

THE GANDHIGRAM RURAL INSTITUTE- DEEMED UNIVERSITY

Re-Accredited with 'A' Grade by NAAC



B.Ed INTEGRATED PROGRAMME SYLLABUS (2015-2016 ONWARDS)

TWO YEAR - FOUR SEMESTERS PROGRAMME

DEPARTMENT OF EDUCATION
FACULTY OF RURAL SOCIAL SCIENCES
GANDHIGRAM

MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN EDUCATION HELD ON 05.05.2015 AT 10.30 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, Dravidan University
Kuppam, Andhraprashesh -Member
3. Dr.P.S.Sreedevi
Assistant Professor in Education
Department of Education, GRI, Gandhigram. -Member
4. Dr.N.Devaki
Assistant Professor in Education
Department of Education, GRI, Gandhigram. -Member

Dr.M.S.Lalithamma, Professor & Dean, School of Education, Pondicherry University could not attend the meeting due to her preoccupation of other academic assignments.

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

The following agenda were taken for discussion.

- ▶ To update the syllabus for Pre-B.Ed Programme.
- ▶ To introduce the Two Year B.Ed & M.Ed Programmes from the academic session 2015-2016 as per the direction of the NCTE, New Delhi (NCTE Regulations-2014).
- ▶ To revise the syllabus for Two Year B.Ed Programme as per National Curriculum Framework on Teacher Education (NCFTE-2009).
- ▶ To revise the syllabus for Two Year M.Ed Programme as per National Curriculum Framework on Teacher Education (NCFTE-2009).

The following Resolutions were made in the BOS Meeting:

1. The Board suggests to upgrade the references with recent titles and websites for all the papers, wherever necessary.
2. The Board is also permitted the Chairperson to carry out the necessary corrections in Pre-B.Ed, B.Ed, and M.Ed syllabus.

3. The B.Ed syllabus was thoroughly discussed and restructured and, revised as per the suggestions emerged in the Board of Studies meeting.
4. The M.Ed syllabus was thoroughly discussed and restructured and, revised as per the suggestions emerged in the Board of Studies meeting.

The above revisions should be carried out, be verified and approved by the Chairperson of Board of Studies.

5. It is resolved to offer Non-Major Elective paper: "Pedagogy of Learning" to orient other department UG students about human learning.

Any other matter

If 2 year B.Ed and M.Ed Teacher Education Programmes are offered, all the infrastructural facilities have to be doubled as per the NCTE norms.

The meeting came to end by at 5 PM.

<u>Name</u>		<u>Signature</u>
1. Dr.A.Jahitha Begum	-Chairperson	A. Jahitha Begum 05/05/15
2. Dr.G.Lokanadha Reddy	-Member	G. Lokanadha Reddy 05/05/15
3. Dr.P.S.Sreedevi	-Member	P. S. Sreedevi 5/5/15
4. Dr.N.Devaki	-Member	N. Devaki 05/05/15

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

I - SEMESTER								
S. No.	Category	Course code	Title of the Course	No. of Credits	Hours	CFA	ESE	Total
1	Pre-B.Ed	Paper I	Psycho Social Bases of Education	4	4	40	60	100
		Paper II	Basics of Teaching and Learning	4	4	40	60	100
2	Core Papers	15EDNU 0101	Vision of Education in Contemporary India	4	4	40	60	100
		15EDNU 0102	Childhood and Growing Up	4	4	40	60	100
3	Elective Papers (Any one)	15EDNU 01E1	Assessment and Evaluation	4	4	40	60	100
		15EDNU 01E2	Guidance and Counselling					
		15EDNU 01E3	Health and Yoga Education					
4	Group-I Optional Subject (Any one)	15EDNU 0101	Pedagogy of Language - English -I	4	4	40	60	100
		15EDNU 0102	Pedagogy of Language - Tamil- I					
		15EDNU 0103	Pedagogy of Language - Hindi- I					
		15EDNU 0104	Pedagogy of Physical Science-I					
		15EDNU 0105	Pedagogy of Home Science-I					
5	Group-II Optional Subject (Any one)	15EDNU 0201	Pedagogy of Mathematics-I	4	4	40	60	100
		15EDNU 0202	Pedagogy of Computer Science-I					
		15EDNU 0203	Pedagogy of Biological Science-I					
		15EDNU 0204	Pedagogy of English Education-I					
		15EDNU 0205	Pedagogy of Tamil Education-I					
		15EDNU 0206	Pedagogy of Hindi Education-I					
6	Compulsory Non-Credit Course	15EDNU 0103	Remedial Teaching in Rural Schools	-	-	50	-	50
II - SEMESTER								
7	Core Papers	15EDNU 0201	Psychology of The Learner And Learning	4	4	40	60	100
		15EDNU 0202	Techno Pedagogy	4	4	40	60	100
8	Elective Papers (Any one)	15EDNU 02E1	Cognitive Science	4	4	40	60	100
		15EDNU 02E2	Aesthetic and Creative Education					
		15EDNU 02E3	Vocational Education and Training					
9	Group-III Optional Subject (Any one)	15EDNU 0301	Pedagogy of Language - English II	4	4	40	60	100
		15EDNU 0302	Pedagogy of Language - Tamil II					
		15EDNU 0303	Pedagogy of Language - Hindi II					
		15EDNU 0304	Pedagogy of Physical Science-II					
		15EDNU 0305	Pedagogy of Home Science-II					
10	Group-IV Optional Subject (Any one)	15EDNU 0401	Pedagogy of Mathematics-II	4	4	40	60	100
		15EDNU 0402	Pedagogy of Computer Science-II					
		15EDNU 0403	Pedagogy of Biological Science-II					
		15EDNU 0404	Pedagogy of English Education-II					
		15EDNU 0405	Pedagogy of Tamil Education -II					
		15EDNU 0406	Pedagogy of Hindi Education-II					
11	Practicals	15CSKU 0401	Communication and Soft Skills	2	-	50	-	50
12	Compulsory Non-Credit Course	15EDNU 0203	Field Visit in Rural Schools	-	-	50	-	50
III - SEMESTER								
13	Core Papers	15EDNU 0301	Curriculum and School	4	4	40	60	100
		15EDNU 0302	Introduction to Inclusive Education	4	4	40	60	100
14	Practicals	15EDNU 0303	School Internship (I-Phase)	10	-	100	100	200
15	Modular Course	15EDNU 03M1	Teaching Learning Materials(TLM) Preparation	2	-	50	-	50
16	Compulsory Non-Credit Course	15EXNU 0301	Extension Work in Villages	-	-	50	-	50
17	VPP	15VPPU 0301	Village Placement Programme	2	-	100	-	100
IV - SEMESTER								
18	Core Papers	15EDNU 0401	Gender Issues in Education	4	4	40	60	100
19	Practicals	15EDNU 0402	School Internship (II-Phase)	4	4	40	60	100
20	Practicals	15EDNU 0403	Evaluation of Teaching Competence	6	-	75	75	150
	Project	15EDNU 0404	Project Report	4	-	40	40+20	100
Total Credits				90		1205	1195	2400

**Pre-B.Ed - I SEMESTER
PAPER – I**

PSYCHO–SOCIAL BASES OF EDUCATION

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT - I BASICS OF EDUCATION

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

(Hours: 13)

UNIT - II PSYCHOLOGICAL BASES

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

(Hours: 13)

UNIT - III SOCIOLOGICAL BASES

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

(Hours: 13)

UNIT - IV PSYCHO–SOCIAL DETERMINANTS OF EDUCATION

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

(Hours: 12)

UNIT - V PEDAGOGICAL BASIS

Taxonomy of Educational objectives - Benjamin Bloom's classification cognitive, affective and psychomotor domains. Teacher and classroom behavior - Characteristics of a good teacher behaviour - Flanders Interaction Analysis. Role and functions of teachers, as a planner, facilitator, Counselor and Researcher.

(Hours: 13)

REFERENCES

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

II-SEMESTER PAPER - II

BASICS OF TEACHING AND LEARNING

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT - I TEACHING

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

(Hours: 13)

UNIT - II LEARNING

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

(Hours: 13)

UNIT - III TEACHING PROFESSION

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

(Hours: 13)

UNIT - IV TEACHING METHODS

Teaching Methods: Meaning, definition, characteristics, types and Factors. Various Teaching method: Lecture, Demonstration, Discussion, Project, Assignment, Seminar, Brainstorming, Team Teaching, Computer Assisted Instruction.

(Hours: 12)

UNIT - V EVALUATION OF TEACHING AND LEARNING

Evaluation: Concept, Meaning, Definition, Aims. – Types of evaluation: Normative and Summative – Tests: Achievement and Diagnostic - Norm Referenced and Criterion Referenced Tests. Teacher evaluation: Need, significance, competency, efficiency and effectiveness. - Tools: Observation, checklist, maintaining records. – Modes of teacher evaluation: Higher authorities, student's evaluation - Self and Peer evaluation. – Competency Based Teacher Evaluation and Reflective teaching.

(Hours: 13)

REFERENCES

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

B.Ed PROGRAMME

I - SEMESTER (Core Paper)

15EDNU 0101 VISION OF EDUCATION IN CONTEMPORARY INDIA

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ know the Educational Heritage of the Country
- ✧ Understand the role of education and role of teacher in society.
- ✧ Analyze the various challenges, solutions and reforms in education.
- ✧ Create involvement in students of society and development.
- ✧ Familiarize the concepts of Values in Education.

UNIT - I OUR EDUCATIONAL HERITAGE

Education in India - Education in Pre - Independent and post - Independent periods. Foundations of Education - Philosophical, Sociological & Pedagogical aspects - Influence of Hinduism - Buddhism - Jainism - Islam & Christianity on Education. Reports of Education commissions - Secondary Education Commission 1952, Kothari Commission Report - 1964-66, National Policy on Education 1986 and its revised formulation - 1992.

(Hours: 13)

UNIT - II EDUCATIONAL THOUGHTS AND CONTRIBUTIONS

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

(Hours: 13)

UNIT - III EDUCATION AND DEVELOPMENT

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

(Hours: 12)

UNIT - IV CHALLENGES IN EDUCATION

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

(Hours: 13)

UNIT - V EMERGING GLOBAL CONCERNS AND EDUCATION

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

(Hours: 13)

PRACTICALS

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

REFERENCES

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

15EDNU 0102 CHILDHOOD AND GROWING UP

Credit-4
Hours-64

Max.Marks:100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT - I INTRODUCTION TO THE STUDY OF CHILDHOOD

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

(Hours: 13)

UNIT - II DEVELOPMENT OF THE LEARNER

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

(Hours: 13)

UNIT - III NATURE AND IMPORTANCE OF LEARNING AND MOTIVATION

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

(Hours: 13)

UNIT - IV INTELLIGENCE, CREATIVITY AND PERSONALITY

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

(Hours: 13)

UNIT - V MENTAL HEALTH

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

(Hours: 12)

PRACTICALS

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

REFERENCES

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

ELECTIVE PAPERS

15EDNU 01E1 ASSESSMENT AND EVALUATION

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT I BASIC PRINCIPLES OF MEASUREMENT AND EVALUATION

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

(Hours: 13)

UNIT II INTRODUCTION TO EDUCATIONAL ASSESSMENT

Assessment: Meaning, definition, importance, Purpose, types and limitations. Applications of educational assessment-student Evaluation, Instructional decisions, counseling and guidance decisions. Trends in educational evaluation: internal assessment, Grading, Semester system, Question bank, Computers in evaluation.

(Hours: 12)

UNIT III TEST CONSTRUCTION

Test: Meaning, Definition, Importance and Characteristics - Teacher made test and standardized test - Test construction: Planning and Designing. - Preparation of Blue print - Steps in construction of a test - General principles of test construction - Writing test items: objective type, Essay type and interpretive type.

(Hours: 13)

UNIT IV STANDARDISATION OF TESTS

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

(Hours: 13)

UNIT V PSYCHOLOGICAL TESTING AND TYPES

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

(Hours: 13)

PRACTICALS

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

REFERENCES

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

15EDNU 01E2 GUIDANCE AND COUNSELLING

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students appraise the concepts of Guidance and Counselling

Specific Outcomes of Learning

The student will be able to

- ❖ Appraise the students the concept and principles of guidance and counseling
- ❖ Prepare them for organizing, guidance and counselling in the schools
- ❖ Develop skills in offering guidance and counselling to students
- ❖ Study the recent trends in guidance and counselling programme
- ❖ Acquaint with the guidance and counselling programme for special groups.

UNIT - I INTRODUCTION TO GUIDANCE

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

(Hours: 13)

UNIT - II PRINCIPLES AND PRACTICE OF COUNSELLING

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

(Hours: 12)

UNIT - III TECHNIQUES OF COLLECTING INFORMATION FOR GUIDANCE

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

(Hours: 13)

UNIT - IV GUIDANCE SERVICES

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

(Hours: 13)

UNIT - V GUIDANCE FOR SPECIAL GROUPS

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

(Hours: 13)

REFERENCES

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

15EDNU 01E3 HEALTH AND YOGA EDUCATION

Credit-4
Hours-64

Max.Marks:100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ Orient on the Physical Education
- ✧ Develop skills in organizing the physical education programmes in schools
- ✧ Study the principles of health and health education
- ✧ Understand the curriculum planning and Practice of health education
- ✧ Practice yoga and Meditation

UNIT I - INTRODUCTION TO PHYSICAL EDUCATION

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

(Hours: 12)

UNIT II- PHYSICAL EDUCATION PROGRAMMES IN SCHOOLS

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

(Hours: 13)

UNIT III - PRINCIPLES OF HEALTH AND HEALTH EDUCATION

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

(Hours: 13)

UNIT IV – PLANNING AND PRACTICE OF HEALTH EDUCATION

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

(Hours: 13)

UNIT V YOGA AND MEDITATION

Yoga: Meaning, Definition, Need and Importance, Different Schools of yoga, Wheels of Yoga. Difference between yoga and Physical Exercise – Meditation: Meaning, Definition, Types of Meditation, Mantra Meditation, Object Meditation, Breathing Meditation, Walking Meditation and Gandhian way of Meditation/Silent Meditation, Therapeutically Value of Meditation. Effect of Yogic practices on respiratory and circulatory system - Brain and Yoga.

(Hours: 13)

PRACTICALS

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

REFERENCES

- ✧ Anil Sharma, (2004), *Sports Laws*, Khel Sahitya Kendra,.
- ✧ Alagesan. S.(2009), *Physical and Health Education*, Q-Books, Coimbatore,.
- ✧ Bucher Charles. A, *Foundation of Physical Education*, St. Louis, the C.V. Hosby and Co.
- ✧ Chandrasekaran, (1999), *Sound Health through Yoga*, Madurai: Prem Kalyan Publications, Sedipatti.
- ✧ Grace Nirmala. D., & Dr.T.Krishnammal. T. (2007), *Physical Education and Health Education*, Priyakamal Publication.
- ✧ First Aid Manual, (1998), St. John Ambulance Association and the British Red Lajpat Rai et.al, *Meditation Technique and their scientific evaluation*, Anubhav Rai, Publication, Gurgaon, Haryana, India.
- ✧ NCERT, (1996), *National Curriculum for Elementary and Secondary School A Frame work*.
- ✧ Om Prakash Tiwari, (2002), *Asana-Why and How*, Lonavla: Kaivalyadhama.
- ✧ Swami Satyananda Saraswathi, (1997), *Asana Pranayama Mudra Bandha*, Bihar: Toga.
- ✧ Satya Pal, (2003), *Yogasana and Sadhana*, New Delhi: Pustak Mahal, Khari Baoli.
- ✧ World Health Organization, (1991), *Comprehensive School Health Curriculum*, Regional Office for South–East Asia, New Delhi.

OPTIONAL PAPERS

15EDNU O101 PEDAGOGY OF LANGUAGE ENGLISH – I

Credit - 4
Hours - 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT - I LANGUAGE

Language: Concept, Meaning, Definition, Nature, Function and Importance. Language Teaching: Principles, Aims and objectives. First Language Acquisition - Second Language Learning - Three Language formula – Language as a skill Subject – Role of CIIL, CIEFL, RIE in Strengthening Language Education. Language skill: LSRW, English as Second Language, Aims and Objectives, of Teaching English.

(Hours: 13)

UNIT - II APPROACHES AND METHODS OF SECOND LANGUAGE TEACHING

Approaches: Meaning and Definition. Structural, Situational Communicative Approaches. Methods: Grammar, Translation Method, Direct, Bilingual, Dr. West new method, Play-way, Silent – way and Suggestopedia. Differentiation between Approaches, Methods, Techniques and Strategies. Learning Difficulties in English and Remedies.

(Hours: 12)

UNIT - III TEACHING OF PROSE AND POEM

Prose: Meaning, Characteristics. Objectives, Types, Steps and procedure in Teaching prose. Poem: Meaning, Characteristics. Principles, Aims Steps Procedure of Teaching Poem. Figures of Speech: Meaning, Rhyme and Rhythm, Alliteration and Pun, Simile and metaphor. Difference between Teaching of prose and poem. Objectives of teaching supplementary reader.

(Hours: 13)

UNIT - IV TEACHING OF GRAMMAR COMPOSITION AND SUPPLEMENTARY READER

Grammar: Definition, Characteristics, Types. Principles, Objective and methods of teaching. Composition: Meaning, Objectives, Principles, Methods of Teaching Composition, Supplementary Reader: Meaning, Characteristics, Objectives and methods of teaching.

(Hours: 13)

UNIT - V EVALUATION OF LANGUAGE LEARNING

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

(Hours: 13)

REFERENCES:

- ❖ Adrian Doff, (2004). *Teach English: Cambridge teacher training and development*, Cambridge: Cambridge University press.
- ❖ Begum Jahitha, A. (2007). *Enhancing Communicative Competence*. Bhargava Book House, Agra.
- ❖ Begum Jahitha, A. (2010). *English Language Education*, Neelkamal Publications, Hyderabad.
- ❖ Billows.F.L, (2001). *The techniques of Language teaching*, Longman, London.
- ❖ Deepti Nawale, Sheenam Garg., (2014). *Teaching techniques in English*, Pacific books International, Delhi.
- ❖ Evangelin Arulselvi, (2012). *Teaching of special English*, Tamil Nadu Teacher Education University, Gowtra Agencies, Chennai.
- ❖ Mowla sheikh, prothakar rao, sarojini (2012). *Methods of Teaching English*, Neekamal Publications Pvt. Ltd. New Delhi, Hyderabad.
- ❖ Morris.L, (2000). *The Art of Teaching English as a living*, Macmillan Publishers, 2000, London.
- ❖ Nanda V.K, (2000). *Teaching of English*, Anmol Publications Pvt. Ltd. Bangalore.
- ❖ Nita Prakash, Kamala Sinha., (2014). *Advanced English Language Teaching*, Pacific Books International, New Delhi.
- ❖ Venkateswaran. S, (2011). *Principles of teaching English* VIKAS publishing house Pvt Ltd., USB publications Distributors Pvt. Ltd. New Delhi.

15EDNU O102 PEDAGOGY OF LANGUAGE TAMIL – I

Credit-4
Hours-64

Max. Marks: 100

நோக்கங்கள்

- ✧ மொழியின் பண்புகளை அறிதல்
- ✧ தாய்மொழியின் பல்வேறு பயிற்று முறைகளை அறியச்செய்தல்
- ✧ செய்யுள் உரைநடை பாடங்களைக் கற்பித்தலின் வேறுபாடுகளை அறிதல்
- ✧ இலக்கண பயிற்றலில் உள்ள திறன்களை வளர்த்தல்
- ✧ துணைப்பாடம்இ பல்வேறு வகையான கட்டுரைப் பாடங்களை அறியச்செய்தல்.
- ✧ மதிப்பீடலின் நுட்பங்களை உணர்தல்

அலகு 1. மொழி

மொழி: பொருள், வரையறை, நோக்கங்கள், பயன்கள், பண்புகள். வகைகள்: பேச்சுமொழி, எழுத்துமொழி. அடிப்படைத்திறன்கள்: கேட்டல், பேசுதல், படித்தல், எழுதுதல். மொழியின்தனித்தன்மைகள். தாய்மொழி: வரையறை-நோக்கங்கள்-பயன்கள்-சிந்தனைகள், உணர்ச்சிகள் மற்றும் அனுபவம்-வளரும் கற்பனைகளில் அழகியல் சுவை.

(Hours: 13)

அலகு 2. தாய்மொழி பயிற்று முறை

சங்ககால பயிற்றுமுறை: குருகுலமுறை, சொற்பொழிவு, உரையாடல், வினாவிடை பயிற்சி, நெட்டுரு முறை. நவீன முறைகள்: விளையாட்டு முறை, நடிப்பு முறை, தனிப் பயிற்சி, மேற்பார்வை படிப்பு முறை, செயல்திட்ட முறை, விரிவுரை முறை, களஆய்வுமுறை, வரலாற்று முறை, திட்டமிட்டுக் கற்றல். புள்ளின் வகைபாடு: பொது நோக்கங்கள், சிறப்பு நோக்கங்கள். வகைகள்: அறிவு பகுதி, உணர்வு பகுதி, உள இயக்கப் பகுதி, நுண்ணிலைக் கற்பித்தல் திறன்கள் மற்றும் பாடத்திட்டம்.

(Hours: 13)

அலகு 3. செய்யுள், உரைநடை மற்றும் இலக்கணம் கற்பித்தல்

செய்யுள்: பொருள், வரையறை, நோக்கங்கள், கற்பிக்கும் முறை மற்றும் வழிமுறைகள். செய்யுள்நயம் பாராட்டல். உரைநடை: பொருள், வரையறை, நோக்கங்கள், கற்பிக்கும் முறை, செய்யுள் -உரைநடை வேறுபாடுள். இலக்கணம்: விளக்கம், வரையறை, கற்பித்தல் நோக்கங்கள், பயிற்று முறை: விதிவருமுறை, விதி விளக்க முறை, விளையாட்டு முறையில் இலக்கணம் கற்பித்தல்.

(Hours: 12)

அலகு 4. துணைப்பாடம், கட்டுரை மற்றும் மொழிபெயர்ப்பு கற்பித்தல்

துணைப்பாடம்: வரையறை, கற்பித்தல் நோக்கங்கள், கற்பித்தல் முறை. கட்டுரைப் பாடம்: கற்பித்தல் நோக்கங்கள், கற்பித்தல் முறைகள். வகைகள்: வாழ்க்கை வரலாற்றுக் கட்டுரை, வருணனைக் கட்டுரை, விவாதக்கட்டுரை, வரலாற்றுக் கட்டுரை, ஆய்வுக் கட்டுரை, உரையாடல் கட்டுரை. (கீழ்நிலை, உயர்நிலை, மேல்நிலை, வகுப்புகளுக்குரியன). மொழிபெயர்ப்பு: விளக்கம், வரையறை, நோக்கங்கள், பயன்கள், பிற மொழிகளிலிருந்து தாய்மொழியில் மொழிபெயர்ப்பு, தாய்மொழியிலிருந்து பிற மொழிகளில் மொழிபெயர்ப்பு, மொழிபெயர்ப்பால் எழும் சிக்கல்கள், மொழிபெயர்ப்பு வகைகள்.

(Hours: 13)

அலகு 5. மதிப்பீடு

மதிப்பீடுதல்- விளக்கம், வரையறை, பயன்கள், முறைகள்: உற்றுநோக்கல்முறை, வாழ்க்கை துணுக்குப்பதிவேடு, யார்எனன்கித்தல்முறை, குறிப்பிடுபட்டியல்முறை, நேர்காணல்முறை. தேர்வுகள்: தரப்படுத்தப்பெற்றதேர்வுகள், நல்லதேர்வுகள்நற்பண்புகள்: நம்பகத்தன்மை, ஏற்புடைமை, புறவயப்பாடு, எளிமைப்பாடு, பயன்பாடு, குறையறிச்சோதனை, குறைதீர்

சோதனைகள். தமிழில் அடைவுத்தேர்வு தயாரித்தல்: படிக்க - திட்டப்படம் - வினாத்தாள் - வினாக்கேட்டலின் இன்றியமையாமை, வினவுதல் நோக்கங்கள், பயன்கள், வினவும் முறைகள், சிறந்த வினாக்களின் சிறப்பியல்புகள்..

(Hours: 13)

பார்வை நூல்கள்:

- ✧ கலைச்செல்வி.வெ (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிர்ஸ் , ஈரோடு.
- ✧ வேணுகோபால் இ.பா (1991) பைந்தமிழ் கற்பிக்கும் முறைகள் , சகுந்தலா வெளியீடு, வேலூர்.
- ✧ கணபதி.வி (1997) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிர்ஸ், சென்னை.
- ✧ செந்தூர் பாண்டியன்(1979) நுண்ணிலைப் பயிற்சி மீனாட்சி பதிப்பகம், புதுக்கோட்டை.
- ✧ கோவிந்தராசன்.மு, (1990) நற்றமிழ் பயிற்றலில் நோக்கமும் முறையும் ,சரஸ்வதி பதிப்பகம், சென்னை
- ✧ விஜயலட்சுமி.வ. (2012) நுண்ணிலை கற்பித்தல், சாரதா பதிப்பகம், சென்னை.
- ✧ வேணுகோபால் இ.பா சாந்தகுமாரி (1991) பொதுத்தமிழ் கற்பித்தல் , சகுந்தலா வெளியீடு, வேலூர். மீனாட்சி சுந்தரம் (2013) பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல் (பொதுத் தமிழ்), காவ்யமாலா பப்ளிசர்ஸ், திண்டுக்கல்.
- ✧ முத்துச்சண்முகம் (1998) இக்கால மொழியியல்,கழக வெளியீடு.
- ✧ www.tamilvu.org

15EDNU O103 PEDAGOGY OF LANGUAGE HINDI - I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students know the principles Pedagogy of Language Hindi

Specific Outcomes of Learning

The student will be able

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

UNIT - I LANGUAGE

Language: Concept, Meaning, Definition, Nature, Function and Importance. Language Teaching: Principles, Aims and objectives. First Language Acquisition - Second Language Learning-Three Language formula – Language as a skill subject – Role of CIIL, CIEFL, RIE in strengthening Language Education. Language skills: LSRW.

(Hours: 13)

UNIT - II APPROACHES AND METHODS OF second LANGUAGE TEACHING

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

(Hours: 13)

UNIT - III TEACHING OF PROSE AND POEM

Prose: Meaning, Characteristics. Objectives, Types, Steps and procedure in Teaching prose. Poem: Meaning, Characteristics. Principles, Aims steps procedure of Teaching Poem. Figures of speech: Meaning, Rhyme and Rhythm. Difference between Teaching of prose and poem.

(Hours: 13)

UNIT - IV TEACHING OF GRAMMAR COMPOSITION AND SUPPLEMENTARY READER

Grammar: Definition, Characteristics, Types. Principles, Objective and methods of teaching. Composition: Meaning objectives, principles, methods of teaching composition, Supplementary Reader: Meaning, Characteristics, Objective and methods of teaching.

(Hours: 12)

UNIT - V EVALUATION OF LANGUAGE LEARNING

Evaluation: Meaning, Definition, Concept Need and Importance, Types of evaluation – Formative, Summative Tools of evaluation: The diagnostic test, the prognostic test, The Aptitude Test, The proficiency test, The Achievement test, Oral Tests, Written tests. Blue print: meaning, definition and construction, question bank.

(Hours: 13)

REFERENCES

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

15EDNU 0104 PEDAGOGY OF PHYSICAL SCIENCE - I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students gain knowledge of Pedagogy of Physical Science

Specific Outcomes of Learning

The student will be able to

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

UNIT - I NATURE PHYSICAL SCIENCE

Science: Meaning, Definition and Nature of Science - Product and a body of knowledge - A way of investigation - A way of thinking. Scientific attitude and temper. Physical Science: Related areas of knowledge - Inter disciplinary approach. Impact of Physical Science on modern communities. Physical science for : Environment, Health, Peace, Equity; Physical sciences and society; Contribution of eminent scientists — Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.

(Hours: 13)

UNIT - II OBJECTIVES OF TEACHING PHYSICAL SCIENCE

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

(Hours: 12)

UNIT - III LESSON PLANNING

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

(Hours: 13)

UNIT - IV METHODS OF TEACHING PHYSICAL SCIENCE

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

(Hours: 13)

UNIT - V EVALUATION IN PHYSICAL SCIENCE TEACHING

Evaluation: Definition, Need, Importance. Tests and its types: Criterion and Norm referenced tests - Formative and Summative evaluation - Prognostic test - Diagnostic testing and Remedial teaching. - Principles of good science test. Construction of standardized achievement test in physical science: Blue Print and question bank. Item Analysis- Reliability, Validity.

(Hours: 13)

REFERENCES

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

15EDNU O105 PEDAGOGY OF HOME SCIENCE - I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT - I NATURE AND SCOPE OF HOME SCIENCE

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

(Hours: 12)

UNIT - II OBJECTIVES OF TEACHING HOME SCIENCE

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

(Hours: 13)

UNIT - III LESSON PLANNING

Developing Year Plans, Unit plans, Lesson Plans. Lesson Planning: Meaning, Definition, Importance, Steps, Types and Format. Principles of Lesson Planning-Lesson Plans-their importance - writing and analysis of Lesson Plans. Scientific skills and Micro and macro teaching skills for Home Science.

(Hours: 13)

UNIT - IV METHODS OF TEACHING HOME SCIENCE

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

(Hours: 13)

UNIT - V EVALUATION IN HOME SCIENCE TEACHING

Evaluation: Definition, need, importance. Tests and its types: Criterion and Norm referenced tests -Formative and Summative evaluation- Prognostic test -Diagnostic testing and Remedial teaching. - Principles of good Home science test. Construction of standardized achievement test in Home Science: Blue Print and question bank. Item Analysis- Reliability, Validity.

(Hours: 13)

REFERENCE

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

15EDNU O201 PEDAGOGY OF MATHEMATICS – I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ Acquire knowledge of the nature and scope of mathematics
- ✧ Understand the objectives of teaching mathematics
- ✧ Develop effective instructional skills and competency in structuring lesson plans.
- ✧ Apply the different methods and techniques of teaching mathematics.
- ✧ Know the various evaluation procedure.

UNIT I - NATURE AND SCOPE OF MATHEMATICS

Mathematics: Meaning, definitions, and nature. Characteristics of mathematics: Logical sequence, structure, precision, abstractness, symbolism - Mathematics and its relationship with other disciplines - Contribution of eminent mathematicians: Ramanujam, 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. Herbation steps -writing and analysis of Lesson Plans. Problem solving skills and Micro and macro teaching skills for mathematics.

(Hours: 13)

UNIT IV - METHODS OF TEACHING MATHEMATICS

Methods of teaching Mathematics: Analytic and synthetic, Induction and Deduction, Lecture method -Project method- Heuristic approach -Laboratory method- Dalton Plan - problem solving method. Modern methods of teaching Mathematics: Group discussion, Seminar, Team teaching, Cooperative learning, supervised study, Programmed Instruction, Computer Aided Instruction, Personalized System of Instruction.

(Hours: 13)

UNIT V - EVALUATION IN MATHEMATICS TEACHING

Evaluation: Definition, need, importance. Tests and its types: Criterion and Norm referenced tests -Formative and Summative evaluation- Prognostic test -Diagnostic testing and Remedial teaching. - Principles of good mathematics test. Construction of standardized achievement test in Mathematics: Blue Print and question bank. Item Analysis- Reliability, Validity.

(Hours: 12)

PRACTICALS

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

REFERENCES

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

15EDNU O202 PEDAGOGY OF COMPUTER SCIENCE – I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able

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

UNIT - I NATURE AND SCOPE OF COMPUTER SCIENCE

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

(Hours: 13)

UNIT - II OBJECTIVES OF TEACHING COMPUTER SCIENCE

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

(Hours: 13)

UNIT - III LESSON PLANNING

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

(Hours: 12)

UNIT - IV METHODS OF TEACHING COMPUTER SCIENCE

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

(Hours: 13)

UNIT - V EVALUATION IN COMPUTER SCIENCE TEACHING

Evaluation: Definition, need, importance. Tests and its types: Criterion and Norm referenced tests - Formative and Summative evaluation- Prognostic test - Diagnostic testing and Remedial teaching. - Principles of good computer science test. Construction of standardized achievement test in Computer science: Blue Print and question bank. Item Analysis- Reliability, Validity.

(Hours: 13)

REFERENCES

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

15EDNU O203 PEDAGOGY OF BIOLOGICAL SCIENCE – I

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT - I NATURE AND SCOPE OF BIOLOGICAL SCIENCE

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

(Hours: 13)

UNIT - II OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

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

(Hours: 12)

UNIT - III LESSON PLANNING

Developing Year Plans, Unit plans, Lesson Plans. Lesson Planning: Meaning, Definition, Importance, Steps, Types and Format. Principles of Lesson Planning - Lesson Plans - Their importance - Writing and analysis of Lesson Plans. Scientific skills and Micro and macro teaching skills for Biological Science.

(Hours: 13)

UNIT - IV METHODS OF TEACHING BIOLOGICAL SCIENCE

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

(Hours: 13)

UNIT - V EVALUATION IN BIOLOGICAL SCIENCE TEACHING

Evaluation: Definition, need, importance. Tests and its types: Criterion and Norm referenced tests – Formative and Summative evaluation - Prognostic test -Diagnostic testing and Remedial teaching. - Principles of good science test. Construction of standardized achievement test in Biological Science: Blue Print and question bank. Item Analysis- Reliability, Validity.

(Hours: 13)

REFERENCE

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

15EDNU 0204 PEDAGOGY OF ENGLISH EDUCATION – I

Credit 4
Hours: 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ Understand the English Language.
- ✧ Familiarize with speech sounds.
- ✧ Acquaint with English Language Curriculum.
- ✧ Understand the Communicative Language Teaching.
- ✧ Orient with English Text book analysis.

UNIT - I INTRODUCTION TO ENGLISH LANGUAGE

The status of English in India - Aims of teaching English. Elementary Secondary and Higher Secondary level - Objectives of teaching English as a second language - Teaching English as skill mother tongue vs second language learning – Interference of mother tongue.

(Hours: 13)

UNIT - II SPEECH SOUNDS

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

(Hours: 12)

UNIT - III ENGLISH LANGUAGE CURRICULUM

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

(Hours: 13)

UNIT - IV COMMUNICATIVE LANGUAGE TEACHING

Communication – Meaning, Definition, Types, Barriers and Significance – Communicative approaches – Meaning, Principles, Procedures, Merits and Demerits. Dyadic Communication: Face to face conversation, Telephonic Conversation, Interview - CLT: Meaning, Definition, Concept, Communicative tasks and activities – Extempore speech, Role play, Drama, Quiz, Elocution, Language games.

(Hours: 13)

UNIT - V ENGLISH TEXT BOOK ANALYSIS

Analysis of VI to XI std English text book – Analysis – Meaning, Definition – Concept analysis – Meaning, Definition, Need and Significance. Analysis criteria – Cover page, Content, Pictures, Illustration, Number of pages, Assignments, Follow-up work, Language, Level of vocabulary, Grammar, Competencies.

(Hours: 13)

REFERENCE

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

15EDNU O205 PEDAGOGY OF TAMIL EDUCATION – I

Credit- 4
Hours-64

Max. Marks: 100

நோக்கங்கள்

- ✧ தமிழ் மொழியின் தனித்தன்மைகள் பற்றி அறிதல்.
- ✧ ஒலிகளைப் பற்றி அறிதல்.
- ✧ கலைத்திட்டத்தில் மொழியின் இடம் பற்றி அறிதல்.
- ✧ உரையாடல்களை அறியச்செய்தல்.
- ✧ பாடப்பொருளின் தன்மைகளை அறிதல்

அலகு- 1 தமிழ்மொழி தோற்றம்,வளர்ச்சி,தனித்தன்மைகள்

தமிழ்மொழி: பண்புகள், மொழித் தோற்றம், கொள்கைகள், மொழியின் வளர்ச்சிநிலை, மொழிவரலாறு, தமிழ் வரிவடிவ வரலாறு, எழுத்து சீர்திருத்தம்-கிளைமொழிகள்: பேச்சு மொழி, எழுத்து மொழி, தமிழ் மொழியின் தனித்தன்மைகள். செம்மொழியின் பண்புகள்.

(Hours: 12)

அலகு- 2. ஒலிகள் கற்பித்தல்

ஒலி:பொருள்-ஒலி மொழியாதல்-எழுத்துக்களின் பிறப்பு, தமிழ் ஒலிகளின் பிறப்பு, நன்னூலார் கொள்கைகள்-மொழியியலார் கொள்கைகள்-மொழியின் அமைப்பு-ஒலியனியல், உருபனியல், தொடரியல், ஒலியை ஆராயும் முறைகள், கோட்பாடுகள்-உயிரொலிகள், மெய்யொலிகள்.

(Hours: 13)

அலகு 3. கலைத்திட்டமும் மொழியும்

கலைத்திட்டம்: வரையறை, கலைத்திட்டம் உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள், புதிய தேசிய கல்விக் கொள்கைகள்-கல்வியின் நோக்கம்-பள்ளிக் கலைத்திட்டத்திற்கும்-தேசியக் கல்வி குறிக்கோளுக்குமுள்ள தொடர்பு-கலைத்திட்டத்தில் தாய்மொழியின் இடம்.தேசியக் கல்விக் கொள்கையில் கலைக் கல்வி.

(Hours: 13)

அலகு 4. உரையாடல் வழி மொழி கற்பித்தல்

உரையாடல்: பொருள், வரையறை, நோக்கங்கள், பயன்கள், உரையாடல் பயிற்சியினை பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள், தலைப்புகளைப் பற்றி உரையாடல், கதைசொல்லுதல், கலந்துரையாடல், சொற்போர், சொற்பொழிவுகள், நாடகம். நேர்காணல்.நாடகம்-தோற்றமும் வளர்ச்சியும்-நாடக வகைப்பாடு-இக்கால நாடகங்கள்-எழுத்து நாடகங்கள்-வட்டாரமொழி நாடகங்கள்-செய்யுளை நாடகமாக்கிக் கற்பித்தல்.

(Hours: 13)

அலகு 5.பாடப்பொருள் ஆய்வு

6 ஆம் வகுப்பு முதல் 9ஆம் வகுப்பு வரையுள்ள மொழிப்பாட நூல்கள் பற்றி ஆய்வு

செயல்முறை வேலை

1. கருத்தரங்கம் நடத்துதல்
2. நாடகங்கள் எழுதுதல்- நடித்தல்
3. மலர் தயாரித்தல்
4. கலந்துரையாடல் நடத்துதல்.
5. வினா வங்கி தயாரித்தல்

பார்வை நூல்கள்

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- ✧ கலைச்செல்வி.வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிர்ஸ், ஈரோடு.
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- ✧ நடராஜன். எ.ஸ்., நடராஜன் .வி. (2013) கல்விப்புதுமைகளும் கலைத்திட்ட மேம்பாடுகளும், சாந்தா பப்ளிசர்ஸ், சென்னை.
- ✧ முத்துச்சண்முகம் (1998) இக்கால மொழியியல்,கழக வெளியீடு.
- ✧ குழந்தைசாமி வா.செ (1990) அறிவியல் தமிழ்.
- ✧ பரமசிவம் சொ. (2008), நற்றமிழ் இலக்கணம், ,பட்டுப்பதிப்பகம், சென்னை வீரப்பன் பா. (2004) உயர்நிலை தமிழ் கற்பித்தலில் புதிய அணுகுமு முறைகள், சென்னை.
- ✧ www.tamilvu.org

15EDNU 0206 PEDAGOGY OF HINDI EDUCATION – I

Credit 4
Hours: 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT - I INTRODUCTION TO HINDI LANGUAGE

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

(Hours: 13)

UNIT - II SPEECH SOUNDS

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

(Hours: 13)

UNIT - III HINDI LANGUAGE CURRICULUM

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

(Hours: 13)

UNIT - IV COMMUNICATIVE LANGUAGE TEACHING

Communication – Meaning, Definition, Types, Barriers and Significance – Communicative approaches – Meaning, Principles, Procedures, Merits and Demerits. Dyadic Communication: Face to face conversation, Telephonic conversation, interview - CLT: Meaning, Definition, Concept, Communicative tasks and activities – Extempore speech, Role play, Drama, Quiz, Elocution, Language games.

(Hours: 12)

UNIT - V HINDI TEXT BOOK ANALYSIS

Analysis of VI to XI std NCERT Hindi text books – Analysis – Meaning, Definition – Content analysis – Meaning, Definition, Need and Significance. Analysis criteria – cover page, content, pictures, illustration, number of pages, assignments, follow-up work, language, level of vocabulary, grammar, competencies.

(Hours: 13)

REFERENCES

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

COMPULSORY NON CREDIT COURSE

15EDNU 0103 REMEDIAL TEACHING IN RURAL SCHOOLS

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

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

II - SEMESTER

CORE PAPERS

15EDNU 0201 PSYCHOLOGY OF THE LEARNER AND LEARNING

Credit - 4
Hours - 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ Acquaint with the concept of learning and knowledge
- ✧ Understand various approaches to learning
- ✧ Identify concepts and constructs
- ✧ Know the factors contributing to learning
- ✧ Familiarize constructivist approach to learning

UNIT - I LEARNING AND KNOWLEDGE

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

(Hours: 13)

UNIT - II TYPES, LEVELS AND APPROACHES TO LEARNING

Types of learning - Learning Hierarchy - Signal learning stimulus - Response learning - Motor and verbal, chain learning - Multiple discriminations concept learning - Learning rules and problem - solving. Learning Levels from imprint to intuition - Examples of learning at different levels. Approaches - Behaviourist - Cognitivist and Constructivist.

(Hours: 13)

UNIT - III CONCEPTS AND CONSTRUCTS

Concepts and constructs - Concept - Formation - Use of materials activities, scheme pictures, real life experiences - Construct mental representations of external reality - Connecting ideas generated by students due to exposure to peers, media and community - Concept mapping.

(Hours: 12)

UNIT - IV FACTORS CONTRIBUTING TO LEARNING

Personal Psychological, Social, Emotional factors and School related factors, Learning style; teaching strategies; media; technology in Teaching Learning Process - Teacher's personality traits.

(Hours: 13)

UNIT - V CONSTRUCTIVIST APPROACH TO LEARNING

Learners construct knowledge for themselves - Constructing meaning is learning - Focus on the learner not on the lesson taught - Personal and social construction of meaning - Learning to Learn Making Meaning - Learning, a social activity - Zone of Proximal Development (ZPD).

(Hours: 13)

REFERENCES

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

15EDNU 0202 TECHNO PEDAGOGY

Credit - 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students Know the aspects of Techno Pedagogy.

Specific Outcomes of Learning

The student will be able to

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

UNIT - I EDUCATIONAL TECHNOLOGY AND INFORMATION COMMUNICATION TECHNOLOGY

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

(Hours: 13)

UNIT - II CLASS ROOM INTERACTION AND SELF INSTRUCTIONAL METHODS

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

(Hours: 13)

UNIT - III SYSTEMS APPROACH AND COMMUNICATION

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

(Hours: 13)

UNIT - IV MEDIA AND METHODS

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

(Hours: 12)

UNIT - V INNOVATIONS IN INSTRUCTION

Instructional Design: Meaning, Nature, Steps and Guidelines for Instructional Designing. Models of Teaching – Concept, Meaning, Definition, Essential Elements – Teaching models – Social interaction, information processing, personal and behavioral models. Innovations in Instruction:

E-learning – E-teaching - E-content development and E-library. Virtual Classroom teaching – Digital classroom - Countrywide Classroom.

(Hours: 13)

REFERENCES

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

ELECTIVE PAPERS

15EDNU O2E1 COGNITIVE SCIENCE

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To Make the Students understand the basic concepts of cognitive science

Specific Outcomes of Learning

The students will be able to

- ✧ Acquire knowledge about basic concepts of Cognitive Science.
- ✧ Understand the role of brain in learning.
- ✧ Understand the role of emotion in learning.
- ✧ Identify the fundamental concepts of cognitive science.
- ✧ Know the challenges of cognitive science.

UNIT I BASICS OF COGNITIVE SCIENCE

Cognitive Science: - Meaning Definition, Scope. Fundamental concepts of Cognitive Science - Artificial Intelligence – Knowledge Representation and Computation – Logic - Rules - Concepts – Images- Analogies. Connections - Information Processing. Branches of Cognitive Science: Cognitive psychology, Cognitive neuropsychology, Cognitive neuroscience, Application of Cognitive Science in Teaching and Learning.

(Hours: 13)

UNIT II BRAIN AND LEARNING

Nervous system: - Central Nervous system, Autonomous Nervous System, Structure of Brain and Neuron, Role of Neurons, Synapse, Electrical Activity, Event Related Potentials (ERP), Brain Mapping - Information Processing, Role of Neurotransmitters in learning - Brain Imaging techniques, Hemisphericity and learning.

(Hours: 13)

UNIT III EMOTIONS AND LEARNING

Emotion:- Definition, Meaning, Types Positive and Negative Emotions - Role of Emotions in learning - Theories of Emotion – Philosophy of Mind – Differences between Mind and Brain – Different views on Mind – Role of emotions in Brain function – Different types of Relaxation Techniques for improving positive Emotions.

(Hours: 13)

UNIT IV COGNITIVE PROCESSES AND COMPUTATIONAL MODEL

Cognitive Skills: Meaning, Definition, types and their role in Learning – Attention, Perception, Memory, Language, Decision Making, Visual and Auditory recognition, Motor coordination, Creativity, Reasoning and Problem Solving - Computational Modelling – Neural networks - Cognitive architectures.

(Hours: 12)

UNIT V CHALLENGES IN COGNITIVE SCIENCE

Future of cognitive science - Research Methods in cognitive science- Cognitive Science Programs in India. - Reputed Cognitive Scientists in India and Abroad – Global view of Cognitive science – Cognitive Science Programs in India - The role of Cognitive Science in empowering teachers.

(Hours: 13)

REFERENCES

- ✧ Begum Jahitha, A. (2008). *Mediated Learning Experience*. New Delhi. APH Publications.
- ✧ Begum Jahitha, A. (2014). *Metacognition*. Agra. Bhargava Book House.
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- ✧ Paul Thagard. (2005). *Mind Introduction to Cognitive Science*. Second Edition – Prentice Hall of India New Delhi.
- ✧ Kar, B. R. (2013). *Cognition and Brain Development: Converging evidences from various methodologies*. American Psychological Association, Washington.
- ✧ Mishra, R. K., & Srinivasan, N. (2011). *Language-Cognition Interface*. Munich: Lincom Europa.
- ✧ Srinivasan, N., Gupta, A.K., & Pandey, J. (2008). *Advances in Cognitive Science: Volume 1*. New Delhi, India: Sage Publications.
- ✧ Srinivasan, N., Kar, B. R., & Pandey, J. (2010) *Advances in Cognitive Science: Volume 2*. New Delhi, India: Sage Publications.
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- ✧ Stephen K Reed (2007). *Cognitive theories and Applications*, New Delhi, Pearson Education Dorling Kindersley Publishing.
- ✧ Ronald T Kellog (2007). *Fundamentals of Cognitive Psychology*, New Delhi, Sage Publications
- ✧ Gregory Robinson Riegler, Bridget Robinson Riegler (2008). *Cognitive Psychology Applying the science of the mind*, New Delhi, Dorling Kindersley Publishing.
- ✧ John, P.S, Pinel .(2007). *Biopsychology*. , New Delhi, Dorling Kindersley Publishing.
- ✧ Lessons on critical thinking skills, B.K. (2004), Passi Anuradha Joshi, Bhargava Book, Agra.
- ✧ Wayne W. (2014), *Hand book of Applied Behavioral Analysis*, Figher Catharine C. pia22a, Henry S. Loane, The Guilford press, New York.
- ✧ P.V. Vaidhyanathan's, (2010), *Managing the un manageable child*, Reacock Books, New Delhi.
- ✧ Arbind kumar, (2009), *Constructivist epistemology and redagogy*, Atlantic Publishers, Distributor (p) Ltd, New Delhi.
- ✧ R.S. Yadav, (2010), *Advanced theory of Cognitive learning*, Bharagava Book House, Agra.
- ✧ Lawie L. Hazard, Jean-Paul Nalean, (2012), *Foundations of learning*, Dorling Kindersley (India) Pvt Ltd, Uttar Pradesh.
- ✧ Edward E. Smith, Stephern M. Kosslyn, (2013), *Cognitive Psychology*, PHI Learning Pvt. Ltd, New Delhi.
- ✧ Eatheleen M. Galotti, *Cognitive*, (2001), *Psychology in and out of the laboratory* Easteen Press, Bangalore.
- ✧ Epilepsy, Gill Parkinson & Mike Johnson, (2006), *Continuum International publishing Group*, New York.
- ✧ Marile sprenger Jossey, (2013), *Writing the Brain for heading*, – Bass, Canada.

15EDNU 02E2 AESTHETIC AND CREATIVE EDUCATION

Credit - 4
Hours – 64

Max. Marks: 100

Course objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ Understand the traditional Indian music and performing arts.
- ✧ Acquire knowledge about the classification of Indian music and performing arts.
- ✧ Develop the basic skills for teaching music and performing arts.
- ✧ Prepare educational strategies for aesthetic and creative education
- ✧ Evaluate the performance of students.

UNIT - I AESTHETIC EDUCATION

Concept meaning and importance of Aesthetic education - Indian music and performing arts - musical traditions in Tamil Nadu (Karnatic, Folk and Tamilisai) - Tradition of performing arts (Bharathanatyam and Folk dances) – Contributions of music and dance artists to our cultural heritage.

(Hours: 13)

UNIT - II METHODS AND TECHNIQUES

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

(Hours: 13)

UNIT - III TEACHING AIDS FOR INSTRUCTORS

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

(Hours: 13)

UNIT - IV CREATIVE TEACHING

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

(Hours: 13)

UNIT - V ART EDUCATION

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

(Hours: 12)

REFERENCES

- ✧ Bhawna Misra, (2002), *Art, Craft and Physical Education*, Mohit publications, New Delhi.
- ✧ Chakrabarti, S. (1988, *Impact of music and sports on primary school children: An exploratory study*. Journal of Extension Research, Vol.12.
- ✧ Chelladurai,P.N, (1998),*Thinnaga Isayeyal*, Vaikarai Pathipagam, Dindigul.
- ✧ Dasgupta,R.S. and Deborah.D., (1991), *Education at the dawn of new million, The effects of a mastery learning setting on developmental maths, at the junior college*, Dissertation Abstracts international, Vol.52,.
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- ✧ Gowri Kuppusamy, (1980), *Teaching of Music*, Sterling publishers, New Delhi.
- ✧ James, H.B., (1970), *Mastery learning theory and practice*, U.S.A. Holt, Renchart and Winson INC.
- ✧ Kalaimani Saraswathi, (1994), *Bharata Natyakalai* Thirumagal Nilayam, Madras.
- ✧ Rupali Tripathi, (2004), *Teaching of music*, Mohit Publication, New Delhi.

15EDNU O2E3 VOCATIONAL EDUCATION AND TRAINING

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ Acquire knowledge of the various aspects of vocational education.
- ✧ Study the role of vocational education in increasing productivity.
- ✧ Develop proper attitude towards vocational education.
- ✧ Study the salient features of organizations
- ✧ Give vocational training and entrepreneurship skills.

UNIT - I VOCATIONAL EDUCATION: CONCEPT AND NEED

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

(Hours: 13)

UNIT - II VOCATIONAL EDUCATION AT SECONDARY STAGE

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

(Hours: 13)

UNIT - III VOCATIONAL EDUCATION PROGRAMMES

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

(Hours: 13)

UNIT - IV TECHNICAL INSTITUTIONS

ITI and Polytechnic – Need and importance – Classification, admission process – Course of study – organization and administration at state level, vocational guidance – need and importance- vocational fitness and appraisal-Recent trends in technical education.

(Hours: 13)

UNIT - V OCCUPATIONAL TRAINING

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

(Hours: 12)

REFERENCES

- ✧ Aggarwal J.C. Aggarwal S.P, (1987), Vocational Education, Doaba House Publishers, New Delhi.
- ✧ Corrazzini, A.J, (2001), The Decision to invest in vocation Education: An Analysis of costs and benefits, Drivendra Publication, Administration of vocational education concept, New Delhi.
- ✧ Delors, Jacques, (1986), Learning the treasure, UNESCO, Paris.
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- ✧ Griffiths et al, (1992) Organizing schools for effective Education, The interstate printers and publishers, New Delhi.
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OPTIONAL PAPERS

15EDNU O301 PEDAGOGY OF LANGUAGE - ENGLISH II

Credit – 4
Hours- 64

Max. Marks: 100

Course objective

To make the students orient with pedagogy of language English

Specific Outcomes of Learning

The student will be able

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

UNIT - I LISTENING COMPREHENSION AND SPEAKING SKILLS

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

(Hours: 13)

UNIT - II READING COMPREHENSION AND WRITING SKILLS

Reading skills: Aims, process, skimming, scanning, intensive reading extensive reading. Methods of teaching Reading: Alphabet method, Phonetic method, Word method Phrase method Sentence method, Reading perception, Reading comprehension. strategies to develop reading , Testing reading Mechanics, Sub skills ,Visual perception , syntax , organization relevance Writing skills: mechanical skills, Grammatical Skills , Judgment skills , Discourse skills Characteristics of good Hand writing: distinctiveness, legibility, simplicity. Strategies for developing good hand writing.

(Hours: 13)

UNIT - III LANGUAGE TEACHER'S COMPETENCIES AND RESOURCES

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

(Hours: 13)

UNIT - IV LESSON PLAN AND TEXT BOOK

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

(Hours: 12)

UNIT - V RECENT TRENDS OF LANGUAGE TEACHING

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

(Hours: 13)

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- ✧ Nanda, K. (1989). Developing English Comprehension, Sterling Publishers, New Delhi.
- ✧ Kokila S. Thangasamy, (2013). Content and methods of Teaching English, Anicham Blooms, Gandhigram.
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15EDNU O302 PEDAGOGY OF LANGUAGE - TAMIL II

Credit-4
Hours-64

Max. Marks: 100

நோக்கங்கள்

- ✧ தமிழ்க்கற்பித்தலில் பல்வேறு திறன்களில் பயிற்சி பெறுதல்
- ✧ கேட்டுணர்தல் திறனையும், பொருளுணர்தல் திறனையும் வளர்த்தல்
- ✧ சிறந்த எழுத்தாற்றலைவளர்த்தல், பல்வேறுவகையானநடைவேறுபாடுகளை அறியச்செய்தல்
- ✧ பாடநூலின் பாண்புகளை அறிதல்
- ✧ மொழிக்கற்பித்தலின் நுட்பக்கூறுகளை அறிதல்

அலகு 1 – கேட்டல் திறன்

கேட்டல் வரையறை- கேட்டல், கேட்டல் திறனை வளர்த்தலுக்கான நோக்கங்கள்- வளர்ப்பதற்கான வழிமுறைகள்- வானொலிக் கேட்டல்- ஒலிப்பதிவுக் கேட்டல்- கதைக்கூறல்- விடுகதைகள்- புதிர்கள் கேட்டல்- சுருக்கியெழுதுதல்- பாடப்பகுதிகளைப் படித்து வினாக் கேட்டல்- கேட்டலின் வழிக் கற்றல்.

பேசுதல்- வரையறை, நோக்கங்கள்- பயன்கள்- திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள்- திருந்திய பேச்சினை வளர்க்க துணையாகும் இலக்கியங்கள்- நாடகங்கள்- சொற்போர்- கலந்துரையாடல்- வினாடி வினா- இலக்கிய மன்றங்களில் பேசுதல்-மனப்பாடம் செய்தல்- உச்சரிப்பில் ஏற்படும் சிக்கல்கள்- பயிற்சிகள்- நானெகிழ்ப் பயிற்சி- நாப்பிறழ்ப் பயிற்சி- மூச்சுப் பயிற்சி.

(Hours: 13)

அலகு 2 – பேசுதல் திறன்

படித்தல்- நோக்கங்கள்- தொடக்க வகுப்பில் படிக்கக் கற்பிக்கும் முறைகள்- எழுத்து முறை படிப்பு- சொல் முறை படிப்பு- சொற்றொடர் முறை படிப்பு- நிறை குறைகள்- சொற்களஞ்சியப் பெருக்கம்- வாய்க்குள் படித்தல்- வாய்விட்டுப் படித்தல்- அகன்ற படிப்பு- ஆழ்ந்த படிப்பு- நோக்கங்கள்- நிறை குறைகள்

எழுதுதல்- நல்ல கையெழுத்தின் நல்லியல்புகள்- தெளிவு- அளவு- அழகு- இடைவெளி- விரைவு- எழுத்துப் பயிற்சி முறைகள்- வரியொற்றி எழுதுதல்- பார்த்து எழுதுதல்- சொல்வதை எழுதுதல்- பிழையின்றி எழுதப் பயிற்சி அளித்தல்- பிழைகள் தோன்றக் காரணங்கள்- பிழைகளைக் களையும் முறைகள்- நிறுத்தற்குறிகளைப் பயன்படுத்துதல்- வலி மிகும் இடம்- மிகா இடம் அறிதல்

(Hours: 13)

அலகு 3 மொழியாசிரியரும் வாய்மொழிப் பயிற்சியும்

கல்வித்தகுதி- பயிற்சி- பண்புநலன்கள்- மொழிப்பற்று- இலக்கண இலக்கியப் புலமை- குரல் வளம்- ஏற்ற இறக்கத்துடன் பேசுதல்- உளநூல் வல்லுநர்- படைப்பாற்றல் திறன்- முன்மாதிரியாக விளங்குதல்- கடமை உணர்வுடன் செயல்படல்- சமூக உறவு கொளல்- பிற ஆசிரியருடன் பழகுதல்- பயிற்றலின் அடிப்படை விதிகளைக் கையாளல் வாய்மொழிப் பயிற்சி-வரையறை- இன்றியமையாமை-நோக்கங்கள்-பயன்கள்-உச்சரிப்பில்ஏற்படும் சிக்கல்கள்-மனப்பாடம் செய்தலின் முக்கியத்துவங்கள்-வாய்மொழிப் பயிற்சியினை பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள்- சிறுவர் பாடல்கள், கலந்துரையாடல், கதை சொல்லுதல், சொற்பொழிவுகள்.

(Hours: 13)

அலகு 4 பாடத்திட்டமும் பாடநூலும்

பாடத்திட்டம் வரையறை- தனிநபர் வேறுபாடு- மாறிவரும் சமுதாயம்- உயர்நிலைப் பள்ளி பாடத்திட்டமிடுதற்கான காரணிகள்- தமிழ்ப் பாடத்திட்டம்- பாடநூல்கள்- பாடநூல்களின் அடிப்படை- பாடநூலின் பண்புகள்- சிறந்தப் பாடநூல்களைத் தயாரிக்கும்பொழுது

மனதிற்கொள்ளத்தக்க செய்திகள்- தற்போதை நடைமுறையில் உள்ள பாடநூல் பற்றிய பார்வை- நூலகப்படிப்பு-வகுப்பு நூலகம்,கருவி நூலகம்.

(Hours: 13)

அலகு 5 மொழிக்கற்பித்தலின் நுட்பக்கூறுகள்

துணைக்கருவிகளைப் பயன்படுத்துதல்- வசிப்பு வேகத்தை அளவிடல்(டாசிஸ்டாஸ்கோப்)- வானொலி- ஒலிப்பதிவு நாடா- ஒளிப்பதிவு- தொலைக்காட்சி- மொழிப்பயிற்றாய்வுக்கூடம்- கணிப்பொறி- இணையதளம்- செயற்கைக்கோள்- பல்லுடகம்- விண்ணரங்கம்- காணொலி.

(Hours: 12)

பார்வை நூல்கள்

- ✧ சுப்புரெட்டியார்.ந., 1964, தமிழ்பயிற்றுமுறை, கழக வெளியீடு, திருநெல்வேலி.
- ✧ செந்தூர் பாண்டியன்., 1983, திட்டமிட்டதைக் கற்றல்- ஓர் அறிமுகம், மீனாட்சி பதிப்பகம், புதுக்கோட்டை.
- ✧ கோகிலா தங்கசாமி., 2000, குழந்தை மையக்கல்வியும் தமிழ்க் கற்பித்தலும், அனிச்சம் புருமஸ், காந்திகிராம்.
- ✧ பொன்னையன்.பா., 1992, தமிழ்ப்பாடம் சொல்லும் முறை, தமிழ்நாட்டு பாடநூற் கழகம், சென்னை.
- ✧ வேணுகோபால்இ.பாசாந்தகுமாரி(1991)பொதுத்தமிழ்கற்பித்தல்,சகுந்தலா வெளியீடு சென்னை.
- ✧ கணபதி.வி(1997)நற்றமிழ் கற்பிக்கும் முறைகள்,சாந்தா பப்ளிஷர்ஸ்,சென்னை.
- ✧ இரத்தின சபாபதி.பி (1997) செம்மொழிக் கல்வி, சாந்தா பப்ளி'ர்ஸ், சென்னை.
- ✧ கலைச்செல்வி.வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளி'ர்ஸ், ஈரோடு.
- ✧ முத்துச்சண்முகம் (1998) இக்கால மொழியியல்,கழக வெளியீடு.

15EDNU O303 PEDAGOGY OF LANGUAGE - HINDI II

Credit – 4
Hours- 64

Max. Marks: 100

Course objective

To make the students Understand the Pedagogy of Language Hindi

Specific Outcomes of Learning

The student will be able to

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

UNIT - I LISTENING COMPREHENSION AND SPEAKING SKILLS

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

(Hours: 13)

UNIT - II READING AND WRITING SKILLS

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

(Hours: 13)

UNIT - III LANGUAGE TEACHER'S COMPETENCIES AND RESOURCES

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

(Hours: 13)

UNIT - IV LESSON PLAN AND TEXT BOOK

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

(Hours: 12)

UNIT - V RECENT TRENDS OF LANGUAGE TEACHING

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

(Hours: 13)

REFERENCES

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

15EDNU O304 PEDAGOGY OF PHYSICAL SCIENCE - II

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students understand the Pedagogy of Physical Science

Specific Outcomes of Learning

The student will be able to

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

UNIT - I LEARNING RESOURCES IN PHYSICAL SCIENCE

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

(Hours: 13)

UNIT - II CURRICULUM CONSTRUCTION IN PHYSICAL SCIENCE

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

(Hours: 13)

UNIT - III SCIENCE TEXT BOOK

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

(Hours: 12)

UNIT - IV PHYSICAL SCIENCE LABORATORY

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

(Hours: 13)

UNIT V COMPETENCIES OF SCIENCE TEACHER

Science teacher: General and specific Qualities and Professional Competencies. Professional development programmes for science teacher.- Role of reflective practices in professional development Of science teachers.- *Teacher* Preparation: Pre service and In-service training of science teacher-types of in-service training.- Improvement of professional competencies of science teacher. Management of science class: Attention to individual differences - Giving importance to problems raised by students. - Teacher as a researcher.- Evaluation of science

teachers: meaning, need. - Modes and tools: Higher authorities, Peer, Self Evaluation, Evaluation by pupils, by informal talk and administering questionnaire - Maintenance of records.
(Hours: 13)

REFERENCES

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

15EDNU 0305 PEDAGOGY OF HOME SCIENCE – II

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students gain knowledge of Pedagogy of Home Science

Specific Outcomes of Learning

The student will be able to

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

UNIT – I ICT IN HOME SCIENCE TEACHING

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

(Hours: 13)

UNIT - II CURRICULUM CONSTRUCTION IN HOME SCIENCE

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

(Hours: 13)

UNIT - III SCIENCE TEXT BOOK

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

(Hours: 13)

UNIT - IV HOME SCIENCE LABORATORY

Home Science laboratory: need, importance, administration, features and structure. - Planning and organization of Home science laboratory-Storage of Equipments and Home Appliances-Records and Registers to be maintained - Rules, regulations and discipline in the laboratory - Accidents and first aid. Co-curricular Activities: Objectives, organization and activities of science clubs, science fairs and exhibitions; fieldtrips and excursions.

(Hours: 13)

UNIT – V COMPETENCIES OF SCIENCE TEACHER

Science teacher: General and specific Qualities and Professional Competencies. **Teacher Preparation:** Pre service and In-service training of science teacher – types of in-service training-Improvement of professional competencies of science teacher. Management of science class:

Attention to individual differences - Giving importance to problems raised by students. - Evaluation of Home science teachers: meaning, need. - Modes and tools: Higher authorities, Peer, Self Evaluation, Evaluation by pupils, by informal talk and administering questionnaire - Maintenance of records.

(Hours: 12)

REFERENCES

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

15EDNU O401 PEDAGOGY OF MATHEMATICS – II

Credit – 4
Hours- 64

Max. Marks: 100

Course objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ Know the importance of ICT in teaching and learning of mathematics.
- ✧ Understand the principles of curriculum construction with emphasis on content and organization
- ✧ Acquaint with the Instructional Resources for Teaching Mathematics.
- ✧ Gain the knowledge of good mathematics laboratory
- ✧ Acquaint the skills of a good mathematics teacher

UNIT I- ICT IN MATHEMATICS TEACHING

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

(Hours: 13)

UNIT II CURRICULUM CONSTRUCTION IN MATHEMATICS

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

(Hours: 12)

UNIT III MATHEMATICS TEXT BOOK

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

(Hours: 13)

UNIT IV MATHEMATICS LABORATORY

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

(Hours: 13)

UNIT V COMPETENCIES OF MATHEMATICS TEACHER

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

(Hours: 13)

PRACTICALS

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

REFERENCES

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

15EDNU 0402 PEDAGOGY OF COMPUTER SCIENCE – II

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students Understand the Pedagogy of Computer Science

Specific Outcomes of Learning

The student will be able to

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

UNIT – I ICT IN COMPUTER SCIENCE TEACHING

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

(Hours: 13)

UNIT - II CURRICULUM CONSTRUCTION IN COMPUTER SCIENCE

Computer science Curriculum: Definition, need, importance and types. Principles of Curriculum construction- Criteria for selection and Organization of content. - Critical evaluation of Tamil Nadu Secondary School Computer science curriculum and NCERT school curriculum. Curriculum improvement projects in India and Abroad: Indian Education Commission, New Policy on Education (NPE).

(Hours: 13)

UNIT - III COMPUTER SCIENCE TEXT BOOK

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

(Hours: 13)

UNIT - IV COMPUTER SCIENCE LABORATORY

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

(Hours: 12)

UNIT - V COMPETENCIES OF COMPUTER SCIENCE TEACHER

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

(Hours: 13)

REFERENCES

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

15EDNU 0403 PEDAGOGY OF BIOLOGICAL SCIENCE – II

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT – I ICT IN BIOLOGICAL SCIENCE TEACHING

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

(Hours: 13)

UNIT - II CURRICULUM CONSTRUCTION IN BIOLOGICAL SCIENCE

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

(Hours: 12)

UNIT - III SCIENCE TEXT BOOK

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

(Hours: 13)

UNIT - IV BIOLOGICAL SCIENCE LABORATORY

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

(Hours: 13)

UNIT - V COMPETENCIES OF SCIENCE TEACHER

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

(Hours: 13)

REFERENCES

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

15EDNU O404 PEDAGOGY OF ENGLISH EDUCATION – II

Credit 4
Hours: 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

- ✧ understand theories of English language acquisition
- ✧ familiarize with Reference and Study skills
- ✧ know the technological resources for ELT
- ✧ understand Language Learning Difficulties
- ✧ familiarize with Content Analysis Of Text Books

UNIT - I THEORIES OF ENGLISH LANGUAGE ACQUISITION

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

(Hours: 13)

UNIT - II REFERENCE AND STUDY SKILLS

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

(Hours: 13)

UNIT - III LANGUAGE LEARNING DIFFICULTIES

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

(Hours: 13)

UNIT - IV TECHNOLOGICAL RESOURCES FOR ELT

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

(Hours: 13)

UNIT - V CONTENT ANALYSIS OF TEXT BOOKS

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

(Hours: 12)

REFERENCE

- ✧ Satendra Kumar, (2013). The impact of ICT on ELT, Yking Books, Jaipur.
- ✧ Kamalesh Sadanand, (2010). Teaching Listening and Speaking, Orient Block, Hyderabad.
- ✧ Sonu Marwach, (2010). Basic communication skills, Anmol Publication, New Delhi.
- ✧ Shaikh Mowla, Prabharakar Rao, M, Sarojini. B (2012). Methods of teaching English, Neelkamal publications Pvt, Ltd, New Delhi.

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

15EDNU O405 PEDAGOGY OF TAMIL EDUCATION – II

Credit- 4
Hours-64

Max. Marks: 100

சிறப்புத் தமிழ்

நோக்கங்கள்

- ✧ மொழிக்கற்பித்தலில் வளங்களை அறியச்செய்தல்
- ✧ மொழிக்கற்றலிலுள்ள இடர்பாடுகள் பற்றி அறிதல்
- ✧ மொழிக்கற்பித்தலில் நவீன தொழில் நுட்பங்களை அறிதல்
- ✧ வகுப்பறைத் திறன்களை மேம்படுத்துதல்
- ✧ பாடப்பொருளின் தன்மைகளை அறிதல்

அலகு 1 மொழிக்கற்பித்தலில் வளங்கள்

மொழிக்கற்றல்: மொழிக்கல்வியின் இன்றியமையாமை, மொழியும் சமூகமும், மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு, மொழிகற்றலுக்கான உளவியல் கொள்கைகள். வளங்கள்: இலக்கணஇலக்கியங்கள், நிகண்டுகள், அகராதிகள், கலைக்களஞ்சியங்கள், உரைநூல்கள், தமிழ் சொற்களஞ்சியம், ஆய்வு கட்டுரைகள், ஆய்விதழ்கள்.

(Hours: 13)

அலகு 2.மொழிக்கற்றலில் ஏற்படும் இடர்பாடுகள்

இடர்பாடுகள்-விளக்கம், பிழைகள், வகைகள், பேச்சுப்பிழை: விளக்கம், தவறாகஒலித்தல், திருத்தமானசொல்அறியாமை, பொருள்வேறுபாடு அறியாமை, சந்திப்பிழை, மயங்கொலிப்பிழை. எழுத்துப்பிழை: விளக்கம், ஒருமை பன்மை மயக்கம், திணை,பால் முடிவுகளில் பிழை. வல்லினம் மிகுமிடம்-மிகா இடம்.நிறுத்தற்குறிகள்.

(Hours: 13)

அலகு 3. பிற துறைகளில் தமிழ்மொழியின் வளர்ச்சி நிலைகள்

கணிப்பொறியும்-தமிழும், அறிவியல் தமிழ்:விளக்கம், தமிழ் அறிவியல் மற்றும் தொழில் நுட்பங்கள், கலைச்சொற்கள்: கலைச்சொற்களை உருவாக்கும் வழிமுறைகள், தமிழிலுள்ள பிறமொழிச் சொற்கள், பல்லாடகம் மூலம் தமிழ் கற்பித்தல்- தமிழ் இணையம்-தமிழ் ஆட்சி மொழியாவதில் ஏற்படும் சிக்கல்கள்- நீக்கும் வழிமுறைகள்.

(Hours: 13)

அலகு 4. வகுப்பறையில் மொழியாற்றலை வளர்த்தல்

படைப்பாற்றல்: தகவல்களை திரட்டல், படைப்பாற்றல் தன்மைகளை மேம்படுத்துதல், தழுவல், ஈடுகட்டுதல், மிகுத்துக் காணல், குறைத்துக் காணல், படைப்பாற்றல் வடிவங்கள்: தலைப்பு தருதல், குறிப்புகள் தருதல், முடிவை மாற்றி தருதல், ஈற்றடி தருதல், கதை, கவிதை. கவிதையைக் காட்சிப் படுத்துதல்.

(Hours: 13)

அலகு 5.பாடப்பொருள் ஆய்வு

மேல்நிலை வகுப்பு மொழிப் பாடநூல்களை பகுப்பாய்வு செய்தல்.

(Hours: 12)

செய்முறை:

- பல்லாடகம் வழி பாடம் தயாரித்தல்
- இலக்கிய நயம் பாராட்டல்
- செய்யுளைக் காட்சி பாடுத்துதல்
- சிறுகதை எழுதுதல்
- வானொலி உரைச்சித்திரம் தயாரித்தல்

பார்வை நூல்கள்

- ✧ பரந்தாமனார் அ.கி. (2010), நல்ல தமிழ் எழுத வேண்டுமா? பாரி நிலையம் 184.பிரகாசம் சாலை சென்னை.
- ✧ கலைச்செல்வி.வெ (2009), தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிர்ஸ் , ஈரோடு.
- ✧ கணபதி வி. (2004), தமிழ் இலக்கண இலக்கிய அறிமுகம். சென்னை, சாந்தா ப்ளிர்ஸ்.
- ✧ .ஞானமூர்த்தி தா,ஏ, (2002) இலக்கியத் திறனாய்வியல்,யாழ் வெளியீடு.
- ✧ பாலச்சந்திரன் சு. (2004), இலக்கியத் திறனாய்வு,நியூ செஞ்சுரி புக் கவுஸ்,சென்னை.
- ✧ கணேசன் து. (1981), குழந்தை இலக்கியத்தில் வள்ளியப்பா ஒரு வழிகாட்டி, வானதி பதிப்பகம்.
- ✧ சக்திவேல்,சு.(1964) தமிழ் மொழி வரலாறு, சென்னை-மீனாட்சி புத்தக சாலை.
- ✧ அழகப்பன்.அரு. (1987) நாடகத்தின் தோற்றமும் வளர்ச்சியும், சிதம்பரம் அண்ணாமலை பல்கலைக்கழகம்.
- ✧ முத்துச்சண்முகம் (1998) இக்கால மொழியியல்,கழக வெளியீடு.
- ✧ www.tamilvu.org.

15EDNU 0406 PEDAGOGY OF HINDI EDUCATION – II

Credit 4
Hours: 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT - I THEORIES OF HINDI LANGUAGE ACQUISITION

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

(Hours: 13)

UNIT - II REFERENCE AND STUDY SKILLS

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

(Hours: 13)

UNIT - III LANGUAGE LEARNING DIFFICULTIES

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

(Hours: 12)

UNIT - IV TECHNOLOGICAL RESOURCES FOR TEACHING HINDI

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

(Hours: 13)

UNIT - V CONTENT ANALYSIS OF TEXT BOOK HINDI

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

(Hours: 13)

REFERENCES

- ✧ Mamtha Gupta (2012), Hindi Basha Sikshan, Rakhi Prakashan, Agra.
- ✧ Ganga Ram Sharma & Sudheer Kumar Bharadwaj (2014), Bharger Book House, Agra.
- ✧ Hema Upreethi (2006), Basha Filshan, Anuvad, Anusanchar Bhargava.
- ✧ Reena Battacharya (2007), Hindi Viyakaran.

- ✧ Singh Thiagi & Bijendra Singh (2014), Shikshan Thakaneethi.
- ✧ Aggrawal. J.C. (2008). Principles, methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
- ✧ Siddiqui, M.H. (2009). Techniques of Classroom. APH Publishing Corporation, New Delhi.
- ✧ Sharma, R. A. (2008). Technological foundation of education. R.Lall Books Deport, Meerut.
- ✧ Chauhan, S.S. (2008). Innovations in Teaching Learning Process, Vikas Publishing House Pvt Lt, U.P.

**15CSKU0201: SOFT SKILLS (FOR SCIENCES)
15CSKU0301: SOFT SKILLS (FOR SOCIAL SCIENCES)**

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

OBJECTIVES

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

OBJECTIVES OF LEARNING

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

UNIT I PERSONALITY TRAITS

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

UNIT 2 GENERAL AND INDIVIDUAL TRAITS

- ✧ Honesty
- ✧ Reliability

UNIT 3 GENERAL AND INDIVIDUAL TRAITS

- ✧ Good attitude
- ✧ Common Sense

UNIT 4 GROWTH TRAITS

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

UNIT 5 GROWTH TRAITS

- ✧ Critical thinking skills
- ✧ Commitment to continuous training and learning

Textbook:

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

III SEMESTER

CORE PAPERS

15EDNU 0301 CURRICULUM AND SCHOOL

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students understand the concepts of Curriculum and School

Specific Outcomes of Learning

The student will be able to

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

UNIT - I INTRODUCTION TO CURRICULUM DEVELOPMENT

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

(Hours: 13)

UNIT - II FOUNDATION OF CURRICULUM DEVELOPMENT

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

(Hours: 12)

UNIT - III CURRICULUM DESIGNS

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

(Hours: 13)

UNIT - IV INNOVATIONS IN CURRICULUM

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

(Hours: 13)

UNIT - V GLOBAL AND NATION WIDE CURRICULUM CONCERNS

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

(Hours: 13)

REFERENCES

- ✧ Allen C, Ornsteing and Franchie P, Hunkins, (2014), Curriculum Foundation, Principles and lessons, London: Prentice Hall International (U.K) limited.
- ✧ Burz , (2010), Performance based Curriculum for science, Sage Publication, New Delhi.
- ✧ Dankin, M. (1987), The international Encyclopedia of Teaching and Teacher Education, Oxford: Pergman.
- ✧ Erickson, H, (1998), Concept-based curriculum and Instruction, Sage publication, New Delhi.
- ✧ Pilliai, G.S, (1981), Readings in Education Technology, Nirmal& Co, Madurai.
- ✧ Reddy MallaMamidi and S.Ravishankar, (1984), Curriculum Development and Educational Technology, Sterling Publishers, New Delhi.
- ✧ UNESCO, (1996), Learning the Treasure, UNESCO Publications, UNESCO.
- ✧ Vaidya, N. R.C., Science Teaching for 21st Century, Deep and Deep Publication, New Delhi.
- ✧ Bobbitt, Franklin, (2008), The Curriculum, Genesis Publication, New Delhi.

15EDNU 0302 INTRODUCTION TO INCLUSIVE EDUCATION

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students familiarize with basic aspects of Inclusive Education

Specific Outcomes of Learning

The student will be able to

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

UNIT - I CONCEPT OF SPECIAL EDUCATION

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

(Hours: 13)

UNIT – II VISUAL IMPAIRMENT

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

(Hours: 13)

UNIT - III SPEECH & HEARING IMPAIRMENT

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

(Hours: 12)

UNIT – IV MENTAL RETARDATION AND EMOTIONAL & BEHAVIOR DISORDERS

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

(Hours: 13)

UNIT – V LEARNING DISABILITIES AND GIFTEDNESS

Learning Disabilities Concept, Meaning and Definition - Causes, Characteristics and Identification of Learning Disabilities in Children -Teaching Learning Disabled children in regular classroom. Giftedness: Concept, Meaning and Definition- Characteristics, Identification and Education for Gifted Children.

(Hours: 13)

REFERENCES

- ✧ Agarwal,R& Rao, BVLN. (2010). Learning disabilities teaching learning Strategies. Shipra Publications, New Delhi.
- ✧ ChintamaniKar (2003): Exceptional Children. Their Psychology and Education Sterling Publishers.
- ✧ Deshprabhu, S. (2013) Early Childhood Special Education. Kanishka Publishers, Distributors, New Delhi.
- ✧ Dhawan.M.L. (2005).Learners with Special Needs. Mehta offset press, New Delhi.
- ✧ Handbook on Inclusive Education (for Elementary School Teachers) 2006. Distance Education Programme Sarva Shiksha Abhiyan (DEP-SSA), An IGNOU-MHRD, Govt. of India Project, March, 2006.
- ✧ Narayan.J., (2003). Educating children with learning problems in regular schools. Secundrabad: NIMH.
- ✧ Petersun, M.J. &Hitfie.M.M. (2003). Inclusive Teaching: Creating Effective School for all Learners Allyn &Becon.
- ✧ Dr.Manju Gupta, (2007), "Special Education", KSK Publishers and Distributors, New Delhi.
- ✧ Parijit Kotwal, (2008), "Special Education", Authors press, New Delhi.
- ✧ Krishna Maitra & Vandana Saxena, (2008), "Inclusion Issues and Perspectives", Kanishka Publishers, New Delhi.
- ✧ Manorma Sharma, (2007), "Special Education Music Therapy", S.B.Nangia for APH Publishing Corporation, New Delhi.

MODULAR COURSE

15EDNU 03M1 TEACHING LEARNING MATERIALS (TLM) PREPARATION

Credit – 2

Max. Marks: 50

1. CHARTS PREPARATION WORK

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

2. MODELS

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

3. SCROLL CARD

- ✧ Round
- ✧ Rectangle
- ✧ Hexagonal

4. ALBUMS

- ✧ Optional - I Optional – II Optional – III Optional – IV
- ✧ Physical Education

5. REAL OBJECTS

6. BOOKLETS

7. VISUALS

8. INNOVATIVE TLM

9. SELF LEARNING MATERIALS

10. LOW COST AND NO COST TLM

11. TRANSPARENCIES

12. CDs AND ICT ORIENTED TLM

IV – SEMESTER

CORE PAPERS

15EDNU 0401 GENDER ISSUES IN EDUCATION

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

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

Specific Outcomes of Learning

The student will be able to

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

UNIT - I INTRODUCTION TO GENDER ISSUES

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

(Hours: 13)

UNIT - II GENDER STUDIES - PARADIGM SHIFTS

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

(Hours: 12)

UNIT - III GENDER, POWER AND EDUCATION

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

(Hours: 13)

UNIT - IV GENDER ISSUES IN CURRICULUM

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

(Hours: 13)

UNIT - V GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

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

(Hours: 13)

PRACTICAL:

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

REFERENCE

- ✧ Ram Shankar Singh, (2009), Encyclopedia on women and children Trafficking –Volume 1 to 3- Anmol Publications.
- ✧ Veena Gandotra and Sarjoo Patel, (2009). Women Working Condition and Efficiency –New Century Publication.
- ✧ Abishek, (2008). Destiny of Women – Rummy Nandlal –Chandigarh.
- ✧ Nalini Mishra, (2008), Woman Laws against Violence and abuse- Pearl Books –New Delhi.
- ✧ Manju Gupta, (2006), Handbook of Women Health - Khel Sahitya Kendra – New Delhi.
- ✧ P. Sarojini Reddy (2002), Justice for Women – Sai Sreenivasa printers.
- ✧ D.Janaki –Women’s Issues- Dhan Publications 924, 17th main road Anna Nagar Chennai-40.
- ✧ Nirmala Jayaraj, (2001), Women and Society – Lady Doak College Madurai 625002.
- ✧ Gokilvani, (1997), Reaching the unreachable – Srilakshmi printers karaikudi-2.
- ✧ Raj Kumari Chandrasekar – Women’s resource and National Development a perspective- Sterling publishers private limited New Delhi -110016 -1992.
- ✧ Kamla Singh, (1992), Women Entrepreneurs- Ashish publishing house.
- ✧ Indira Kulishreshtha ‘Noopur’ (1989), Women’s Studies in School Education- Sterling Publishers private limited.
- ✧ Maithreyi Krishna Raj- Women and –Shubhada saraswati- development prakasham, PUNE, 411 005-1988.

Panel of External Experts for Pre-B.Ed, B.Ed, M.Ed Programmes

Sl.No	Name and Address of the Experts	Sl.No	Name and Address of the Experts
1.	Dr.K.Anandan, Director Professor & Head, Centre for Distance Education, Bharathidasan University, Khajamalai Campus, Trichy-620023. M.No. 9444287014.	2.	Dr. A.Muthumanickam, Professor & Head, Department of Education, M.K.University, Palkalai Nagar Madurai-625021.
3.	Dr.V.Rajeshwari, Professor & Dean Department of Education Mother Teresa Women's University, Kodaikanal-624101	4.	Dr.S.Mohan, Director, Centre for Educational Research Thavathiru Kundrakudi Adigalar College of Education, Kundrakudi, Sivagangai-Dist
5.	Dr.G.Ramakrishan, Associate Professor, Dept. of Education, Madurai Kamarajar University, Madurai-625 021.	6.	Dr.M.S.Talawar Professor, Department of Education, Bangalore University, Bangalore.
7.	Dr.K.P.Suresh, Professor, Dept.of Education, Mahathma Gandhi University, Kottayam-686560, Kerala.	8.	Dr.Umarani, Associate Professor, Govt. College of Education, Pudukkottai. Mb.No:9443533810.
9.	Dr.S.Dhanasekaran, Principal, Thiyagarajar College of Preceptors, Theppakulam, Madurai-9. Mb.No:9244150324	10.	Dr.Bharathi Mahadevan Assistant Professor, Sri Sathguru Sageetha Vidhyaliyam, Lakshmi Sundaram Hall, Tallakulam, Madurai-2
11.	Dr.E.Ramaganesh, Registrar i/c & Professor, Dept.of Educational Technology, Bharathidasan University, Trichy. Mb.No:09443085415	12.	Dr.G.Singaravelu, Associate Professor, Department of Eduational Technology, Bharathiar University, Coimbatore. Mb.No: 9486410175
13	Dr.K.Chellamani, Associate Professor, School of Education, Pondicherry University, R.V.Nagar, Kalapet, Pondicherry. Mb.No: 9444131680.	14.	Dr. Mohanasundaram, Principal Govt. College of Education, Orathanadu, Thanjavur-Dt. Mb.No: 9443617730
15.	Dr.R.Uma, Associate Professor, Lakshmi College of Education, Gandhigram-624302. Mb.No: 9443804716	16.	Dr.L.Subramaniyan, Associate Professor, Sri Ramakrishna Mission College of Education, P.N.Palayam Coimbatore. M.No. 9894743939

17.	Dr.Srinivasan, Professor, Department of Education, Tamil University, Thanjavur.	18.	Dr. Murugaiyah, Associate Professor, Thiyagarajar College of Preceptors, Madurai. Ph.No: 0452-2311682.
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