reagents and also synthetic uses of selected organic reactions.

Course outcome: After successful completion of the course, students will be able to

- Describe the chemistry of carbohydrates
- Classify protein and demonstrate the primary and secondary structure of proteins.
- Draw Jablonski diagram and demonstrate the mechanism of Norrish type I and II reactions
- Determine the structures of selected alkaloids and terpenes
- Identify suitable reagents for selected organic reactions

Unit I – Carbohydrates

Introduction - classification - interrelationship among monosaccharides, oxidation - effect of alkali, periodic acid oxidation - osazone formation, epimers - mutarotation and its mechanism – cyclic structure - pyranose and furanose forms - determination of ring size, haworth projection formula, configuration and conformational analysis of monosaccharides - epimerisation - lengthening of carbon chain in aldoses – Killiyani-Fischer synthesis of aldoses –

Ruff degradation. Interconversion of aldoses and ketoses and vice versa, interconversion of aldoses to their epimers - introduction to simple disaccharides (Maltose and Sucrose only).

Unit II -Amino Acids and Proteins

Classification - synthesis - structure of amino acids, Dipolar ions, isoelectric point, reactions of amino acids, peptides - structure of peptides- Sangers and Edmond method, terminal residue analysis, synthesis of peptides - role of protective groups (carbobenzyloxy, phthaloyloxyl) - classical method - its limitations - proteins - classification - denaturation - primary, secondary structure of proteins. Colour reactions of proteins.

Unit III - Organic Photochemistry

Principles - Jablonski diagram - absorption of electromagnetic radiation - excited state - photochemical processes - photosensitisation, photochemical reactions - photoreduction, photooxidation, photolysis of ketones - Norrish type I and type II reactions. Pericyclic reactions - characteristics of concerted reactions - electrocyclic, cycloaddition and sigmatropic reactions. (Elementary ideas only)

Unit IV - Terpenes and Alkaloids

Terpenes - general methods of determination of structure - Isoprene rule, isolation of terpenes - structure and constitution of menthol, limonene, and camphor.

Alkaloids - alkaloidal reagents - general methods of determination of structure of alkaloids - structure and synthesis of nicotine, piperine and atropine.

Unit V - Reagents and Reactions

Synthetic uses of organic reagents - NBS, OsO₄, LiAlH₄, DCC and NaBH₄. Synthetic uses of Mannich reaction, Michael addition reaction, Birch reduction, Wilkinson reaction and Stobbe reaction.

Text Books:

1. Organic Chemistry, *R.T. Morrison and R.N. Boyd.*, Prentice Hall of India Pvt. Ltd., New Delhi, 7th Edn., **2011**.
2. Organic Chemistry, *I.L. Finar*, ELBS, Vol 1. 6th Edn., **2002**.
3. A Textbook of Organic chemistry, *A. Bahl, B. S. Bhal*, S. Chand and Company Ltd., New Delhi, 22nd Edn., **2016**.

References:

1. Advanced Organic Chemistry Part A: Structure and Mechanisms
Carey, Francis A., Sundberg, Richard J., Springer, New York, 5th Ed., **2007**.
 2. Organic Chemistry, *Paula Yurkanis Bruice*, Dorling Kindersley, India, 5th Ed., **2009**.
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B.Sc. CHEMISTRY (VI SEMESTER)**18CHEU0617****PHYSICAL CHEMISTRY-III (4 Credit)**

Objectives: The objective of the course is to understand the basic terminologies of chemical kinetics, to understand the theories of reaction rates and catalysis, to understand the basics and concepts of photochemistry, to have an introduction of group theory and to become familiar with the fundamentals of quantum chemistry.

Course outcome: After successful completion of the course, students

- Determine the order of the reaction
- Calculate the half-life of the reaction
- Describe the theories of reaction rates and Lambert-Beer law of photochemistry Draw and explain Jablonski diagram
- Predict the symmetry elements and point groups of small molecules
- Demonstrate the photoelectric effect, Compton effect, Heisenberg's uncertainty principle and Schrodinger wave equation

Unit I - Chemical Kinetics I

Introduction, order and molecularity, zero, first, second and fractional order reactions, determination of orders- pseudo unimolecular reaction, half-life of a reaction, temperature dependence of reaction rates, Arrhenius equation.

Unit II - Chemical Kinetics II

Theories of reaction rates, collision theory, absolute reaction rate theory (derivation not included), significance of the free energy of activation and entropy of activation, unimolecular reactions, Lindmann theory.

Catalysis, types of catalysis, characteristics of catalytic reactions, theories of catalysis, enzyme catalysis, Michaelis-Menton equation.

Unit III – Photochemistry

Introduction, Lambert-Beer law, Jablonski diagram, law of photochemical equivalence, quantum yield, experimental determination, photosensitized reactions, steady state approximation, photochemical reactions of H_2-Cl_2 , H_2-Br_2 and dimerization of anthracene.

Phosphorescence, fluorescence and chemiluminescence.

Unit IV - Group Theory and Its Applications

Mathematical group – group multiplication tables - symmetry elements-symmetry operations – point group of simple molecules (H₂, HCl, CO₂, H₂O, BF₃ and NH₃)

Unit V - Quantum Mechanics

Failure of classical mechanics, black body radiation, photoelectric effect, Compton effect, Heisenberg's uncertainty principle, Schrodinger wave equation, eigen values and eigen functions, significance of wave function, orthogonality and normalisation postulates of quantum mechanics, particle in one dimensional box.

Text books:

1. Essentials of Physical Chemistry, *B. S. Bahl, G. D. Tuli and Arun Bahl*, S. Chand & Company Ltd, New Delhi, 12th Ed.,**2011**.
2. Principles of Physical Chemistry, *B.R. Puri, L.R. Sharma and M.S. Pathania*, Vishal Publishing Co., 47th Edn.,**2016**.
3. A Text Book of Physical Chemistry, *A.S. Nagi and S.C. Anand*, Wiley Eastern Ltd, New Delhi, 7th Edn.,**2000**.
4. Quantum Chemistry, *Ira N. Levine*, Pearson, London, UK, 7th Edn., **2014**

References:

1. Atkins' Physical Chemistry, *Peter Atkins, Julio de Paula, and James Keeler*, Oxford University Press, UK 11th Ed., **2017**.
 2. Quantum Chemistry, Donald A. McQuarrie, Pearson, London, UK, 2nd Edn., **2007**
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B.Sc. CHEMISTRY (VI SEMESTER)**18CHEU0618****ANALYTICAL CHEMISTRY****(4 Credit)**

Objectives: The objective of the course is to understand laboratory safety measures, error analysis and the theory of complexometric titration, to emphasize the basic principles of different electroanalytical techniques, To learn the basic principles, instrumentation and applications of spectrochemical, thermal and radiochemical techniques, and to know the basic principles and applications of separation techniques.

Course outcome: After successful completion of the course, students will be able to

- Handle toxic and poisonous chemicals safely
- Provide first-aid in case of small laboratory accidents
- Communicate scientific data and conclusions with accuracy and minimum error
- Describe the principles, applications and instrumentation of potentiometric and conductometric titrations
- Describe the principles, applications and instrumentation of UV-Vis spectrophotometry and IR spectrophotometer
- Identify the thermoanalytical method to be used for a particular study
- Describe methods to separate compounds such as TLC, column Chromatography and solvent extraction

Unit I - Laboratory Practices and IPR

Storage and handling of corrosive, toxic and poisonous chemicals-simple first aid procedure for acid and alkali in eye, acid and alkali burns, heat burns and cut by glasses. Accuracy, precision, classification of errors, minimization of errors, standard deviation, coefficient of variance and significant figures. Complexometric titrations, principle and experimentation. Metal ion indicators and its applications.

Fundamentals of Intellectual Property Rights

Unit II – Electro analytical Techniques

Amperometry- different types of titrations and its applications – Electrogravimetry principle and applications. Coulometry: Coulometric titrations, different types of coulometer: Coulometric titrations, different types of coulometry-Principle and applications.

Unit III - Spectrochemical Techniques

UV-visible spectrophotometry, principle, Beer's law, applications-deviations from Beer's law. Photometric titrations-instrumentation, single and double beamspectrophotometer.

Instrumentation of IR spectrophotometer-sample handling techniques in IR, applications-Theory of atomic absorption spectroscopy, flame emission spectroscopy-applications.

Unit IV - Thermal and Radiochemical Techniques

Principles and applications of thermogravimetry, differential thermal analysis, differential scanning calorimetry. Thermogram of copper sulfate pentahydrate. Radiometric titrations-types-complex formation and precipitate formation- activation analysis- absolute and comparative methods and applications.

Unit V - Separation Techniques

Principles and applications of column, paper and thin layer chromatography. Ion-exchange methods, principle and applications. Brief idea of solvent extraction techniques, Gas chromatography-principle and applications.

Text Book:

1. Instrumental Methods of Analysis, *B.K. Sharma*, Goel Publishers, 5th Edn. **1993**.
2. Text Book on Intellectual Property rights *N.K. Acharya*, , Asia Law Hose, **2001**.

References

1. Vogel's textbook of quantitative chemical analysis *Mendham, John.Denney, Ronald C.Barnes, John D.Thomas, M.*, 7th Ed., Prentice Hall, New York, 6th Ed., **2000**.
 2. Instrumental Methods of Analysis, *H.W. Willard, L.I. Merrit, J.A. Dean and P.A. Settle*, CBS Publishers, 7th Edn., **1996**.
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B.Sc. CHEMISTRY (VI SEMESTER)

18CHEU0619

PRACTICAL-IV:PHYSICALCHEMISTRY

(2 Credit)

Objectives: The objective of the practical course is to learn the applications of colligative properties, to carry out experiments based on phase rule, to acquire skills based on chemical Kinetics experiments and to understand electrochemistry through experiments.

Course outcome: After successful completion of the course, students will be able to

- Determine molecular weight by Rast's Macro method and transition temperature measurement method
- Construct phase diagram of a simple eutectic system
- Determine critical solution temperature of phenol-water system
- Determine distribution coefficient of Iodine between water and organic solvent
- Determine rate constant of acid catalysed hydrolysis of an ester
- Determine the pKa of a weak acid
- Determine the viscosity of mixture of liquids by using Ostwald Viscometer.

1. Determination of Molecular Weight by Rast's Macro method.
2. Determination of Molecular Weight by Transition Temperature measurement method.
3. Construction of phase diagram of a simple eutectic system.
4. Determination of Critical Solution Temperature of Phenol-Water system. (Determination of concentration of a salt solution through miscibility temperature measurement).
5. Determination of distribution coefficient of Iodine between water and organic solvent.
6. Determination of rate constant of acid catalysed hydrolysis of an ester.
7. Conductometric titration of strong acid vs. strong base.
8. Determination of pKa of a weak acid.
9. Determination of degree of dissociation through conductance measurement.
10. pH-metric titration between a strong acid and a strong base.
11. Potentiometric titration between Fe^{2+} and Cr^{6+} .

12. Determination of viscosity of mixture of liquids by using Ostwald Viscometer.

Text Books:

1. Practical Chemistry by *A.O. Thomas*, Scientific Book Centre, Cannanore, **2003**.
2. Basic Principles of Practical Chemistry, *V. Venkateswaran, R. Veeraswamy, A. R. Kulandaivelu*, Sultan Chand & Sons, New Delhi, 2nd Ed., **2004**.

References:

1. Experimental Physical Chemistry: A Laboratory Textbook, *Arthur M. Halpern*, Prentice Hall, **1997**.

B.Sc. CHEMISTRY (VI SEMESTER)

PROJECT (4 Credit)

MAJOR ELECTIVE COURSES

18CHEU04E1

ENVIRONMENTAL CHEMISTRY

(3 credit)

Objectives: The objective of the course is to give an overview of water, air, soil, radioactive and noise pollution including methods for prevention, control measures and management of the pollution, to understand how chemistry can help in understanding contemporary environmental issues, and possible solutions to environmental problems and to develop an understanding of chemicals and their effects on the environment.

Course outcome: After successful completion of the course, students will be able to

- Assess various types of pollution including the cause, consequence and cure
- Describe ozone layer depletion and its impact on global environment
- Communicate the impact of air, water, soil pollutants and greenhouse Gases to generate awareness

Unit I - Water Pollution

Hydrosphere - Hydrological cycle - water quality parameters - significance of these parameters over the quality of water – Types of water pollutants - organic, inorganic, toxic

metal (Cr, Ar, Hg, Pb), sediments, plant nutrients, oil spills, disease causing agents, radioactive wastes and thermal pollution - experimental determination of DO, BOD, COD and TOC.

Unit II - Air Pollution

Structure of atmosphere - composition of air- primary air pollutants- oxides of carbon, nitrogen and sulphur - sources and effects. Global warming, acid rain, photochemical smog, depletion in ozone layer- particulate pollution - Inorganic, Organic and Metallic particulates - sources and effects.

Unit III - Soil Pollution and Pollution Due to Pesticides

Soil profile - Bio Indicators - Sources and effects of soil pollution. Organochlorine pesticides, insect resistance to DDT, biomagnifications of DDT, effects of organo chlorine compounds - organo phosphorus compounds and carbamates as pesticides - Alternatives to pesticides.

Unit IV - Radioactive and Noise Pollution

Radioactive pollution - types of radiation - Sources - natural sources of radiation - electromagnetic radiations and particulate radiations - Anthropogenic sources - X-rays, radioisotopes, nuclear reactors, nuclear power plants - effects of ionising and non -ionising radiations on man. Sources and effects of noise pollution

Unit V - Pollution Control Measures

Sources, effects and treatment methods of some specific water pollutants - Fluoride, iron and chromium. Control of air pollution - source correction methods - operational changes, cleaning of gaseous effluents - adsorption on solids, catalytic conversion - control of particulate pollutants. Remedial measures for soil pollution.

Text books:

1. Environmental Chemistry, *Sharma B.K*, Goel Publishing house, Meerut, UP. 11thEdn., **2001**.
2. Environmental Chemistry, *De A. K.*, Wiley Eastern Ltd., India, **2013**.
3. Text Book of Environmental Chemistry, *Tyagi, O. D. and Mehra, M.* Anmol Publishers. New Delhi, **1996**.

References:

1. Environmental Science, *Miller T.G. Jr.*, Wadsworth Publishing Co. (TB), USA, 16thEdn., **2009**.
 2. Environmental Chemistry, *Dara, S.S.*, S. Chand & Company, 4thEdn, New Delhi, **1994**.
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18CHEU04E2**INDUSTRIALCHEMISTRY****(3 credit)**

Objectives: The objective of the course is to enable the student to understand the concepts of fuels and energy resources, generation of energy from various types of fuels, to understand the use of chemicals in the improvement of agricultural crops, to learn the manufacturing processes of iron, steel, alloys, glass, ceramics and refractories and to understand the process of surface coatings.

Course outcome: After successful completion of the course, students will be able to

- Categorize fuels and energy sources
- Describe the types of polymerization methods as well as preparation and uses of few well-known polymers
- Describe the composition and manufacturing process of cements and fertilizers
- Demonstrate the manufacturing process and applications of iron, steel, alloys, glass, ceramics and refractories
- Categorize the types of surface coatings

Unit I - Fuels and Energy Resources

Petroleum - origin of petroleum, composition, refining of petroleum fractionation composition of various fractions, cracking - catalytic and thermal cracking, synthetic petrol, knocking, octane and cetane numbers, anti knocking agents, coal gas, producer gas, Methane production from biomass, alcohol as fuel.

Unit II - Cement and Fertilizers

Cement - manufacture of Portland cement - composition - setting of cement – special cements - Aluminium cement - white Portland cement - water proof cement. Fertilizers - nitrogenous fertilizers - ammonium sulphate- urea - manufacture and action - potassium fertilizers - potassium sulphate - manufacture - phosphate fertilizers –superphosphate

Unit III – Iron, Steel and Alloys

Manufacture of pig iron by blast furnace, wrought iron by puddling processes- steel by Bessemer's process – Heat treatment of steel. Alloys-purpose of making alloys – preparation of alloys by fusion method-electro deposition and reduction method – effects of carbon, silicon, phosphorus and sulphur – application of alloy steels.

Unit IV - Glass, Ceramics and Refractories

Glass, raw materials and colouring agents - chemical reaction involved in glass manufacture - some special glasses (borosilicate, alkali silicate, optical glass, soda lime glass, their properties and applications). Ceramics - various classes of ceramics, general properties, porous and non-porous wares, raw materials for ceramics, uses. Refractories - manufacture of refractories - properties and uses of common refractory bricks - silica bricks - fire clay bricks, magnesite bricks and dolomite bricks.

Unit V - Surface Coatings

Pre-treatment of the surface, metallic coating, galvanizing, tinning - Inorganic coatings, organic coatings, oil paints, water paints, special paints, varnishes, enamels and lacquers.

Text books:

1. Engineering Chemistry, *Jain, P.C. and Monica Jain*, Dhanphatrai and Sons, New Delhi, 15th Edn., 2006.
2. A Text Book of Engineering Chemistry, *Dara, S.S.S. Chand &Co.*, New Delhi, 15th Edn., 2006.

References:

1. Industrial Chemistry, *Sharma B.K*, Goel Publishing house, Meerut, UP.2011.
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18CHEU04E3**POLYMER CHEMISTRY****(3 credit)**

Objectives: The objective of the course is to understand the importance of polymers and an exposure to polymer chemistry, to understand various polymerization techniques and characterization of polymers, to enable a student to understand polymer structure, properties, and to know the polymer processing techniques and properties of commercially available polymers.

Course outcome: After successful completion of the course, students will be able to

- Classify polymers and describe different types of polymerization reactions
- Characterize polymers based on available experimental data
- Describe the structure and properties of polymers
- Demonstrate the properties of commercially available polymers

Unit I – Polymerization Reactions and Techniques

Importance of polymers – basic concept – degree of polymerization – classification of polymers – polymerization reactions – addition and condensation polymerization – mechanism – polymerization techniques – bulk, solution, suspension and emulsion methods.

Unit II – Polymer Characterization

The concept of number and weight averages – the practical significance of molecular weight – measurement of molecular weight – end group, viscosity, light scattering, osmotic pressure and ultra-centrifugation methods – testing of polymers – tensile strength, fatigue, impact strength, tear resistance, hardness and abrasion resistance.

Unit III – Polymer Structure and Properties

Polymer structure and physical properties – the relationship between T_g and T_m – crystal structure – significance – stereo regularity. Polymer degradation – types – mechanical, thermal and photo degradation – management of polymers.

Unit IV – Polymer Processing and Additives

Plastics, elastomers and fibres, processing techniques – calendaring, compounding injection moulding, transfer moulding and extrusion moulding, spinning – melt – Dry and Wet methods. Polymer additives: Plasticizers, fillers, antioxidants, fire retardants and thermal stabilizers.

Unit V – Chemistry of Important Commercial Polymers

Polyethylene, PVC, polyamides, polyesters, phenolic resins, and epoxy resins. Silicon rubber, conducting polymer, biomedical polymer – contact lens, dental polymers and artificial heart.

Text Books:

1. Polymer Science, *V.R. Gowariker, N.V. Viswanathan and Sadadeve Sreedhar*, New Age International (P) Ltd. Publishers, **2003**.
2. Text Book of Polymer Science, *Fred W. Billmeyer, J.R. John.*, Wiley Publishers, New Delhi, 3rd Edn., **2003**.

References:

1. Polymer Science and Technology, *Goel R. Fried*, Prentice-Hall of India, New Delhi, 2nd Edn., **2003**.
 2. Polymer Science and Technology of Plastics and Rubbers, *Premamoy Ghosh*, Tata McGraw -Hill Publishing Company Ltd., New Delhi, **2009**.
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18CHEU05E1

CHEMISTRY OF NATURAL PRODUCTS

(3 credit)

Objectives: The objective of the course is to give an introduction to chemistry of natural products like carbohydrates, steroids, terpenoids, alkaloids, amino acids and proteins and to give an introduction to synthesis of some important heterocyclic compounds.

Course outcome: After successful completion of the course, students will be able to

- Describe the chemistry of carbohydrates, steroids, terpenoids and alkaloids
- Determine the structures of selected alkaloids and terpenes
- Classify protein and demonstrate the primary and secondary structure of proteins.
- Describe the synthesis of selected heterocycles

Unit I – Carbohydrates

Classification - chemistry of monosaccharides (glucose & fructose) - elementary idea of chemistry of disaccharides (sucrose & lactose) - chemistry of polysaccharides, starch and cellulose - glycogen, insulin - industrial applications of starch & cellulose - elementary idea of glucosamine.

Unit II - Steroids and Terpenoids

Steroids - colour reactions - elementary idea - sex hormones - bile acids. Terpenoids - classification - isoprene rules - general methods of extraction - chemistry of α -pinene and camphor (synthesis not included).

Unit III – Alkaloids

Definition - classification - colour reactions - general methods of extraction - chemistry of piperine and nicotine.

Unit IV - Amino Acids and Proteins

Classification of amino acids - essential and non-essential amino acids - optical activity of amino acids - synthesis of α -amino acids - properties of amino acids - peptides - terminal residue analysis. Proteins - classification - colour reactions - properties and structure - industrial importance of proteins.

Unit V – Heterocycles

Synthesis and reactivity of pyrrole, pyridine, indole, pyrazole, imidazole, carbazole, quinoline and isoquinoline.

Text Books:

1. Organic Chemistry, *R.T. Morrison and R.N. Boyd.*, Prentice Hall of India Pvt. Ltd., New Delhi, 7th Edn., **2011**.
2. Organic Chemistry, *I.L. Finar*, ELBS, Vol 2. 6th Edn., **2002**.
3. A Textbook of Organic chemistry, *A. Bahl, B. S. Bhal*, S. Chand and Company Ltd., New Delhi, 22nd Edn., **2016**.

References:

1. Advanced Organic Chemistry Part B: Structure and Mechanisms
Carey, Francis A., Sundberg, Richard J., Springer, New York, 5th Ed., **2007**.
 2. Organic Chemistry, *Paula Yurkanis Bruice*, Dorling Kindersley, India, 5thEd., **2009**.
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18CHEU05E2**ELEMENTS OF SPECTROSCOPY****(3 credit)**

Objectives: The objective of the course is to impart the knowledge of UV-vis spectroscopy, to familiarize with the calculation of absorption maximum, to impart knowledge of infrared and Raman spectroscopies, to gain expertise of assigning experimental values to the different vibrations, to understand the basis of NMR spectroscopy and solving simple organic molecules, to impart basic knowledge of mass spectrometry and to gain the knowledge of magnetism and its interaction with external field and concept in electron spin resonance.

Course outcome: After successful completion of the course, students will be able to

- Demonstrate principles of UV-Vis spectroscopy
- Interpret IR spectra and describe the instrumentation of IR spectrophotometer
- Demonstrate principles of NMR spectroscopy and interpret NMR spectra of simple molecules
- Interpret mass spectra and describe the instrumentation of Mass spectrometer
- Analyze the interaction of odd electrons with nuclei and interpret the ESR spectra

Unit I – Electronic Spectroscopy

UV -Vis Spectroscopy: Electronic excitation levels – Woodward rule for calculation of the λ_{max} for dienes and unsaturated carbonyl compounds – simple applications - solvatochromism.

Unit II - Vibrational Spectroscopy

Infrared Spectroscopy: Principle – applications of IR spectroscopy to compounds – amino compounds – hydroxyl compounds – inter and intermolecular bonding.

Unit III - NMR Spectroscopy

Introduction – number of signals – equivalent and non-equivalent protons – position of signals – chemical shift – peak area and proton coupling. Splitting of signals – spin-spin coupling – coupling constant – NMR spectra of simple organic compounds.

Unit IV - Mass Spectrometry

Introduction – instrumentation – mass spectrum – molecular ion peak – molecular formula calculation – mass spectrum of simple molecules (cyclohexene, ethyl benzene and methyl propyl ketone).

Unit V - Electron Spin Resonance Spectroscopy

Magnetic moment of an unpaired electron – energy level diagram of electron – hyperfine splitting – structure of hydrogen atom and methyl radical.

Text Books:

1. Spectroscopy of Organic Compounds, *P. S. Kalsi*, New Age International Publishers, 6th Edn., **2009**.
2. Principles of Physical Chemistry, *B.R. Puri, L.R. Sharma and M.S. Pathania*, Shobanlal Nagin Chand & Co. Jalendhar 41st Edn., **2001**.

References:

1. Organic Spectroscopy, *William Kemp*, 3rd Edn., Palgrave Publications, New York, **2008**.
 2. Applications of Absorption Spectroscopy of Organic Compounds, *J. R. Dyer*, Prentice Hall of India Pvt. Ltd., New Delhi, **1991**.
 3. Spectrometric Identification of Organic Compounds, *Robert M. Silverstein and Francis X. Webster*, 6th Edn., John Wiley and Sons, **2003**.
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NON-MAJOR ELECTIVES OFFERED

18CHEU04N1

POLYMERSCIENCE

(3credit)

Objectives: The objective of the course is to impart knowledge about the importance of polymers, to understand various polymerization techniques and characterization of polymers, to enable a student to understand polymer structure, properties and to know the polymer processing techniques and properties commercially available polymers.

Course outcome: After successful completion of the course, students will be able to

- Classify polymers and describe different types of polymerizations reactions
- Characterize polymers based on available experimental data
- Describe the structure and properties of polymers
- Demonstrate the properties of commercially available polymers
- Describe the types of polymer processing methods

Unit I – Basics

Basic concepts: Monomers, repeat units, degree of polymerization - Linear, branched and network polymers. Classification of polymers. Polymerization: condensation, addition, radical chain-ionic and co-ordination and co-polymerization.

Unit II - Polymer Characterization

Average molecular weight concept. Number, weight and viscosity-average molecular weights. The practical significance of molecular weight. Measurement of molecular weights, viscosity, and light scattering methods.

Unit III - Structure and Properties

Configurations of polymer chain. Morphology of crystalline polymers, strain-induced morphology. Polymer structure and physical properties-chain flexibility and other steric factors. Branching and cross linking.

Unit IV - Polymer Processing

Compounding of plastics- Processing techniques: Calendering, die casting, rotational casting, film casting, injection moulding, blow moulding, extrusion moulding, thermo forming, foaming, reinforcing and fibre spinning.

Unit V - Properties of Commercial Polymers

Fire retarding polymers and electrically conducting polymers. Biomedical polymers- contact lens, dental polymers, artificial heart, kidney, skin and blood cells.

Text Books:

1. Polymer Science, *V.R. Gowariker, N.V. Viswanathan and Sadadeve Sreedhar*, New Age International (P) Ltd. Publishers, **2003**.
2. Text Book of Polymer Science, *Fred W. Billmeyer, J.R. John.*, Wiley Publishers, New Delhi, 3rd Edn., **2003**.

References:

1. Polymer Science and Technology, *Goel R. Fried*, Prentice-Hall of India, New Delhi, 2nd Edn., **2003**.
 2. Polymer Science and Technology of Plastics and Rubbers, *Premamoy Ghosh*, Tata McGraw -Hill Publishing Company Ltd., New Delhi, **2009**.
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18CHEU04N2 ORGANIC CHEMISTRY FORHOMESCIENCE (3 credit)

Objectives: The objective of the course is to develop an understanding of food components such as carbohydrates, aminoacids, proteins, to obtain preliminary knowledge on dyes, leathers, fibers, to provide comprehensive introduction to sulpha drugs, antibiotics, fuels and to know synthesis and applications of polymers.

Course outcome: After successful completion of the course, students will be able to

- Describe the chemistry ofcarbohydrates
- Determine the structures of selected alkaloids andterpenes
- Classify protein and demonstrate the primary and secondary structure ofproteins
- Classify dyes and describe the synthesis of most populardyes
- Demonstrate the tanningprocess
- Describe the mode of action of sulpha drugs andantibiotics
- Classify fuels and energysources
- Classify polymers and describe different types of polymerizationsreactions
- Demonstrate the properties of commercially availablepolymers

Unit I - Carbohydrates

Introduction – classification-preparation and properties of glucose and fructose structure of glucose (configuration-not expected) mutarotation- interconversion of aldose and ketose. Increasing and decreasing the length of the carbon chain in sugars – polysaccharides-preliminary study of starch and cellulose. Industrial applications of starch and cellulose.

Unit II -Amino Acids and Proteins

Classification-preparation and properties of amino acids, isoelectronic point-tests for amino acids-polypeptides, peptide linkage, proteins – classification-denaturation of proteins, colour reactions, biological significance of proteins, structure of proteins, primary structure of proteins, end group analysis, preliminary study of secondary structure, introduction to DNA and RNA.

Unit III - Dyes, Leather and Fibers

Introduction-structural features of a dye-classification of dyes, preparation of methyl orange, fluoresce in, malachite green, alizarin and uses (both textile and non-textile). Leather:

Basic principles in tanning and dyeing of leather, types of tanning (chrome and vegetable tanning) Fibers: Synthetic fibers derived from cellulose, nylon and terylene.

Unit IV - Sulpha Drugs, Antibiotics and Fuels

Introduction to sulpha drugs - sulphanilamide, sulphameracine, sulphaguanidine - preparation, mode of action of sulpha drugs. Antibiotics: very brief study of chloramphenicol, penicillin and tetracycline-their uses (detailed chemistry not required).

Fuels: Classification, characteristics of a good fuel. Composition and uses of LPG, producer gas, water gas, method of production of gobar gas. Petroleum – knocking-use of tetraethyl lead diesel-octane and cetane number. Synthetic petrol, Bergius process.

Unit V – Polymers

Different types of polymerization-addition, condensation, ionic and free radical polymerization-mechanisms, synthesis and applications of the following polymers-PVC, polyester, polythene, Teflon, and polystyrene – rubber-natural rubber, vulcanization of rubber-synthetic rubber-neoprene.

Text Books:

1. Organic Chemistry, *R.T. Morrison and R.N. Boyd.*, Prentice Hall of India Pvt. Ltd., New Delhi, 7th Edn., **2011**.
2. A Textbook of Organic chemistry, *A. Bahl, B. S. Bhal, S. Chand and Company Ltd.*, New Delhi, 22nd Edn., **2016**.
3. Engineering Chemistry, *Jain, P.C. and Monica Jain*, Dhanphatrai and Sons, New Delhi, 15th Edn., **2006**.

References:

1. Industrial Chemistry, *Sharma B.K*, Goel Publishing house, Meerut, UP.**2011**
 2. Organic Chemistry, *I.L. Finar*, ELBS, Vol 2. 6th Edn.,**2002**.
 3. Organic Chemistry, *Paula Yurkanis Bruice*, Dorling Kindersley, India, 5th Ed., **2009**.
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18CHEU04N3**CHEMISTRY IN THE SERVICE OF MANKIND****(3 credit)**

Objectives: The objective of the course is to provide comprehensive overview of fuels and energy sources, to familiarize with polymers, polymerization techniques and fertilizers, to provide an overview of vitamins and drugs, to understand the types of surface coatings, to have the knowledge about small and large scale industrial processes

Course outcome: After successful completion of the course, students will be able to

- Classify fuels and energy source
- Describe the chemistry of some important polymers and fertilizers
- Categorize vitamins and drugs
- Categorize the types of surface coatings methods
- Describe small and large scale industrial processes

Unit I - Fuels and Energy Resources

Types of fuels - liquid fuels - petroleum products – gaseous fuel - coal gas, producer gas and bio gas - Rocket fuels - solid and liquid propellants - nuclear fuels - difference between nuclear and chemical fuels. Renewable sources of energy - solar energy, wind energy and tidal energy.

Unit II - Polymers and Fertilizers

Chemistry of some important polymers - synthetic fibres -nylons, polyester - synthetic rubber - polyurethane rubber – reclaimed rubber - sponge, foam rubber, thermocole - polymerization techniques- bulk, solution, suspension, emulsion polymerization. Plant nutrients - need and requirements - natural and artificial fertilizer - urea, triple super phosphate, muriate of potash – complex fertilizers.

Unit III – Vitamins and Drugs

Vitamins - Water soluble vitamins - Vitamin B and C - fat soluble vitamins - A, D, E & K - sources - physiological functions and deficiency symptoms. Drugs - some important drugs – antibacterials – sulphonamide - antipyretics - aspirin - antimalarials - paludrine - antibiotics - penicillin.

Unit IV - Surface Coatings

Pretreatment of the surface metallic coating, galvanizing, tinning, inorganic coatings, organic coatings, oil paints, water paints, special paints, enamels and lacquers.

Unit V - Industrial Processes

Small scale units - manufacture of candles, safety matches, soap and naphthalene balls, shoe polish, cum paste, writing/fountain pen ink, Chalk crayons, plaster of paris and silicon carbide crucibles. Large scale units - manufacture of pulp and paper, sugar, glass, ceramics and cement.

Text Books:

1. A Textbook of Organic chemistry, *A. Bahl, B. S. Bhal*, S. Chand and Company Ltd., New Delhi, 22nd Edn., **2016**.
2. Engineering Chemistry, *Jain, P.C. and Monica Jain*, Dhanphatrai and Sons, New Delhi, 15th Edn., **2006**.

References:

1. Industrial Chemistry, *Sharma B.K*, Goel Publishing house, Meerut, UP.**2011**.
 2. Shreve's Chemical Process Industries, *G. T. Austin*, Tata McGraw Hill Book Co., New Delhi, 5th Edn., **2017**.
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18CHEU04N4**FOOD ADULTERATION AND ANALYSIS****(3 credit)**

Objectives: The objective of the course is to learn about the food laws and general composition and quality criteria of the food products, to know the importance of toxicology and also the analysis of common adulterants.

Course outcome: After successful completion of the course, student will be able to

- Describe the food laws
- Discuss the general composition and quality of food
- Determine the toxins and adulterants of food
- Describe the food additives

UNIT – I Food Laws and regulations

Food Laws and regulations (Mandatory) - Food Safety and Standards Act, 2006 (FSSA), Edible Oils Packaging (Regulation) Order, 1998, Environment (Protection) Act, 1986, Fruit Products Order, 1955 (FPO), Meat Food Products Order, 1973 (MFPO), Milk and Milk Product Order, 1992 (MMPO), Solvent Extracted Oil, De-oiled Meal-Introduction to various food laws (Voluntary) - Agmark Standards (AGMARK), Codex Alimentarius Standards, BIS Standards and Specifications, Consumer Protection Act, 1986-Codex standards for Cereals & Pulses-Codex standards for Fruits and Vegetables-Role of voluntary agencies and legal aspects of consumer protection

UNIT – II

General Composition and quality – Dairy products - Oil and Fats - Spices and condiments - Food Grains - Flours - Canned Foods - Fruit and Vegetables products - Meat and poultry - Sugar - Beverages - Alcoholic and Non Alcoholic drinks

UNIT – III

Importance of food toxicology - naturally occurring toxins in various foods - microbial and parasitic - food poisoning and food infections or food borne illness - mycotoxins – aflatoxin - bacterial toxin - residual chemical contaminants - pesticides - heavy metals, hormones in food.

UNIT – IV

Comparison of adulterants and additives – food additives - antioxidants - Natural oxidants - synthetic oxidants - colour - stabilizer - surface active agents - artificial sweetener - flavor enhancers - Intentional adulterants - Incidental adulterants

UNIT – V

Analysis of adulterants- morphological and anatomical characterization-physical techniques-chemical/biochemical techniques-electrophoresis and immunology based techniques-molecular techniques-PCR and sequencing based techniques.

Text Books:

1. An operational Text Book, Guide to Food Laws and Regulations, P. A. Curtis, Wiley Blackwell publishers, 2nd Edn., **2013**.
2. Food & Beverage Laws - Food Safety and Hygiene. *J. Negi*. ABD Publishers : Distribution, **2016**.
3. Toxicology, *A. Sood*, Sarup & Sons, New Delhi, **1999**.

References:

1. Aquatic pollution and toxicology, *R.K. Trivedy*, ABD Publishers & Distributions, Oxford Book Co. Jaipur 1st Edn. **2001**.
 2. Toxicology and Environmental Health, *S.B. Vohora, V.R. Agrawal*, Asiatech Publishers Inc. India, **2000**.
 3. The Food Safety and Standards act, 2006 along with Rules & Regulations, Commercial Law Publishers (India) Pvt. Ltd. **2011**.
 4. Introduction to food toxicology, *T. Shibamoto, L. Bjeldanes*, Elsevier, UK. 2nd Edn., **2009**.
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18CHEU05N1 POLLUTION AND ITS CONTROL MEASURES (3 credit)

Objectives: To provide comprehensive introduction to air pollution, water pollution, noise and nuclear pollution and their control measures.

Course outcome: After successful completion of the course, students will be able to

- Classify pollution
- Communicate and create awareness about pollution and their control measures
- Analyze air and water quality parameters

Unit I – Air Pollution

Major regions of the atmosphere – composition of air – specific air pollutants and their effects – CO, CO₂, SO₂, SO₃, NO and NO₂ – ozone depletion – acid rain – photochemical smog.

Unit II – Water pollution

Criteria for potable water – major water pollutants – organic, inorganic, heavy metals – (As, Cr, Fe, Pb, Cd, Hg) oil spills – sources – effects.

Unit III – Soil and Pesticide Pollution

Sources, effects of various soil pollutants – pesticides – classification. Toxicity of DDT, BHC, malathion, parathion, carbamates. Alternative sources for pesticides.

Unit IV – Noise and Nuclear Pollution

Noise pollution – sources and effects – nuclear pollution – genetic and somatic effects – nuclear disasters and major accidents.

Unit V – Analysis and control methods

Sampling of air and water pollutants – analysis of DO, BOD, COD and TOC in water – Analysis of CO by GC, NO by chemiluminescence and CO₂ by spectrometry. Treatment of water for domestic and industrial purpose – primary, secondary and tertiary treatment methods.

Text book:

1. Environmental Chemistry, *A. K. De*, New Age International Publisher, 5th Edn., **2005**.

Reference:

1. Environmental Chemistry, *B. K. Sharma*, Krishna Prakashan media Limited, 11th Edn., **2007**.
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18CHEU05N2

CHEMISTRYOFFOOD

(3credit)

Objective: To provide comprehensive introduction to chemistry of food and to understand functional properties of carbohydrates, proteins, aminoacids and lipids, to understand the chemical changes in food components during processing and storage, to understand the importance and sources of fats and oils in foods, to understand the sources, chemical structures and effect of processing and storage of vitamins, to provide comprehensive introduction of food additives, pigments, flavoring agents and preservatives.

Course outcome: After successful completion of the course, students will be able to

- Describe chemical and functional properties as well as the importance of carbohydrates, proteins, aminoacids and lipids
- Demonstrate the effect of processing and storage of food components and vitamins
- Describe food additives, pigments, flavouring agents and preservatives.

Unit I - Introduction to Food Chemistry and Carbohydrates

Introduction to Food Chemistry-Water activity and its influence on food quality and stability-Variou methods for removal of water from foods – concentration and dehydration. Carbohydrates-Chemical reactions and functional properties of sugars and polypeptides in foods-chemistry and structure of homosachharides and heterosachharides.

Unit II - Proteins, aminoacid and lipids

Protein and amino acids: structure, classifications, sources, denaturation and functional properties of proteins-Maillard browning. Lipids: Various types of lipids – Simple, conjugated, phospholipids and their occurrence in foods, physical and chemical properties, effects of processing on functional properties.

Unit III - Fats and Oils

Importance of fats and oils in foods - Sources of fats and oils-Extraction of fats and oils – rendering, pressing, solvent extraction-Poly-unsaturated Fatty Acids- hydrogenation and rancidity; Saponification number, iodine value, Reichert-Meissl number, Polenske value-Lipids of biological importance like cholesterol and phospholipids.

Unit IV - Minerals and Vitamins

Sources and structures of minerals & vitamins - Effect of processing and storage of vitamins-Pro vitamins A & D; Vitamins as antioxidants.

Unit V - Food additives, Pigments, Flavouring Agents and Preservatives

Food additives – Antioxidants - Colouring agents and emulsifiers - Flavour and flavour enhancers - Flour improvers-Humectants and anticaking agents - Leavening agents - pH control agents – Preservatives - stabilizers and other additives.

References

1. Essentials of Food & Nutrition by Swaminathan, Vol. 1 &2.
 2. Hand Book of Analysis of fruits & vegetables by S. Ranganna. Food Science (5th Edn.), Potter & Hotchkiss, CBS Publishers & Distributors.
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18CHEU05N3**GREENCHEMISTRY****(3 credit)**

Objective: The objective of the course is to develop an understanding of basic principles of green chemistry, atom economic reactions and green catalysis. The course also will give an understanding greener solvents and technologies.

Course outcome: At the end of the course, students will be able to:

- Describe the basic principles of greenchemistry.
- Explain about atom economic reactions and safety.
- Describe about the green catalysis and environmentally benign solvents
- Assess the green technologies.

Unit I-Principles and concepts of green chemistry

Introduction-Basic principles-green chemistry-atom economy-rearrangement reaction-addition reactions-atom uneconomic reactions-substitution reaction-Wittig reaction-reducing toxicity.

Unit-II-Waste-Problems and prevention

Waste minimizing techniques-sources of waste from chemical industry-Onsite waste treatment-Physical treatment-chemical treatment - degradation of waste - Polymer recycling - reactions (without byproducts).

Unit-III-Green catalysis

Introduction-Comparison of catalysts-heterogeneous catalysis-zeolites-homogeneous catalyst-transition metal catalysts-greener lewis acids-phase transfer catalysis-oxidation (H₂O₂)-biocatalysis – photocatalysis – biocatalysis - photocatalysis

Unit-IV-Environmentally Benign Solvents

Introduction-organic solvents-volatile solvents-solvent free system-supercritical fluid-water –water mediated reactions-ionic liquids mediated reactions.

Unit V-Greener Technologies

Introduction-comparison of greener technology and other technology - Photochemical reactions - microwave mediated reactions – sonochemistry - electrochemical synthesis.

Text book:

1. New Trends in Green Chemistry, V. K. Ahulwalia and M.R. Kidwai, Annamalaya Publishers, 1st Edn., 2005.

Reference:

2. Green Chemistry-An Introductory Text; Mike Lancaster, RSC Publishers 2011.
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18CHEU05N4**Chemical Composition of Household Materials****(3 credit)**

Objective: The objective of the course is to provide basic knowledge about the polymers, to understand the chemistry of various fibers, to obtain knowledge on dyes and dyeing, to develop an understanding of pigments and to know the method of disposing the solid waste.

Course outcome: After successful completion of the course, students will be able to

- Classify polymers and describe different types of polymerization reactions
- Classify fibers and describe the synthesis of important fibers
- Describe the structure and synthesis of most popular dyes
- Classify the pigments based on structure
- Describe the methods of solid waste management

Unit-I Polymeric materials

Basic concepts: monomers, polymers, degree of polymerization, functionality-Linear, branched and network polymers. Classification of polymers based on polymer structure - tacticity. Polymerization: addition, condensation, radical, chain-ionic and co-polymerization. Uses of polymeric materials in home appliances.

Unit-II Production and Properties of Fibers

Definition-general classification-natural fibers - properties and importance-cellulose fibers – cotton – jute - protein fibers - wool-silk. Preparation, properties and uses of synthetic fibers-Rayon-Polyamides-Polyester-Spandex-kevlar-Acrylic-Terylene.

Unit-III Dyes

Definition and properties of dyes-requisites of a dye- classification of dyes based on mode of application – structure, properties and uses of acidic dyes: picric acid and methanol yellow-basic dyes: methylene blue and rhodamine-B - Dyeing - basic operations in the dyeing process-dyeing of cotton and wool blends and nylons - Food colorants.

Unit-IV Optical brighteners and pigments

Introduction- optical brighteners- properties- difference between dyes and pigments- classification based on chemical structure- organic pigments-requirements of organic pigments- uses-types of pigment. Pigments and dyes for interior decoration.

Unit-V Solid waste disposalManagement

Introduction-incineration-pyrolysis- thermal incineration- secured land fill-leachability studies and management of leachates- Bacterial composting - vermi composting-Bioremediation-types: phytoremediation - eco friendly technologies: plasma gasification.

Text Books:

1. Polymer Science, *V.R. Gowariker, N.V. Viswanathan and Sadadeve Sreedhar*, New Age International (P) Ltd. Publishers, **2003**.
2. Text Book of Polymer Science, *Fred W. Billmeyer, J.R. John.*, Wiley Publishers, New Delhi, 3rd Edn., **2003**.
3. Synthetic Dyes, *Gurdeep R. Chatwal*, Himalaya Publishinghouse, New Delhi, **1995**.

References:

1. Textiles: Fiber to Fabric, *Bernard B. Corbman*, McGraw Hill Book Company, India, 6th Edn. **1983**.
 2. Polymer Science and Technology of Plastics and Rubbers, *Premamoy Ghosh*, Tata McGraw -Hill Publishing Company Ltd., New Delhi, **2009**.
 3. Modern Techniques of Textile Dyeing, Bleaching and Finishing, *S.M. Arora*, Small Industry Research Institute, **1983**.
 4. An Introduction to Synthetic drugs and dyes, *Rao, Chawathe and Shah*. Himalaya publishing house, **1995**.
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SKILL-BASED ELECTIVES

18CHEU05S1

CLINICALCHEMISTRY

(2 credit)

Objectives: To understand the basics of human organ functions and to impart knowledge on clinical biochemistry and laboratory practices.

Course outcome: After successful completion of the course, students will be able to

- Describe the basic anatomy of humanbody
- Interpret laboratory results of blood and urinesamples
- Measure total cholesterol, serum LDL and blood glucoselevel

Unit I - Basics of Human Metabolism

Basics of Human Organ Functions - Plasma proteins in disease - Liver function and disease - Carbohydrate metabolism and its disorders - Disorders of detoxification and excretory mechanisms – renal function, Acid base disorders, Electrolyte and water Balance.

Unit II - Laboratory Techniques

Introduction to Clinical Laboratories - Laboratory Work Flow cycle - Phlebotomy equipments - Identification of Blood Collection Tubes &Preparation of Blood Plasma and Serum, Reticulocyte Count - Preparation of Blood Film -Blood staining, Liver Function Tests - Measurement of Serum ALT &AST, Liver Function Tests, Measurement of Serum Bilirubin (Total, direct &indirect).

Unit III - Renal Function

Renal Function Tests, Measurement of Serum BUN -Renal Function Tests - Measurement of Serum Creatinine Clearance -lipid Profile, - Routine Urine Analysis & Identification of Normal Physical and Chemical Urine Constituents.

Unit IV - Urine Analysis

Identification of Pathological Physical and Chemical Urine Constituents & Microscopic examination of Urine, Quantitative Determination of Urine Protein Proteinuria & Micro albuminuria Quantitative Determination of Urine Uric Acid Quantitative Determination of UrineCreatinine.

Unit V - Blood Analysis

Measurement of Serum Total cholesterol, Measurement of Serum LDL-C, Measurement of Serum HDL-C,-Measurement of Serum TG, Diabetic Profile Tests Measurement of Blood Glucose.

Text book:

1. Fundamentals of Practical Clinical Biochemistry, *B. Mohanty and S. Basu*, B.I. publishers, New Delhi, **2006**.

Reference:

1. Practical Clinical Biochemistry: Methods and Interpretations, *R. Chawla*, Jaypee Brothers Medical Publishers, New Delhi, 3rd Edn., **2003**.
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18CHEU05S2**FORENSICSCIENCE****(2 credit)**

Objectives: To understand the basics of Forensic Science, to impart awareness to the students on crime investigations and cyber crimes.

Course outcome: After successful completion of the course, students will be able to

- Demonstrate the basic concepts and terminologies of forensicscience
- Analyze and interpret forensic samples

Unit I - Introduction

History and introduction to forensic science- crime-types of crimes - The crime scene- physical evidence-definition- types of physical evidences- identification and comparison of physical evidences-Method of analysis in forensic science- spectrometry-microscopy.

Unit II - Traces at Crime Scene

Fiber- collection of fiber evidence-comparison of man-made fibres- forensic examination of paint-collection and preservation of paint evidence- collection and preservation of glass evidence-comparison of glass fragments- forensic characteristics of soil- comparison of soil specimens- density gradient tube techniques- collection and preservation of soil evidence. Firearms- types – mechanism of operation – traces at crime scene-bullet comparison- cartridge cases- Gun powder residues- serial number restoration- Tool marks- other impressions- impact of fire arms on victim'sbody.

Unit III - Human Specific Physical Evidences and analysis - I

Hair- collection of hair evidence-morphology of hair- identification and comparison of hair – Finger prints- classifications- methods of detecting- preserving developed finger prints- foot prints and lifting- foot wear and tire impressions. Hand writing comparison- genuine and forged writing- collection of samples- detection.

Unit IV - Human Specific Physical Evidences and Analysis – II

Blood group-forensic characterization of blood stains-paternity testing-forensic characterization of semen-collection of rape evidence-DNA analysis. Toxicology of alcohol-breathe test instruments (breath analyzer) techniques used in toxicology-heavy metal poisoning-CO-poisoning-classification of drugs-drug identification-collection and preservation of drug evidence-snake poisoning.

Unit V - Cyber Crimes

The emergence of internet or cyber crime - common types of cyber crimes - Hacking, stealing of data, damage to personal data-abusing of personal data. Forensic investigation of cyber crime - Recovery and protection of computer crime evidences.

Text Book:

1. Criminalistics-An Introduction to Forensic Science, *R. Saferstein*, Pearson Education, India, 12th Edn., **2013**.

Reference:

1. Forensics: What Bugs, Burns, Prints, DNA and More Tell Us About Crime, *V. McDermid*, Wellcome Collections, London, **2015**.
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18CHEU05S3 PHARMACEUTICAL CHEMISTRY (2 credit)

Objectives: To understand the basic concepts and strategies in drug design and synthesis, to provide preliminary introduction to anticancer drugs and their synthesis and recent developments in cancer therapy, to provide preliminary introduction to cardiovascular diseases, cardiovascular drugs and their synthesis, to provide preliminary knowledge on anti-infective drugs, antibiotics and their synthesis.

Course outcome: After successful completion of the course, students will be able to

- Demonstrate the strategies involved in drug design and synthesis of drugs
- Classify drugs, describe structure and its uses

Unit I - Drug Terminology and Classification

Drug action, Terminologies used – Pharmacy, Pharmacology, Pharmacognosy- Pharmacophore- Pharmacodynamics- Antimetabolites – Chemotherapy – Pharmacopoeia. Classification of Drugs – Biological and Chemical classification – Routes of drug administration, Mechanism of drug action, Metabolism of drugs- Biotransformation, Absorption of drugs, Factors affecting the absorption.

Unit II – Analgesics, antiseptics and disinfectants

Analgesics - Definition, Classification, Action of analgesics, Aspirin, Paracetamol, Narcotic analgesics. Antiseptics and Disinfectants - Definition and Distinction, Uses of Phenols, Dyes, Chloroamine, Formaldehyde and Cationic surface active agents.

Unit III- Anesthetics

Anesthetics - Definition and Classification, Uses of Volatile anesthetics - Ether, Chloroform, Halothanes, Trichloroethylene, Ferguson Principle. Gaseous anesthetic - Cyclopropane, Nitrous Oxide. Non-Volatile anesthetics – Thiopental sodium. Local anesthetics – Classification, Structure and uses of Procaine, Cocaine and Amethocaine.

Unit IV- Diabetics

Diabetics and Hypoglycemic drugs – Oral hypoglycemic agents, Sedatives and Hypnotics – Barbiturates.

Unit V – Diagnostic agents

Diagnostic agents – Radio Opaques, Preservatives, anti-oxidants, Sweetening agents, Emulsifying agents, Oniment bases, Colouring agents.

Text Book:

1. A Text book of Pharmaceutical Chemistry, *Jayashree Ghosh*, S. Chand & Co., New Delhi, **2009**.

Reference:

2. Medicinal Chemistry, *Ashutosh kar*, New Age International Publisher, New Delhi, 3rd Edn., **2006**.
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18CHEU05S4 ANALYSIS OF ADULTERATION IN FOOD (3credit)

Objectives: The objective of the course is to emphasize the importance of food and adulterants, to give an overview of analysis of various types of adulterants in milk, milk products, spices, sweeteners and edible oils and also to impart the knowledge about the adulteration effects on human.

Course outcome: After successful completion of the course, students will be able to

- Describe the common adulterants in food
- Analyze the adulterated food by certain chemical and analytical methods
- Describe the ill effects of adulterated food

Unit I -Introduction

Food sources- types-constituents of food. Definition-adulteration and adulterant-adulterated food -common adulterants found in food – causes of food adulteration- types of contamination: physical, chemical, microbiological and metallic- common ill effects on human.

Unit II - Milk and Dairy products

Definition, Composition, Chemical and functional properties of milk components: physicochemical properties of milk protein- adulterant in milk: water-urea-sodium chloride-detergent-starch- adulterated ghee: mashed potatoes and Vanaspati - adulterated curd: cane sugar, washing powder- simple chemical method of detecting adulterated milk- Qualitative method for detecting the adulterant in milk and milk products: Spectrophotometric method

Unit III Adulterated spices

Adulterant in spices-adulterated turmeric powder: Metanil yellow and yellow clay-adulterated red chilly powder: water soluble coal tar colour and Rhodamine-B- adulterated coriander powder: dung powder and common salt.-simple test to identify the adulterant in spices-instrumental analysis of adulterated spices using spectrophotometer.

Unit IV - Adulterated sweeteners and edible oils

Common adulterant in sweeteners-sugar: chalk powder and washing soda-jaggery: chalk powder-honey: sugar solution –Adulterated edible oils-sunflower oil and gingellyoil: argemone oil, mineral oil and rancidity- manual test for adulterated food- analysis of adulterants using

High Performance Thin Layer Chromatography (HPTLC) and Thin Layer Chromatography (TLC).

Unit V - Effects of adulteration

Types of effects-health hazards-intentional adulterants: sand, stones, talc, chalk powder, sugar and sweeteners, mineral oil, kesari dal, foreign seeds, leaves, water and excess moisture, argemone seeds, rancid oil. Health hazard due to metal contaminants: arsenic, lead, mercury, tin, copper, aluminium and cadmium. Health hazard due to packaging, bacterial and fungal contamination.

Text books:

1. Milk and Milk Products, *Eckles, Combs and Macy*, Tata McGrawHill, **1943**.
2. Food Chemistry, *Seema Yadav*, Anmol publishing (P) Ltd, NewDelhi, **2002**.

References:

1. Instrumental Assessment of Food Sensory Quality, *D. Kilcast*, Woodhead Publishing India (PVT) Ltd, **2013**
 2. Methods of test for dairy industry and rapid examination of milk, Bector B.S., Ram.M and Singhal, , O.P,**1998**.
 3. Manual methods of analysis for adulterants and contaminants in foods, ICMR, **1990**.
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MODULAR COURSES

18CHEU06M1

COSMETIC CHEMISTRY

(2 credit)

Objectives: To create awareness among the undergraduate students about the role of chemistry in day-to-day life, to know more about the cosmetics and other chemicals that they use, to obtain adequate knowledge and scientific information regarding basic principles of cosmetic chemistry.

Course outcome: After successful completion of the course, students will be able

- Choose cosmetics upon checking harmless chemical ingredients from various products available in the market
- Judiciously use cosmetics and other related chemicals.

Unit I - Hair Care Products

Shampoos – principal constituents – thickeners and foam stabilizers – perfumes – preservatives – conditioning agents – anti-dandruff shampoos. Hair cream – composition – hair dyes – types – constituents – dye removals

Unit II - Skin Care Product

Skin cleansers – classifications – cold cream – cleansy milk – moisturizers – hand and body lotions – sun screen lotions – constituents

Unit III - Colour Cosmetics

Lipstick – constitutions – manufacturing method – lip glosses – nail polish – formulation – manufacture – face powder – constitution.

Unit IV - Dental Product

Oral care product – product categories – toothpaste – tooth powder – oral rinses – mouth washes

Unit V - Bath Preparation

Bath powders – soap and detergents – constituents – manufacture.

Text Book:

1. Modern Technology of Cosmetics, *NIIR Board*, Asia Pacific Business Press Inc., New Delhi, **2004**.

Reference:

1. Beginning Cosmetic Chemistry: Practical Knowledge for the Cosmetic Industry, *P. Romanowski, R. Schueller*, Allured books, 3rd Edn. **2009**.

18CHEU06M2 NANOSCIENCE AND ITS APPLICATIONS (2 credit)

Objectives: To introduce some of the fundamentals and current state-of-the-art in nanotechnology, to get familiarized with the synthesis, characterization and applications of nanomaterials.

Course outcome: After successful completion of the course, students will be able to

- Recognize state of the art developments in the field of nanotechnology
- Describe useful properties of nanotubes, quantum dots and nanoparticles.

Unit I - Introduction to Nanoscience

Definition of terms-nanoscale, nanomaterials, nanoscience, nanotechnology-scale of materials-natural and manmade-nanoscience practiced during ancient and modern periods-contributors to the field of nanoscience.

Unit II - Synthesis of Nanomaterials

Top down and bottom up approaches-synthesis of carbon nanotubes, quantum dots, gold and silver nanoparticles.

Unit III - Characterization of Nanomaterials

Electron microscopy techniques-scanning electron microscopy, transmission electron microscopy, atomic force microscopy.

Unit IV - Application of Nanomaterials

Solar cells - smart materials-molecular electronics-biosensors - drug delivery and therapy-detection of cancerous cells.

Unit V - Nanotechnology in Nature

The science behind the nanotechnology in lotus effect - self cleaning property of lotus-gecko foot- climbing ability of geckos-water strider - antiwetting property of water striders-spider silk-mechanical properties of the spider silk.

Text book:

1. Nano: The Essentials: Understanding Nanoscience and Nanotechnology, *T. Pradeep*, McGraw-Hill Professional Publishing, New Delhi, **2008**.

Reference:

1. Introduction to Nanoscience, *J. Dutta, H.F. Tibbals and G.L. Hornyak*, CRC press, Boca Raton, **2008**.
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18CHEU06M3**AGRICULTURAL CHEMISTRY****(2 credit)**

Objectives: The objective of the course is to know the importance of agricultural chemistry and an exposure to analyze and find a suitable method to cultivate and to promote agricultural methods.

Course outcome: After successful completion of the course, students will be able to

- Describe the basics of soil
- Classify and explain plant nutrients and fertilizers
- Predict the mechanism of pesticides and herbicides
- Describe the structure and functions of plant growth regulators

Unit I - Chemistry of soil

Composition of soil - Organic and Inorganic constituents. - Chemical aspects of soil - acid, alkali and saline soil. Nitrogen fixation in soils - biological nitrogen fixation.

Unit II - Plant Nutrients and Fertilizers

Plant nutrients - Sources and roles of macro and micro nutrients in plant growth - Nutritional deficiency in plants - symptoms, corrective measures - Fertilizers - classification of NPK fertilizers - natural and synthetic.

Unit III – Pesticides

Definition – Classification – organic and inorganic pesticides and its mechanism of action – Safe handling of pesticides, Fungicides - definition – classification – mechanism of action – sulfur, copper and mercury compounds.

Unit IV – Herbicides

Definition – classification – mechanism of action – Arsenic and boron compounds – urea compounds, nitro compounds and chloro compounds.

Unit V - Plant Growth Regulators

Definition - Classification - Structure and functions of - Abscisic acid - Auxins - Cytokinins - Ethylene - Gibberellins.

Text Book:

1. A Textbook of Soil Chemical Analysis, *Hesse, P.R.*, John Murray, New York, **1971**.
2. Chemistry of Insecticides and Fungicides, *Sree Ramulu*, U. S., Oxford and IBH Publishing Co., New Delhi, **1979**.

References:

1. Soil Fertility and Fertilizers, *Tisdale, S.L., Nelson, W.L. and Beaton, J. D.*, Macmillian Publishing Company, New York, **1990**.
 2. Chemistry of Pesticides, *Buchel, K.H.*, John Wiley & Sons, New York, **1983**.
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18CHEU06M4**WATERQUALITYANALYSIS****(2 credit)**

Objectives: The objective of the course is to give an in-depth understanding of water quality parameters, ground water and surface water pollution and its control measures. In addition, the students will also learn the water treatment methods, sewage and industrial effluent treatment methods and water resources management.

Course outcome: At the end of the course students will be able to:

- Analyze watersamples
- Evaluate pollutants and their effect on environment and on humanhealth
- Suggest water treatment methods for domestic and industrialpurposes
- Describe the methods of sewage and industrial effluent treatment and water resource management

Unit I - Water quality parameters and their determination

Physical, chemical and biological standards significance of these contaminants over the quality and their determinations - Electrical conductivity - turbidity - pH, total solids, TDS - alkalinity - hardness - chlorides - DO - BOD- COD - TOC - nitrate – sulphate, fluoride.

Unit II - Ground water and surface water pollution and control measures

Surface water and ground water pollution - Harmful effects-pollution of major rivers - protecting ground water from pollution - ground water pollution due to Fluoride, Iron, Chromium and Arsenic - sources, ill effects and treatmentmethods.

Unit III - Water treatment methods

Treatment for community supply - screening, sedimentation, coagulation, filtration - removal of micro organisms - chlorination, adding bleaching powder, UV irradiation and ozonation.

Unit IV - Sewage and industrial effluent treatment

Sewage - characteristics - purpose of sewage treatment - methods of sewage treatment - primary - secondary and tertiary - Role of algae in sewage treatment. Types of industrial wastes - treatment of effluents with organic and inorganic impurities.

Unit V - Water Management

Water resources management - rain water harvesting methods - percolation ponds - check dams - roof top collection methods - water management in industries.

Text Books:

1. Chemical and Biological Methods for Water Pollution Studies, *R.K. Trivedy and P.K. Goel*, Environmental Publications, New Delhi, **1986**.
2. Engineering Chemistry, P.c. Jain and Monica Jain, Dhanpat Rai and Sons, 15th Edn. **2007**.

References:

1. Environmental Chemistry, *Sharma B.K*, Goel Publishing house, Meerut, UP. 11th Edn., **2001**.
2. Environmental Chemistry, *De A. K.*, Wiley Eastern Ltd., India, **2013**.
3. Water Quality and Defluoridation Techniques, Rajiv Gandhi National Drinking Water Mission Publication, **1994**.

Text books:

5. Essentials of Physical Chemistry, *B. S. Bahl, G. D. Tuli and Arun Bahl, S.* Chand & Company Ltd, New Delhi, 12th Ed., **2011**.
6. Principles of Physical Chemistry, *B.R. Puri, L.R. Sharma and M.S. Pathania*, Vishal Publishing Co., 47th Edn., **2016**.
7. Engineering Chemistry, *Jain, P.C. and Monica Jain*, Dhanphatrai and Sons, New Delhi, 15th Edn., **2006**.
8. Nano: The Essentials: Understanding Nanoscience and Nanotechnology, *T. Pradeep*, McGraw-Hill Professional Publishing, New Delhi, **2008**.

References:

1. Atkins' Physical Chemistry, *Peter Atkins, Julio de Paula, and James Keeler*, Oxford University Press, UK 11th Ed., **2017**.
2. Industrial Chemistry, *Sharma B.K*, Goel Publishing house, Meerut, UP. **2011**.
3. Introduction to Nanoscience, *J. Dutta, H.F. Tibbals and G.L. Hornyak*, CRC press, Boca Raton, **2008**.

**THE GANDHIGRAM RURAL INSTITUTE
(Deemed to be University)**

Ministry of Human Resource Development, Govt.of India

**B.Sc.B.Ed SYLLABUS (Four Year Integrated)
(2018-2019 Onwards)**

FOUR YEAR – EIGHT SEMESTER PROGRAMME



**DEPARTMENT OF EDUCATION SCHOOL
OF SOCIAL SCIENCES GANDHIGRAM,
DINDIGUL – 624 302. TAMILNADU, INDIA.**

MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN EDUCATION AND PHYSICAL EDUCATION HELD ON **23-05-2018** AT 11.45 A.M IN THE DEPARTMENT OF EDUCATION, GRI- DEEMED UNIVERSITY, GANDHIGRAM

Members Present:

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

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

The following agenda were taken for discussion.

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

The following Resolutions were made in the BOS Meeting:

1. The Board finalized and approved the syllabus of Two New Programmes from the academic session 2018-2019.
 - **Integrated M.Phil-Ph.D**
 - **P.G. Diploma in Educational Cognitive Science**
2. The Two Year B.Ed, B.Sc.B.Ed and M.Ed syllabus were thoroughly discussed and fine tuned as per the suggestions emerged in the Board of Studies meeting as given below.

B.Sc., B.Ed

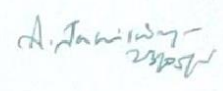

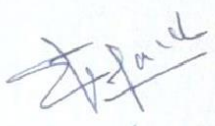
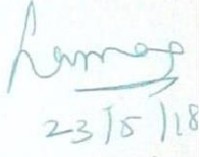


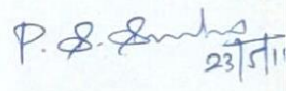
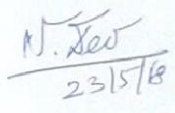
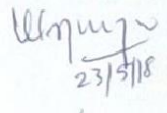
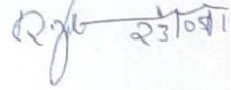

The following corrections were done in the B.Sc., B.Ed syllabus.

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

M.Ed

1. A "**Core Choice**" paper in the I semester for "Information and Communication Technology (code 15EDNP 0103)", "Distance Education and Virtual Learning (code 18EDNP 0103)" is introduced.
2. A "**Value Added Course**" Health and Yoga Education (18EDNP 01V1) is introduced in the IV Semester of M.Ed syllabus.
3. The Board suggested to update the references and websites for all the papers, wherever necessary.
4. The board suggested that the PG Diploma in Educational Cognitive Science may be offered to II Year M.Ed and Ph.D (Part-Time) Scholars as an Add-on course.
5. The Board permitted the Chairperson to carry out the necessary modifications in the courses offered by the Department of Education comply with CBCS regulations of GRI.

The meeting came to end by at 5 PM.

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

Four Year Integrated B.Sc. B.Ed Programme

Preface

The National knowledge commission (NKC) has observed that teachers are the single most important element of the school system. The prosperity of a nation depends on its enlightened human resource, which depends on the quality of education. Quality relies on a teacher which in turn relies on quality of teacher education. The four year Integrated B.Sc.B.Ed course is a pre-service teacher training programme of NCTE under Regulation, 2014 with basic objective to prepare quality of secondary school teachers in Science and Mathematics in Indian school system. NCTE 2014, emphasised on introduction of four year integrated B.Sc. B.Ed and B.A.B.Ed programme in all central Universities. This tertiary level programme is a link between higher secondary education and post graduate level education. The programme aims at integrating general studies comprising Science and Professional studies comprising foundations of education, pedagogy of school subjects and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme. The course also ensures opportunities for higher learning of the students. The syllabus is designed in eight semesters. B.Sc, B.Ed is offered in Mathematics, Physics and Chemistry under the umbrella of Sciences.

Objectives of the Course

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

Unique Features of the Programme

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

Duration of the Course:

Duration of the programme shall be of four academic years comprising eightsemesters with 250 Working days / academic year.

Medium of Instruction

The medium of instruction is English.

Eligibility for Admission

- A Pass in Higher Secondary School Examination (10+2 Pattern) with the minimum of 50% from a recognized board with the subjects Physics/ Chemistry/Mathematics.
- The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of Government of India.

Course outline for B.Sc.B.Ed Programme (2018-2019 onwards)

| S.NO | Category | Course Code | Title of the Course | No. of Credits | Hours | CFA | ESE | Total |
|----------------------|---|-------------|--|----------------|-------|-------------|-------------|-------------|
| SEMESTER I | | | | | | | | |
| 1. | Core Course (PE) | 18EDNU0101 | Basics of Teaching and Learning | 4 | 4 | 40 | 60 | 100 |
| SEMESTER II | | | | | | | | |
| 2. | Core Course (PE) | 18EDNU0202 | Psycho – Social and Philosophical Bases of Education | 4 | 4 | 40 | 60 | 100 |
| 3. | Practicum (PR –SI 1) | 18EDNU03P1 | School Internship (Phase I) | 4 | | 100 | | 100 |
| SEMESTER III | | | | | | | | |
| 4. | Core Course (PE) | 18EDNU0303 | Education in Contemporary India | 4 | 4 | 40 | 60 | 100 |
| SEMESTER IV | | | | | | | | |
| 5. | Core Course (PE) | 18EDNU0404 | Childhood and Growing Up | 4 | 4 | 40 | 60 | 100 |
| 6. | Practicum (PR –SI 2) | 18EDNU05P2 | School Internship(Phase II) | 4 | | 100 | | 100 |
| SEMESTER V | | | | | | | | |
| 7. | Core Course (PE) | 18EDNU0505 | Techno Pedagogy | 4 | 4 | 40 | 60 | 100 |
| SEMESTER VI | | | | | | | | |
| 8. | Core Course (PE) | 18EDNU0606 | Curriculum and School | 4 | 4 | 40 | 60 | 100 |
| SEMESTER VII | | | | | | | | |
| 9. | Core Course (PE) | 18EDNU0707 | Learner and Learning | 4 | 4 | 40 | 60 | 100 |
| 10. | Core Course (PE) | 18EDNU0708 | Cognitive Science | 4 | 4 | 40 | 60 | 100 |
| 11. | Elective (EPC) | 18EDNU07EX | Any one from the List | 4 | 4 | 40 | 60 | 100 |
| 12. | Optional Subject Group-I, (CPS) (Any One) | 18EDNU0701 | Pedagogy of Language English - I | 4 | 4 | 40 | 60 | 100 |
| | | 18EDNU0702 | Pedagogy of Language Tamil - I | | | | | |
| | Optional Subject Group - II (CPS) (Any One) | 18EDNU0703 | Pedagogy of Mathematics - I | 4 | 4 | 40 | 60 | 100 |
| | | 18EDNU0704 | Pedagogy of Physical Science - I | | | | | |
| 13. | Practicum (PR –SI 3) | 18EDNU07P3 | School Internship(Phase III) | 6 | | 75 | 75 | 150 |
| SEMESTER VIII | | | | | | | | |
| 14. | Core Course (PE) | 18EDNU0809 | Elements of Inclusive Education | 4 | 4 | 40 | 60 | 100 |
| 15. | Core Course (PE) | 18EDNU0810 | School Management, Leadership and Action Research | 4 | 4 | 40 | 60 | 100 |
| 16. | Optional Subject Group-I, (CPS) (Any One) | 18EDNU0801 | Pedagogy of Language English - I | 4 | 4 | 40 | 60 | 100 |
| | | 18EDNU0802 | Pedagogy of Language Tamil - I | | | | | |
| | Optional Subject Group - II (CPS) (Any One) | 18EDNU0803 | Pedagogy of Mathematics - I | 4 | 4 | 40 | 60 | 100 |
| | | 18EDNU0804 | Pedagogy of Physical Science - I | | | | | |
| 17. | Practicum (PR –SI 4) | 18EDNU08P4 | School Internship (Phase-IV) | 6 | - | 75 | 75 | 150 |
| 18. | Project | 18EDNU0811 | Project Work | 4 | | 40 | 40+20 | 100 |
| 19. | Modular Course (EPC) | 18EDNU 08M1 | Teaching Learning Materials(TLM) Preparation | 2 | 2 | 50 | - | 50 |
| | | 18EDNU 08M2 | Environmental Education | | | | | |
| 20. | Compulsory Non-Credit Course (EPC) | 18EXNU 08F3 | Extension Work in Villages | - | - | 50 | - | 50 |
| Total | | | | 86 | | 1090 | 1110 | 2200 |

Total Core Papers- 10 Total Elective Papers- 6 Total Optional Papers- 4

Total Marks in Theory=1600

Total Marks in Practicum =500

List of Courses for 17EDNU07EX

| | |
|------------|-----------------------------------|
| 18EDNU07E1 | Assessment and Evaluation |
| 18EDNU07E2 | Guidance and Counselling |
| 18EDNU07E3 | Health and Yoga Education |
| 18EDNU07E4 | Vocational Education and Training |
| 18EDNU07E5 | Aesthetic and creative Education |
| 18EDNU07E6 | Gender Issues in Education |

List of Courses for 17EDNU07OX

| | |
|------------|--------------------------------|
| 18EDNU07O1 | Pedagogy of Language-English-I |
| 18EDNU07O2 | Pedagogy of Language-Tamil-I |

List of Courses for 17EDNU07OY

| | |
|------------|--------------------------------|
| 18EDNU07O3 | Pedagogy of Mathematics-I |
| 18EDNU07O4 | Pedagogy of Physical Science-I |

List of Courses for 17EDNU08OX

| | |
|------------|---------------------------------|
| 18EDNU08O5 | Pedagogy of Language-English-II |
| 18EDNU08O6 | Pedagogy of Language-Tamil-II |

List of Courses for 17EDNU08OY

| | |
|------------|---------------------------------|
| 18EDNU08O7 | Pedagogy of Mathematics-II |
| 18EDNU08O8 | Pedagogy of Physical Science-II |

Practicum

Practicum Comprises of the following

- **School Internship**
- **Records**
- **Psychological Experiments.**

I. School Internship:

School experience and internship in teaching is an integral component of a teacher preparation program to help student teachers learn and enhance their professional role. The school experience are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching

during the internship in teaching experience. During the programme, the duration of internship will be 20 weeks.

Schedule of Internship

| SEMESTER | NUMBER OF WEEKS |
|--------------------------|-----------------|
| II Semester (Phase I) | 4 |
| IV Semester (Phase II) | 4 |
| VII Semester (Phase III) | 6 |
| VIII Semester (Phase IV) | 6 |
| Total | 20 |

II. Records

1. School Observation Record Optional I&II
2. Subject Practical Record Optional II
3. Micro Teaching Record Optional I&II
4. Lesson Plan Record-Optional I&II
5. Test and Measurement Record for Optional I&II
6. School Internship Record
7. Reflective Journal
8. Educational Technology Record
9. Case Study Record
10. Psychology Practical Record
11. Work Experience Record
12. Physical Education Record
13. Action Research Record
14. Remedial Teaching Record
15. Gurukula Record

III Psychological Practicals

| | |
|----------------------------|-----------------------|
| Tachistoscope | Span of Attention |
| Tweezer Dexterity | Interest and Aptitude |
| Illusion Board | Illusion |
| Card Sorting Tray | Transfer of Learning |
| Bhatia's Battery- | Intelligence |
| Mirror Drawing Apparatus | Learning |
| Vygotsky's 22 Wodden Block | Concept Formation |
| Wallace-Kohan | Creativity Test |
| Happiness Inventory | |
| Eyesenk Personality Test | |
| Teacher Aptitude Test | |
| Job Satisfaction | |
| Interest Inventory | |

Examination

Semester examinations will be held twice in a year. The Rules and regulations of choicebased credit system are applicable to evaluation.

DEPARTMENT OF EDUCATION
Course outline for B.Sc, B.Ed Programme

| Semester | Category | Title of the Course | No. of Credits | Hours |
|------------|--------------------------|---|----------------|-------|
| I | Core Course | Basics of Teaching and Learning | 4 | 4 |
| | | Total | 4 | |
| II | Core Course | Psycho – Social Philosophical Bases of Education | 4 | 4 |
| | Practicum | School Internship (Phase I) | 4 | |
| | | Total | 8 | |
| III | Core Course | Education in Contemporary India | 4 | 4 |
| | | Total | 4 | |
| IV | Core Course | Childhood and Growing Up | 4 | 4 |
| | Practicum | School Internship(Phase II) | 4 | |
| | | Total | 8 | |
| V | Core Course | Techno Pedagogy | 4 | 4 |
| | | Total | 4 | |
| VI | Core Course | Curriculum and School | 4 | 4 |
| | | Total | 4 | |
| VII | Core Courses | Learner and Learning | 4 | 4 |
| | | Cognitive Science | 4 | 4 |
| | Optional Subject Group-I | Pedagogy of Language-English-I Pedagogy of Language-Tamil-I | 4 | 4 |
| | | Pedagogy of Mathematics-I Pedagogy of Physical Science-I | 4 | 4 |
| | Elective | Assessment and Evaluation Guidance and Counselling Health and Yoga Education Vocational Education and Training Aesthetic and creative Education Gender Issues In Education | 4 | 4 |

| | | | | |
|-------------|----------------------------|--|---|-----------|
| | Practicum | School Internship(Phase III) | 6 | |
| | | Total | 26 | |
| VIII | Core Course | Elements of Inclusive Education | 4 | 4 |
| | | School Management, Leadership and Action Research | 4 | 4 |
| | Optional Subject Group III | Pedagogy of Language-English-II Pedagogy of Language-Tamil-II | 4 | 4 |
| | | Optional Subject Group IV | Pedagogy of Mathematics-II Pedagogy of Physical Science-II | 4 |
| | Project | Project Work | 4 | - |
| | Practicum | School Internship (Phase-IV) | 6 | |
| | | | Total | 26 |
| | | Grand Total | 86 | |

Total Core Papers- 10 Total Elective Papers- 6 Total Optional Papers- 4

Total Marks in Theory=1600

Total Marks in Practicum =500

SEMESTER-I

18EDNU0101: BASICS OF TEACHING AND LEARNING

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: TEACHING

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

(Hours: 13)

UNIT – II: LEARNING

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

UNIT – III: TEACHING PROFESSION

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

UNIT - IV TEACHING METHODS

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

UNIT - V EVALUATION OF TEACHING AND LEARNING

Evaluation: Concept, Meaning, Definition, Aims. – Types of evaluation: Formative and Summative – Tests: Achievement and Diagnostic - Norm Referenced and Criterion

Referenced Tests. Teacher evaluation: Need, significance, competency, efficiency and effectiveness. - Tools: Observation, checklist, maintaining records. **(Hours: 13)**

REFERENCES

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

SEMESTER II
18EDNU0202:
PSYCHO SOCIAL AND PHILOSOPHICAL BASES OF EDUCATION

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

- Know the basic concept of education.
- Understand the concept of philosophical bases.
- Learn the concept of psychological perspective.
- Explore on the concept of sociological basis of education.
- Familiarize with the pedagogical concepts and its application in teacher education.

UNIT – I: BASICS OF EDUCATION

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

UNIT – II: PHILOSOPHICAL BASES

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

UNIT – III: PSYCHOLOGICAL BASES

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

UNIT – IV: SOCIOLOGICAL BASES

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

UNIT – V: PEDAGOGICAL BASIS

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

REFERENCES

1. Bhattacharya S, (1996). Foundation of Education, Atlantic Publishers, Delhi.
 2. Banerjee A.C. & Sharma S.R (1999). Sociological and Philosophical Issues in Education, Book Enclave, Jaipur.
 3. Chaube.S.P, Akhilesh Chaube, (2002), *Western Educational Thinkers*, Concept Publishing Company, New Delhi.
 4. Dash.B.N, (2000). Teacher and Education in the emerging Indian society, Neelkamal Publications, New Delhi.
- Hemlata, T. (2002). Sociological Foundation of Education, Kanishka Publisher, New Delhi.

SEMESTER III

18EDNU0303: EDUCATION IN CONTEMPORARY INDIA

Credit: 4

Max. Mark: 100

Hours: 64

Course Objective

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

Special outcomes of Learning

The students will be able to

- know the educational Heritage of the country.
- understand the role of education and role of teacher in society.
- create involvement among students for society and development.
- analyze the various quality concerns and reforms in education.
- familiarize the concepts of values in education.

UNIT - I: OUR EDUCATIONAL HERITAGE

Education in India- Education in pre independent and post independent periods. Foundations of Education: Philosophical, Sociological and Pedagogical aspects. Influence of Hinduism, Buddhism, Jainism, Islam and Christianity on Education. Reports of Education Commissions- Secondary Education Commission(1952), Kothari Commission Report(1964- 66), National Policy on Education 1986 and its revised formulation(1992). **(Hours: 13)**

UNIT – II: EDUCATIONAL THOUGHTS AND CONTRIBUTION

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

UNIT - III: EDUCATION AND GENDER ISSUES

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

UNIT - IV: QUALITY CONCERNS IN EDUCATION

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

UNIT - V: EMERGING GLOBAL CONCERNS IN EDUCATION

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

(Hours: 13)

REFERENCES

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

SEMESTER IV
18EDNU0404: CHILDHOOD AND GROWING UP

Credit-4

Max.Marks:100

Hours-64

Course Objective

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

Special outcomes of Learning

The student will be able to

- develop an understanding Psychology of childhood.
- acquaint with the various aspects of growth and development of the learner.
- familiarize with the concept of learning and motivation.
- understand importance of Intelligence and Creativity.
- orient on the personality and mental health.

UNIT - I: EDUCATIONAL PSYCHOLOGY AND CHILDHOOD

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

UNIT - II: GROWTH AND DEVELOPMENT

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

UNIT - III: MOTIVATION

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

UNIT - IV: INTELLIGENCE AND CREATIVITY

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

UNIT - V: PERSONALITY AND MENTAL HEALTH

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

REFERENCES

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

SEMESTER V
18EDNU0505: TECHNO-PEDAGOGY

Credit: 4

Max. Marks: 100

Hours-64

Course Objective

To make the students know the objectives of Techno-Pedagogy

Special outcomes of Learning

The student will be able to

- Understand the nature and scope of educational technology
- Understand the System Approach to Education, Communication and its models
- Know the development of self learning materials.
- Develop the ability for critical appraisal of the audio visual media and instructional materials
- Know the recent innovations and future perspectives of Education Technology.
- Understand the electronic and Online Learning

UNIT – I: EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION

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

UNIT – II: CLASSROOM INTERACTION AND SELF INSTRUCTIONAL METHODS

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

UNIT – III: SYSTEM APPROACH AND COMMUNICATION

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

UNIT – IV: MEDIA AND METHODS

Media: Meaning, Functions, Need, Types and Scope – Selection of Media for Teaching – learning and Social Media in Education. Multimedia Approach in Educational Technology: Meaning, Elements, Types, Uses, Tools for Creating Multimedia and advantages of Multimedia. Audio Visual Media: Meaning Importance. Audio Visual Media: Meaning, Purpose, Importance, classification. C.C.T.V., Interactive Whiteboard, Educational

Television, Teleconferencing and Video conferencing. Teaching Methods: Brain Storming –Mastery Learning – Discovery Learning. **(Hours: 13)**

UNIT V ELECTRONIC AND ONLINE LEARNING

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

REFERENCES

1. Aggarwal J.C., (2013). *Essentials of Educational Technology*. New Delhi: Vikas Publishing House.
2. Arulsamy S. and Sivakumar.P, (2002). *Application of ICT in Education*. Hyderabad: Neelkamal Publication.
3. Mangal.S.K and Uma Mangal.(2012).*Essentials of Educational Technology*. New Delhi: PHI Learning Private Limited.
4. Thiyagu.K & Arul Sekar.J.M.(2007). *Information and Communication Technology in Education*. Tiruchirappalli: Prophet Publishers.
5. Vanaja,M. and Rajasekar, S. (2010). *Educational Technology & Computer Education*. Hyderabad:Neelkamal Publication.

SEMESTER VI

18EDNU0606: CURRICULUM AND SCHOOL

Credit – 4

Max.Marks: 100

Hours – 64

Course objectives

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.
- To familiarize the National Curriculum Framework and Curriculum Evaluation

UNIT – I: INTRODUCTION TO CURRICULUM AND DEVELOPMENT

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

(Hours: 13)

UNIT – II: FOUNDATIONS OF CURRICULUM AND SCHOOL

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

UNIT – III: CURRICULUM DESIGN

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

UNIT – IV: INNOVATION IN CURRICULUM

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

UNIT – V: NATIONAL CURRICULUM FRAMEWORK AND CURRICULUM EVALUATION

The salient features of National Curriculum framework (1998, 2000, 2005): Analysis of these documents with respect to various aspects of foundations, concerns, and the changes made with important considerations – Curriculum Reforms in India -Curriculum Evaluation: Objectives, Types and Criteria for curriculum evaluation - Models of curriculum evaluation: Tyler’s, Rober E.Stake, Hilda Taba’s and Sara model. **(Hours: 13)**

REFERENCES

1. Aggarwal, J.C., (1990). Curriculum Reforms in India. Delhi: Doaba House.
2. Arulsamy, S., (2010). Curriculum Development., Neelkamal Publications Pvt., Ltd, Hyderabad
3. Hilda Taba, (1962). Curriculum Development Theory and Practice. New York: Marcourt Brace.
4. IGNOU, (1992). Curriculum Development for Distance Education, New Delhi
5. Sharma, R.A. (2005). Curriculum Development and Instruction. Meerut: R. Laal Book Depot,

SEMESTER VII
18EDNU 0701: LEARNER AND LEARNING

Credit - 4

Max. Marks: 100

Hours – 64

Course Objective

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

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.

18EDNU0702: COGNITIVE SCIENCE**Credit – 4****Max. Marks: 100****Hours – 64****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 –The role of Cognitive Science in empowering teachers. **(Hours: 13)**

REFERENCES

1. Paul Thagard. (2005). *Mind Introduction to Cognitive Science*. Second Edition – Prentice Hall of India New Delhi.
2. Srinivasan, N., Gupta, A.K., & Pandey, J. (2008). *Advances in Cognitive Science: Volume 1*. New Delhi, India: Sage Publications.
3. Srinivasan, N., Kar, B. R., & Pandey, J. (2010) *Advances in Cognitive Science: Volume 2*. New Delhi, India: Sage Publications.
4. Stephen K Reed (2007). *Cognitive theories and Applications*, New Delhi, Pearson Education Dorling Kindersley Publishing.
5. Ronald T Kellog (2007). *Fundamentals of Cognitive Psychology*, New Delhi, Sage Publications.

18EDNU 0101: PEDAGOGY OF LANGUAGE ENGLISH – I

Credit - 4

Max. Marks: 100

Hours - 64 Course

Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: LANGUAGE

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

UNIT – II: APPROACHES AND METHODS OF SECOND LANGUAGE TEACHING

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

UNIT – III: TEACHING OF PROSE AND POEM

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

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

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

UNIT – V: EVALUATION OF LANGUAGE LEARNING

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

REFERENCES:

1. Adrian Doff, (2004). *Teach English: Cambridge teacher training and development*, Cambridge: Cambridge University press.
2. Begum Jahitha, A. (2010). *English Language Education*, Neelkamal Publications, Hyderabad.
3. Billows.F.L, (2001). *The techniques of Language teaching*, Longman, London.
4. Evangelin Arulselvi, (2012). *Teaching of special English*, Tamil Nadu Teacher Education University, Gowtra Agencies, Chennai.
5. Mowla sheikh, prabakar Rao, sarojini (2012). *Methods of Teaching English*, Neekamal Publications Pvt. Ltd. New Delhi, Hyderabad.

18EDNU 0702: PEDAGOGY OF LANGUAGE TAMIL – I

Credit-4

Max. Marks: 100

Hours-64

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- jha;nkhopapd; gy;NtW gapw;W Kiwfis mwpar;nra;jy;
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- ,yf;fz gapw;wypy; cs;s jpwd;fis tsu;j;jy;
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(Neuk;; 13)

myF 2. jha;nkhop gapw;W Kiw

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(Neuk;; 13)

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

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

(Neuk;; 13)

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1. fiyr;nry;tp. nt. (2009) jkpo; gapw;wy; El;gq;fs; rQ;rPtp gg;sprH]; > <NuhL.
2. NtZNFhghy; ,. gh. (1991) ige;jkpo; fw;gpf;Fk; Kiwfs; > rFe;jyh ntspaPL> NtY}H.
3. fzgjp. tp. (1997) ew;wkpo; fw;gpf;Fk; Kiwfs;> rhe;jh gg;sprH];> nrd;id.
4. nre;J}H ghz;bad; (1979) Ez;zpiyg; gapw;rp kPdhl;rp gjpg;gfk;> GJf;Nfhl;il.
5. NtZNFhghy; ,. gh rhe;jFkhhp (1991) nghJj;jkpo; fw;gpj;jy; > rFe;jyh ntspaPL> NtY}H. kPdhl;rp Re;juk; (2013) ghlg;ngHUs; kw;Wk; jkpo; fw;gpj;jy; (nghJj; jkpo;)> fht;akhyh gg;spru;];> jpz;Lf;fy;.

18EDNU 07O3: PEDAGOGY OF MATHEMATICS – I

Credit – 4

Max. Marks: 100

Hours – 64 Course

Objective

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

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, Aryabhata, 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

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

18EDNU 0704: PEDAGOGY OF PHYSICAL SCIENCE – I**Credit – 4****Max. Marks: 100****Hours – 64 Course****Objective**

To make the Students gain knowledge of Pedagogy of Physical Science

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 OF PHYSICAL SCIENCE

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

UNIT – II: OBJECTIVES OF TEACHING PHYSICAL SCIENCE

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

UNIT - III: LESSON PLANNING

Developing Year Plans, Unit plans, Lesson Plans. Lesson Planning: Meaning, Definition, Importance, Steps, Types and Format. Principles of Lesson Planning - Lesson Plans - Their importance - 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

1. Gupta S.K.(2012), Teaching of Physical Science in Secondary Schools, sterling Publications.
2. Nair, C.P.S, (2010), Teaching of Science in our Schools, Sulthan Chand & Co ltd.
3. Panner Selvam, A., (2013), Rajendran.k. Teaching of Physical Science, Shantha Publishers. Chennai.
4. Sivarajan K. (2012), Trends and developments in Modern Educational Practices Calicut University.
5. Radha Mohan (2011), Teaching of Physical Science, Neelkamal Publications PVT. LTD, Hyderabad.

ELECTIVE
18EDNU07E1: ASSESSMENT AND EVALUATION

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT – I: MEASUREMENT AND EVALUATION IN EDUCATION

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

UNIT- II: INTRODUCTION TO EDUCATIONAL ASSESSMENT

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

UNIT – III: TEST CONSTRUCTION

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

UNIT – IV: STANDARDISATION OF TESTS

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

UNIT – V: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

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

REFERENCES

1. Cohen, Jay, Ronald et al, 2005, Psychological Testing and Assessment and Introduction to Tests and Measurement, Mayfield publishing Company, California.
2. John W. Best(2008), Research In Education, printice hall of India Pvt.Ltd, New Delhi
3. Nagarajan. K, Research methodology in Education, 2012, Ram Publication, Chennai
4. Rawat, D.S, (2009), Measurement Evaluation and Statistics in Education, New Raj Book Depot, New Delhi.
5. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

18EDNU07E2: GUIDANCE AND COUNSELLING

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

To make the students appraise the concepts of Guidance and Counselling.

Specific Outcomes of Learning

The student will be able to

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

UNIT – I: INTRODUCTION TO GUIDANCE

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

(Hours: 13)

UNIT - II: PRINCIPLES AND PRACTICE OF COUNSELLING

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

(Hours: 12)

UNIT - III: TECHNIQUES OF COLLECTING INFORMATION FOR GUIDANCE

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

(Hours: 13)

UNIT - IV: GUIDANCE SERVICES

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

UNIT - V: GUIDANCE FOR SPECIAL GROUPS

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

(Hours: 13)

REFERENCES

1. Crow & Crow, (1992), An introduction to Guidance, Eurasia Publishing House, ND.
2. Freeman E.S, (1995), Theory and Practice of Psychological Testing, ND: Henry Holt.
3. Jones. A.J. (1970), Principles of Guidance, Mc Grew Hills Publishers, New Delhi.
4. Kochar, S.K. (1990), Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, Pvt. Ltd, New Delhi.
5. Super D.R, 1960), The psychology of Careers, Harrer, New York.
6. Rao, S Narayana, (2008), Counselling and Guidance, Tata McGrew Publishing Company Ltd, New Delhi.

18EDNU07E3: HEALTH AND YOGA EDUCATION

Credit-4

Max.Marks:100

Hours-64

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

UNIT - I: INTRODUCTION TO HEALTH AND PHYSICAL EDUCATION

Meaning and definition of Health - criteria of health - Importance of Health - Positive Health

—Various dimensions of health - Meaning and definition - Physical Education: Implications, Aims and Objectives - Foundations of Physical Education: Physical Fitness, Physical Education and sports fitness - Development of Physical, Cognitive, Neuromuscular, Affective, Social, Emotional, Spiritual and Recreational - Physiological Effects of Exercise, Growth and development - Brain and Physical Education.

(Hours: 12)

UNIT – II: PHYSICAL EDUCATION PROGRAMMES IN SCHOOLS

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

(Hours: 13)

UNIT – III: PRINCIPLES OF HEALTH AND HEALTH EDUCATION

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

- Safety Education and First Aid.

(Hours: 13)

UNIT - IV: PLANNING AND PRACTICE OF HEALTH EDUCATION

Health Instruction, Health Services, Importance with reference to rural Schools, School Health Education: Curriculum Planning, Need and Importance, Principles, Planning,

Implementation of School Health Education Programme - Health Instruction, Health Appraisal, Health Service and Health Counseling - Teacher's role and responsibilities.

(Hours: 13)

UNIT – V: YOGA AND MEDITATION

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

(Hours: 13)

PRACTICALS

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

REFERENCES

1. Anil Sharma, (2004), *Sports Laws*, Khel Sahitya Kendra,.
2. Grace Nirmala. D., & Dr.T.Krishnammal. T. (2007), *Physical Education and Health Education*, Priyakamal Publication.
3. Basavaraddi, I.V. (ed.) (2010). *Yoga Teacher's Manual for School Teachers*. Delhi: Morarji Desai National Institute of Yoga.
4. Swami Satyananda Saraswathi, (1997), *Asana Pranayama Mudra Bandha*, Bihar: Toga.
5. Om Prakash Tiwari, (2002), *Asana-Why and How*, Lonavla: Kaivalyadhama.

18EDNU07E4: VOCATIONAL EDUCATION AND TRAINING

Credit – 4

Max. Marks: 100

Hours – 64 Course

Objective

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

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.
- provide judicious mix of skills relating to a profession and appropriate content of General Education.
- study the salient features of organizations
- give vocational training and entrepreneurship skills.

UNIT – I: VOCATIONAL EDUCATION: CONCEPT AND NEED

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

(Hours: 13)

UNIT – II: VOCATIONAL EDUCATION AT SECONDARY STAGE

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

UNIT - III: VOCATIONAL EDUCATION PROGRAMMES

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

UNIT – IV: TECHNICAL INSTITUTIONS

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

UNIT – V: OCCUPATIONAL TRAINING

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

REFERENCES

1. Aggarwal J.C. Aggarwal S.P, (1987), Vocational Education, Doaba House Publishers, New Delhi.
2. Dhirendra Verma, (2001), Administration of Vocational Education, Concept Publication, New Delhi.
3. Kothari Commission report, (1964-66). Ministry of Education, New Delhi.
4. Ministry of Human Resource Development, (1986), National Policy on Education, Govt. of India, New Delhi.
5. Vanaja Rao, (1997), Inquiry training model, DPH, New Delhi.

18EDNU07E5: AESTHETIC AND CREATIVE EDUCATION

Credit – 4

Max. Marks: 100

Hours – 64

Course objective

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

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 Tamilnadu (Karnatic, Folk and Tamilsai) - Tradition of Performing arts (Bharathanatyam and Folk dances). Meaning and Concept of Arts Education-Visual Arts, Performing Arts and its significance at elementary level of school education.

(Hours: 13)

UNIT – II: METHODS AND TECHNIQUES

Music Education and Methods - Meaning, Raga, Tata, Instruments-technical terms in Karnatic music for teaching- facial expression, foot-steps, mudras, postures in Bhrathanatyam for teaching performing arts like story-telling, demonstration, dramatics (Social oriented, History oriented etc..) Play way method.

(Hours: 13)

UNIT – III: TEACHING AIDS FOR INSTRUCTIONS

Developing composing skill of a music teacher-Techniques for composing- poems, rhymes, hymns etc. Planning of art experience for elementary class. Organization of material and space of art experience. Organisation and facilitation for art experience at elementary level.

(Hours: 13)

UNIT – IV: CREATIVE TEACHING

Creative Teaching Concept and Meaning. Teaching strategy for creative education. Teaching through music and performing arts-music in different grades. Aims and objectives of teaching music and performing arts. Role of a music teacher in school activities. Aids for teaching music and performing arts.

(Hours: 13)

UNIT – V: ART EVALUATION

Nature and scope of art evaluation. Art evaluation-meaning, significance. Tools for art evaluation. Art curriculum at different stages as suggested by massive teacher orientation programme organized by NCERT.

(Hours: 12)

REFERENCES

1. Bhawna Misra, (2002), Art, Craft and Physical Education, Mohit publications, New Delhi.
2. Chelladurai,P.N, (1998),Thinnaga Isayeyal, Vaikarai Pathipagam, Dindigul.
3. Dash B.N, (2002), Teacher and Education in the Emerging India Society (Vol. I & II) Neelkamal publications, New Delhi.
4. Gowri Kuppusamy, (1980), Teaching of Music, Sterling publishers, New Delhi.
5. Rupali Tripathi, (2004), Teaching of music, Mohit Publication, New Delhi.

18EDNU07E6: GENDER ISSUES IN EDUCATION

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

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' inter-sectionalist with other disciplines, classroom processes, including pedagogy) .Teacher as an agent of change .Life skills and sexuality. **(Hours: 13)**

UNIT - V GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

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

PRACTICAL:

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

REFERENCE

1. Ram Shankar Singh, (2009), Encyclopedia on women and children Trafficking – Volume 1 to 3- Anmol Publications.
2. Nalini Mishra, (2008), Woman Laws against Violence and abuse- Pearl Books –New Delhi.
3. Manju Gupta, (2006), Handbook of Women Health - Khel Sahitya Kendra – New Delhi.
4. Nirmala Jayaraj, (2001), Women and Society – Lady Doak College Madurai 625002.
5. Indira Kulishreshtha ‘Noopur’ (1989), Women’s Studies in School Education- Sterling Publishers private limited.

COMPULSORY NON CREDIT COURSE

18EDNU08F1: 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

SEMESTER VIII**18EDNU0812: ELEMENTS OF INCLUSIVE EDUCATION****Credit – 4****Max. Marks: 100****Hours – 64****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

1. Agarwal,R& Rao, BVLN. (2010). Learning disabilities teaching learning Strategies. Shipra Publications, New Delhi.
2. ChintamaniKar (2003): Exceptional Children. Their Psychology and Education Sterling Publishers.
3. Dhawan.M.L. (2005).Learners with Special Needs. Mehta offset press, New Delhi.
4. Narayan.J., (2003). Educating children with learning problems in regular schools. Secundrabad: NIMH.
5. Dr.Manju Gupta, (2007), “Special Education”, KSK Publishers and Distributors, New Delhi.

18EDNU0813: SCHOOL MANAGEMENT, LEADERSHIP AND ACTION RESEARCH

Credit – 4

Max. Marks: 100

Hours – 64 Course

Objective

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

Specific Outcomes of Learning

The Students Will be able to

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

UNIT – I: EDUCATIONAL PLANNING

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

UNIT – II: EDUCATIONAL ADMINISTRATION

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

UNIT – III: EDUCATIONAL MANAGEMENT

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

UNIT – IV: SCHOOL ADMINISTRATION AND ORGANISATION

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

UNIT – V: ACTION RESEARCH

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

REFERENCES

1. Dash B.N, (2011). School organization administration and management, Neelkamal Publications, New Delhi.
2. Joshi Shekar, (2014). Educational Planning, Pacific Books International, New Delhi.
3. Laxmi Devi, (1998), Educational Planning, Anmol Publications, New Delhi.
4. Mohanty, Jagannath. (2008), Educational Management Supervision-School organization, Neelkamal Publications, New Delhi.
5. Pandya S.R. (2008), Administration and Management of Education. Himalaya Publishing,

18EDNU 0801: PEDAGOGY OF LANGUAGE – ENGLISH II

Credit -4

Max. Marks: 100

Hours – 64 Course

Objective

To make the students orient with pedagogy of language English

Specific Outcomes of Learning

The student will be able to

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

UNIT - I: LISTENING COMPREHENSION AND SPEAKING SKILLS

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

UNIT - II: READING COMPREHENSION AND WRITING SKILLS

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

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

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

UNIT - IV: PLANNING AND TEXT BOOK IN ELT

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

UNIT V: RECENT TRENDS IN LANGUAGE TEACHING

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

REFERENCES

1. Baruah, T.C. (1993). The English Teacher's Handbook, New Delhi: Sterling Publishers.
2. Chauhan, S.S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
3. Meenakshisundaram, (2008). Teaching of English (Optional I &II). Dindigul: Kavyamala Publications.
4. Siddiqui, (2009). Techniques of Classroom. New Delhi: APH Publishing Corporation.
5. Thangasamy Kokila, S. (2014). Innovations in the teaching of English. Gandhigram: Anicham Blooms.

18EDNU0802: PEDAGOGY OF LANGUAGE - TAMIL II

Credit-4

Max. Marks: 100

Hours-64

Nehf;fk;

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

rpwg;G fw;wy; milTfs;

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

myF 1 – Nfl;ly; jpwd;

Nfl;ly;: tiuaiw> Nfl;ly; jpwd tsu;j;jy;fhd Nehf;fq;fs;> **topKiwfs;:** thndhyf; 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.

(Neuk;: 13)

myF 2 – NgRjy; jpwd;

gbj;jy;: Nehf;fq;fs;> njhlf;f tFg;gpy; gbf;ff; fw;gpf;Fk; Kiwfs;: vOj;J Kiw gbg;G> nrhy; Kiw gbg;G> nrhw;nwhlu; Kiw gbg;G> epiw - Fiwfs;. **gbf;Fk; Kiwfs;:** nrhw;fsQ;rpag; ngUf;fk;> tha;f;Fs; gbj;jy;> tha;tpl;Lg; gbj;jy;> **tiffs;:** mfd;w gbg;G> Mo;e;j gbg;G - Nehf;fq;fs; - epiw - Fiwfs;.

vOJjy;: **ey;y ifnaOj;jpd; ey;ypay;Gfs;:** njspT> msT> moF> ,ilntsp> tpiuT. vOj;Jg; gapw;rp Kiwfs;: tupnahw;wp vOJjy;> ghu;j;J vOJjy;> nrhy;tij vOJjy;. gpiopd;wp vOjg;gapw;rp mspj;jy; - gpiofs; Njhd;wf; fhuzq;fs; - gpiofis; fisAk; Kiwfs; - epWj;jw;Fwppisg;gad;gLj;Jjy; - typ kpFk; ,lk; - kpfh ,lk;.

(Neuk;: 13)

myF 3 - nkhophrpupaUk; tha;nkhopg; gapw;rpAk;

nkhophrpupah;: fy;tpj;jFjp> gz;Geyd;fs;> nkhopg;gw;W> ,yf;fz ,yf;fpag; Gyik> Fuyy; 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 tpjpfis; ifahsy;. **tha;nkhopg; gapw;rp:** tiuaiw> ,d;wpaikahik> Nehf;fq;fs;:> gad;fs;:> **tha;nkhopg; gapw;rpapid gy;NtW epiyfspy; mspg;gjw;fhd Kiwfs;:** rpWtu; ghly;fs;> fye;Jiuahly;> fij nrhy;Yjy;> nrhw;nghopTfs;. cr;rupg;gpy; Vw;gLk; rpf;fy;fs; - kdg;ghlk; nra;jyp;d; Kf;fpaj;Jtq;fs;-

(Neuk;: 13)

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

ghlj;jpl;lk;: tiuaiw> **cau;epiyg; gs;sp ghlj;jpl;lkljw;fhd fhuzpfs;:** jdpegu; NtWghL - khwptUk; rKjhak;. ghIE}y;fs;: ghIE}y;fspd; mbg;gil> ghIE}ypd; gz;Gfs;. rpwe;jg; ghIE}y;fis; jahupf;Fk;nghOJ kdjpw;nfhs;s;j;f nra;jpfs;. **jw;NghJ eilKiwapy; cs;s**

ghlE}y; gw;wpa ghu;it: E}yfg;gbg;G> tFg;G Ehyfk;> fUtp Ehyfk;. **(Neuk;: 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.

(Neuk;: 13)

ghu;it E}y;fs;

1. Nfhfpyh jq;frhkp (2000) Foe;ij ikaf;fy;tpAk; jkpo;f; fw;gpj;jYk;> mdpr;rk; GUK;];> fhe;jpfpuhk;.
2. NtZNfhghy;> ghrhe;jFkhup (1991) nghJj;jkpo; fw;gpj;jy;> rFe;jyh ntspaPL nrd;id.
3. fzgp. tp (1997) ew;wkpo; fw;gpf;Fk; Kiwfs;>rhe;jh gg;sp\u;];>nrd;id.
4. ,uj;jpd rghgjp. gp (1997) nrk;nkhopf; fy;tp> rhe;jh gg;sp\u;];> nrd;id.
5. fiyr;nry;tp. nt. (2009) jkpo; gapw;wy; El;gq;fs; rQ;rPtp gg;sp\H];> <NuhL.

18EDNU0803: PEDAGOGY OF MATHEMATICS – II**Credit – 4****Max. Marks: 100****Hours- 64 Course****objective**

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

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 (to be Deleted), models (Static and working) Flash Cards, Pictures, Black board and Chalk, Flannel, Magnetic and Bulletin boards. Models in teaching mathematics and its educational values. Modern TLM: Uses of Educational Broadcasts: Radio and TV Lessons and educational values in teaching mathematics. Computers, CCTV, Multimedia, Teleconferencing, Video Conferencing, Educate and its uses. Use of Internet in teaching mathematics. **(Hours: 13)**

UNIT – II: CURRICULUM CONSTRUCTION IN MATHEMATICS

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

(Hours: 12)**UNIT – III: MATHEMATICS TEXT BOOK**

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

(Hours: 13)**UNIT – IV: MATHEMATICS LABORATORY**

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

(Hours: 13)

UNIT – V: COMPETENCIES OF MATHEMATICS TEACHER

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

PRACTICALS

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

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1. Aggarwal, J.C (2008). Teaching of mathematics, Vikas Publishing House Pvt.Ltd, UP.
2. Aruljothi, (2013). Teaching of Mathematics – II, Centum Press, New Delhi.
3. James Anice, (2013). Methods of Teaching Mathematics, Neelkamal, New Delhi.
4. Sidhu, K.S (2006). The teaching of mathematics. Sterling Publisher Private Ltd, New Delhi.
5. Servas, W., Varga, T.,(1995). *Teaching School Mathematics*, UNESCO.

18EDNU0804: PEDAGOGY OF PHYSICAL SCIENCE - II**Credit – 4****Max. Marks: 100****Hours – 64****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 Vs Non-Projected aids. Traditional TLM: Charts, OHP, Slide and Film projectors, Charts, Models (Static and working) Flash Cards, Pictures, Chalk – Black, Flannel, Magnetic and Bulletin boards. Modern TLM: Uses of Educational Broadcasts: Radio and TV, Computers, CCTV, Multimedia, Teleconferencing, Video Conferencing, Edusat and Internet. **(Hours: 13)**

UNIT – II: CURRICULUM CONSTRUCTION IN PHYSICAL SCIENCE

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

UNIT – III: SCIENCE TEXT BOOK

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

UNIT – IV: PHYSICAL SCIENCE LABORATORY

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

UNIT – V: COMPETENCIES OF SCIENCE TEACHER

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

REFERENCES

1. Aggarwal J.C, (2007), Essentials of Educational Technology. Innovations in Teaching-Learning. Vikas Publications House, New Delhi.
2. Edger Dale, Audio-Visual Methods in Teaching, Revised Edition, Dryden Press, New York.
3. Guptha, S.K. (2001), Teaching of Physical Science in Secondary Schools, Sterling Publications.
4. Sharma.R.C. (2008), Modern Science Teaching. Dhanpat Rai Publishing Company (P) Ltd., New Delhi.
5. Sivarajan K. (2006), Trends and developments in Modern Educational Practices, Calicut University.

17CSKU 0201: SOFT SKILLS (FOR SCIENCE SUBJECTS)**17CSKU0301: 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.

MODULAR COURSE**18EDNU07M1: 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**

18EDN07M2: 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-waste.

(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- Ecoclubs.

(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 ORGANIZATIONS FORENVIRONMENTAL EDUCATION.

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

REFERENCES

1. BharuchaErach,Textbookof EnvironmentalStudies,NewDelhi:Universitiespress,2005.
2. Kumar,S.B,EnvironmentalProblemsandGandhianSolutions,New Delhi:Deep&Deep Publications.2002.
3. PankajShrivastava,singhD.P,EnvironmentalEducation,NewDelhi:AnmolPublication Pvt.Ltd,2002.
4. Sharma.P.D,EnvironmentalBiology,Meerut:RastogiPublications,2000.
5. SudhirM.A.and MasilaMani–EnvironmentalIssues, NewDelhi:ReliancePublications, 2003.