

THE GANDHIGRAM RURAL INSTITUTE

(Deemed to be University)

Ministry of Human Resource Development, Govt. of India

B.Ed SYLLABUS

(2018-2019 Onwards)

TWO YEAR - FOUR SEMESTER PROGRAMME



DEPARTMENT OF EDUCATION

SCHOOL OF SOCIAL SCIENCES

GANDHIGRAM, DINDIGUL – 624 302.

TAMILNADU, INDIA.

DEPARTMENT OF EDUCATION, GRI-DU
Two Year B.Ed PROGRAMME-Syllabus (2018-2019)

I - SEMESTER								
S. No.	Category	Course Code	Title of the Course	No.of Credits	Hours	CFA	ESE	Total
1.	Core Papers	18EDNU 0101	Education in Contemporary India	4	4	40	60	100
		18EDNU 0102	Childhood and Growing Up	4	4	40	60	100
		18EDNU 0103	Basics of Teaching and Learning	4	4	40	60	100
2.	Elective Papers (Any One)	18EDNU 01E1	Assessment and Evaluation	4	4	40	60	100
		18EDNU 01E2	Guidance and Counselling					
		18EDNU 01E3	Health and Yoga Education					
3.	Optional Major Subject (Any Two)	18EDNU 0101	Pedagogy of Language English - I	4+4	4+4	40+40	60+60	100+100
		18EDNU 0102	Pedagogy of Language Tamil - I					
		18EDNU 0103	Pedagogy of English Education - I					
		18EDNU 0104	Pedagogy of Tamil Education - I					
		18EDNU 0105	Pedagogy of Mathematics - I					
		18EDNU 0106	Pedagogy of Physical Science - I					
		18EDNU 0107	Pedagogy of Biological Science - I					
5.	Compulsory Non-Credit Course	18EDNU 01F1	Remedial Teaching in Rural Schools	-	-	50	-	50
II - SEMESTER								
6.	Core Papers	18EDNU 0204	Learner And Learning	4	4	40	60	100
		18EDNU 0205	Techno Pedagogy	4	4	40	60	100
		18EDNU 0206	Psycho –Social and Philosophical bases of Education	4	4	40	60	100
7.	Elective Papers (Any One)	18EDNU 02E1	Cognitive Science	4	4	40	60	100
		18EDNU 02E2	Aesthetic and Creative Education					
		18EDNU 02E3	Vocational Education and Training					
		18EDNU02E4	Gender Issues in Education					
8.	Optional Major Subject (Any Two)	18EDNU 0201	Pedagogy of Language English - II	4+4	4+4	40+40	60+60	100+100
		18EDNU 0202	Pedagogy of Language Tamil - II					
		18EDNU 0203	Pedagogy of English Education - II					
		18EDNU 0204	Pedagogy of Tamil Education - II					
		18EDNU 0205	Pedagogy of Mathematics - II					
		18EDNU 0206	Pedagogy of Physical Science-II					
		18EDNU 0207	Pedagogy of Biological Science - II					
10.	Practicals	18CSKU 0202	Soft Skills			50	--	50
11.	Compulsory Non-Credit Course	18EDNU 0203	Field Visit in Rural Schools	-	-	50	-	50
III - SEMESTER								
12.	Core Papers	18EDNU 0308	Curriculum and School	4	4	40	60	100
		18EDNU 0309	Elements of Inclusive Education	4	4	40	60	100
		18EDNU 0310	School Management, Leadership and Action Research	4	4	40	60	100
13.	Practicals	18EDNU 0303	School Internship (I-Phase)	10	-	100	100	200
14.	Modular Course	18EDNU 03M1	Teaching Learning Materials(TLM) Preparation	2	2	50	-	50
		18EDNU 03M2	Environmental Education					
15.	Compulsory Non-Credit Course	18EXNU 03F3	Extension Work in Villages	-	-	50	-	50
16.	VPP	18VPPU 0301	Village Placement Programme	2	-	100	-	100
IV - SEMESTER								
17.	Practicals	18EDNU 0402	School Internship (II-Phase)	4	4	40	60	100
18.	Practicals	18EDNU 0403	Evaluation of Teaching Competence	6	-	75	75	150
19.	Project	18EDNU 0404	Project Report	4	4	40	40+20	100
TOTAL CREDITS				90	-	1205	1195	2400

B.Ed SYLLABUS
SEMESTER-I

18EDNU0101: EDUCATION IN CONTEMPORARY INDIA

Credit: 4

Max. Mark: 100

Hours: 64

Course Objective

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

Special outcomes of Learning

The students will be able to

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

UNIT - I: OUR EDUCATIONAL HERITAGE

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

UNIT – II: EDUCATIONAL THOUGHTS AND CONTRIBUTION

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

UNIT - III: EDUCATION AND GENDER ISSUES

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

UNIT - IV: QUALITY CONCERNS IN EDUCATION

Pre-primary in Education-Infrastructure, Enrolment and quality. Primary Education-Problems and solutions. Secondary and Higher secondary Education- various streams of Education: state board, Matriculation,, CBSE, ICSE, and NCERT. Quality concerns in

Education-Employability-distance education and open learning systems. Emerging trends in Education: ABL, ALM, SALM and CCE. **(Hours: 13)**

UNIT - V: EMERGING GLOBAL CONCERNS IN EDUCATION

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

(Hours: 13)

REFERENCES

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

18EDNU0102: CHILDHOOD AND GROWING UP

Credit-4

Max.Marks:100

Hours-64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT - I: EDUCATIONAL PSYCHOLOGY AND CHILDHOOD

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

UNIT - II: GROWTH AND DEVELOPMENT

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

UNIT - III: MOTIVATION

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

UNIT - IV: INTELLIGENCE AND CREATIVITY

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

UNIT - V: PERSONALITY AND MENTAL HEALTH

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

REFERENCES

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

18EDNU0103: BASICS OF TEACHING AND LEARNING

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Specific Outcomes of Learning

Special outcomes of Learning

The student will be able to

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

UNIT – I: TEACHING

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

(Hours: 13)

UNIT – II: LEARNING

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

(Hours: 13)

UNIT – III: TEACHING PROFESSION

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

(Hours: 13)

UNIT - IV TEACHING METHODS

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

(Hours: 12)

UNIT - V EVALUATION OF TEACHING AND LEARNING

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

(Hours: 13)

REFERENCES

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

18EDNU01E1: ASSESSMENT AND EVALUATION

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Specific Outcomes of Learning

Special outcomes of Learning

The student will be able to

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

UNIT – I: MEASUREMENT AND EVALUATION IN EDUCATION

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

UNIT- II: INTRODUCTION TO EDUCATIONAL ASSESSMENT

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

UNIT – III: TEST CONSTRUCTION

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

UNIT – IV: STANDARDISATION OF TESTS

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

UNIT – V: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

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

REFERENCES

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

18EDNU01E2: GUIDANCE AND COUNSELLING

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: INTRODUCTION TO GUIDANCE

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

(Hours: 13)

UNIT - II: PRINCIPLES AND PRACTICE OF COUNSELLING

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

(Hours: 12)

UNIT - III: TECHNIQUES OF COLLECTING INFORMATION FOR GUIDANCE

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

(Hours: 13)

UNIT - IV: GUIDANCE SERVICES

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

(Hours: 13)

UNIT - V: GUIDANCE FOR SPECIAL GROUPS

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

(Hours: 13)

REFERENCES

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

18EDNU 01E3: HEALTH AND YOGA EDUCATION

Credit-4

Max.Marks:100

Hours-64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT - I: INTRODUCTION TO HEALTH AND PHYSICAL EDUCATION

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

UNIT – II: PHYSICAL EDUCATION PROGRAMMES IN SCHOOLS

Organization of Physical Education programmes in secondary schools - Methods of teaching physical activities - Competitions – their role, values and limitations - Team and House System - Preparation of Fixtures - Organization of Annual sports Meet - Organisation of Intramural and Extramural Competitions - Basic Games Rules and Measurements: Kabaddi, Kho-Kho, Volley Ball – Badminton - Minor games - Evaluation of physical education programmes. **(Hours: 13)**

UNIT – III: PRINCIPLES OF HEALTH AND HEALTH EDUCATION

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

UNIT - IV: PLANNING AND PRACTICE OF HEALTH EDUCATION

Health Instruction, Health Services, Importance with reference to rural Schools, School Health Education: Curriculum Planning, Need and Importance, Principles, Planning, Implementation of School Health Education Programme - Health Instruction, Health Appraisal, Health Service and Health Counseling - Teacher's role and responsibilities. **(Hours: 13)**

UNIT – V: YOGA AND MEDITATION

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

PRACTICALS

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

REFERENCES

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

18EDNU 0101: PEDAGOGY OF LANGUAGE ENGLISH – I

Credit - 4
Hours - 64

Max. Marks: 100

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: LANGUAGE

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

UNIT – II: APPROACHES AND METHODS OF SECOND LANGUAGE TEACHING

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

UNIT – III: TEACHING OF PROSE AND POEM

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

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

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

UNIT – V: EVALUATION OF LANGUAGE LEARNING

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

REFERENCES:

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

18EDNU 01O2: PEDAGOGY OF LANGUAGE TAMIL – I

Credit-4

Max. Marks: 100

Hours-64

நோக்கம்

மாணவர்கள் தமிழ் மொழி கற்பித்தலின் அடிப்படை கருத்துகளை அறிய செய்தல்
சிறப்பு கற்றல் அடைவுகள்

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

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.

(நேரம்: 13)

அலகு 2. தாய்மொழி பயிற்று முறை

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

(நேரம்: 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 வேறுபாடுகள். இலக்கணம்: விளக்கம், வரையறை, கற்பித்தல் நோக்கங்கள், பயிற்று முறை: விதிவருமுறை, விதி விளக்க முறை, விளையாட்டு முறையில் இலக்கணம் கற்பித்தல்.

(நேரம்: 13)

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, வகுப்புகளுக்கிரியன). மொழிபெயர்ப்பு: விளக்கம், வரையறை, நோக்கங்கள், பயன்கள், பிற மொழிகளிலிருந்து தாய்மொழியில் மொழிபெயர்ப்பு, தாய்மொழியிலிருந்து பிற மொழிகளில் மொழிபெயர்ப்பு, மொழிபெயர்ப்பால் எழும் சிக்கல்கள், மொழிபெயர்ப்பு வகைகள்.

(நேரம்: 13)

அலகு 5. மதிப்பீடு

மதிப்பீடுதல்: விளக்கம், வரையறை, பயன்கள், முறைகள்: உற்றுநோக்கல்முறை, வாழ்க்கை துணுக்குப்பதிவேடு, யார்எனஊகித்தல்முறை, 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.

(நேரம்: 13)

பார்வை நூல்கள்:

1. கலைச்செல்வி. வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிசர்ஸ் , ஈரோடு.
2. வேணுகோபால் இ. பா. (1991) பைந்தமிழ் கற்பிக்கும் முறைகள் , சகுந்தலா வெளியீடு, வேலூர்.
3. கணபதி. வி. (1997) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிசர்ஸ், சென்னை.
4. செந்தூர் பாண்டியன் (1979) நுண்ணிலைப் பயிற்சி மீனாட்சி பதிப்பகம், புதுக்கோட்டை.
5. வேணுகோபால் இ. பா சாந்தகுமாரி (1991) பொதுத்தமிழ் கற்பித்தல் , சகுந்தலா வெளியீடு, வேலூர். மீனாட்சி சுந்தரம் (2013) பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல் (பொதுத் தமிழ்), காவ்யமாலா பப்ளிசர்ஸ், திண்டுக்கல்.

18EDNU 0103: PEDAGOGY OF ENGLISH EDUCATION – I

Credit 4

Max. Marks: 100

Hours: 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: INTRODUCTION TO ENGLISH LANGUAGE

The status of English in India - Aims of teaching English at Elementary, Secondary and Higher Secondary level - Objectives of teaching English as a second language - Teaching English as skill subject, Learning mother tongue vs second language learning – Interference of mother tongue - Contribution of linguistics and psychology to teaching of English - The Scope of B.Ed. English Course.

(Hours: 13)

UNIT – II: PHONETICS AND FLUENCY IN ENGLISH LANGUAGE

Element of English Language: Phonology, Morphology, Grammar - Phonetics: Meaning, Phoneme – Vowels - Consonants – Diphthongs - Speech organs and their Roles - Phonetic transcription – Syllabification – Stress – Intonation – Rhythm. Use of convention formulae: Greeting-Apology, Invitation, Refusal, Accepting, Thanking.

(Hours: 12)

UNIT – III: ENGLISH LANGUAGE CURRICULUM

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

(Hours: 13)

UNIT – IV: COMMUNICATIVE LANGUAGE TEACHING

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

(Hours: 13)

UNIT – V: ENGLISH TEXT BOOK ANALYSIS

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

(Hours: 13)

REFERENCE

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

18EDNU 01O4: PEDAGOGY OF TAMIL EDUCATION – I

Credit- 4

Max.Marks: 100

Hours-64

நோக்கம்

மாணவர்களுக்கு தமிழ்கல்வியியலின் கற்பித்தல் நுட்பங்களை அறிய செய்தல்
சிறப்பு கற்றல் அடைவுகள்

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

அலகு- 1 தமிழ்மொழி தோற்றம், வளர்ச்சி மற்றும் தனித்தன்மைகள்

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

(நேரம்: 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.

(நேரம்: 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 கலைக்கல்வி.

(நேரம்: 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.

(நேரம்: 13)

அலகு 5.பாடப்பொருள் ஆய்வு

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

(நேரம்: 13)

செயல்முறை பயிற்சி

- ❖ தமிழ் கற்பித்தலுக்கான கற்றல் பொருள் தயாரித்தல்
- ❖ கருத்தரங்கம் நடத்துதல்
- ❖ நாடகங்கள் எழுதுதல் - நடித்தல்
- ❖ மலர் தயாரித்தல்
- ❖ கலந்துரையாடல் நடத்துதல்.
- ❖ வினா வங்கி தயாரித்தல்

பார்வை நூல்கள்

1. கலைச்செல்வி. வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிஷர்ஸ், ஈரோடு.
2. கணபதி வி. (2004), தமிழ் இலக்கண இலக்கிய அறிமுகம். சாந்தா பப்ளிஷர்ஸ் சென்னை.
3. தண்டபாணி. ச (2013) தமிழ் கற்பித்தல், மீனா பதிப்பகம், மதுரை.
4. பரமசிவம் சொ. (2008) நற்றமிழ் இலக்கணம், பட்டுப்பதிப்பகம், சென்னை
5. வீர்ப்பன் பா. (2004) உயர்நிலை தமிழ் கற்பித்தலில் புதிய அணுகுமுறைகள், சென்னை.

18EDNU0105: PEDAGOGY OF MATHEMATICS – I

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: NATURE AND SCOPE OF MATHEMATICS

Mathematics: Meaning, definitions, and nature. Characteristics of mathematics: Logical sequence, structure, precision, abstractness, symbolism - Mathematics and its relationship with other disciplines – Contribution of eminent mathematicians: Ramanujam, Aryabhata, Euler, Gauss. **(Hours: 13)**

UNIT – II: OBJECTIVES OF TEACHING MATHEMATICS

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

UNIT – III: LESSON PLANNING

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

UNIT - IV: METHODS OF TEACHING MATHEMATICS

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

UNIT – V: EVALUATION IN MATHEMATICS TEACHING

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

PRACTICALS

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

REFERENCES

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

18EDNU01O6: PEDAGOGY OF PHYSICAL SCIENCE – I

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

To Make the Students gain knowledge of Pedagogy of Physical Science

Special outcomes of Learning

The student will be able to

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

UNIT – I: NATURE PHYSICAL SCIENCE

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

(Hours: 13)

UNIT – II: OBJECTIVES OF TEACHING PHYSICAL SCIENCE

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

(Hours: 12)

UNIT - III: LESSON PLANNING

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

(Hours: 13)

UNIT – IV: METHODS OF TEACHING PHYSICAL SCIENCE

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

(Hours: 13)

UNIT – V: EVALUATION IN PHYSICAL SCIENCE TEACHING

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

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

REFERENCES

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

18EDNU0107: PEDAGOGY OF BIOLOGICAL SCIENCE – I

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE

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

UNIT – II: OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

Objectives of teaching Biological Science: Bloom's Taxonomy. - Objectives and values of Teaching Biological Science at Primary, Secondary and Higher Secondary levels. Objectives of teaching Biological science. Instructional Vs Behavioural objectives of teaching Biological Science. **(Hours: 12)**

UNIT – III: LESSON PLANNING

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

UNIT – IV: METHODS OF TEACHING BIOLOGICAL SCIENCE

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

UNIT – V: EVALUATION IN BIOLOGICAL SCIENCE TEACHING

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

REFERENCES

1. Gupta S.K. (2012.), *Teaching of Biological Science in Secondary Schools*, sterling Publications.
2. Nair, C.P.S, (2010), *Teaching of Science in our Schools*, Sulthan Chand & Co Ltd.
3. Panner Selvam, A, (2013), Rajendran.k *Teaching of Physical Science*, *Shantha Publishers*. Chennai.
4. Sharma, R.C, (2008), *Modern Science Teaching*, Chanpat Rai and Sons
5. Sivarajan K. Faziluddin. A, (2008), *Science Education, Methodology of Teaching and Pedegogic Analysis*. Calicut University.

COMPULSORY NON CREDIT COURSE

18EDNU01F1: REMEDIAL TEACHING IN RURAL SCHOOLS

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

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

II – SEMESTER CORE PAPERS

18EDNU 0204: LEARNER AND LEARNING

Credit - 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT - I :LEARNING AND KNOWLEDGE

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

(Hours: 13)

UNIT - II: TYPES, LEVELS AND APPROACHES TO LEARNING

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

UNIT - III: CONCEPTS AND CONSTRUCTS

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

(Hours: 12)

UNIT - IV: FACTORS CONTRIBUTING TO LEARNING

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

(Hours: 13)

UNIT - V CONSTRUCTIVIST APPROACH TO LEARNING

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

(Hours: 13)

REFERENCES

1. Aggarwal J. C. (1996), Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd, New Delhi
2. Mathur S. S. (2001), Educational Psychology, Vinod Pustar Mandir, Agra.
3. Sprinthall, C., Richard and Sprinthall A. Norman (1990), Educational Psychology, A Developmental Approach. McGraw Hill Publishing Company, New York.
4. Mangal S. K. (2000), An Introduction to Psychology. Prakash Brothers, Ludhiana.
5. Onyehalu, A.S (1988). Psychological Foundations of Education. Meks-Unique (Nig.) Publishers, Awka.

18EDNU0205: TECHNO-PEDAGOGY

Credit: 4

Max. Marks: 100

Hours-64

Course Objective

To make the students know the objectives of Techno-Pedagogy

Special outcomes of Learning

The student will be able to

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

UNIT – I: EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION

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

UNIT – II: CLASSROOM INTERACTION AND SELF INSTRUCTIONAL METHODS

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

(Hours: 13)

UNIT – III: SYSTEM APPROACH AND COMMUNICATION

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

UNIT – IV: MEDIA AND METHODS

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

UNIT V ELECTRONIC AND ONLINE LEARNING

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

REFERENCES

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

18EDNU0206:

PSYCHO SOCIAL AND PHILOSOPHICAL BASES OF EDUCATION

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: BASICS OF EDUCATION

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

UNIT – II: PHILOSOPHICAL BASES

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

UNIT – III: PSYCHOLOGICAL BASES

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

UNIT – IV: SOCIOLOGICAL BASES

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

UNIT – V: PEDAGOGICAL BASIS

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

REFERENCES

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

18EDNU02E1: COGNITIVE SCIENCE

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

To Make the Students understand the basic concepts of cognitive science

Special outcomes of Learning

The students will be able to

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

UNIT – I: BASICS OF COGNITIVE SCIENCE

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

UNIT – II: BRAIN AND LEARNING

Nervous system: Central Nervous system, Autonomous 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, Hemispherity and learning. **(Hours: 13)**

UNIT – III: EMOTIONS AND LEARNING

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

UNIT – IV: COGNITIVE PROCESSES AND COMPUTATIONAL MODEL

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

UNIT – V: CHALLENGES IN COGNITIVE SCIENCE

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

REFERENCES

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

18EDNU02E2: AESTHETIC AND CREATIVE EDUCATION

Credit – 4

Max. Marks: 100

Hours – 64

Course objective

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

Special outcomes of Learning

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

UNIT - I: AESTHETIC EDUCATION

Concept, Meaning and Importance of Aesthetic Education- Indian Music and Performing arts-Musical traditions in Tamilnadu (Karnatic, Folk and TAMILISAI) - Tradition of Performing arts (Bharathanatyam and Folk dances). Meaning and Concept of Arts Education-Visual Arts, Performing Arts and its significance at elementary level of school education.

(Hours: 13)

UNIT – II: METHODS AND TECHNIQUES

Music Education and Methods - Meaning, Raga, Tata, Instruments-technical terms in Karnatic music for teaching- facial expression, foot-steps, mudras, postures in 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 INSTRUCTIONS

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

(Hours: 13)

UNIT – IV: CREATIVE TEACHING

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

(Hours: 13)

UNIT – V: ART EVALUATION

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

(Hours: 12)

REFERENCES

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

18EDNU02E3: VOCATIONAL EDUCATION AND TRAINING

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: VOCATIONAL EDUCATION: CONCEPT AND NEED

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

UNIT – II: VOCATIONAL EDUCATION AT SECONDARY STAGE

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

UNIT - III: VOCATIONAL EDUCATION PROGRAMMES

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

UNIT – IV: TECHNICAL INSTITUTIONS

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

UNIT – V: OCCUPATIONAL TRAINING

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

REFERENCES

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

18EDNU02E4: GENDER ISSUES IN EDUCATION

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: INTRODUCTION TO GENDER ISSUES

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

UNIT – II: GENDER STUDIES - PARADIGM SHIFTS

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

UNIT – III: GENDER, POWER AND EDUCATION

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

UNIT - IV GENDER ISSUES IN CURRICULUM

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

UNIT - V GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

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

PRACTICAL:

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

REFERENCE

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

18EDNU0201: PEDAGOGY OF LANGUAGE ENGLISH - II

Credit -4

Max. Marks: 100

Hours – 64

Course Objective

To make the students orient with pedagogy of language English

Special outcomes of Learning

The student will be able to

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

UNIT - I: LISTENING COMPREHENSION AND SPEAKING SKILLS

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

UNIT - II: READING COMPREHENSION AND WRITING SKILLS

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

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

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

(Hours: 13)

UNIT - IV: PLANNING AND TEXT BOOK IN ELT

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

UNIT V: RECENT TRENDS IN LANGUAGE TEACHING

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

REFERENCES

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

18EDNU02O2: PEDAGOGY OF LANGUAGE TAMIL - II

Credit-4

Max. Marks: 100

Hours-64

நோக்கம்

மாணவர்கள் தமிழ் மொழி கற்பித்தலின் அடிப்படை கருத்துக்களை அறிய செய்தல்
சிறப்பு கற்றல் அடைவுகள்

- தமிழ் கற்பித்தலில் பல்வேறு திறன்களில் பயிற்சி பெறுதல்
- கேட்டுணர்தல் திறனையும், பொருளுணர்தல் திறனையும் வளர்த்தல்
- சிறந்த எழுத்தாற்றலை வளர்த்தல், பல்வேறுவகையான நடைவேறுபாடுகளை அறியச்செய்தல்
- பாடநூலின் பண்புகளை அறிதல்
- மொழிக்கற்பித்தலின் நுட்பக்கூறுகளை அறிதல்

அலகு 1 – கேட்டல் திறன்

கேட்டல்: வரையறை, கேட்டல் திறனை வளர்த்தலுக்கான நோக்கங்கள், 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:** நாடெகிழ்ப் பயிற்சி, நாப்பிறழ்ப் பயிற்சி, மூச்சுப் பயிற்சி. (நேரம்: 13)

அலகு 2 – பேசுதல் திறன்

படித்தல்: நோக்கங்கள், தொடக்க வகுப்பில் படிக்கக் கற்பிக்கும் முறைகள்: எழுத்து முறை படிப்பு, சொல் முறை படிப்பு, சொற்றொடர் முறை படிப்பு, நிறை - குறைகள். **படிக்கும் முறைகள்:** சொற்களஞ்சியப் பெருக்கம், வாய்க்குள் படித்தல், வாய்விட்டுப் படித்தல், **வகைகள்:** 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. (நேரம்: 13)

அலகு 3 - மொழியாசிரியரும் வாய்மொழிப் பயிற்சியும்

மொழியாசிரியர்: கல்வித்தகுதி, பண்புநலன்கள், மொழிப்பற்று, இலக்கண இலக்கியப் புலமை, குரலில் ஏற்ற இறக்கத்துடன் பேசுதல், உளநூல் வல்லுநர், படைப்பாற்றல் திறன், முன்மாதிரியாக விளங்குதல், கடமை உணர்வுடன் செயல்படல், சமூக உறவு கொள்ளல், பிற ஆசிரியருடன் பழகுதல், பயிற்றலின் அடிப்படை விதிகளைக் கையாளல். **வாய்மொழிப் பயிற்சி:** வரையறை, இன்றியமையாமை, நோக்கங்கள், பயன்கள், **வாய்மொழிப் பயிற்சியினை பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள்:** சிறுவர் பாடல்கள், கலந்துரையாடல், கதை சொல்லுதல், சொற்பொழிவுகள். உச்சரிப்பில் ஏற்படும் சிக்கல்கள் - மனப்பாடம் செய்தலின் முக்கியத்துவங்கள்- (நேரம்: 13)

அலகு 4 பாடத்திட்டமும் பாடநூலும்

பாடத்திட்டம்: வரையறை, உயர்நிலைப் பள்ளி பாடத்திட்டமிடுதற்கான காரணிகள்: தனிநபர் வேறுபாடு - மாறிவரும் சமுதாயம். பாடநூல்கள்: பாடநூல்களின் அடிப்படை, பாடநூலின் பண்புகள். சிறந்தப் பாடநூல்களைத் தயாரிக்கும்பொழுது மனதிற்கொள்ளத்தக்க செய்திகள். **தற்போது நடைமுறையில் உள்ள பாடநூல் பற்றிய பார்வை:** நூலகப்படிப்பு, வகுப்பு நூலகம், கருவி நூலகம். (நேரம்: 13)

அலகு 5 - மொழிக்கற்பித்தலின் நுட்பக்கூறுகள்

துணைக்கருவிகளைப் பயன்படுத்துதல்: வசிப்பு வேகத்தை அளவிடல்(டாசிஸ்டாஸ்கோப்), வானொலி, ஒலிப்பதிவு நாடா, ஒளிப்பதிவு, தொலைக்காட்சி, மொழிப்பயிற்றாய்வுக்கூடம், கணிப்பொறி, இணையதளம், செயற்கைக்கோள், பல்லூடகம், விண்ணரங்கம், கானொலி.

(நேரம்: 13)

பார்வை நூல்கள்

1. கோகிலா தங்கசாமி (2000) குழந்தை மையக்கல்வியும் தமிழ்க் கற்பித்தலும், அனிச்சம் புருமஸ், காந்திகிராம்.
2. வேணுகோபால், பாசாந்தகுமாரி (1991) பொதுத்தமிழ் கற்பித்தல், சகுந்தலா வெளியீடு சென்னை.
3. கணபதி. வி (1997) நற்றமிழ் கற்பிக்கும் முறைகள்,சாந்தா பப்ளிஷர்ஸ்,சென்னை.
4. இரத்தின சபாபதி. பி (1997) செம்மொழிக் கல்வி, சாந்தா பப்ளிஷர்ஸ், சென்னை.
5. கலைச்செல்வி. வெ. (2009) தமிழ் பயிற்றல் நுட்பங்கள் சஞ்சீவி பப்ளிஷர்ஸ், ஈரோடு.

18EDNU02O3: PEDAGOGY OF ENGLISH EDUCATION – II

Credit: 4

Max. Marks: 100

Hours: 64

Course Objective

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

Special outcomes of Learning

The student will be able to

- Understand theories of English language acquisition
- Familiarize with reference and study skills
- Know the technological resources for ELT
- Understand language learning difficulties
- Familiarize with Content Analysis of Text Books
- Know the different modes of evaluation

UNIT – I: ENGLISH LANGUAGE ACQUISITION

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

UNIT – II: REFERENCE AND STUDY SKILLS

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

UNIT – III: BRAIN AND LANGUAGE LEARNING

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

UNIT – IV: TECHNOLOGICAL RESOURCES FOR ELT

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

UNIT – V: CONTENT ANALYSIS AND EVALUATION IN ENGLISH

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

REFERENCES

1. Aggarwal, J.C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt. Ltd.
2. Beverley Collins and Inger M. Mees, (2003). Practical Phonetics and Phonology, Routledge, London.
3. Shaikh Mowla, Prabharakar Rao, Sarojini, B., (2012). Methods of Teaching English. New Delhi: Neelkamal Publications Pvt. Ltd.
4. Sharma, R.A. (2008). Technological Foundation of Education. R. Lall Books Depart, Meerut.
5. Vallabi (2012). Teaching of English. New Delhi: Neelkamal Publications.

18EDNU0204: PEDAGOGY OF TAMIL EDUCATION – II

Credit- 4

Max. Marks: 100

Hours-64

சிறப்புத் தமிழ்

நோக்கம்

மாணவர்களுக்கு தமிழ்கல்வியியலின் கற்பித்தல் நுட்பங்களை அறிய செய்தல்
சிறப்பு கற்றல் அடைவுகள்

- மொழிக்கற்பித்தலின் வளங்களை அறியச்செய்தல்
- மொழிக்கற்றலிலுள்ள இடர்பாடுகள் பற்றி அறிதல்
- மொழிகற்பித்தலில் 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:** காக்கனே, ப்ரூனர், பியாஜி. **வளங்கள்:** இலக்கணஇலக்கியங்கள், நிகண்டுகள், அகராதிகள், கலைக்களஞ்சியங்கள், உரைநூல்கள், தமிழ் சொற்களஞ்சியம், ஆய்வு கட்டுரைகள், ஆய்விதழ்கள். (நேரம்: 13)

அலகு 2. மொழிக்கற்றலில் ஏற்படும் இடர்பாடுகள்

இடர்பாடுகள்: விளக்கம், **பிழைகள்:** விளக்கம், வகைகள்: **பேச்சுப்பிழை:** விளக்கம், தவறாகஒலித்தல், திருத்தமானசொல்அறியாமை, பொருள்வேறுபாடு அறியாமை, சந்திப்பிழை, மயங்கொலிப்பிழை. **எழுத்துப்பிழை:** விளக்கம், ஒருமை, பன்மை, மயக்கம், திணை, பால் முடிவுகளில் பிழை. வல்லினம் மிகுமிடம் - மிகா இடம். நிறுத்தற்குறிகள். (நேரம்: 13)

அலகு 3. பிற துறைகளில் தமிழ்மொழியின் வளர்ச்சி நிலைகள்

கணிப்பொறியும்-தமிழும், **அறிவியல்தமிழ்:** விளக்கம், தமிழ் அறிவியல் மற்றும் தொழில் நுட்பங்கள், பல்லாடகம் மூலம் தமிழ் கற்பித்தல், தமிழ் இணையம். தமிழ் ஆட்சி மொழியாவதில் ஏற்படும் சிக்கல்கள்- நீக்கும் வழிமுறைகள். **கலைச்சொற்கள்:** கலைச்சொற்களை உருவாக்கும் வழிமுறைகள், தமிழிலுள்ள பிறமொழிச் சொற்கள். (நேரம்: 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, ஈற்றடடி தருதல், கதை, கவிதை. கவிதையைக் காட்சிப் படுத்துதல். (நேரம்: 13)

அலகு 5. பாடப்பொருள் ஆய்வு

மேல்நிலை வகுப்பு மொழிப் பாடநூல்களை பகுப்பாய்வு செய்தல். (நேரம்: 12)

செய்முறை:

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

பார்வை நூல்கள்

1. கணபதி வி (2004) தமிழ் இலக்கண இலக்கிய அறிமுகம். சென்னை, சாந்தா பப்ளிசர்ஸ்.
2. ஞானமூர்த்தி. தா. ஏ (2002) இலக்கியத் திறனாய்வியல்,யாழ் வெளியீடு.
3. பாலச்சந்திரன். சு (2004) இலக்கியத் திறனாய்வு,நியூ செஞ்சுரி புக் கவுஸ்,சென்னை.
4. சக்திவேல். சு (1964) தமிழ் மொழி வரலாறு, சென்னை-மீனாட்சி புத்தக சாலை.
5. முத்துச்சண்முகம் (1998) இக்கால மொழியியல்,கழக வெளியீடு.

18EDNU02O5: PEDAGOGY OF MATHEMATICS – II

Credit – 4

Max. Marks: 100

Hours- 64

Course objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: ICT IN MATHEMATICS TEACHING

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

UNIT – II: CURRICULUM CONSTRUCTION IN MATHEMATICS

Mathematics Curriculum: Definition, need, importance and types. Principles of Curriculum construction- Criteria for selection and Organization of content. - Critical evaluation of Tamilnadu Secondary School Mathematics curriculum and NCERT school curriculum. - Stages and Different approaches followed in curriculum development in mathematics. **(Hours: 12)**

UNIT – III: MATHEMATICS TEXT BOOK

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

UNIT – IV: MATHEMATICS LABORATORY

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

UNIT – V: COMPETENCIES OF MATHEMATICS TEACHER

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

PRACTICALS

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

REFERENCES

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

18EDNU02O6: PEDAGOGY OF PHYSICAL SCIENCE - II

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

To make the students understand the Pedagogy of Physical Science

Special outcomes of Learning

The student will be able to

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

UNIT – I: LEARNING RESOURCES IN PHYSICAL SCIENCE

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

UNIT – II: CURRICULUM CONSTRUCTION IN PHYSICAL SCIENCE

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

UNIT – III: SCIENCE TEXT BOOK

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

UNIT – IV: PHYSICAL SCIENCE LABORATORY

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

UNIT – V: COMPETENCIES OF SCIENCE TEACHER

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

REFERENCES

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

18EDNU0207: PEDAGOGY OF BIOLOGICAL SCIENCE – II

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The student will be able to

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

UNIT – I: ICT IN BIOLOGICAL SCIENCE TEACHING

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

UNIT – II: CURRICULUM CONSTRUCTION IN BIOLOGICAL SCIENCE

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

UNIT - III: SCIENCE TEXT BOOK

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

UNIT – IV: BIOLOGICAL SCIENCE LABORATORY

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

UNIT – V: COMPETENCIES OF SCIENCE TEACHER

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

REFERENCES

1. Aggarwal J.C, (2007), Essentials of Educational Technology. *Innovations in Teaching-Learning*. Vikas Publications House, New Delhi.
2. Edger Dale, *Audio-Visual Methods in Teaching*, Revised Edition, Dryden Press, New York.
3. Guptha, S.K. (2001), *Teaching of Physical Science in Secondary Schools*, Sterling Publications.
4. Sivarajan K. (2006), *Trends and developments in Modern Educational Practices* Calicut University.
5. Sivarajan.k, Faziluddin.A, (2000), *Science Education, Methodology of Teaching and Pedagogic Analysis*. Calicut University.

18 CSKU 0202: COMMUNICATION AND SOFT SKILLS (FOR SOCIAL SCIENCES)
(COMPULSORY SOFT SKILLS COURSE – 2 CREDITS – 2 HOURS/WK)

OBJECTIVES

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

SPECIAL OUTCOMES OF LEARNING

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

UNIT I PERSONALITY TRAITS

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

UNIT 2 GENERAL AND INDIVIDUAL TRAITS

- Honesty
- Reliability

UNIT 3 GENERAL AND INDIVIDUAL TRAITS

- Good attitude
- Common Sense

UNIT 4 GROWTH TRAITS

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

UNIT 5 GROWTH TRAITS

- Critical thinking skills
- Commitment to continuous training and learning

Textbook:

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

**III SEMESTER
CORE PAPERS**

18EDNU0308: CURRICULUM AND SCHOOL

Credit – 4

Max.Marks: 100

Hours – 64

Course objectives

To make the students understand the concepts of Curriculum and School

Special outcomes of Learning

The student will be able to

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

UNIT – I: INTRODUCTION TO CURRICULUM AND DEVELOPMENT

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

(Hours: 13)

UNIT – II: FOUNDATIONS OF CURRICULUM AND SCHOOL

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

(Hours: 12)

UNIT – III: CURRICULUM DESIGN

Types of curriculum Design – Subject centered – Learner centered – Problem centered – Hidden/Latent curriculum – Null curriculum – Social oriented – Humanistic curriculum – ABC Approach in curriculum: Articulation, Continuity and Balance.

(Hours: 13)

UNIT – IV: INNOVATION IN CURRICULUM

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

(Hours: 13)

UNIT – V: NATIONAL CURRICULUM FRAMEWORK AND CURRICULUM EVALUATION

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

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

REFERENCES

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

18EDNU0309: ELEMENTS OF INCLUSIVE EDUCATION

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

To make the students familiarize with basic aspects of Inclusive Education

Special outcomes of Learning

The student will be able to

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

UNIT – I: CONCEPT OF SPECIAL EDUCATION

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

(Hours: 13)

UNIT – II : VISUAL IMPAIRMENT

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

(Hours: 13)

UNIT – III: SPEECH & HEARING IMPAIRMENT

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

(Hours: 12)

UNIT – IV: MENTAL RETARDATION AND EMOTIONAL & BEHAVIOR DISORDERS

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

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

UNIT – V: LEARNING DISABILITIES AND GIFTEDNESS

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

REFERENCES

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

18EDNU0310: SCHOOL MANAGEMENT, LEADERSHIP AND ACTION RESEARCH

Credit – 4

Max. Marks: 100

Hours – 64

Course Objective

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

Special outcomes of Learning

The Students Will be able to

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

UNIT – I: EDUCATIONAL PLANNING

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

UNIT – II: EDUCATIONAL ADMINISTRATION

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

UNIT – III: EDUCATIONAL MANAGEMENT

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

UNIT – IV: SCHOOL ADMINISTRATION AND ORGANISATION

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

UNIT – V: ACTION RESEARCH

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

REFERENCES

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

MODULAR COURSE

18EDNU03M1: TEACHING LEARNING MATERIALS (TLM) PREPARATION

Credit – 2

Max. Marks: 50

1. CHARTS PREPARATION WORK

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

2. MODELS

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

3. SCROLL CARD

- Round
- Rectangle
- Hexagonal

4. ALBUMS

- Optional - I Optional – II
- Physical Education

5. REAL OBJECTS

6. BOOKLETS

7. VISUALS

8. INNOVATIVE TLM

9. SELF LEARNING MATERIALS

10. LOW COST AND NO COST TLM

11. TRANSPARENCIES

12. CDs AND ICT ORIENTED TLM

18EDN03M2: ENVIRONMENTAL EDUCATION

Credit – 2

Max. Marks: 50

Course Objective

To make the students familiarize with environmental Education

Special outcomes of Learning

The student will be able to

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

UNIT I–FUNDAMENTAL CONCEPT OF ENVIRONMENTAL EDUCATION

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

Environmental awareness:-Need and importance, strategies. Environmental and Disaster

management:-Meaning, concept, scope, Need and Importance.

(Hours: 6)

UNIT II–ENVIRONMENTAL POLLUTION

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

(Hours: 6)

UNIT–III ENVIRONMENTAL PROTECTION

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

(Hours: 7)

UNIT IV– ISSUES AND POLICES IN ENVIRONMENTAL EDUCATION

Issues:-Stockholm conferences Rio declaration – Nairobi conferences - Environmental Movements:– silent Valley project – Chipko Movement–Narmada Valley Project–National Test Range at Baliupal – Need and objectives of conservation– Policies:-Legislations

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

UNITV- NATIONAL AND INTERNATIONAL ORGANIZATIONS FOR ENVIRONMENTAL EDUCATION.

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

REFERENCES

1. Bharucha Erach, Textbook of Environmental Studies, New Delhi: Universities press, 2005.
2. Odum. P. Eugenu, Ecology: A Bridge between swine and society, USA: senderlend Massachusetts, Prabhakar V.K, Environmental Awareness Training and Education, New Delhi: Anmol Publications Pvt. Ltd, 2001.
3. Pankaj Shrivastava, Singh D.P, Environmental Education, New Delhi: Anmol Publication Pvt.Ltd, 2002.
4. Sharma.P.D, Environmental Biology, Meerut: Rastogi Publications, 2000.
5. Sudhir M.A. and Masila Mani–Environmental Issues, New Delhi: Reliance Publications, 2003