DEPARTMENT OF EDUCATION
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## ED201 EDUCATION IN THE NATIONAL AND INTERNATIONAL PERSPECTIVES

**Credit : 4:0:0**  
**Marks : 40+60**

### Objectives
To enable the teacher trainee to understand:

1. The relationship between philosophical systems and education.
2. Role of education in social change.
3. Role of education in human resource development.
4. Educational policies and programmes in India.
5. Develop vision for futuristic programmes in education.
6. Develop international understanding.

Course content

Unit – I.
(a) Emerging Trends in Society:

(b) Educational Implications of Schools of Thought:

Unit – II.
(a) Education at different levels:

(b) Emerging concerns in Education:

Unit – III: Culture and Human values.
Definition of education – concept of formal, informal and non-formal education – agencies involved in Open University sytem – Distance Education – Correspondence course – Concept of deschooling – hidden curriculum – rural and tribal education – education for world peace. Competency based training – teachers and disabled (children) pupils – special education enriched curriculum for gifted.

Unit – IV. Status of Education in the Indian Constitution:

Unit – V: Information Technology.
Role of satellites in education – Educational Technology – use of Internet and Teleanaties – Quality control – Schools of Excellence – Accountability in higher education – Extension as a third dimension of higher studies- Entrance test as a necessary evil – vocational guidance.

Bibliography:
2. Saidaer, K. G. – Problems of Educational reconstruction in India, Asia publishing House, Bombay.
4. Tyogi, P.N. (1991) – Education for All – A Graphic Presentation New Delhi, NIEPA.
9. Mukherji, Dr. S.N. – Education in India, Today and Tomorrow, Acharya Book Depot, Bawda.
13. The Hindu speaker on education (1997), Kastrui & Sons Ltd.

ED202 PHSYCHOPEDAGOGICAL APPROACH TO EDUCATION

Credit : 4:0:0 Marks : 40+60

OBJECTIVIES
At the end of the course, the pre service teacher will be able to
1. Realize the significance of psychological basis in education
2. Explore the pivots of psychological basis in education learning experience, learning environment, learning process and the teacher, in detail.
3. Acquire sufficient knowledge and understanding about the nature and scope of Psycho pedagogical approach to education.
4. Apply the principles of psycho pedagogical approach in classroom situation and education.
5. Equip relevantly to function as an efficient teacher.

UNIT- I : Introduction to Psycho Pedagogical Approach
School, Methods, Branches of Psychology and Nature and Scope of Educational Psychology, Significance of Psycho pedagogical approach.

UNIT-II : Human Growth and Development with Cognitive Development.

UNIT III : Learning and Motivation


UNIT –IV : Personality, Intelligence and Creativity
Meaning and Definitions of Personality – Major determinants of personality – Theories of Personality – Psychoanalytic, Humanistic, Transpersonal, Assessment of Personality – Integrated personality.

Theories of Intelligence – Single, Two Factor and Multi Factor Theories – Guilford’s Structure of the Intellect – Emotional Intelligence, Multiple Intelligence – Individual differences in distribution of Intelligence - Intelligence Tests and their uses.


UNIT-V : Mental Health, Mental Hygiene & Guidance and Counselling


Suggested Reading

Basic Books
5. Morgan and King (1976) ; Introduction to Psychology, Delhi: Tata Megraw Hill

PSYCHOLOGICAL EXPERIMENTS (any seven of the following)

1. Intelligence
2. Learning
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Perception
12. Motor Skills
13. Creativity
14. Achievement Motivation

ED203 EDUCATIONAL REFORMS AND TECHNOLOGY

Credit : 3:0:0 Marks : 40+60

Objectives:
At the end of the course the student teacher will have an understanding of:
1) The meaning of reform and the impact of reform.
2) The role of the nation in bringing out reforms in the field of education
3) Contributions of individuals for educational reforms.
4) The outcomes of the educational reforms.
5) The meaning and scope of educational technology.
6) Recent trends in imparting education due to technological development.

Unit I. Educational Reforms:
Meaning – Need for Reforms – Relations between education and social reforms - The role of
the nation in bringing out educational reforms - education in concurrent list - Constitutional
commitment - Mudaliar Commission - Kothari Commission - National Education Policy
(1978) - NEP (1986) - Minimum levels of education - Women’s education - Special education-
Adult education and Vocational Education.

Unit II. Contributions of individuals for Educational Reforms:
Contributions of Tagore, Mahatma Gandhi, Sri Aurobindo, J. Krishnamoorthy, Rousseau,
Froebel, John Dewey and Montessori.

Unit III. Educational Reform outcomes:
Community schools, Neighbourhood schools, SMART Schools, school Complex - Distance
Education, Open Learning and Virtual classes- Navodhaya Vidyalaya – Kendra Vidyalaya,
Sainik Schools, Defence Academies, De schooling, Floating University.

Unit IV. Educational Technology:
Meaning – Definition - Need and Scope of Educational Technology as a complex and
comprehensive approach - Educational Hardware and Software - Role of a teacher in
educational technology. Technological invasion – Technophobia – Education in the global
scene.

Unit V. Recent trends in Educational Technology:
Self instructional methods – Personalised system of instruction (PSI) - Programmed Learning
– Language Laboratory - CC TV – Computer Assisted Instruction (CAI) - Multimedia
Approach - Educational Satellite - Tele and Video conferencing.
Suggested Readings:

ED204 CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS - I

Credit 4:0:0

Course Objectives
The Student Teachers:
1. Acquire knowledge of the nature of mathematics and aims, objectives and values of teaching Mathematics.
2. Identity the principles of curriculum construction in mathematics with emphasis on content & organization.
3. Identity effective methods and techniques of teaching mathematics.
4. Analyse the state syllabus for standards VIII to XII
5. Develop ability to prepare and use effectively the audio visual aids
6. Develop ability to prepare Blue print
7. Develop ability to construct and administrates a diagnostic test and interpret its results.
8. Develop a sense of dedication and devotion to mathematics teaching.
9. Undertake projects to teach mathematics
10. Prepare curricular and co-curricular activities relevant to mathematical topics.

UNIT I
Contribution of Indian mathematician – Aryabhatta, Bhaskaracharya, Brahmagupta and Ramanujam.

UNIT II : Aims and Objectives and Lesson Planning.
Aims and objectives of teaching mathematics. General instructional objectives, Specific instructional objectives. Meaning importance and purpose of planning – year Plan, Unit Plan, Lesson.

UNIT III
Meaning and importance of micro teaching cycle. Understanding of the components of 5 skills – Stimulus variation, questioning reinforcement, black board usage, Explanation and Link practice.

UNIT IV : Curriculum and Methods
Content – Principles of selection, individual, social and national needs content course of Mathematics of classes IX and X.

Inductive, detective, analytic, synthetic heuristic, project, problem solving and laboratory methods.

Organisation – logical, psychological, topical, spiral and integrated approaches – correlating with life, nature, other disciplines and different branches in mathematics.


Learning resources and equipment.

Textbook, workbook library, audio-visual aids, mass media, mathematics club and its activities.

UNIT V : Evaluation And Statistics

ED205 CONTENT CUM METHODOLOGY OF TEACHING
PHYSICAL SCIENCE - I

Credit : 4:0:0 Marks : 40+60

OBJECTIVES:
At the end of the course the pre-service teacher will be able to
1. Realize the aims and objectives of teaching physical science.
2. Become aware of different microteaching skills and methods used in the teaching of physical science.
3. Identify the principles of curriculum construction.
4. Construct and standardize achievement tests in physical science.
5. Understand the significance of educational technology in the teaching of physical science.
6. Emphasize criteria in selecting a good science textbook.
7. Organize and maintain physical science laboratory.
8. Ascertain the special qualities required of physical science teacher.
9. Become complete in following relevant evaluation techniques.
10. Plan relevant co-curricular activities.

UNIT I : Nature and Scope

Aims and Objectives of Teaching Physical Science Bloom’s Taxonomy of Educational objectives – Aims and objectives of teaching physical science at different levels primary, secondary, Higher Secondary, Critical Study of the objectives existing in the Tamil Nadu Text Book at different Organizing learning experiences a for achieving specific behavioral outcomes.

UNIT II : Curriculum, Microteaching and lesson planning

Lesson Planning – Planning for teaching – developing year plans, unit plans – lesson plans – principles of lesson planning – Lesson Plans – their importance – Herbartian steps their merits and limitations.


UNIT III : Methods of teaching and educational technology


Educational Technology

Audio – Video players – Tapes and CDs – OHP and transparencies slide and Film projectors, Charts Models (Static and working) Flash Cards, Pictures, Chalk, Flannel, Magnetic and Bulletin boards exhibits.

UNIT IV : Evaluation and statistics

Construction administration and use of Achievement tests – Interpretation of test results. Diagnostic testing and Remedial teaching.


UNIT V : Science teacher, laboratory and text book

Qualities of a good science textbook, use of science text books inside and outside the classroom. Criteria for evaluation of science textbook. Science libraries; values of school sciencelibrary.

A knowledge of all the concepts in physics and chemistry upto X Std.

PRACTICAL WORK
3. Practicing 5 micro lessons with 5 different skills
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed., topics) Presenting two papers.
7. Presenting one demonstration to the peers.
8. Making 3 slides and one filmstrip.
9. Preparation of a programme of 20 frames on Physics or Chemistry topic.
11. Identification and cataloguing of three websites relating to the prescribed school curriculum.
REFERENCES
13. Patton, M.O., 1980, Qualitative Evaluation Methods, Sage Publications, India

JORNALS
1. Science Education International, ICASE
2. Current Science, IISC, Bangalore.
5. Science Today - (Monthly) Ganga Gritha 3rd Floor, 6-D, Nugambakkam High Road, Madras 600-034.
   New Delhi.

WEB SITES:
HYPERLINK “http://www.2112systems.com”
www. 12systems.com

HYPERLINK “ http : www. Ncert.nic in’ www. ncert.in

ED206 CONTENT CUM METHODOLOGY OF TEACHING BIOLOGY – I

Credit 4:0:0 Marks 40+60

Objectives:
   a) To enable the student teachers to understand the basic principles and practices of
      Science Education relevant to teaching Biological Science in the Secondary and
      Higher Secondary Classes.
   b) To help the student teachers to learn appropriate teaching techniques.
   c) To enable the student teachers to acquire adequate skills in using proper and suitable
      methods of teaching Biology.
   d) To enable the student teachers to acquire the knowledge relating to the organization
      and administration of a Biology laboratory, curriculum and co-curricular activities
      that would promote the teaching of Biology and develop in pupils the scientific
      attitude and a sense of appreciation and interest in Biology.
   e) To guide the student teachers in acquiring skills in constructing tests
   f) To develop the student teachers’ ability to construct a curriculum and to evaluate
      critically the present curriculum.
   g) To develop in the student teachers, skill in preparing and using the appropriate
      instructional material in Biology.

Biology in the School curriculum – its claims for inclusion – Relation between Biology.
Areas of knowledge related to Botany & Zoology – Interdisciplinary approaches in the
school curriculum.

UNIT II : Lesson Plan, Curriculum And Microteaching
Lesson planning-importance of lesson plans-Writing Instructional Objective-Planning for
specific behavioural changes. Preparation and use of unit plan – Teaching and teaching aids.
evaluation, Recapitulation and Assignments. Critical study of the objectives of the Tamil Nadu Text Book Curriculum at different levels.


UNIT III : Methods, Educational Technology and Evaluation

Instructional technology and its application to the teaching of Biology. Programmed instruction, Teaching machines, personalized instruction, computer assisted instruction, Teaching Machines, Special methods – Lecture, demonstration, laboratory, project, scientific methods, seminar, symposium, workshop, panel discussion, biographical and historical method, team teaching and assignment method.

Test and its types – Diagnostic, Prognostic and Achievement test, Criterion and Norm referenced tests – Principles of test construction, Blue Print and Question Bank.

Measures of central tendency : Arithmetic mean, median mode. Measures of variability : range, quartile deviation, average deviation, and standard deviation, use and interpretation.

Graphical Representation of Data & Pie Diagram, Histogram, Frequency Polygon, Cumulative Frequency Curve, Ogive, Percentile Ranks, Normal Probability curves & Kurtoises.

UNIT IV : Laboratory and Text Books
a) Practical work in Biology : Importance of practical work organizing the work of the practical class – Laboratory – Accidents and First Aid – safety – school Biology Record writing notes and drawings.
b) Museum – Importance of museum – Preparation of museum materials – field trip, maintenance of Aquarium, Vivarium & Terrarium.
c) Qualities of a good Biology text book – Use of text books in and outside the classroom – Values of a school Biology library – Divisions of Library.

Unit V : Science Teacher and Co-Curricular Activities.
Academic qualifications – Professional training special qualities required of a science-teacher in-service training. Class Room Climate; Flanders interaction analysis.

PRACTICALS
1. Making charts, improvised apparatus and models.
2. Practice of a minimum of 2 skills under microteaching (Proper records to be maintained)
3. Preparation of laboratory instruction cards.
4. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
5. Preparation of a unit test for a unit in Biology.
6. Designing and carrying out of any one simple investigation in Biology.
7. Collecting and preserving biological specimens.
8. Collecting and keeping plants and animals alive for instructional purposes - aquarium, terrarium and vivarium.

References:

ED207 CONTENT CUM METHODOLOGY OF TEACHING
COMPUTER EDUCATION - I
Credit : 4:0:0  Marks : 40+60

To enable the Teachers:
1. To acquire the knowledge of computer science
2. To understand computer, its kinds, its parts and uses in secondary and higher secondary schools (Hardware and Software)
3. To understand the general and specific skills in teaching computer science.
4. To acquire the knowledge of Lesson Plan Writing and Micro-Teaching skills.
5. To familiarize with the various methods of teaching computer science.
6. To acquire the knowledge of tests, Blue print, Evaluation and remedial measure.

Unit I: Nature and Scope
Brief history of development of computers - Nature and scope of computer science - Types of computers - Uses of computers in school teaching - Computer Hardware, its parts and importance of computer - Computer Software, its importance and uses - The computer generations - Printers: Laser and Jet Printers.

UNIT II: Aims, Objectives, Microteaching And Lesson Planning
General and Specific instructional objectives of teaching computer science, Bloom’s Taxonomy. Herbarian steps and Lesson Plan Writing at Primary, Secondary and Higher Secondary levels. Micro-teaching skills: Explaining, Reinforcement, Probing-questions.

UNIT III: Methods
Inductive and Deductive methods of Teaching Computer Science - Heuristic method. Laboratory method. Programming Learning: Linear Programming and Branching Programming. Computer Assisted Instructions (CAI) and Computer Managed Learning (CAL)

UNIT IV: Applications
MS Office Introduction, Editing in Office, Selecting, Moving, Copying, working with files, fonts and font styles, editing document texts. MS Word 2000 Introduction, typing letters and editing, printing. Using spell check and Theasurus. Designing a cover page and word art. MS Excel Entering and changing information and formula, Admission detail of students in various courses. Printing graphs and charts for the given data.

UNIT V: Curriculum and Evaluation
Principles of curriculum development – criteria of selection of content and principles of organizing the selected content. The concept of evaluation – evaluation for achievement diagnosis and prediction – various kind of test – principles of construction and administration of an achievement test characteristic of a good test – Blue print – On-line examination.

References
5. Passi, B.K., Becoming a better Teacher and Micro Teaching approaches, Sahitya Mundralaya, Ahamadabad, 1976.

ED208 CONTENT CUM METHODOLOGY OF TEACHING ENGLISH - I

Credit : 4:0:0  Marks : 40+60

Objectives:
1. To familiarise the teacher – trainees with the various aspects of the B.Ed. Programme with special reference to the nature of the language skills to be developed.
2. To enable the teacher trainees to acquire knowledge of the sound system of English.
3. To train student teachers in strategies and current techniques of English teaching.
4. To foster the habit of examining syllabi and teaching materials.
5. To enable the teacher trainees to acquire an understanding of role, nature, status and rationale for learning English.

Unit - I.

(a) Preliminary Statement:
1. The role of English in India today – The cause for learning English
2. The objectives of teaching English - general instructional objectives – specific instructional objectives,
3. Teaching English as a ‘Skill’ rather than a ‘knowledge’ subject.
4. Teaching the four basic skills – listening – speaking – reading – writing.
5. Learning the mother tongue and learning a second language – interference and Transfer from the mother tongue – implication for the methods of teaching.

(b) Teaching Skills:
Unit – II.
(a) Listening skill:
Different kinds of listening material – Listening activity – The phases of a listening class – listening for perception – listening for completion – listening activities – use of listening aids.

(b) Reading:
1. Methods of teaching reading to beginners.
3. Teaching of vocabulary – Active and passive vocabulary – vocabulary island – content words and structural words – criteria for selection of vocabulary.

Unit – III.
(a) Methods of Teaching:

(b) Speaking:

Unit- IV.
(a) Writing:
1. Writing skills – Mechanical skills – grammatical skills – Discourse skills – Integument skills

(b) Statistics:

Unit – V.
(a) Educational Technology:
1. Teacher need aids - Mechanical Aids
2. Language Laboratory – Programmed learning.
(b) Evaluation:
3. Practical Teaching.

Reference:
3. Alexander L.G ( 9171) – Guided Composition in English Language Teaching, Langman.

Practical Component (work)
1. Preparation of Micro teaching materials – lesson – caching sheet
2. Preparation of observation schedules.
3. Practice in Phonetic transcription.
6. Preparation of communication panel.
7. Practice in use of tape recorder radio lesson, CAI.
11. Examination of minimal pairs – rhyme schedule.
12. Reading comprehension exercise.
13. Learning from resources.
15. Preparation of material for picture composition.
16. Preparation of models for teaching.
17. Construction of Achievement test with subjective and objective types of test.
18. Examination of different dictionaries for reference work.
19. Preparation of transparencies for OHP, and slides.
20. Examination of different types of composition exercises.
ED209 CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS II

Credit : 4:0:0

Mark : 40+60

UNIT I : Theories of Learning Mathematics
Psychology of learning Mathematics – Formation mathematical concepts, the ideas of Piaget and Bruner – factors influencing the learning of Mathematics – motivation, maturation, perception, special abilities, attitude and aptitude – Divergent thinking in Mathematics.


UNIT II : Models of Teaching and Mathematics Education
Concept attainment model – advanced organising model – inquiry training model.

Current trend in curriculum changes in Mathematics education – a critical analysis of existing teacher education programme in Mathematics – content course of Mathematics of classes IX, X, XI and XII.

UNIT III : Computer in Mathematics Education
The role of computers in mathematics education at various levels. Relevant computer science topics and techniques.

UNIT IV : Research in Mathematics
Meaning need for research in mathematics education – qualities of a good researcher – problems faced in research in mathematics education.

UNIT V : Evaluation and Statistics
Normal Probability Curve, Skewness, Kurtosis. Note : Students of optional “mathematics” are to be familiarized with the latest – Tamil Nadu Curriculum for Business Mathematics” prescribed for Higher Secondary Classes.

Practical Work
1. Construction and administration of an achievement test in Mathematics unit of standard XI and XII.
2. Practicing three micro lessons with these different skills.
3. Practical training in using FIAS, analyzing data using matrix techniques.
4. Preparation of three improvised apparatus.
5. Preparation of a branched programme.
6. Critical analysis of existing Tamil Nadu State Board Mathematics Syllabi for classes IX, X, XI and XII.

References:
4. Damayanthi Bagyanathan, Teaching of Mathematics (Tamil) Tamilnadu Text
9. NCERT. A Text Book of Content-cum-methodology of Teaching mathematics New Delhi, NCERT.
10. NCERT: Improving instruction in mathematics
12. The current text books in Tamilnadu for standards VI to XII.

ED210 CONTENT CUM METHODOLOGY OF TEACHING
PHYSICAL SCIENCE II

Credit : 4:0:0 Marks : 40+60

OBJECTIVES:

At the end of the course the pre-service teacher will be able to
1. Appreciate the place of Physics and Chemistry in the modern World.
2. Understand the Psychological basic of modern trends in teaching Science.
3. Explore activities related to Physical Science content.
5. Become competent in evaluating Physics and Chemistry books under different curricula.
6. Plan, organize and maintain Higher Secondary level Physical and Chemistry laboratories.
7. Involve in action researches which could extrapolate their mind for fundamental research.
8. Identify the various problems in Indian and in the world and suggest solutions involving the role of science.

UNIT I

The meaning of Science – Different branches of Science – Globalization and Science – Discoveries and Development in Science.
Justification for including Physics and Chemistry Separately at Higher Secondary level.
Modern trends in teaching of Science, Different Taxonomies Psychological basis of methods in Science teaching – Gagne, Bruner, Piaget – Models of the teaching Physical science with one illustration for each type of model.

UNIT II

Developing lesson plans using the principles of Piaget, Bruner and Gagne. Activity approach in preparing lesson plans. Power point presentation.
UNIT: III
Evaluating of teaching – Construction of diagnostics test – Construction of aptitude test. Norms testing for scientific attitude and skills objective based testing. Text books – Physics, Chemistry – Evaluation of different types of text books – CBSE, SSLC, ICE, etc.,

UNIT : IV
Organization and maintenance of separate laboratory for Physics and Chemistry – Organization of practical work including preparation of bench solution of Chemistry, etc., Catering the individual differences, Identification and care of the scientifically talented pupils, Natural Talent Examination, Helping slow and gifted learners. Research in Science Education – Identifying problems in teaching of Science – Techniques of conducting and evaluating Research in Science Education.

UNIT: V
Problems of Science Teaching in Urban and Rural areas – Global problems – Pollution – Diseases – Global Warming, Over population, Malnutrition, Superstitious beliefs. How science teaching can help in solving them Developing scientific temper among the people in the society.

A knowledge of all the concepts in Physics / Chemistry upto XII standard.

PRACTICAL WORK
1. construction and standardization of diagnostic test in a Physics or Chemistry unit of standard XI or XII.
2. Practicing (3 sessions each of ten minutes) classroom interaction analysis and presenting the report.
3. Preparation of 3 improvised apparatus that could be used for standard XI or XII.
5. Preparation of branched programmed material consisting of twenty frames, in science,
6. Preparation of a lesson plan for power point presentation.
7. Collecting instructional materials on two topics in Physics or chemistry that could be used in the classroom.
8. Evaluating reports of three websites in science.

REFERENCES:
22. Williams, B. 1999, Internet for Teachers John Wiley and Sons, U.S.A.

JOURNALS:

WEBSITES:
HYPERLINK “http://www.edusite.com” www.edusite.com
ED211 CONTENT CUM METHODOLOGY OF TEACHING BIOLOGY II

Credit : 4:0:0  
Marks : 40+60

UNIT I : Models of Teaching Biology


UNIT II : Co-Curricular Activities

UNIT III : Classification and Genetics
Broad classification of plants & animals and the significance of classification in the study of Biology.


UNIT IV : Ecology and New Developments
Ecology - Its is importance in school curriculum – pollution – harmful effects awareness – afforestation and other remedial measures. Climate change – causes – harmful effects – Biological repercussions

New Developments in Biology – Bio Chemistry, Bio physics, developmental Biology – Neurological effects on behaviour (in brief) Radioisotopes

UNIT V : Enrichment
Enrichment and remedial science programmes – Programme for the gifted Grouping – Science Talent Search programmes.

PRACTICALS
1. Microscopy – cells – cell division Preparation of micro slides – use of camera lucida
2. Design and implementation of an investigatory project
3. An improvised biology model.
References:

ED212 CONTENT CUM METHODOLOGY OF TEACHING
COMPUTER EDUCATION II

Credit : 4:0:0
Marks : 40+60

To enable the student – teachers:
1. To develop interest and appreciate various pedagogical principles in teaching of computer science.
2. To acquire the knowledge of computer systems.
3. To develop skill in ‘C’ Language.
4. To develop skill in writing learning packages: M.S_power point and MS_Access.
5. To grasp programmes in Visual Basic.
6. To develop skill in designing web sites using HTML.
7. To understand the concepts of E_Learning and latest trends in information technology.

COURSE CONTENTS:

Unit-I
1.1 Need for planning the computer laboratory.
1.2 Special features of computer lab.
1.3 Settings up the computer lab and infrastructure.
1.4 Seminar, Symposium, group discussion, panel discussion, workshop techniques.
1.5 Class room interaction analysis.

Unit-II
2.1 Types of computers.
2.2 Anatomy of a computer.
2.3 System board.
2.4 Digital versus analog.
2.5 Central processing unit.

Unit-III
3.1 Fundamentals of C Language.
3.2 Character set, C constant, C Variables.
3.3 Operators, Control Structures, Loop structures, Arrays and Structures.
3.4 Functions, Library functions.
3.5 Developing simple C Programs.

Unit-IV
4.1 Office automation.
4.2 MS_Powerpoint, creating, presentation, Building presentations, Modifying visual elements, animation effects and linking preparing handouts.
4.3 MS_Access, Planning and creating tables, Creating and using forms, modifying tables.

Unit-V
5.1 Introduction to Visual Basic, the VB Screen, the single document interface environment, the help system-tool bars the tool box and custom controls and components. Using the file menu, using the view menu, using the project menu, using the font menu etc.
5.2 Introduction to HTML: Document, Anchor tags, head and body section, banner, base element, colorful web page, designing the body section, heading paragraph, formatting characters, font tag, images and pictures.
5.3 E-earning CAI, ICAL, ICAT. Designing CAI Lesson, common CAI frames, Teaching Frames, etc.

References:
1. Balaguruswamy, E., Programming in ANSI C, Ed. 2.1, TMH.

ED213 CURRICULUM DESIGN & EVALUATION
Credit : 4:0:0 Marks : 40+60

Objectives:
At the end of the course the student teacher will
1. understand the concept and definitions of curriculum
2. understand the advantages and constraints of each types of curriculum
3. understand and apply the process of Curriculum Development
4. be able to select and apply appropriate strategies for Curriculum Transaction
5. be able to evaluate curricula.

Unit I :Concept and Definitions

Unit II :Types of Curriculum
Curriculum Organization – Educational Objectives & Curriculum Organisation; Selection of learning experiences – 21st Century object of education (UNESCO Report 1996); Subject matter & Curriculum Organization; ABC’s curriculum organization; Learning & Curriculum organizations; Types of Curricula – Subject Centered, Co-related, Fused, Core, Student-Centered – Their relative values and weakness.

Unit III : Curriculum Design
Assessing Needs; Formulating Objectives, Selection of Contents; Organization of Control; Selection of Learning experiences; Organization of learning experiences – Models of curriculum Development; Ralph Taylor, D.K., Wheeler and Hilda Taba.

Unit IV : Curriculum Transaction

Unit V : Evaluation of Curriculum
The Curriculum cycle – Evaluation as comparing objectives and outcomes – Focus of Curricular Evaluation; Subject content, organization and mode of transaction – Outcome of curriculum Evaluation Change / refinement of content, Organization and modes of transaction – Evaluation of students achievement – Procedure of type
Models of curriculum evaluation. Taylor’s Model, Stane’s Model, CIPP Model – Goal Free evaluation

Practical Work:
1. Analysis of a textbook based on the principles of curriculum
2. Preparation of syllabus for a subject of your choice
3. Critical evaluation of the higher secondary level syllabi prescribed in Tamilnadu

Suggested Readings:
ED214 TEACHING COMPETENCY I (PRACTICAL)
Credit : 0:0:2 Marks 50 + 50

ED215 TEACHING COMPETENCY II (PRACTICAL)
Credit : 0:0:2 Marks 50 + 50

ED216 CONSTRUCTION OF TESTS (RECORD)
Credit : 0:0:2 Marks 50 + 50

ED217 MICRO TEACHING (RECORD)
Credit : 0:0:2 Marks 50 + 50

ED218 PSYCHOLOGY PRACTICALS (RECORD)
Credit : 0:0:2 Marks 50 + 50

ED219 CASE STUDY (RECORD)
Credit : 0:0:2 Marks 50 + 50

ED220 SCHOOL SURVEY (RECORD)
Credit : 0:0:2 Marks 50 + 50

ED221 PHYSICAL EDUCATION (RECORD)
Credit : 0:0:2 Marks 50 + 50

ED222 COMMUNITY SERVICES (RECORD)
Credit : 0:0:2 Marks 50 + 50

ED223 CAMP ACTIVITIES (RECORD)
Credit : 0:0:2 Marks 50 + 50
ED224 EDUCATIONAL GUIDANCE AND COUNSELLING

Credit : 4:0:0  Marks : 40+60

Objectives:

At the end of the course the student teacher will be able to

1) Recognize the meaning, nature and need of Guidance services and Counseling in schools.
2) Acquire the necessary knowledge about the Guidance services, qualities of the counselor and his functional competencies.
3) Describe the different evaluative techniques to collect information about the individuals for effective guidance.
4) Differentiate guidance and counseling and explain the professional preparation of a counselor.
5) Interpret the values of modern trends in guidance movement.

Unit I. Guidance: Conceptual Aspects:

Unit II. Guidance strategies: The counseling Techniques:

Unit III. Individual’s Evaluation for Effective Guidance:

Unit IV. Counselling Process:
Preparation for counseling – Counselling process – Counselling Interactions – Variables affecting counseling process – Counselling interview – Interview technique in counseling Counselor – Counsellee relationship – Degree of lead, Silence, Relationship techniques, sharing of experience and resistance.

Unit V. Status of Guidance Movement in India:
Practical Work: Case study of a problem student

Suggested References:
9. Pasricha, Prem (1976) Guidance and Counselling in Education. New Delhi, NCERT.

ED225 EDUCATIONAL MANAGEMENT

Credit : 4:0:0  Marks : 40+60

Objective:

The Student Teacher:
(i) Acquires knowledge of the terms and concepts needs in Educational Management.
(ii) Understands the principles, functions and organization of Educational management.
(iii) Applies the knowledge in analyzing the roles and supervision method of the present heads of the educational institutions
(iv) Develops skill in preparing document for effective educational administration.
(v) Develops interest in supervision and effective control of educational institutions
(vi) Develops a desirable positive attitude towards the implementation of educational management

Course Content:

Unit 1
Management – Administration - Meaning, definitions and difference - Functions of management - Educational management - Meaning functions. Theories of management - Principles of good management - Developmental and maintenance
Unit 2

Unit 3
Roles of Teachers - Heads of the institution - inspectors of Schools - DEOs and CEOs on Educational Management - Role of State and Central Government - UGC, NCERT, SCERT on Educational Administration.

Unit 4
Management of Curricular and Co-Curricular activities- School finance –Planning - School – Community partnership.

Unit 5
Issues in Educational Management – centralization and decentralization autonomy and responsibilities - academic freedom - students participation in administration - self financing and aided institutions – Total Quality Management (TQM)

Practical Works
1. Preparation of class timetable and master timetable.
2. Preparation of Annual plan for a school.
3. Visit a school and prepare a report based on school office records

Books for Reference:
1. Cannobell, Coorbally and Ramasayer , Introduction to Educational Administration, Boson Allan and Bacon Inc.
2. Education Commission Report 1964-66
3. Ghosh, Prasanta K., Office management, Sultan Chand Publisher
4. Haggett Albert, Practical School Administration II Linois, Garrand Press
5. Kochar S.K, Successful Supervision and Inspection, New Delhi Sterling Publishers
10. Mrityunjoy Banerjee,, Business Administration Principles and Techniques,, London Asia publishing house
ED226 EDUCATIONAL MEASUREMENT AND EVALUATION

Credit: 4:0:0  Marks: 40+60

Objective:

The Student Teacher:
(i) Acquires knowledge of the concepts and terms used in educational evaluation.
(ii) Understands the types and procedure of educational evaluation.
(iii) Applies the knowledge in construction and measurement of education outcomes.
(iv) Develops skill in the construction of test and interpretation of test scores.
(v) Develops interest in the educational evaluation.
(vi) Develops a desirable positive attitude towards the study of educational evaluation.

Course Content:

Unit I

Unit II
Objectives – Learning experiences and Evaluation Meaning and relationship – taxonomies of educational objectives.

Unit III

Unit IV

Unit V
Interpretation of test results - Organization of data – Frequency distribution – Calculation of averages, mean, median and mode – derivations – Normal distribution – skewness, kurtosis – Graphical representation of data – Co-efficient of correlation.

Practical Work.
1. Construct an achievement test for a chapter in your optional subject.
2. Draft a tool to measure the attitude of the student towards any concept.
3. Analyze a question paper from objectives point of view.
Books for Reference:
1. Anastasi, Anne, Psychological testing, London, the Macmillan company.
8. Ebel, Robert L, Measuring Educational Achievement, New Delhi, Prentice Hall India Pvt Ltd.
15. Tucknan, Bruce W Evaluating instructional programs, Boston, Allyn and Bacon.

ED227 ENVIRONMENTAL EDUCATION
Credit : 4:0:0  Marks : 40+60

COURSE OBJECTIVES

The students – teachers:
1. To acquire the knowledge of Environmental Education and its need.
2. To understand the concept and importance of Environmental Education.
3. To provide the fundamentals of Environmental Education.
4. To develop a sense of awareness of different kinds of environmental pollution and problems.
5. To understand the causes of pollution.
6. To grasp different types of environmental crisis and their control.
7. To conserve the natural resources and bio-diversity.
8. To appreciate the guidelines formulated by various conferences and commissions.
9. To develop a sense of responsibility about the role of teachers in fostering the idea of learning to live in harmony with nature.
COURSE CONTENTS

UNIT – I
- Evolution of Environmental Education.
- Its definition, objectives and significance
- Nature of Environmental Education
- Need of Environmental Education

UNIT – II
- Types of Environmental pollution: social pollution, Marine Pollution, Thermal pollution, nuclear pollution, etc.
- Causes and effects of pollution.
- Hazards due to human activity
- Green – house effect (Global warming) and environmental threat.

UNIT – III
- Bio-diversity
- Conservation of natural resources
- Classification of resources
- Environmental Management and Sustainable Development.
- Green Bench
- Creating community awareness.

UNIT – IV
- Environmental Movements in India
- International Conferences
- Environmental Protection Acts.
- Role of UNESCO
- Environmental Education and Mass Media Programmes.

UNIT – V
- Salient features of Environmental awareness through Teaching – Learning Strategies
- Role of school in environmental conservation and sustainable development.
- Teacher’s role in promoting the Environmental Education.

FIELD WORK
The student- teachers are expected to visit a local area and submit a Project Report of 500 – 1000 words on any one of the types of pollution.

REFERENCE BOOKS:
## ADDITIONAL SUBJECTS

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### ED201 EDUCATION IN THE NATIONAL AND INTERNATIONAL PERSPECTIVES

**Credit:** 4:0:0  
**Marks:** 40+60

**Objectives**

To enable the teacher trainee to understand:

1. The relationship between philosophical systems and education.
2. Role of education in social change.
3. Role of education in human resource development.
4. Educational policies and programmes in India.
5. Develop vision for futuristic programmes in education.
6. Develop international understanding.

Course content

Unit-I : Education

Unit-II: Educational Implications of Schools of Thought

Unit-III : Emerging Concerns in Education

Emerging Trends in Society
Liberalisation - Globalisation - Privatisation - Consumerism - Mass Media - Role of Technology in social change, Emergence of the knowledge society - Adaptive demands in society - Global village conception - Visions for Indian Education in the 21st Century.

Unit-IV : Status of Education in the Indian Constitution

Unit-V : Teacher Education
Teacher Education – Meaning – Aims – Objectives. Role of Teachers in the emerging Indian Society – Accountability of Teachers – Competency based Teacher Education – Pre service Education – In-Service Teacher Education.

Text Books:

Reference Books:

ED202 PSYCHOPEDAGOGICAL APPROACH TO EDUCATION

Credit : 4:0:0 Marks :40+60

Objectives
At the end of the course, the pre service teacher will be able to
1. Realize the significance of psychological basis in education
2. Explore the pivots of psychological basis in education learning experience, learning environment, learning process and the teacher, in detail.
3. Acquire sufficient knowledge and understanding about the nature and scope of Psycho pedagogical approach to education.
4. Apply the principles of psycho pedagogical approach in classroom situation and education.
5. Equip relevantly to function as an efficient teacher.

Unit- I : Introduction to Psycho Pedagogical Approach
School, Methods, Branches of Psychology and Nature and Scope of Educational Psychology, Significance of Psycho pedagogical approach.

Unit-II : Human Growth and Development with Cognitive Development.

Unit III : Learning and Motivation


Unit IV: Personality, Intelligence and Creativity
Meaning and Definitions of Personality – Major determinants of personality – Theories of Personality – Psychoanalytic, Humanistic, Transpersonal, Assessment of Personality – Integrated personality.

Theories of Intelligence – Single, Two Factor and Multi Factor Theories – Guilford’s Structure of the Intellect – Emotional Intelligence, Multiple Intelligence – Individual differences in distribution of Intelligence - Intelligence Tests and their uses.


Unit-V: Mental Health, Mental Hygiene & Guidance and Counseling


PSYCHOLOGICAL EXPERIMENTS (any five of the following)

1. Intelligence
2. Learning
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Perception
12. Motor Skills
13. Creativity
14. Achievement Motivation

**Text Books:**
7. J.C.Aggarwal, The Essentials of Educational Psychology.

**Reference Books:**
5. Morgan and King (1976) ; Introduction to Psychology. Delhi: Tata Megraw Hill

ED203 EDUCATIONAL REFORMS AND TECHNOLOGY

Credit:4:0:0
Marks: 40+60

Objectives:
At the end of the course the student teacher will have an understanding of:
1. The meaning of reform and the impact of reform.
2. The role of the nation in bringing out reforms in the field of education.
3. Importance of communication techniques in education.
4. The outcomes of the educational reforms.
5. The meaning and scope of educational technology.
6. Recent trends in imparting education due to technological development.

Unit I : Educational Reforms

Unit II : Educational Reform out comes
Community schools, Neighbourhood schools, SMART Schools, school complex- Distance education, open learning and virtual classes- Navodhaya Vidhyalaya – Kendra Vidhyalaya, Sainik Schools, Defence Academies, De Schooling, and Floating University.

Unit III: Educational Technology
Meaning – Definition – Need and Scope of Educational Technology as a complex and comprehensive approach – Educational Hardware and Software – Role of a teacher in educational technology.

Unit IV: Recent trends in Educational Technology

Unit V: Techniques of Communication

**Text Books:**

**Reference Books:**

**ED204 Content cum Methodology of Teaching Mathematics – I**

**Credit: 4:0:0: Marks: 40 + 60**

**Objectives:** To enable the student-teachers to
1. Acquire the knowledge and the process of teaching mathematics.
2. Understand the process of curriculum construction in mathematics.
3. Understand the process of evaluation, test, measurement and interpretation of results.

**Unit I:**
1.1 Mathematics – Meaning, Nature and values
1.2 Historical development of mathematics – contribution of mathematicians – Euchid, Pythagoras, Bertrand Russell, Aryabhatta, Bhaskaracharya, Brahamagupta and Srinivasa Ramanujam
1.3 Aims and objectives of teaching mathematics – Instructional objectives – General and specific objectives
1.4 Planning – meaning, importance and purpose – Year plan, unit plan, lesson plan

**Unit II:**
2.1 Methods of teaching mathematics – inductive, deductive, analytic, synthetic, Laboratory, heuristic, problem solving, play way and project method.

2.2 Techniques of teaching mathematics – oral, written, drill, assignment, supervised Study.

2.3 Individualized instructional techniques – personalized system of instruction, Programmed learning and computer assisted instruction.

2.4 teaching aids – preparation and use of teaching aids.

Unit III:
3.1 Concept of micro teaching – meaning, phases, cycle, importance, micro teaching Skills

3.2 Practicing microteaching skills – skill of stimulus variation, reinforcement, probing Question, skill of blackboard usage and explanation.

Unit IV:


Unit V:
5.1 Evaluation – meaning, principles and types of evaluation

5.2 Test and Measurement – meaning, types of tests, characteristics of tests,
Constrcution of tests – blue print, score procedure

5.3 Analysis and interpretation of test results – measures of central tendency, standard deviation and rank correlation.

Text Books:


Reference Books:


ED205 CONTENT CUM METHODOLOGY OF TEACHING PHYSICAL SCIENCE - I

Credit: 4:0:0  Marks: 40+60

Objectives:
At the end of the course the pre-service teacher will be able to
1. Realize the aims and objectives of teaching physical science.
2. Become aware of different microteaching skills and methods used in the teaching of physical science.
3. Identify the principles of curriculum construction.
4. Construct and standardize achievement tests in physical science.
5. Emphasize criteria in selecting a good science textbook.
6. Organize and maintain physical science laboratory, plan club activities.
7. Ascertaining the special qualities required of physical science teacher.
8. Become complete in following relevant evaluation techniques.

Unit I:

Unit II:

Unit III:

**Unit IV:**
Lesson Planning – Planning for teaching – developing year plans, unit plans, lesson plans – Principles of Lesson Planning – Lesson Plans – their importance – Herbartian steps – Their merits and limitations. Teaching and teaching aids – Evaluation, recapitulation and assignment, Unit plan, Year plan.


**Unit V:**
Co-Curricular Activities – Organization of Science clubs, Science exhibitions and fairs, fieldtrips and excursions.
Science Teacher – Academic and Professional growth – Special qualities – In – Servicing training.
Classroom climate, authoritative, Democratic and Laissez faire pattern.
Qualities of a good Science textbook use of text books inside and outside the classroom. Criteria for evaluation of science textbook.
Science Libraries values of School Science Library.

Knowledge of all the concepts in Physics and Chemistry up to X Standard.

**Practical Work:**
3. Practicing 5 micro lessons with 5 different skills.
4. Conducting an investigatory project on any science topics and presenting the report or
5. Report of a place of scientific importance/factory visit.
6. Participating in at least two seminars (in B.Ed., topics) Presenting two papers.
7. Presenting on demonstration to the peers.
9. Preparation of a Programme of 20 frames on any topic from Physics or Chemistry topic.
10. Preparing a Science album with Internet materials of scientific issue and website reports.

**Text Books:**
1. Dr.T.K. Mathew, Dr. T.M. Mollykutty, Science Education Theoretical Bases of Teaching and Pedagogic Analysis May 2006.
2. Dr. Sivarajan, Prof. A. Faziluddin, Science Education Methodology of Teaching and Pedagogic Analysis.
Reference Books:

ED206 CONTENT CUM METHODOLOGY OF TEACHING BIOLOGICAL SCIENCES – I

Credit: 4:0:0 
Marks: 40+60

Objectives: The student Teacher understands
1. The basic principles of the Biological Science education at the Secondary level.
2. Competency in teaching the subject in terms of methods, skills and techniques.
3. Understands traditional method of teaching and contrasts them with modern trends.
4. Importance of development of skills.
5. The use of aids and all other types of instructional materials.
6. Appreciates the modern trends in teaching biology.
7. Become complete in following relevant evaluation techniques.

Unit I:
1.1 Biology Syllabus prescribed by Tamil Nadu Govt. for students of Std. VI, VII, VIII, IX and X.
1.2 Its relationship to other sciences and the type of content it should have.
1.3 Text Book
   - Characteristics of Good Text Book.
   - Use of Biology Text Book.
1.4 Resource Unit
1.5 Hand book for teachers and Workbook for pupils.
1.6 Reference Books and Supplementary Readers.

Unit II:
2.1 Methods and approaches of Teaching Biological Science
2.3 Programmed learning: Linear & Branching.
2.4 Team Teaching.
2.5 Micro Teaching – various skills.
2.6 Small Group Techniques – Buzz session & Brain storming.
2.7 Process Vs Product approach in Biological Science Teaching.

Unit III:
3.1 Taxonomy of educational objectives.
3.2 Teaching Biology with reference to Bloom’s Taxonomy.
3.3 Objective Based instruction.
3.4 Instructional objectives.
3.5 Specifications.

Unit IV:
4.1 Planning of Instruction.
4.2 Importance of planning.
4.3 Year plan.
4.4 Unit plan.
4.5 Lesson plan.

Unit-V
5.1 Evaluation – Purpose, Principles, Kinds.
5.2 Achievement Test.
5.3 Essay Type Question – Merits, Demerits.
5.4 Short Answer Question.
5.5 Objective Type Question.
5.6 Blue print.
5.7 Scoring key, Marking scheme.
5.8 Standardisation of achievement test.

Practical:
1. Making charts, improvised apparatus and models.
2. Practice of a minimum of 2 skills under microteaching (Proper records to be maintained)
3. Preparation of 3 slides and 3 transparency sheets.
4. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
5. Preparation of a unit test for a unit in Biology.
6. Collecting and preserving biological specimens and herbarium sheet.
7. Power point presentation (5 frames)

Text Books:
1. Dr. T.K. Mathew, Dr. T.M. Mollykutty, Science Education Theoretical Bases of Teaching and Pedagogic Analysis May 2006.
2. Dr. Sivarajan, Prof. A.Faziluddin, Science Education Methodology of Teaching and Pedagogic Analysis.

Reference Books:

ED207 CONTENT CUM METHODOLOGY OF TEACHING COMPUTER EDUCATION - I

Credit: 4:0:0 Marks: 40+60

Objectives: To enable the Teachers:
1. To acquire the knowledge of computer science
2. To understand computer, its kinds, its parts and uses in secondary and higher secondary schools (Hardware and Software)
3. To understand the general and specific skills in teaching computer science.
4. To acquire the knowledge of lesson Plan Writing and Micro-Teaching skills.
5. To familiarize with the various methods of teaching computer science.
6. To acquire the knowledge of tests, Blue print, Evaluation and remedial measure.

Unit I : Nature and Scope
Brief history of development of computers - Nature and scope of computer science - Types of computers - Uses of computers in school teaching - Computer Hardware, its parts and importance of computer - Computer Software, its importance and uses - The computer generations - Printers : Laser and Jet Printers.

Unit II : Aims, Objectives, Microteaching And Lesson Planning
General and Specific instructional objectives of teaching computer science, Bloom’s Taxonomy. Herbartian steps and Lesson Plan Writing at Primary, Secondary and Higher Secondary levels. Micro-teaching skills : Explaining, Reinforcement, Probing-questions.

Unit III : Methods
Inductive and Deductive methods of Teaching Computer Science Heuristic method. Laboratory method. Programming Learning : linear Programming and Branching
Programming. Computer Assisted Instructions (CAI) and Computer Managed Learning (CAL)

**Unit IV : Applications**
MS Office Introduction, Editing in Office, Selecting, Moving, Copying, working with files, fonts and font styles, editing document texts. MS Word 2000 Introduction, typing letters and editing, printing. Using spell check and Thesaurus. Designing a cover page and word art. MS Excel Entering and changing information and formula, Admission detail of students in various courses. Printing graphs and charts for the given data.

**Unit V : Curriculum and Evaluation**
Principles of curriculum development – criteria of selection of content and principles of organizing the selected content. The concept of evaluation – evaluation for achievement diagnosis and prediction – various kind of test – principles of construction and administration of an achievement test characteristic of a good test – Blue print – On-line examination.

**Text Books:**

**Reference Books:**
5. Passi, B.K., Becoming a better Teacher and Micro Teaching approaches, Sahitya Mundralaya, Ahamadabad, 1976.
ED208 CONTENT CUM METHODOLOGY OF TEACHING ENGLISH – I

Credit : 4:0:0  
Marks : 40+60

Objectives:
  a) To be familiar with the English sounds
  b) To improve the spoken ability in English
  c) To develop the skill of reading and writing ability
  d) To acquire a working knowledge of various aspects of Modern English Grammar and usage at the Higher Secondary level
  e) To develop the reference skills
  f) To familiarize with the fundamentals of Linguistics

Unit I : Spoken English – Phonetics
Definition of Language
Meaning and scope of linguistics
Varieties of language: Dialect, register, slang, etc.
Different organs of speech and their functions
The individual sounds consonants – A phonemic contrast – Constant clusters
The individual sounds vowels and Diphthongs – A phonemic contrast
The concepts of the Phoneme and Allophone – the syllabic structure

Unit II : Spoken English – Fluency
Use of conventional Formulae. e.g. greeting, apology, invitation, thanking, etc.
Reading aloud prose passages and poems with clarity
Describing and interpreting pictures, tables, graphs, maps, etc.
Dialogues and role play
Seminar, symposium and panel discussion
Narrating incidents – reporting the events

Unit III : Skill of Reading and Writing
Intensive reading: detailed texts
Reading for surface meaning, implied meaning and evaluation
Skimming and scanning for comprehension
Extensive reading: Novels, short stories and simple books written for laymen
Writing: Paragraphs, essays, letters, appreciation
Note taking, note making, developing hints and summary writing

Unit IV : Modern English Grammar and usage
Concord
The modal verbs
The noun phrase : MHQ (Modifier, Headword, Qualifier) and verb phrase
Articles and Prepositions
Basic sentence patterns
Relative clauses and a+b+r clauses
Gerund – Infinite – participle
Voice and reported speech
Sentences: Simple, compound and complex
Word formation: Affixation – conversion – compounding
Error analysis and classification: Errors, causes and remedies

Unit V: Reference, Study and Teaching skills
Micro and macro formats of lesson in English
Practice in the use of dictionary, Thesaurus and Encyclopedia
SQ3R
Library: Bibliography and annotated bibliography cards – uses
ELT through drama, newspaper, cartoon and multimedia
Phonology, morphology, syntax and semantics

Practicum (1-7 items are compulsory)
1. Power point presentation to teach any English lesson. (Prose, poetry, grammar, composition, non-detailed reader)
2. PLM/Audio cassette / Video cassette to teach any language item
3. Transparencies: 5 to 10
4. Slides: 4 to 8
5. Film strips
6. Blackboard sketches: Stick drawing
7. Preparation of an Album about England, English life, English literature and Commonwealth and African literature
8. Flash cards
9. Still models (if possible working models)
10. Project on ELT
12. Creative writing: Precise writing, paraphrasing, dialogues in phonemic script, letter writing, and expansion of an idea.

Text Books:

Reference Books:

ED 209 CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS II

Credit 4:0:0 Marks:40+60

Objectives: To enable the student teachers to
1. Understand the Psychology of teaching and learning mathematics.
2. Apply the models of teaching in teaching mathematics
3. Understand the role of computer in mathematics education.
4. Understand the process of research in mathematics education.

Unit I
1.1 Psychology of learning Mathematics- Formation mathematical concepts- the ideas of Piaget and Bruner,
1.2 Factor influencing of learning of Mathematics- Motivation, perception, attitude and aptitude- Divergent thinking in mathematics.
1.3 Modification of Teacher behaviour with special reference to mathematics teacher- programmed learning- classroom interaction analysis.

Unit II
2.1 Models of teaching mathematics- Concept attainment model- advanced organizing model- inquiry training model.
2.2 Current trend in curriculum changes in mathematics education – a critical analysis of existing teacher education programme in mathematics- content course of mathematics classes IX, X, XI and XII.
Unit III
3.1 The role of computers in mathematics education at various levels. Relevant computer science topics and technique.

Unit IV
4.1 Meaning need for research in mathematics education - qualities of a good researcher.
4.2 Problems faced in research in mathematics education.

Unit V
5.1 Graphical Representation of Data – Pie Diagram, Histogram, Frequency Polygon, Frequency Curve, Ogive Curve – Applications of graphs.
5.2 Normal Probability Curve, Characteristics of normal probability curve.

Text Books:
1. Damayanthi Bagyanathan, Teaching or Mathematics (Tamil) Tamilnadu text book society, Madras.

Reference Books:
4. NCERT: Improving instruction in mathematics.
7. The current mathematics text books in Tamilnadu for standards VI to XII.

ED210 CONTENT CUM METHODOLOGY OF TEACHING PHYSICAL SCIENCE –II
Credit: 4:0:0 Marks: 40+60

Objectives:
At the end of the course the pre-service teacher will be able to
1. Appreciate the place of Physics and Chemistry in the modern World.
2. Explore activities related to Physical Science content.
4. Become competent in evaluating Physics and Chemistry books under different curricula.
5. Plan, organize and maintain Higher Secondary level Physical and Chemistry laboratories.
6. Identify the various problems in Indian and in the world and suggest solutions involving the role of science.

Unit I:

Unit II:

Unit III:
Evaluating of teaching – Construction of diagnostic test – Construction of aptitude test. Norms testing for scientific attitude and skills objective based testing. Text books – Physics, Chemistry – Evaluation of different types of text books – CBSE, State Board, ICSE, etc.

Unit IV:
Organization and maintenance of separate laboratory for Physics and Chemistry – Organization of practical work including preparation of bench solution of Chemistry, etc., Catering the individual difference, Identification and care of the scientifically talented pupils, Natural Talent Examination, Helping slow and gifted learners. Research in Science Education – Identifying problems in teaching of Science Education.

Unit V:
Problems of Science Teaching in Urban and Rural area – Global problems – Pollution – Diseases – Global warming, Over population, Malnutrition, Superstitious beliefs. How science teaching can help in solving them Developing scientific temper among the people in the society. A knowledge of all the concepts in Physics / Chemistry up to XII standard.

Practical Work:
1. Construction and standardization of diagnostic test in a Physics or Chemistry unit of standard XI or XII.
2. Practicing (3 sessions each of ten minutes) classroom interaction analysis and presenting the report.
3. Preparation of 3 improvised apparatus that could be used for standard XI or XII.
5. Preparation of branched programmed material consisting of twenty frames, in science.
6. Preparation of a lesson plan for power point presentation.
7. Collecting instructional materials on two topics in Physics or chemistry that could be used in the classroom.
8. Lesson Plan in concept attainment model and inquiry training teaching model.

**Text Books:**

**Reference Books:**

**Journals:**
1. Science Education International, ICASE.
2. Current Science, IISC, Bangalore.
5. Science Today – (Monthly) Ganga Gritha 3rd Floor, 6-d, Nugambakkam High Road, Chennai 600 034.

**Web Sites:**

**ED211 CONTENT CUM METHODOLOGY OF TEACHING BIOLOGICAL SCIENCES – II**

**Credit:** 4:0:0: Marks: 40+60

**Objectives:** To make the student – teacher to understand
1. Biology Curriculum at the higher secondary and high school level
2. Models of teaching Biology
3. Principles of curriculum construction
4. BSCS, Nuffield and NCERT Curriculum
5. Co-curricular activities  
6. Planning, use and maintenance of biology laboratory  
7. Professional organization and professional growth of teachers.

Unit I: Models of Teaching Biology  
1.1 Introduction  
1.2 Definition  
1.3 Families – Social, Personal, Information and Behavioural.  
1.4 Basic elements of models  
1.5 Illustration for any three models of teaching

Unit II: Curriculum Construction  
Definition of curriculum, content, organization  
Principles of curriculum construction  
Nuffield science teaching project  
NCERT Curriculum – National curriculum frame work  
Types of curriculum – Hidden curriculum, core curriculum, activity curriculum, concrete method and topic method.

Unit III: Co-curricular activities  
Importance of co-curricular activities  
Field Trips – Importance  
Science Club – organization and activities  
Science museum  
Aquarium, vivarium Terrarium

Unit IV: Science Laboratories  
Introduction  
Design of science laboratory for higher secondary  
Purchase of apparatus  
Entry of apparatus in the registers  
laboratory management  
Laboratory discipline  
Accidents in the laboratory  
First aid

Unit V: Professional growth of Biology Teachers  
Introduction  
Professional equipment  
Qualities of a Biology teacher  
Duties and responsibilities of biology teacher  
Professional growth and professional organizations
Practical
1. Recording of three models of teaching lessons
2. preparation of biological album
3. Design and implementation of an investigation project
4. An improvised biology model
5. Life history and contributions of any two scientists

Text Books:
2. Innovative Science Teaching- Radha Mohan

Reference Books:

ED212 CONTENT CUM METHODOLOGY OF TEACHING COMPUTER EDUCATION II

Credit : 4:0:0 Marks : 40+60

To enable the student – teachers:
1. To develop interest and appreciate various pedagogical principles in teaching of computer science.
2. To acquire the knowledge of computer systems.
3. To develop skill in ‘C’ Language.
4. To develop skill in writing learning packages: MS Power- Point and MS Access.
5. To grasp programmes in Visual Basic.
6. To develop skill in designing web sites using HTML.
7. To understand the concepts of E-Learning and latest trends in information technology.
Course Contents:

**Unit-I**
1.1 Need for planning the computer laboratory.
1.2 Special features of computer lab.
1.3 Settings up the computer lab and infrastructure.
1.4 Seminar, Symposium, group discussion, panel discussion, workshop techniques.
1.5 Class room interaction analysis.

**Unit-II**
2.1 Types of computers.
2.2 Anatomy of a computer.
2.3 System board.
2.4 Digital versus analog.
2.5 Central processing unit.

**Unit-III**
3.1 Fundamentals of C Language.
3.2 Character set, C constant, C Variables.
3.3 Operators, Control Structures, Loop structures, Arrays and Structures.
3.4 Functions, Library functions.
3.5 Developing simple C Programs.

**Unit-IV**
4.1 Office automation.
4.2 MS_Powerpoint, creating, creating, presentation, Building presentations, Modifying visual elements, animation effects and linking preparing handouts.
4.3 MS_Access, Planning and creating tables, Creating and using forms, modifying tables.

**Unit-V**
5.1 Introduction to Visual Basic, the VB Screen, the single document interface environment, the help system-tool bars the tool box and custom controls and components. Using the file menu, using the view menu, using the project menu, using the font menu etc.
5.2 Introduction to HTML: Document, Anchor tags, head and body section, banner, base element, colorful web page, designing the body section, heading paragraph, formatting characters, font tag, images and pictures.
5.3 E-earning CAI, ICAL, ICAT. Designing CAI Lesson, common CAI frames, Teaching Frames, etc….

**Text Books:**
Reference Books:
1. Balaguruswamy, E., Programming in Ansi C, Ed. 2.1, TMH.

ED213 CONTENT CUM METHODOLOGY OF TEACHING ENGLISH - II

Credit : 4:0:0 Marks : 40+60

Objectives:
1. To familiarize the teacher – trainees with the various aspects of the B.Ed. Programme with special reference to the nature of the language skills to be developed.
2. To enable the teacher trainees to acquire knowledge of the sound system of English.
3. To train student teachers in strategies and current techniques of English teaching.
4. To foster the habit of examining syllabi and teaching materials.
5. To enable the teacher trainees to acquire an understanding of role, nature, status and rationale for learning English.

Unit I: (a) Preliminary Statement:
1. The role of English in India today – The cause for learning English
2. The objectives of teaching English - general instructional objectives – specific instructional objectives.
3. Teaching English as a ‘Skill’ rather than a ‘knowledge’ subject.
4. Teaching the four basic skills – listening – speaking – reading – writing.
5. Learning the mother tongue and learning a second language – interference and Transfer from the mother tongue – implication for the methods of teaching.

(b) Teaching Skills:
Unit II: (a) Listening skill:
Different kinds of listening material – Listening activity – The phases of a listening class –
listening for perception – listening for completion – listening activities – use of listening aids.
(b) Reading:
1. Methods of teaching reading to beginners.
2. Reading comprehension – Errors in comprehension – silent reading – loud reading –
strewing – scanning.
3. Teaching of vocabulary – Active and passive vocabulary – vocabulary island –
content words and structural words – criteria for selection of vocabulary.

Unit III: (a) Methods of Teaching:
   Situational – structural communicative method.
(b) Speaking:
1. Communicative competence – Importance of spoken English – methods to teach
   spoken English.
   sounds – Rhythm – Intonation.

Unit IV: (a) Writing:
1. Writing skills – Mechanical skills – grammatical skills – Discourse skills –
   Integument skills
2. Handwriting – Developing good handwriting – print script writing – cursive writing
   – speed writing.
3. Types of composition exercises – controlled – guided - Free – Oral composition -
   Group work – mixed ability grouping – marking code.
(b) Statistics:
Drawing up a frequency distribution – Measures of central Tendency – Mean, Medium,
Mode – Measures of variability – range – quartile derivation – Average Derivation – standard
derivation – correlation – Rank Difference method – graphical representation – Histogram –
Frequency polygons – cumulative frequency curve.

Unit V: (a) Educational Technology:
1. Teacher need aids - Mechanical Aids
2. Language Laboratory – Programmed learning.
(b) Evaluation:
   analysis – Item Difficulty – Index – Blue print.
3. Practical Teaching.

**Practical Component (work)**
1. Preparation of Micro teaching materials – lesson – caching sheet
2. Preparation of observation schedules.
3. Practice in Phonetic transcription.
6. Preparation of communication panel.
7. Practice in use of tape recorder radio lesson, CAI.
11. Examination of minimal pairs – rhyme schedule.
12. Reading comprehension exercise.
13. Learning from resources.
15. Preparation of material for picture composition.
16. Preparation of models for teaching.
17. Construction of Achievement test with subjective and objective types of test.
18. Examination of different dictionaries for reference work.
19. Preparation of transparencies for OHP, and slides.
20. Examination of different types of composition exercises.

**Text Books:**

**Reference Books:**
ED214 CURRICULUM DESIGN & EVALUATION

Credit: 3:0:0  
Marks: 40+60

Objectives: At the end of the course the student teacher will
1. understand the concept and definitions of curriculum
2. understand the advantages and constraints of each types of curriculum
3. understand and apply the process of Curriculum Development
4. be able to select and apply appropriate strategies for Curriculum Transaction
5. be able to evaluate curricula.

Unit I: Concept and Definitions

Unit II: Types of Curriculum
Curriculum Organization – Educational Objectives & Curriculum Organization; Selection of learning experiences – 21st Century object of education (UNESCO Report 1996); Subject matter & Curriculum Organization, ABC’s curriculum organization; Learning & Curriculum organizations; Types of Curricula – Subject Centered, Co-related, Fused, Core, Student-Centered – Their relative values and weakness.

Unit III: Curriculum Design
Assessing Needs; Formulating Objectives, Selection of Contents; Organization of Control; Selection of Learning experiences; Organization of learning experiences – Models of curriculum Development; Ralph Taylor, D.K., Wheeler and Hilda Taba.

Unit IV: Curriculum Transaction

Unit V: Evaluation of Curriculum
Models of curriculum evaluation. Taylor’s Model, Stane’s Model, CIPP Model – Goal Free evaluation

Practical Work:
1. Analysis of a textbook based on the principles of curriculum
2. Preparation of syllabus for a subject of your choice
3. Critical evaluation of the higher secondary level syllabi prescribed in Tamilnadu
Text Books:

Reference Books:

ED215 EDUCATIONAL GUIDANCE AND COUNSELLING

Credit : 3:0:0 Marks : 40+60

Objectives: At the end of the course the student teacher will be able to
1) Recognize the meaning, nature and need of Guidance services and Counseling in schools.
2) Acquire the necessary knowledge about the Guidance services, qualities of the counselor and his functional competencies.
3) Describe the different evaluative techniques to collect information about the individuals for effective guidance.
4) Differentiate guidance and counseling and explain the professional preparation of a counselor.
5) Interpret the values of modern trends in guidance movement.

Unit I. Guidance: Conceptual Aspects:

Unit II. Guidance strategies and counseling Techniques:

Unit III. Individual’s Evaluation for Effective Guidance:

Unit IV. Counselling Process:
Preparation for counseling – Counselling process – Counselling Interactions – Variables affecting counseling process – Counselling interview – Interview technique in counseling Counselor – Counsellee relationship – Degree of lead, Silence, Relationship techniques, sharing of experience and resistance.

Unit V. Status of Guidance Movement in India:

Practical Work: Case study of a problematic student

Text Books:
Reference Books:
7. Pasricha, Prem (1976) Guidance and Counselling in Education. New Delhi, NCERT.

ED216 EDUCATIONAL MANAGEMENT
Credit : 3:0:0 Marks : 40+60

Objective: The Student Teacher:
1. Acquires knowledge of the terms and concepts needs in Educational Management.
2. Understands the principles, functions and organization of Educational management.
3. Applies the knowledge in analyzing the roles and supervision method of the present heads of the educational institutions
4. Develops skill in preparing document for effective educational administration.
5. Develops interest in supervision and effective control of educational institutions
6. Develops a desirable positive attitude towards the implementation of educational management

Course Content:
Unit I:
Management – Administration - Meaning, definitions and difference - Functions of management - Educational management - Meaning functions. Theories of management - Principles of good management - Developmental and maintenance

Unit II:
Management –Leadership –Styles-Role of Head of the Educational institution in management - Educational Supervision –Meaning –Need-Types aims-Difference between Supervision and inspection-Methods of Supervision.

Unit III:
Roles of Teachers - Heads of the institution - inspectors of Schools - DEOs and CEOs on Educational Management - Role of State and Central Government - UGC, NCERT, SCERT on Educational Administration.
Unit IV:

Unit V:
Issues in Educational Management – centralization and decentralization autonomy and responsibilities - academic freedom - students participation in administration - self financing and aided institutions – Total Quality Management (TQM)

Practical Works
1. Preparation of class timetable and master timetable.
2. Preparation of Annual plan for a school.
3. Visit a school and prepare a report based on school office records

Text Books:

Reference Books:
1. Cannobell, Coorbally and Ramasayer, Introduction to Educational Administration, Boson Allan and Bacon Inc
2. Education Commission Report 1964-66
3. Ghosh, Prasanta K., Office management, Sultan Chand Publisher
4. Haggett Albert, Practical School Administration II Linois, Garrand Press
5. Kochar S.K, Successful Supervision and Inspection, New Delhi Sterling Publishers
7. Mamoria, CB and Uday Pareek, Personnel management (Management of Human Resources) Bangalore, Himalaya publishing house.
10. Mort Paul R; Principles of School Administration, McGrawHil, publishers.
ED217 EDUCATIONAL MEASUREMENT AND EVALUATION

Credit : 3:0:0  
Marks : 40+60

Objective: The Student Teacher:
1. Acquires knowledge of the concepts and terms used in educational evaluation.
2. Understands the types and procedure of educational evaluation.
3. Applies the knowledge in construction and measurement of education outcomes.
4. Develops skill in the construction of test and interpretation of test scores.
5. Develops interest in the educational evaluation.
6. Develops a desirable positive attitude towards the study of educational evaluation.

Course Content:

Unit I

Unit II
Objectives – Learning experiences and Evaluation Meaning and relationship – taxonomies of educational objectives.

Unit III

Unit IV

Unit V
Interpretation of test results - Organization of data – Frequency distribution – Calculation of averages, mean; median and mode – derivations –Normal distribution – skewness, kurtosis – Graphical representation of data -Co-efficient of correlation.

Practical Work:
1. Construct an achievement test for a chapter in your optional subject.
2. Draft a tool to measure the attitude of the student towards any concept.
3. Analyze a question paper from objectives point of view.

Text Books:
2. Muthumanickam, R., Educational objectives for Effective planning and teaching, Chidambaram, Cyberland publishers.

Reference Books:
1. Anastasi, Anne, Psychological testing, London, the Macmillan company.
8. Ebel, Robert L., Measuring Educational Achievement, New Delhi, Prentice Hall India Pvt Ltd.
13. Tucknan, Bruce W., Evaluating instructional programs, Boston, Allyn and Bacon.

ED218 ENVIRONMENTAL EDUCATION

Credit: 3:0:0
Marks: 40+60

Objectives: The student teachers:
1. To acquire the knowledge of Environmental Education and its need.
2. To understand the concept and importance of Environmental Education.
3. To provide the fundamentals of Environmental Education.
4. To develop a sense of awareness of different kinds of environmental pollution and problems.
5. To understand the causes of pollution.
6. To grasp different types of environmental crisis and their control.
7. To conserve the natural resources and bio-diversity.
8. To appreciate the guidelines formulated by various conferences and commissions.
9. To develop a sense of responsibility about the role of teachers in fostering the idea of learning to live in harmony with nature.
Course Content

Unit I:
- Evolution of Environmental Education.
- Its definition, objectives and significance
- Nature of Environmental Education
- Need of Environmental Education

Unit II:
- Types of Environmental pollution: social pollution, Marine Pollution, Thermal pollution, nuclear pollution, etc.
- Causes and effects of pollution.
- Hazards due to human activity
- Green – house effect (Global warming) and environmental threat.

Unit III:
- Bio-diversity
- Conservation of natural resources
- Classification of resources
- Environmental Management and Sustainable Development.
- Green Bench
- Creating community awareness.

Unit IV:
- Environmental Movements in India
- International Conferences
- Environmental Protection Acts
- Role of UNESCO
- Environmental Education and Mass Media Programmes.

Unit V:
- Salient features of Environmental awareness through Teaching – Learning Strategies
- Role of school in environmental conservation and sustainable development.
- Teacher’s role in promoting the Environmental Education.

Field Work:
The student – teachers are expected to visit a local area and submit a Project Report of 500 – 1000 words on any one of the types of pollution.

Text Books:
Reference Books:

ED219 TEACHING COMPETENCY – I (Practical)

Credits: 0:0:2

1. Use of Teaching skills which are practiced during micro teaching practice
2. Lesson Plan – 20
3. Observation Record – 10
4. Use of Audio visual aids
5. Classroom Management

ED220 TEACHING COMPETENCY – II (Practical)

Credits: 0:0:2

1. Use of Teaching skills which are practiced during micro teaching practice
2. Lesson Plan – 20
3. Observation Record – 10
4. Use of Audio visual aids
5. Classroom Management
ED221 CONSTRUCTION OF TESTS (Record)

Credits: 0:0:2

1. Applications of Statistics
2. Measures of Central Tendency, Dispersion and Correlation
3. Construction of Questions
   a. Fixation of Objectives
   b. Weightage of the content
   c. Type of questions
4. Preparation of Blue print
5. List out the questions
6. Scoring key with marking scheme
7. Workout the validity and reliability

ED222 MICRO TEACHING (Record)

Credits: 0:0:2

The B.Ed. trainees should practice any five of the teaching skills from the followings:

1. Skill of Induction
2. Questioning skills (all skills related to asking question)
3. Using Blackboard
4. Skill of Reinforcement
5. Skill of Explanation
6. Skill of Stimulus Variation
7. Skill of Evaluation (Closure)

ED223 PSYCHOLOGY PRACTICAL (Record)

Credits: 0:0:2

The B.Ed. trainees should carry out any six practical works from the followings:

1. Motor dexterity
2. Finger dexterity
3. Memory drum
4. Mirror drawing
5. Pass along test
6. Personality tests
7. Raven’s non-verbal Intelligence
8. Projective Technique
9. Value Orientation scales
10. Emotional Intelligence Scales
11. Creativity Test
12. Interest inventory
13. Level of Aspiration
14. Adjustment inventory

ED224 CASE STUDY & ACTION RESEARCH (Record)

Credits: 0:0:2

1. Identification of a case (student / institutions)
2. Identifying a problem for action research
   a. Objectives
   b. Hypothesis
   c. Method
   d. Results & Conclusions
   e. Suggestion & Recommendations of the investigator

ED225 SCHOOL SURVEY (Record)

Credits: 0:0:2

1. Identifying School for conducting survey
   a. Introduction about the school
   b. Infrastructural facilities
   c. Instructional facilities
   d. Human resources
   e. Organizational chart
   f. Services to the society by the school & conclusion

ED226 PHYSICAL EDUCATION (Record)

Credits: 0:0:2

1. Physical Education – Aims & Objectives
2. Need for Physical Education
3. Conduction School Assembly
4. Qualities of any Sportsman and appreciation on him/her
5. Major & Minor Games – Rules
6. Health & Safety Education
7. Yoga and Meditation
8. Lesson plan (3 minimum)
9. First Aid
10. Physical measurement
ED227 COMMUNITY SERVICE (SUPW and Arts & Craft) – Record

Credits: 0:0:2

1. SUPW: Preparation of Ink, Soap, Phenol, Chalk and Note Book
2. Arts: Flower making, Bouquet, Interior decoration, Wall hanger and Development of
display boards.
3. Craft: Embroidery works, prepare nylon wire bags, envelop making, Tray and File
   making.

ED228 CAMP ACTIVITIES & EDUCATIONAL TOUR (Record)

Credits: 0:0:2

1. Camp Activities
   a. Tree plantation
   b. Social work
2. Educational Tour
   a. Planning
   b. Organizing
   c. Financing
   d. Executing
   e. Evaluating the tour

ED229 PRACTICAL RECORD & PREPARATION OF INSTRUCTIONAL AIDS
   (Record)

Credits: 0:0:2

1. Carry out any four practical in their subject area and submit a Record note
2. Preparation of projected and non-projected instructional aids like charts, models and
   specimen collection etc.

ED230 EDUCATIONAL TECHNOLOGY LAB (Record)

Credits: 0:0:2

The B.Ed. trainees should carry out any six practical works from the followings and submit a
Record note:

1. Theoretical outline of Educational Technology (Bloom’s taxonomy of educational
   objectives)
2. Preparation of Information Technology Album
3. Create one Power point presentation in CD on the optional subject
4. Prepare one Audio tape on subject concern
5. Prepare one Learning Module in printed format
6. Prepare 20 number of slides on the subject concern
7. Identify a website and make a critical analysis in terms of content, design and technical features and make a note of it.
8. Operation of Digital moving camera and make a note about the parts and functions of it.
9. Operations of educational Telescope and make a note about the parts and functions of it.
10. Develop a Computer Assisted Instruction (CAI)
11. Developing Charts & film strips
12. Technological improvisation in models of teaching. (make a note about the applications of technology in Education).
### ADDITIONAL SUBJECTS

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<td>Psycho pedagogical Approach to Education I</td>
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<td>ED234</td>
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<td>Educational Reforms in National Perspectives</td>
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<td>ED262</td>
<td>Psychology Practical (Record)</td>
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<td>Case study and Action Research (Record)</td>
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<td>School Survey (Record)</td>
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<td>Physical Education and Health Education (Record)</td>
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<td>Community Service (SUPW and Arts &amp; Craft) (Record)</td>
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<td>Camp Activities and Educational Tour (Record)</td>
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<td>ED268</td>
<td>Educational Technology Lab (Record)</td>
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<td>ED269</td>
<td>Content cum Methodology of Teaching Commerce I</td>
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<td>ED270</td>
<td>Content cum Methodology of Teaching Commerce II</td>
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<td>ED301</td>
<td>Philosophical and Sociological Foundations of Education</td>
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<tr>
<td>ED302</td>
<td>Psychology of Learning and Communication</td>
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ED231 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Credit: 3:0:0

Objectives:
To enable the teacher trainee to understand:
1. The relationship between philosophy and Education
2. Role of education in social change.
3. Educational policies and programmes in India.
4. Develop vision for futuristic programmes in education.
5. Develop international understanding.

Unit I Education and Philosophy
Education – Meaning, Definition and Aims of Education – Philosophy – Meaning, Definition and Branches of Philosophy - Relationship between Education and philosophy

Unit II Educational Implications of Schools of Thought

Unit III Sociology and Education
Sociology - Meaning, Definition and Scope- Functions of a School - School as Subsystem - Relationship between School and Community - Social groups, Social Processes - Social change, Stratification, Social Mobility – Socialization

Unit IV Culture and Democracy
Unit V  Status of Education in the Indian Constitution
Universalization of Education – Wastage and Stagnation - Equality of Opportunities
Education and Fundamental Rights and Duties - Education for National Integration -
Education for International Understanding

References:
1. Taneja V.R – (1973) Education Thought and Practice, sterling publications, sterling
publications, New Delhi.
3. Saidaer.K.G. – Problems of Educational reconstruction in India, Asia publishing House,
Bombay.
Mandes, Agra.
10. Mukherji.Dr. S.N. – Education in India, Today and Tomorrow, Acharya Book Depot,
Bawda.
New Delhi.
Delhi.
Delhi.

ED232 PSYCHOPEDAGOGICAL APPROACH TO EDUCATION I

Credit: 3:0:0

Objectives:
At the end of the course, the student teacher will be able to
1. Realize the significance of psychological basis in education
2. Explore the pivots of psychological basis in education learning experience,
   learning environment, learning process and the teacher, in detail.
3. Acquire sufficient knowledge and understanding about the nature and scope of
   Psycho pedagogical approach to education.
4. Apply the principles of psycho pedagogical approach in classroom situation and
   education.
Unit I Introduction to Psycho Pedagogical Approach
Concept and definition of Educational psychology. Nature and Scope of educational psychology. Branches of Psychology. Applications of psychology to Education. Significance of Psycho pedagogical approach.

Unit II Human Growth and Development

Unit III Cognitive Factors in Learning

Unit IV Learning Theories and Process

Unit V Role of Motivation in Learning
Definition and concept of Motivation – Role of instinct, needs, drives and motives – Hull’s Drive Reduction theory, Maslow’s Hierarchy of Needs – Achievement Motivation – Motivation in the classroom – Level of Aspiration.

References:
8. Kakkar, S. B. (1989), Educational Psychology & Guidance, The Indian Publication, Hill Road, Ambala, Cantt.
9. Mangal, S. K., Educational Psychology.
11. Bruce, Joyce & Weils & Howers, Models of Teaching.
15. Chauhan, S. S., Mental Hygiene.
16. Hurlock Elizabeth, Developmental Psychology
17. Dandekar, W. N., Psychological Foundations of Education
18. Crow & Crow, Educational Psychology.
19. Soch & Gupta, Educational Psychology.

ED233 EDUCATIONAL TECHNOLOGY

Credit: 3:0:0

Objectives:
At the end of the course the student teacher will have an understanding of

1. Need and Scope of Educational Technology
2. Models and Strategies of Teaching
3. Importance of communication techniques in education.
4. Recent trends in imparting education due to technological development.

Unit I Educational Technology

Unit II Teaching Aids
Teaching aids – Principles of Using Teaching Aids - Classification of Teaching Aids – Projected Aids: Slide Projector, Filmstrip Projector, OHP, LCD Projector – Non-projected Aids : Graphic Aids, Charts, Display Boards, Models – Improvised Teaching Aids – Uses of Teaching Aids - Dale’s Cone of Experience

Unit III Models of Teaching

Unit IV Communication
Communication: Meaning, Types, Elements, Models, Networks and Barriers of Communication - Factors affecting communication – Classroom Communication: FIACS - RCS – ETC - RCEAS
Unit V Recent Trends in Educational Technology

References:

ED234 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS I

Credit: 3:0:0

Objectives: To enable the student-teachers to
1. Acquire the knowledge and the process of teaching mathematics.
2. Understand the process of curriculum construction in mathematics
3. Understand the recent trends in teaching mathematics.

Unit I History and Background of Mathematics

Unit II Aims, Objectives and Planning of Teaching Mathematics
Aims and objectives of teaching mathematics – Instructional objectives – General and specific objectives - Planning – meaning, importance and purpose – Year plan, unit plan, lesson plan – Micro Teaching: Concept of Micro teaching.

Unit III Methods and Techniques of Teaching Mathematics
Unit IV Mathematics Curriculum

Unit V Recent trends in Teaching Mathematics

References:

ED235 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING PHYSICAL SCIENCES I

Credit: 3:0:0

Objectives:
At the end of the course the pre-service teacher will be able to
1. Realize the aims and objectives of teaching physical science.
2. Become aware of different microteaching skills and methods used in the teaching of physical science.
3. Identify the principles of curriculum construction.
4. Construct and standardize achievement tests in physical science.
5. Emphasize criteria in selecting a good science textbook.
6. Organize and maintain physical science laboratory, plan club activities.
7. Ascertain the special qualities required of physical science teacher,
8. Become complete in following relevant evaluation techniques.

**Unit I**

**Unit II**
Taxonomy of educational objectives - Teaching physical sciences with reference to Bloom’s Taxonomy - Objective Based instruction, instructional objectives and specifications Planning of Instruction - Importance of planning, Year plan, Unit plan and Lesson plan.

**Unit III**

**Unit IV**
Curriculum Construction in Physical Science – Principles of Curriculum Construction Criteria of selection of content matter – Organization of content matter Critical evaluation of Tamil Nadu Secondary School Science Curriculum - Curriculum improvement projects in India (NCERT) and Abroad (Chemistry PSSC, CBA and Nuffield.) - Qualities of a good Science textbook – use of text books inside and outside the classroom - Criteria for evaluation of science textbook

**Unit V**
Evaluation: meaning, principles and types of evaluation -Test and Measurement – meaning, types of tests, characteristics of tests, Construction of tests: blue print, scoring procedure – Standardization of Test - Analysis and interpretation of test results – measures of central tendency, standard deviation and rank correlation

**References:**
1. Dr.T.K. Mathew, Dr. T.M. Mollykutty, Science Education Theoretical Bases of Teaching and Pedagogic Analysis May 2006.
2. Dr. Sivarajan , Prof. A. Faziluddin, Science Education Methodology of Teaching and Pedagogic Analysis.
ED236 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING BIOLOGICAL SCIENCES I

Credit: 3:0:0

Objectives: The student Teacher understands
1. The basic principles of the Biological Science education at the Secondary level.
2. Competency in teaching the subject in terms of methods, skills and techniques.
3. Understands traditional method of teaching and contrasts them with modern trends.
4. Importance of development of skills.
5. The use of aids and all other types of instructional materials.
6. Appreciates the modern trends in teaching biology.
7. Become complete in following relevant evaluation techniques.

Unit I
Nature and scope of Biological Science – Nature of Science – (Product and Process) – A body of Knowledge – Areas of knowledge related to Physics and Chemistry – correlation of Biological science with other subjects.

Unit II
Taxonomy of educational objectives - Teaching Biology with reference to Bloom’s Taxonomy - Objective Based instruction, instructional objectives and specifications - Planning of Instruction - Importance of planning, Year plan, Unit plan and Lesson plan

Unit III

Unit IV
Importance of AV aids - Principles for the selection and use of AV aids - Types of AV aids – Chalk board, Charts, Diagrams, Pictures, Flannel Board, Bulletin Board, Radio,
TV, Tape recorder, Films, Nature study - Relationship among various kinds of AV material

Unit V
Evaluation: meaning, principles and types of evaluation - Test and Measurement – meaning, types of tests, characteristics of tests, Construction of tests: blue print, scoring procedure – Standardization of Test - Analysis and interpretation of test results – measures of central tendency, standard deviation and rank correlation

References:
1. Dr.T.K. Mathew, Dr. T.M. Mollykutty, Science Education Theoretical Bases of Teaching and Pedagogic Analysis May 2006.
2. Dr. Sivarajan , Prof. A.Faziluddin ,Science Education Methodology of Teaching and Pedagogic Analysis.

ED237 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING COMPUTER SCIENCES I

Credit: 3:0:0

To enable the Teacher Trainee:
1. To acquire the knowledge of computer science
2. To understand computer, its kinds, its parts and uses in secondary and higher secondary schools (Hardware and Software)
3. To understand the general and specific skills in teaching computer science.
4. To acquire the knowledge of Lesson Plan Writing and Micro-Teaching skills.
5. To familiarize with the various methods of teaching computer science.
6. To acquire the knowledge of tests, Blue print, Evaluation and remedial measure.

Unit I Nature and Scope
Brief history of development of computers - Nature and scope of computer science - Types of computers - Uses of computers in school teaching - Computer Hardware, its parts and importance of computer - Computer Software, its importance and uses - The computer generations - Printers: Laser and Jet Printers.

Unit II Aims, Objectives, Microteaching and Lesson Planning
General and Specific instructional objectives of teaching computer science, Bloom’s Taxonomy. Herbartian steps and Lesson Plan Writing at Primary, Secondary and Higher Secondary levels. Micro-teaching

Unit III Methods
Inductive and Deductive methods of Teaching Computer Science Heuristic method. Laboratory method. Programmed Learning: linear and Branching method. Computer Assisted Instructions (CAI) and Computer Managed Learning (CML)

Unit IV Applications
MS Office Introduction, Editing in Office, Selecting, Moving, Copying, working with files, fonts and font styles, editing document texts. MS Word 2000 Introduction, typing letters editing and printing. Using spell check and Thesaurus. Designing a cover page and word art. MS Excel Entering and changing information and formula, Admission detail of students in various courses. Printing graphs and charts for the given data.

Unit V Curriculum and Evaluation
Principles of curriculum development – criteria of selection of content and principles of organizing the selected content. The concept of evaluation – evaluation for achievement diagnosis and prediction – various kind of test – principles of construction and administration of an achievement test - characteristics of a good test – Blue print – On-line examination.

References:
5. Passi, B.K., Becoming a better Teacher and Micro Teaching approaches, Sahitya Mundralaya, Ahamadabad, 1976.

ED238 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING ENGLISH I

Credit: 3:0:0

Objectives:

1. To enable the teacher trainees to acquire knowledge of the sound system in English and to familiarize them with the appropriate terminology to describe the sounds in English.
2. To enable the teacher trainees to understand the connections of English speech and to acquire good pronunciation and fluency of speech.
3. To familiarize teacher trainees with the syllabi related to high school and Higher Secondary classes.
4. To understand the traditional as well as technological resources in instruction.

Unit I
Teaching of Phonetics
Meaning and definition of Phonetics, Phoneme, Phonology – Syllable: Meaning, Syllable division, types – mono syllabic, trisyllabic and polysyllabic words – Organs of speech, Speech mechanism – Classification of consonant sounds according to place and manner of articulation, description of each phoneme according each manner.

Unit II
Teaching of pronunciation and improving oral fluency
How to teach pronunciation: Utilization of Audio-visual learning materials, minimal pairs, tongue twisters, directed and non directed activities, listening to recorded and live listening materials. Enhancing oral fluency: Drilling method, different types of drilling, task-based drilling activities – practicing non-drilling activities. Role of teacher: creating and sustaining language acquisition.

Unit III
Curriculum, Syllabus and Books
Curriculum-Principles of curriculum construction and modern trends, need for curricula to meet individual differences and special curricula for the gifted and slow learners. Syllabus – Different types (structural, skill-based, situational, topical and notional). Criteria of books, journals etc. – School libraries reading and community resources.
Unit IV
Traditional Resources
A survey of traditional resources used for instruction in English education (Models, Language Games, Music, Drama, Literature, Periodicals and Role Play)

Unit V
Technological Resources
A survey of the technological hardware and software used in instruction and their classification and application to English education.

References:
4. George “101 Substitution Tables for Students”.
5. Gimson A.G. “An Introduction to the Pronunciation”, Arnold

ED239 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING SOCIAL SCIENCES I
Credit: 3:0:0

Objectives:
1. The student teacher develops an understanding of all topics that he has to teach in Social Sciences.
2. Aims and values, instructional objectives and methods of teaching such topics.
3. The procedures for developing school curriculum.
4. Curriculum activities pertinent to the teaching of Social Science.

Unit I Nature and Structure of Social Sciences
History – meaning definition, nature, characteristics of Social Sciences - Different conception of History – Biographic and evaluating. Conception: Social sciences as evaluation of philosophical economic and social and as evaluation of civilization - Social Sciences as a record of the past – relevance to present and future - Scope of Social Sciences – dimensions of History – continuity development time, place, idea - Social sciences as a Science and Art - Correlation with other subjects.
Unit II  Aims, Goals, Objectives and Values of Studying Social Sciences
Teaching and learning of Social Sciences - Year plan, unit plan and lesson plan – preparation need - Formulation of performance-objectives- Books and Ideas makers views cognitive affective and psychomotor levels values – practical, cultural, ethical, disciplinary values of teaching History - preparation – year plan – Unit plan and lesson plan

Unit III Institutional Strategies
Traditional Methods – lecturer, oral, recitation, review, drill, story telling and inductive deductive story telling - Modern methods laboratory method, demonstration, role play and dramatization, role play dramatization- historical method - Project method and problem solving approach - Field Trips and Excursions - Social Sciences teacher-characteristics –.Micro teaching skills

Unit IV Learning Strategy
Assignment – oral, written and drawing forms – work books - Preparation of models and specimens - Visits to related fields – temples – museums, Art galleries, Exhibitions collection of specimens – stamps, coins - Reading of books, Historical novels, magazines, news papers and learning from other media - Self learning materials and using instrumental materials - Motion pictures, Video tapes, radio

Unit V Evaluation
Evaluation: meaning, principles and types of evaluation -Test and Measurement – meaning, types of tests, characteristics of tests, Construction of tests: blue print, scoring procedure – Standardization of Test - Analysis and interpretation of test results – measures of central tendency, standard deviation and rank correlation

References:
1. Willey E.B,” social studies in High Schools” health & Co.

ED240 OPTIONAL II: CONTENT CUM METHODOLOGY OF TEACHING ENGLISH I
Credit: 3:0:0

Objectives:
1. To familiarize the teacher – trainees with the various aspects of the B.Ed. Programme with special reference to the nature of the language skills to be developed.
2. To enable the teacher trainees to acquire knowledge of the sound system of English.
3. To train student teachers in strategies and current techniques of English teaching.
4. To foster the habit of examining syllabi and teaching materials.
5. To enable the teacher trainees to acquire an understanding of role, nature, status and rationale for learning English.

**Unit I:**
**Preliminary Statement**
The role of English in India today – The cause for learning English
The objectives of teaching English - general instructional objectives – specific instructional objectives.
Teaching English as a ‘Skill’ rather than a ‘knowledge’ subject.
Teaching the four basic skills – listening – speaking – reading – writing.
Learning the mother tongue and learning a second language – interference and Transfer from the mother tongue – implication for the methods of teaching.
Language Laboratory.

**Unit II**

**Unit III**

**Unit IV**

**Unit V**

**Reference Books:**

ED241 EDUCATIONAL REFORMS IN NATIONAL PERSPECTIVES

Credit: 3:0:0

Objectives:
To enable the teacher trainee to understand
1. The role of nation in bringing out reforms in the field of education.
2. The education at different levels.
3. Different boards of education.
4. The development of education in India.

Unit I  Education before Independence

Unit II  Education after Independence

Unit III  Boards of Education
Types of Education – Formal, Non Forma, Informal - Education at different levels – Pre Primary, Primary, Post primary, Secondary, Higher Secondary – Statutory Boards – CBSE, ICSE, Anglo Indian, Matriculation, State board – National Education Bodies - NCTE, NAAC, NCERT, UGC, ICSSR, AICTE, MCI, ICAR

Unit IV  School Education in India
Community Schools – Neighbourhood Schools – SMART Schools – School Complex – Navodhaya Vidyalaya – Kendra Vidyalaya – Sainik School – Defence Academies – De Schooling –Distance Education – Open learning and Virtual Classes

Unit V  Teacher Education
Teacher Education – Meaning – Aims – Objectives - Role of Teachers in the emerging Indian Society – Accountability of Teachers – Competency based Teacher Education – Pre service Education – In-Service Teacher Education.
References:

ED242 PSYCHOPEDAGOGICAL APPROACH TO EDUCATION II

Credit: 3:0:0

Objectives:
At the end of the course, the student teacher will be able to
1. Understand the concept of Personality and Intelligence
2. Construct and administer Psychological tests and evaluation
3. Understand the concept of guidance and counseling, mental health and hygiene.
4. Apply the method of psychological tests in classroom situation.

Unit I Personality Theories and Tests
Meaning and Definitions of Personality – Major determinants of personality – Theories of Personality: Psychoanalytic and Humanistic theories – Assessment of Personality.

Unit II Intelligence Theories and Tests
Meaning and definition of intelligence – Theories of Intelligence – Single, Two Factor and Multi Factor Theories – Guilford’s Structure of Intellect – Emotional Intelligence,
Multiple Intelligence – Individual differences in Intelligence – Intelligence Tests and their uses.

**Unit III  Psychological Test Construction and Measurement**


**Unit IV  Mental Health and Mental Hygiene**


**Unit V  Guidance and Counseling**


**References:**

ED243 INSTRUCTIONAL TECHNOLOGY

Credit: 3:0:0

Objectives:

To enable the students to

(i) Understand the meaning and significance of Instructional Technology.
(ii) Relate instructional objectives to Instructional Technology.
(iii) Assess the relative effectiveness among different instructional development models.

Unit I Introduction to Instructional Technology

Unit II Models of Instructional Development
Kemp Model – Instructional Development Institute Model – Criterion Reference Instructional Model – HMD & ISD Model.

Unit III Instructional Design and Techniques
Stages of instructional designs – Instructional designs: objective based, skill-based, computer based and learning style based – Instructional Technology for large groups:
symposium, panel discussion, team teaching and project approach – Instructional technology for small groups. Simulation approach, role-play, buzz group technique, brainstorming and case discussions.

**Unit IV Individualized Instructional Techniques**

**Unit V Instructional Evaluation and Remedial Teaching**

**References:**

**ED244 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING MATHEMATICS II**

**Credit:** 3:0:0

**Objectives:**
To enable the student teachers to
1. Understand the Psychology of teaching and learning mathematics.
2. Apply the models of teaching in teaching mathematics
3. understand the pedagogical analysis in mathematics
4. Understand the process of research in mathematics education.

Unit I Psychology of Learning Mathematics

Unit II Models of Teaching Mathematics
Models of teaching mathematics- Families - Concept attainment model, advanced organizing model, Inquiry training model - Enrichment Programmes for the gifted – Backwardness in Learning Mathematics - Remedial Teaching – PLM, PSI and CAI

Unit III Pedagogical Analysis in Mathematics
Pedagogical Analysis of the contents in Mathematics – Meaning – Component and operations involved in the task of pedagogical Analysis - pedagogical Analysis of a few topics / units in the subject mathematics – sets, congruency, area, volume, ratio, proportion and Equations.

Unit IV Arousing Interest in Teaching Mathematics

Unit V Research in Mathematics

References:
1. Damayanthi Bagyanathan, Teaching or Mathematics (Tamil) Tamilnadu text book society, Madras.
9. NCERT: Improving instruction in mathematics.
12. The current mathematics text books in Tamilnadu for standards VI to XII.

ED245 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING PHYSICAL SCIENCES II

Credit: 3:0:0

Objectives:
At the end of the course the pre-service teacher will be able to
1. Appreciate the place of Physics and Chemistry in the modern World.
2. Explore activities related to Physical Science content.
4. Become competent in evaluating Physics and Chemistry books under different curricula.
5. Plan, organize and maintain Higher Secondary level Physical and Chemistry laboratories.

Unit I

Unit II
Educational Technology in Science Education – Development of programmed instruction materials – Teaching machines – Computer Assisted Instruction - Developing lesson plans using the principles of Piaget, Bruner and Gagne - Activity approach in preparing lesson plans - Power point presentation

Unit III
Evaluating of teaching – Construction of diagnostic test – Construction of aptitude test. Norms testing for scientific attitude and skills objective based testing - Text books – Physics, Chemistry – Evaluation of different types of text books – CBSE, State Board, ICSE, etc.

Unit IV
Organization and maintenance of separate laboratory for Physics and Chemistry – Organization of practical work including preparation of bench solution of Chemistry, etc., Catering the individual difference, Identification and care of the scientifically talented
pupils, Natural Talent Examination, Helping slow and gifted learners. Research in Science Education – Identifying problems in teaching of Science Education

Unit V

References:
7. Science Education International, ICASE.
11. Science Today – (Monthly) Ganga Gritha 3rd Floor, 6-d, Nugambakkam High Road, Chennai 600 034.

ED246 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING BIOLOGICAL SCIENCES II

Credit: 3:0:0

Objectives:
To make the student – teacher to understand
1. Biology Curriculum at the higher secondary and high school level
2. Models of teaching Biology
3. Principles of curriculum construction
4. BSCS, Nuffield and NCERT Curriculum
5. Co-curricular activities
6. Planning, use and maintenance of biology laboratory
7. Professional organization and professional growth of teachers.
Unit I  Models of Teaching Biology
Introduction – Definition - Families – Social, Personal, Information and Behavioural -
Basic elements of models - Illustration for any three models of teaching

Unit II  Curriculum Construction
Definition of curriculum, content, organization - Principles of curriculum construction -
Nuffield science teaching project and BSCS - NCERT Curriculum – National curriculum frame work - Types of curriculum – Hidden curriculum, core curriculum, activity curriculum, concrete method and topic method

Unit III  Co-Curricular Activities
Importance of co-curricular activities - Field Trips – Importance - Science Club –
organization and activities - Science museum - Aquarium, Vivarium, Terrarium

Unit IV  Science Laboratories
Introduction - Design of science laboratory for higher secondary - Purchase of apparatus -
Entry of apparatus in the registers, laboratory management, Laboratory discipline, Accidents in the laboratory, First aid.

Unit V  Professional Growth of Biology Teachers
Introduction - Professional equipment - Qualities of a Biology teacher - Duties and responsibilities of biology teacher - Professional growth and professional organizations

References:
12. Innovative Science Teaching- Radha Mohan
ED247 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING COMPUTER SCIENCES II

Credit: 3:0:0

To enable the student – teachers:
1. To develop interest and appreciate various pedagogical principles in teaching of computer science.
2. To acquire the knowledge of computer systems.
3. To develop skill in ‘C’ Language.
4. To develop skill in writing learning packages: MS Power-Point and MS Access.
5. To grasp programmes in Visual Basic.
6. To develop skill in designing web sites using HTML.
7. To understand the concepts of e-learning and latest trends in information technology.

Unit I
Need for planning the computer laboratory. - Special features of computer lab - Settings up the computer lab and infrastructure - Seminar, Symposium, group discussion, panel discussion, workshop techniques - Class room interaction analysis.

Unit II
Types of computers - Anatomy of a computer - System board - Digital versus analog - Central processing unit

Unit III
Fundamentals of C Language - Character set, C constant, C Variables - Operators, Control Structures, Loop structures, Arrays and Structures - Functions, Library functions. Developing simple C Programs

Unit IV
Office automation - MS Powerpoint, creating, creating, presentation, Building presentations, Modifying visual elements, animation effects and linking preparing handouts - MS Access, Planning and creating tables, Creating and using forms, modifying tables.

Unit V
Introduction to Visual Basic, the VB Screen, the single document interface environment, the help system-tool bars the tool box and custom controls and components. Using the file menu, using the view menu, using the project menu, using the font menu etc, Introduction to HTML: Document, Anchor tags, head and body section, banner, base element, colorful web page, designing the body section, heading paragraph, formatting characters, font tag, images and pictures. e-learning CAI, ICAL, ICAT - Designing CAI Lesson, common CAI frames, Teaching Frames

References:
1. Balaguruswamy, E., Programming in Ansi C, Ed. 2.1, TMH.

ED248 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING ENGLISH II

Credit: 3:0:0

Objectives:
The student teacher
1. Acquires knowledge of different uses of language.
2. develops understanding of the remedial measures and analysis of errors
3. develops skills in creating writing.
4. acquires knowledge of teachers to improve the use of English by self study and Inservice programmes.

Unit I
Language Use – Use of technical terms, presentation skills, short speeches, describing personalities, describing scenery, group discussion Description of pictures, persons, objects and incidents, delivering a speech on a given topic, welcome address, vote of thanks, organizing a debate, interviewing.

Unit II

Unit III
Creative writing in English-collection of newspaper reports on events and functions, preparation of a report for newspapers, writing for journals – seminar, symposium and panel discussion.

Unit IV
Unit V
Teachers of English-Teacher training programmes – Inservice courses – self study – Improvement of Teachers English – Spoken and Written – Doing research for self development

References:
1. F.T. Wood “A Remedial English Grammar for Foreign Students”.
5. Mukalel, Joseph C. Approaches to English Language Teaching.

ED249 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING SOCIAL SCIENCES – II

Credit: 3:0:0

Objectives:
1. To understand the curriculum designing
2. To understand the use of community resources
3. To know the recent trends and apply in the classroom activities

Unit I Curriculum Designing
Selection – organization and radiation of subject content principles to be followed the linear, or spiral and the concentric types of curriculum, logical, Psychological organization – Need for choice of materials in the syllabi - Curriculum revision. Curriculum improvement enriched curriculum – assessment of different school curricula. Homogeneous grouping Dalton play improvised study. Theories influencing selection of materials (a) doctrine of natural taste and interest (b) Cultural epoch theory (c) proceeding from near to remote etc

Unit II Equipment / Resources
Unit III  A.V. Aids
Radio, Record player and the cassette recorder - Slide projector, film strips projector, the OHP and sound film projector - TV, VCR - Use the computer in social science education. Need for improvised aids.

Unit IV Content
The subject content prescribed for classes VIII, IX, X, XI, & XII by the T.N. Text book society.

Unit V Recent Trends
Recent trends in social sciences- education – evaluation of social sciences education civic, Political, social economical, geographical, historical points of view - Diagnostic test and remedial teaching

References:

ED250 OPTIONAL II: CONTENT CUM METHODOLOGY OF TEACHING ENGLISH II

Credit: 3:0:0

Objectives:
1. To be familiar with the English sounds
2. To improve the spoken ability in English
3. To develop the skill of reading and writing ability
4. To acquire a working knowledge of various aspects of Modern English Grammar and usage at the Higher Secondary level
5. To develop the reference skills
6. To familiarize with the fundamentals of Linguistics

Unit I: Spoken English – Phonetics
Language and Linguistics
Different organs of speech and their functions –Classification of 44 English sounds-
Difference between voice and voiceless sounds - Stress – Word stress and sentence stress (strong forms and weak forms) – Intonation – rhythm.

Unit II: Spoken English – Fluency
Use of conventional Formulae. e.g. greeting, apology, invitation, thanking, etc.
Reading aloud prose passages and poems with clarity
Describing and interpreting pictures, tables, graphs, maps, etc.
Dialogues and role play

Unit III: Skill of Reading and Writing
Intensive reading: detailed texts
Reading for surface meaning, implied meaning and evaluation
Extensive reading: Novels, short stories and simple books written for laymen
Writing: Paragraphs, essays, letters, appreciation
Note taking, note making, developing hints and summary writing

Unit IV: Modern English Grammar and usage
Concord
The modal verbs
The noun phrase: MHQ (Modifier, Headword, Qualifier) and verb phrase
Articles and Prepositions
Basic sentence patterns
Relative clauses and a+b+r clauses
Gerund – Infinite – participle
Voice and reported speech
Sentences: Simple, compound and complex

Unit V: Reference, Study and Teaching skill
Practice in the use of dictionary, Thesaurus and Encyclopedia
SQ3R - ELT through drama, newspaper, cartoon and multimedia
Library: Bibliography and annotated bibliography cards – uses

Reference Books:

ED251 EDUCATIONAL GUIDANCE AND COUNSELLING

Credit: 3:0:0

Objectives:
At the end of the course the student teacher will be able to
1) Recognize the meaning, nature and need of Guidance services and Counseling in schools.
2) Acquire the necessary knowledge about the Guidance services, qualities of the counselor and his functional competencies.
3) Describe the different evaluative techniques to collect information about the individuals for effective guidance.
4) Differentiate guidance and counseling and explain the professional preparation of a counselor.
5) Interpret the values of modern trends in guidance movement.

Unit I Guidance: Conceptual Aspects

Unit II Guidance Strategies and Counseling Techniques

Unit III Individual’s Evaluation for Effective Guidance
The concept of Evaluation – Informal study Approaches – Observation, Anecdotal records, Autobiographical Sketches, Sociograms and teacher-pupil interviews – Measurement of general and special abilities – Intelligence, Differential aptitude and achievement test – Measurement of personality traits, Projective technique and situational tests – The school testing programme – Individual testing, group testing, construction of case history
Unit IV Counselling Process
Counselling: Preparation, process and interactions – Variables affecting counseling process – Counselling interview – Interview technique in counseling – Counselor & Counselee relationship – Degree of lead, Silence, Relationship techniques, sharing of experience and resistance.

Unit V Status of Guidance Movement in India

References:
9. Pasricha, Prem (1976) Guidance and Counselling in Education. New Delhi, NCERT.

ED252 EDUCATIONAL MANAGEMENT

Credit: 3:0:0

Objectives:
The Student Teacher:
(i) Acquires knowledge of the terms and concepts needs in Educational Management.
(ii) Understands the principles, functions and organization of Educational management.
(iii) Applies the knowledge in analyzing the roles and supervision method of the present heads of the educational institutions
(iv) Develops skill in preparing document for effective educational administration.
(v) Develops interest in supervision and effective control of educational institutions
(vi) Develops a desirable positive attitude towards the implementation of educational management

Unit I
Management – Administration - Meaning, definitions and difference - Functions of management - Educational management - Meaning functions. Theories of management - Principles of good management - Developmental and maintenance

Unit II
Management –Leadership –Styles-Role of Head of the Educational institution in management - Educational Supervision –Meaning –Need-Types aims-Difference between Supervision and inspection-Methods of Supervision.

Unit III
Roles of Teachers - Heads of the institution - inspectors of Schools - DEOs and CEOs on Educational Management - Role of State and Central Government - UGC, NCERT, SCERT on Educational Administration.

Unit IV

Unit V
Issues in Educational Management – centralization and decentralization autonomy and responsibilities - academic freedom - students participation in administration - self financing and aided institutions – Total Quality Management (TQM)

References:
1. Cannobell, Coorbally and Ramasayer , Introduction to Educational Administration, Boson Allan and Bacon Inc
2. Education Commission Report 1964-66
3. Ghosh, Prasanta K., Office management, Sultan Chand Publisher
4. Haggett Albert , Practical School Administration II Linois, Garrand Press
5. Kochar S.K, Successful Supervision and Inspection, New Delhi Sterling Publishers
8. Mamoria, CB and Uday Pareck, Personnel management (Management of Human Resources) Banglore, Himalaya publishing house.
10. Mrityunjay Banerjee, Business Administration Principles and Techniques., London Asia publishing house

ED253 EDUCATIONAL MEASUREMENT AND EVALUATION
Credit: 3:0:0

Objectives:
The Student Teacher:
(i) Acquires knowledge of the concepts and terms used in educational evaluation.
(ii) Understands the types and procedure of educational evaluation.
(iii) Applies the knowledge in construction and measurement of education outcomes.
(iv) Develops skill in the construction of test and interpretation of test scores.
(v) Develops interest in the educational evaluation.
(vi) Develops a desirable positive attitude towards the study of educational evaluation.

Unit I

Unit II
Objectives – Learning experiences and Evaluation Meaning and relationship – taxonomies of educational objectives.

Unit III

Unit IV

Unit V
Interpretation of test results - Organization of data – Frequency distribution – Calculation of averages, mean, median and mode – derivations –Normal distribution – skewness, kurtosis –Graphical representation of data -Co-efficient of correlation.

References:
1. Anastasi, Anne, Psychological testing, London, the Macmillan company.
ED254 ENVIRONMENTAL EDUCATION

Credit: 3:0:0

Objectives:

The student teachers:
1. To acquire the knowledge of Environmental Education and its need.
2. To understand the concept and importance of Environmental Education.
3. To provide the fundamentals of Environmental Education.
4. To develop a sense of awareness of different kinds of environmental pollution and problems.
5. To understand the causes of pollution.
6. To grasp different types of environmental crisis and their control.
7. To conserve the natural resources and bio-diversity.
8. To appreciate the guidelines formulated by various conferences and commissions.
9. To develop a sense of responsibility about the role of teachers in fostering the idea of learning to live in harmony with nature.

Unit I
Evolution of Environmental Education - Its definition, objectives and significance
Nature of Environmental Education - Need of Environmental Education
Unit II
Types of Environmental pollution: social pollution, Marine Pollution, Thermal pollution, nuclear pollution, etc - Causes and effects of pollution - Hazards due to human activity - Green – house effect (Global warming) and environmental threat.

Unit III

Unit IV
Environmental Movements in India - International Conferences - Environmental Protection Acts - Role of UNESCO - Environmental Education and Mass Media Programmes

Unit V
Salient features of Environmental awareness through Teaching – Learning Strategies- Role of school in environmental conservation and sustainable development. Teacher’s role in promoting the Environmental Education.

References:
4. Kumar, R.,“Environmental Pollution and Health Hazards in India”, Ashish Publishing House, New Delhi.
12. World Commission on Environmental and Development
ED255 WRITING FOR EDUCATIONAL MEDIA

Credit: 3:0:0

Objectives:
At the end of the course, the student will be able to
1. Understand the principles, characteristics and techniques of writing for educational media.
2. Write a scripting for different media
3. Understand the law and ethics of writing for educational media and to make copyright for the product.

Unit I   Introduction to Scriptwriting for Educational Media
Meaning, characteristics and techniques of scripting for educational media – basic tools and styles of writing – sources of writing: historical information, personal sources, interviewing and observations – Types of writing: print, broadcasting and information technology

Unit II   Writing for Print Media

Unit III    Writing for Electronic Media

Unit IV     Writing for Self-Instructional Packages
Meaning, types and characteristics of self-instructional package – writing for Programmed instruction, CBI, VAI, Multimedia, Web Based Instruction, Edusat programmes.

Unit V      Law & Ethics in Writing for Educational Media
Ethical and legal considerations in writing – amendments and defamation – copy rights and trade mark – Advertising and Broadcasting regulations – Employment possibilities in Print, Broadcast, Advertising and Information Technology.

References:
1. Writing for Media – Sunny Thomas
2. Writing for Mass Media – Glenstovall
3. Understanding Mass Communication – Defieur
4. Management of Electronic Media – Alan B. Aibarran
ED256 TEACHING COMPETENCY I (Practical)
Credits: 0:0:3

School Teaching Practice for 30 working days in their optional I at various Schools.
1. Observation Classes – 10
2. Lesson Plans - 20
3. Preparation and Use of Instructional Aids

ED257 TEACHING COMPETENCY II (Practical)
Credits: 0:0:3

School Teaching Practice for 30 working days in their optional II at various Schools
1. Observation Classes – 10
2. Lesson Plans - 20
3. Preparation and Use of Instructional Aids

ED258 MICRO TEACHING I (Record)
Credits: 0:0:1

The B.Ed. trainees should practice any five of the teaching skills from the followings:

1. Skill of Induction
2. Questioning skills (all skills related to asking question)
3. Using Blackboard
4. Skill of Reinforcement
5. Skill of Explanation
6. Skill of Stimulus Variation
7. Skill of Closure

And the trainees should record the remarks of the observers.

ED259 MICRO TEACHING II (Record)
Credits: 0:0:1

The B.Ed. trainees should practice any five of the teaching skills from the followings:

1. Skill of Induction
2. Questioning skills (all skills related to asking question)
3. Using Blackboard
4. Skill of Reinforcement
5. Skill of Explanation
6. Skill of Stimulus Variation
7. Skill of Closure

And the trainees should record the remarks of the observers.

**ED260 CONSTRUCTIONS OF TESTS I (Record)**

**Credits: 0:0:1**

1. Evaluation
   - Meaning, Definition and Types
   - Test and Measurement
   - Types of Test
   - Characteristics of Test

2. Diagnostic Test
   - Preparation
   - Administration
   - Error Analysis
   - Interpretation
   - Remedial Teaching

3. Achievement Test
   - Weightage of Objectives, Content and Questions
   - Blue Print
   - Question Paper
   - Scoring Procedure
   - Key
   - Standardization of test

4. Application of Statistics
   - Measures of Central Tendency Mean, Median, Mode
   - Measures of Dispersion – Standard Deviation, Quartile Deviation
   - Rank Correlation

5. Graphical Representation
   - Frequency Curve
   - Frequency Polygon
   - Histogram
   - Ogive Curve

**ED261 CONSTRUCTIONS OF TESTS II (Record)**

**Credits: 0:0:1**

1. Evaluation
   - Meaning, Definition and Types
   - Test and Measurement
Types of Test
Characteristics of Test

2. Diagnostic Test
   - Preparation
   - Administration
   - Error Analysis
   - Interpretation
   - Remedial Teaching

3. Achievement Test
   - Weightage of Objectives, Content and Questions
   - Blue Print
   - Question Paper
   - Scoring Procedure
   - Key
   - Standardization of test

4. Application of Statistics
   - Measures of Central Tendency Mean, Median, Mode
   - Measures of Dispersion – Standard Deviation, Quartile Deviation
   - Rank Correlation

5. Graphical Representation
   - Frequency Curve
   - Frequency Polygon
   - Histogram
   - Ogive Curve

ED262 PSYCHOLOGY PRACTICAL (Record)

Credits: 0:0:1

The B.Ed. trainees should carry out any six practical works from the followings:
1. Motor dexterity
2. Finger dexterity
3. Attitude Tests
4. Mirror drawing
5. Pass along test
6. Personality tests
7. Raven’s non-verbal Intelligence
8. Aptitude Tests
9. Value Orientation scales
10. Emotional Intelligence Scales
11. Creativity Test
12. Interest inventory
13. Level of Aspiration
14. Adjustment inventory

**ED263 CASE STUDY AND ACTION RESEARCH (Record)**

**Credits: 0:0:1**

**Objectives:**
1. To acquire the knowledge of research
2. To understand the process of case study and action research
3. To apply the case study and action research to the improvement of students and school

**Unit I**

**Unit II**

**Case study**
Each student teacher should make a case study on any one pupil selected from his / her class of the teaching practice school and maintain comprehensive record of the same in the prescribed form.

**Action Research**
Each student teacher should conduct an action research on any of the problem of the teaching practice school and submit the record of the same in the prescribed form.

**ED264 SCHOOL SURVEY (Record)**

**Credits: 0:0:1**
Each student teacher should visit one State board school, one International School, one special school. Also trainees should record the following steps.

a. Introduction about the school
b. Infrastructural facilities
c. Instructional facilities
d. Human resources
e. Organizational chart
f. Services to the society by the school & conclusion
ED265 PHYSICAL EDUCATION AND HEALTH EDUCATION (Record)

Credits: 0:0:1

Objectives:
1. To acquire the knowledge of Physical education
2. To apply the knowledge of first aids in real life situation
3. To conduct Physical Education classes for the school students

Unit I
Physical Education – Aims & Objectives - Need for Physical Education - Conduction School Assembly - Qualities of any Sportsman and appreciation on him/her

Unit II
Major and Minor Games – Intramural competition – Fixtures – organization and conduct – Health and Safety Education - Yoga and Meditation

Unit III
Anatomical and Physiological basis of health – Food and Nutrition – Diet, Vitamins – Deficiency diseases – First aid

Practicum:
- Each student should prepare 5 physical education lesson plans and 2 health education lesson plans
- Each student should submit 5 physical education observations and 2 health education observations
- Each student should submit a drawing note which includes courts of basket ball, volley ball, Tennis, oval of cricket, field of foot ball, and hockey
- Each student should submit a picture album containing pictures connected with physical and health education.

ED266 COMMUNITY SERVICE (SUPW and Arts & Craft) (Record)

Credits 0:0:1

1. SUPW: Preparation of Ink, Soap, Phenol and Chalk
ED267 CAMP ACTIVITIES AND EDUCATIONAL TOUR (Record)

Credits: 0:0:1

- Any society related camp should be conducted for 3 working days at near by village. Also they should record the activities of the camp in a prescribed form.
- Educational tour should be for 3 working days to visit the places of educational important. Also the trainees should follow the following steps for the record
  a. Planning
  b. Organizing
  c. Financing
  d. Executing
  e. Evaluating the tour

ED268 EDUCATIONAL TECHNOLOGY LAB (Record)

Credits: 0:0:1

The B.Ed. trainees should carry out any six practical works from the followings and submit a Record note:

1. Theoretical outline of Educational Technology (Bloom’s taxonomy of educational objectives)
2. Preparation of Information Technology Album
3. Create one Power point presentation in CD on the optional subject
4. Prepare one Audio tape on subject concern
5. Prepare one Learning Module in printed format
6. Prepare 20 number of slides on the subject concern
7. Identify a website and make a critical analysis in terms of content, design and technical features and make a note of it.
8. Operation of Digital moving camera and make a note about the parts and functions of it.
9. Operations of educational Telescope and make a note about the parts and functions of it.
10. Develop a Computer Assisted Instruction (CAI)
11. Developing Charts & film strips
12. Technological improvisation in models of teaching. (make a note about the applications of technology in Education)
ED269 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING
COMMERCCE I

Credit: 3:0:0

Objectives:
1. To help the teacher trainees to acquire knowledge of nature and scope of Commerce and Accountancy.
2. To understand the aims and objectives of teaching commerce and accountancy.
3. To develop micro teaching skills and understand the different methods, skills and techniques of teaching.
4. To know the preparation and use of audio visual aids in commerce teaching.
5. To implement the methods of evaluation, construct and administer the achievement and diagnostic tests.

Unit – I commerce education – an introduction:
A brief survey of the development of commerce education - Nature of commerce and Accountancy with special reference to higher secondary school curriculum – development of commerce curriculum in Tamil Nadu practical, social, cultural, moral, disciplinary and vocational values of teaching commerce and accountancy.- Need for commerce and accountancy education -importance.

Unit – II aims and objectives of teaching commerce and accountancy:
Aims and Objectives of teaching commerce and accountancy subjects – base for the development of the Objectives through the appropriate learning experience- Bloom’s Taxonomy of educational Objectives- classroom objectives of teaching commerce general instructional objectives and specific learning outcomes relating to the objective affective and psychomotor domain.-cognitive aspect like attention, perception and concept formation with reference to teaching of commerce and accountancy.

Unit – III Micro Teaching and Methods of Teaching Commerce and Accountancy:
Micro and Macro teaching – Need for micro teaching – components – skill of explaining, stimulus variation, blackboard writing, reinforcement, illustrating with examples-advantages of micro teaching.
Traditional methods – lecture, demonstration, Heuristic, Story telling, Biographic and project method. Modern methods-team teaching, seminar, symposium, workshop, debate, panel discussion and group discussion.

Unit – IV Audio Visual Aids
Instructional Aids – Need, Uses and Kinds – Audio Visual Aids and their merits-Visual Aids – Text books, Black board, Charts, Models, Flannel board, Magnetic Board, Collected forms and statements from bank, LIC and Other financial Institutions -Projective Aids; Film-Strip, Film, OHP, Projector, Epidiascope, Micro-Projector- Audio-Aids: Tape-Recorder, Gramophone plates-Field trips, Excursions- organizing, commerce club, Museum, Exhibition, School co-operative society etc.,
Unit- V Evaluation

Reference:

ED270 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING COMMERCE II

Credit: 4:0:0

Objectives:
1. To acquire and develop the use of various communication techniques in classroom teaching and recent technological innovations in communication system.
2. To develop the competency in teaching accountancy in special areas
3. To enable student teachers to understand the different types of business enterprises.
4. To give the knowledge of models of teaching and classroom climate.
5. To understand the knowledge of qualities of a good teacher and evaluating teaching.

Unit – I Approaches and Systems Of Communication

Unit – II Modern Accounting System

Unit - III  Areas of Trade and Industry

Unit - IV  Methods of Teaching

Unit – V  Evaluation of Commerce and Accountancy Teachers

Reference:

ED301 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Credit: 4:0:0
**Objectives:**
The student will understand philosophical enquiry as a basis of all educational endeavors.
1. The student will critically appraise the contributions made by prominent educational thinkers to Indian and Western.
2. The student will indulge in independent reflection on philosophical basis of major educational issues in the global context.
3. The student will understand the concept and process of social organization, social stratification and institution.
4. The student will understand the relationship between culture, society and education.

**Unit I: Schools of Philosophy**

**Unit II: Contributions of Philosophers**
Contributions of Indian Philosophers: Vivekanada, Tagore, Mahatma Gandhi and Aurobindo, Radhakrishnan - Contributions of Western Philosophers: Plato, Aristotle, John Dewy and Frobel, Paulo Frire, Montessori.

**Unit III: Indian Constitution for Education**
Education and the Indian Constitution – Articles related with education- Human rights education – National Values as enshrined in the Indian Constitution and their empiricism and positive relativism.

**Unit IV: Education & Sociology**
Sociology - Meaning and Nature of Educational Sociology and Sociology of Education. Relationship between Sociology and Education - Education as a social sub system. Education and the home- Education and the community- Education and modernization - Education and politics- Education and religion - Education and culture - Education and democracy.

**Unit V: Education for Indian Social System**
Social change- Social stratification- social mobility - social equity- equality of educational opportunities- constraints on social change in India (caste, ethnicity, class, language, religion, regionalism) – Education of socially and economically disadvantaged sections of the society-SC/ST, women and rural population.

**References:**

**ED302 PSYCHOLOGY OF LEARNING & COMMUNICATION**

Credit: 4:0:0

**Objectives:**
At the end of the course, the student will be able to
1. Understand the meaning, principles and methods of psychology, especially educational psychology.
2. Understand the principles and process of learning and the factors affecting learning process.
3. Understand the nature and scope of Psychological approach to communication.

**Unit I Introduction to Educational Psychology**
Nature, Scope and Methods of Educational Psychology – Schools of Psychology – Emerging areas of educational psychology – Bloom’s Taxonomy of Educational Objectives.

**Unit II Psychology of Learning**

**Unit III Psychology of Communication**
Meaning and process of communication – Types of Communication: interpersonal and Mass communication, Verbal and non-verbal communication – Language and Communication – classroom communication – Role of Educational Media for effective communication – Selection of Media.

**Unit IV Programmed Instruction for Software Production**
Unit V  Psychology of Instructional Designing

References:
10. Robert B. Kozma, Lawrence W. Belle & George W. Williams – Instructional Techniques in Higher Education.
19. K.L. Kumar – Educational Technology

ED303 METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS

Credit: 4:0:0

Objectives:
1. To acquaint the student with the methods used for locating problem areas and research problems.
2. To familiarize the students with the common tools of research and assess their efficiency.
3. To help the student use statistical techniques and designs in educational research.
4. To familiarize the student with the standard conventions used in and presenting the research.

**Unit I: Introduction to Educational Research**

**Unit II: Research Problem & Hypothesis**

**Unit III: Research Design & Sampling**

**Unit IV: Research Tools & Techniques**

**Unit V Statistical Tools for Data Analysis**

**Reference Books**
ED304 ADVANCED EDUCATIONAL TECHNOLOGY

Credit: 4:0:0

Objectives:
1. To understand the applications of advance technology in education.
2. To explore the potentials of advanced computer based technologies in teaching and learning process.
3. To understand the concept and applications of online teaching method and designing principles.

Unit I: Educational Technology: A Conceptual Framework

Unit II: Computer Based Instruction: A Conceptual Framework
Historical background of Computers – Parts and functions of computers – Uses of computers: teaching, learning, evaluation, administration and research – Applications of computer languages: VB, HTML, Flash – Methods of CBI: Tutorials, Drill and Practice, Simulations and Instructional Games – Development of CBI materials: steps, planning and phases – Computerized test construction and administration.

Unit III: Computer Based Multimedia Instruction
Multimedia: meaning, significance and applications – Developing & Designing of Multimedia: steps, planning, creating & testing phases, designing principles – Modern

**Unit IV: Web Based Instruction & Designing**
Meaning, scope and significance of WBI – guidelines and principles of web based instructional design – Computer mediated communication: internet, e-mail, voice mail and chat – History of internet – Models of WBI: Instructional System Design (ISD) and Hyper Media Design (HMD) model – Computer languages for designing WBI – Merits and demerits of WBI.

**Unit V: Online Teaching Method And Designing**
Online teaching: meaning, scope and relevance – Fundamentals of online communication – Role of instructor and learner in online teaching – Designing instruction for online environment: instructional design, online course development – Communication and Collaboration – Assessment of online learning – Merits and demerits of online teaching.

**References:**
2. Kumar K.L. Educational Technology
3. J. Brown, (et.al.), An Instructional Technology Media and Methods
11. Harley Hahn – Internet Complete Reference (2nd edition)
12. James E. Shuman – Multimedia in Action
13. John Vice – Virtual Reality Systems
ED305 EDUCATIONAL MEDIA PRODUCTION

Credit: 4:0:0

Objectives:
At the end of the course, the student will be able to
1. Understand the application, types and methods of educational media.
2. Writing Script for educational media and identification of appropriate location and to know techniques and strategies of the audio and video production.
3. Understand the concepts of post-production like audio-video mixer and digital mixer in audio-video production.

Unit I Introduction to Educational Media

Unit II Applications of Electronic Media in Education
Electronic media services in countries – Use of Electronic Media in Universities, Colleges and Schools – Role of Electronic media in formal and non-formal education, journalism, commercials, advertising and informatics – Impact of Electronic media in Education – Applications of electronic media in research.

Unit III Pre-Production

Unit IV Production

Unit V Post-Production
Concept of mixing and editing – audio editing & visual editing – Video editing & Film editing – linear and non-linear editing – Graphics & special effects – editing software & hardware – role of editor – Evaluation of finished product.

References:
1. 3D Graphics & Animation – Mark Giambrano
2. The Technique of Television production – Gerald Millerson
3. The Dynamics of Mass Communication – Joseph R. Dominics
4. Television Field Production and Reporting – Frederick Shook

ED306 SPECIAL EDUCATION

Credit: 4:0:0

Objectives:
- to enable the student to understand the concepts, objectives and methods of special education.
- to enable the student to understand the various aspects of growth and development of handicapped children.
- to help the student to understand the method of clinical assessment and evaluation.
- to enable the student to understand gifted and creative children, disabled children and juvenile delinquents.

Unit I
Concept and nature of special education – objectives – types – historical perspective - integrated education.

Unit II

Unit III

Unit IV

Unit V
Education of Juvenile Delinquents – characteristics – problems of alcoholism, drug addiction – anti-social and character disorder – educational programmes for Rehabilitation.

References:
2. Gressman, Herbert (1994), Special Education in a Diverse Society, Allyn and Bacon, Boston.

ED307 EDUCATIONAL MEASUREMENT AND EVALUATION

Credit: 4:0:0

Objectives:
- to provide for essential theory relating to the basic concepts of measurement and evaluation.
- to study critically various tools and techniques of evaluation.
- to provide for skill development in test construction and analysis and interpretation of test results.

Unit I The Measurement and Evaluation Process

Unit II Techniques and Tools of Evaluation
Oral, written and performance tests; Subjective and objective tools; and Observational and rating techniques. Essay type, short answer type and different forms of objective type test items. Check-lists, inventories, questionnaires, schedules, scales, sociometry and performance tests – the construction of these tools – Measurement of intelligence, aptitude, interest and personality traits - Evaluation of achievement (cognitive, affective and psychomotor outcomes) – Teacher-made and Standardised tests – Diagnostic and Achievement test

Unit III Test Construction
General principles of test construction and standardization - Basic characteristics of good measuring instruments (validity, reliability, objectivity, adequacy, usability, economy and norms) – the different types, ways of determining them, factors affecting them, their importance and application - Writing test items, scrutinizing and editing – Preliminary selection and piloting – Item analysis – Item selection – Standardisation procedures – Norm referenced and Criterion referenced measurement – Scaling – Interpreting Test Scores and Norms.

Unit IV Analysis and Interpretation of Evaluative Data
Application of statistical concepts and techniques- Interpreting test results and other evaluative data – Factors and precautions to be considered in the interpretation and use of evaluative data.

Unit V  Modern Trends in Evaluation
Grading – Semester system – Continuous Internal Assessment – Question Bank – Use of Computers in evaluation.

References:

ED308  EDUCATIONAL PLANNING AND ADMINISTRATION

Credit: 4:0:0

Objectives:
To introduce the student to the basic concepts of educational administration and planning.
1. To familiarize the students with basic concepts, principles and process of Educational administration and planning.
2. To develop in the student an understanding and appreciation of the role of the different agencies in educational planning and administration.
3. To develop a concept of competency in educational administration.
4. To acquaint the student with the broad problems in the field of educational administration and planning.

Unit I
Meaning and scope of Educational Administration – Development of modern concept of Educational Administration – Taylorism - Administration as a process – Administration as a bureaucracy - Human Relations Approach to Administration

Unit II
Meeting the Psychological needs of employees, systems approach specific trends in Educational Administration such as (a) Decision making (b) Organisational Compliance (c) Organisational Development (d) PERT (e) Modern trends in Educational Management.

Unit III
Leadership in Educational Administration: Meaning and Nature of Leadership, Theories of Leadership, Styles of Leadership, Measurements of Leadership

**Unit IV**
Educational Planning: Meaning and Nature, Approaches to Educational Planning, Perspective Planning, Institutional Planning.

**Unit V**
Educational Supervision: Meaning and Nature - Supervision as service activity - Supervision as a process - Supervision as functions, Supervision as educational leadership, Functions of supervision, Planning the supervisory programme, Organizing supervisory programme, Implementing supervisory programme.

**References:**

**ED309 TEACHER EDUCATION**

**Credit:** 4:0:0

**Objectives:**
1. To enable the student to understand about the concept, aims and scope of teacher education in India with its historical perspectives.
2. To understand about the development of teacher education curriculum in India.
3. To enable the student to understand about the different competencies essential for a teacher for effective transaction.
4. To understand about the teaching models, teaching skills and various aspects of supervision and feedback.

**Unit I: History of Teacher Education in India**

**Unit II: Functioning of Teacher Education in India**
Aims and Objectives of Teacher Education in India at different levels: elementary, secondary and university level – Admission and selection of student – Teachers at different level and their qualifications - Types of teacher education programmes and their curriculum today - Updating the curriculum and methods in Teacher Education.

**Unit III: Training Programmes in Teacher Education**
The teacher educators, their qualifications, preparations and in-service training, Teaching as a profession, their professional growth - Professional organizations for various levels of teachers and their role; Performance appraisal of teachers - Faculty improvement programmes - Preparation of teachers of vocational and technical education

**Unit IV: Agencies of Teacher Education Programme**
Types of teacher education programmes and agencies: In-service teacher education, Pre-service teacher education, Distance education and teacher education, Orientation and Refresher courses - New types of Institutions: Regional College of Education, the Four-Year Colleges, Comprehensive College, State Institute of Education.

**Unit V: Role of Teacher Education Bodies**
Current problems - Internship programme – Relationship of the Training Institution with the schools and the community; Library and equipment, Demonstration and Experimental school; Supervision of practical work and maintenance of records. - Control and Finance of Teacher Education Institutions - Internal organisational set-up of Teacher Education Institutions and their problems.

**References:**
1. Educating the Educated - M.L. Sharma
2. Teacher Education in India - Bhaskara Rao
3. Need Based Curriculum - Arun K. Gupta
4. Teacher’s Role, Status, Service, Conditions and Education in India. A reference Manual with Special Reference to Committees and Commissions – Agarwas J.C.
5. Challenges in Teacher Education - Mohit Chakravarthy
6. Teacher Education in India, Origin and Development of Teacher Education in India - Nizam, Elahi

**ED310 PSYCHOLOGY PRACTICAL**

Credit: 0:0:2

The M.Ed. student should do any six of the following psychology practical and submit the record note book:

1. Emotional Intelligence Scales
2. Creativity Test
3. Interest inventory
4. Level of Aspiration  
5. Adjustment inventory  
6. Personality Test  
7. Span of Attention  
8. Memory Drum  
9. Mirror Drawing  
10. Human Maze

**ED311 INTERNSHIP TRAINING PROGRAMME**

Credit: 0:0:2

The M.Ed. students shall be undergoing internship training programme for 10 days to develop the self-instructional packages like CBI materials, Audio and Video production, and other e-learning software in the IT and Media based industries and submit the package along with the report.

**ED312 RESEARCH COLLOQUIUM**

Credit: 0:0:2

- Each student should present their research progress in the colloquium.
- Each student should submit two scholarly articles which are related to his / her field of research and present the same in the colloquium.

**ED313 CURRENT TRENDS IN HIGHER EDUCATION**

Credit: 4:0:0

**Objectives:**
1. To make the students to understand the objectives, role and functioning of Higher Education System in India.
2. To understand the role of national and state level policies on Higher Education
3. To understand the role of NGOs and Indian Universities in Higher Education.
4. To enhance the knowledge about Distance and Open learning system in India.

**Unit I: Higher Education: An Overview**

**Unit II: Agencies of Higher Education**
Ministry of Human Resources and Development (MHRD): Objectives, Role, Planning and Funding – University Grants Commission (UGC): Objectives, Rights, Funding

Unit III: Role of NGOs in Higher Education

Unit IV: Quality Maintenance in Higher Education

Unit V: Distance & Open Learning System
Distance Education in 21st Century – Challenges of Distance Education – Role of Indian Universities in Distance & Open learning – Role of IGNOU: Objectives, Functions, Features, Thrust areas in Higher Education – Role of Distance Education Council (DEC) – Role of Technologies in Distance & Open Learning: Electronic Media, e-learning, Internet, e-teaching and Virtual University Systems.

References:
6. www.ugc.ac.in
7. www.ncte-in.org
8. www.ignou.ac.in

ED314 METHODOLOGY OF RESEARCH AND STATISTICS

Credit : 4:0:0
Objectives:
1. To acquaint students with the meaning and methods of educational researches
2. To understand about the students process and steps in research
3. To formulate research design and tools for data collection
4. To get knowledge of descriptive statistics and to analyze and interpret

Unit I

Unit II

Unit III

Unit IV
Research Design – Principles and components, Methods of Data collection, Sources of data, - primary and secondary sources – field operation logistics mapping and location of units. Tools and techniques of data collection – Non – testing techniques and scaling techniques, Achievement and Criterion Tests, Data Collection in school context, Focus group and participatory methods, Establishing validity and reliability of research data. Sampling, census vs. sampling. Characteristics of a good sample, sampling frame and sample size sampling methods: probability and non – probability samples, sampling and non – sampling errors.

Unit V
Reference:

Special Paper I
ED315 CONTEMPORARY ISSUES IN EDUCATION AND EDUCATIONAL MANAGEMENT

Credit : 4:0:0

Objectives:
1. To make the students to understand about multiplicity of courses
2. to explore the quality management in education
3. to understand about the autonomy and accountability
4. to make the students aware about the finance management and marketing of education services

Unit I  Multiplicity of Courses
Traditional courses, Distance Learning, E-Learning, Fulltime courses, part time courses, own time courses, inter disciplinary courses, hybrid courses, interface courses, courses in global perspective, ecological courses, education and nature studies, conservation of natural resources and sustainable development and its management, performance indicators and bench marking in higher education. New quality perspectives in higher education

Unit II  Quality Management in Education
Definition, Elements, Planning, Approaches, input process, output, academic audit, Accreditation, Total Quality Management (TQM). Quality in global perspective – global standards, SWOT Analysis, ISO 9000 certification

Unit III  Autonomy and Accountability
Issues relating to Autonomy, Accountability and Accreditation of individual, departmental and institutional level. Impact of stake holders and the societal system - Campus tranquility management, extra curricular activities for institution and social bonding, extension services and outreach programmes for societal development activities

Unit IV  Finance Management in Education

Unit V Marketing of Education Services
Services marketing, product mix, price mix, people and communication mix, people in education service, benchmarking, quality assurance in teaching, interrelation and globalization of education marketing. Intellectual property rights in education service.

References:
3. Buch, Dr. M.B., Institutional Planning for Educational Improvement and Development.
8. Sharma, R.C., Recent Trends in Educational Administration.

Special Paper II – ED316 EDUCATIONAL MEDIA AND INSTRUCTION

Credit : 4:0:0

Objectives:
1. To understand the applications of Educational media and Communication.
2. To explore the potentials of advanced educational technologies in teaching and learning process.
3. To understand the role of educational media for instructional design.
4. To know the applications of computers in educational media production.

Unit I: Introduction to Educational Media & Communication
Information and Communication Technology – Role of Educational media in Educational Research.

Unit II: Applications of Educational Technology

Unit III: Role of Educational Media for Instructional Design
Audio-Visual media in Education – Psychological factors for using Audio-Visual aids – Characteristics of audio-visual media – projected and non-projected aids – Preparation of Programmed instructional material – Role of Educational media for formal, non-formal and in-formal education – Role of Educational media for children with special needs.

Unit IV: Educational Media and Its Programmes

Unit V: Computers in Educational Media and Instruction

References:
2. J. Brown, (et.al.), An Instructional Technology Media and Methods
ED317 TEACHING PEDAGOGY

Credit: 2:0:0

Objectives:
1. To acquire the knowledge of teaching and learning
2. To understand the factors affecting teaching and learning
3. To apply the technology in teaching and learning
4. To understand the evaluation of teaching and learning

Unit I Introduction to Teaching

Unit II Introduction to Learning

Unit III Technology in Teaching and Learning
Introduction to Educational Technology – Instructional aids: Projected and Non-projected aids – Role of mass media in teaching and learning – Selection of media – Role of computers in teaching and learning

Unit IV Factors affecting Teaching and Learning
Sociological Factors: Society, family, school, peer group – Demographic factors: Age, sex, socio economic status – Psychological factors – Interests, personality, attitude, aptitude, intelligence and emotional factors

Unit V Evaluation of Teaching and Learning
Meaning, Definition and scope of Evaluation – Types of Evaluation: Diagnostic, formative and summative – Difference between quantitative and qualitative evaluation – Role of test and measurement in evaluation.

Reference:
7. Saidaer.K.G. – Problems of Educational reconstruction in India, Asia publishing House, Bombay.
### ADDITIONAL SUBJECTS

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#### 09ED201 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING ENGLISH I

**Credit:** 3:0:0

**Objectives:**

1. To enable the teacher trainees to acquire knowledge of the sound system in English and to familiarize them with the appropriate terminology to describe the sounds in English.
2. To enable the teacher trainees to understand the connections of English speech and to acquire good pronunciation and fluency of speech.
3. To acquire a working knowledge of various aspects of Modern English Grammar and usage at the Higher Secondary level.
4. To develop the reference skills.

**Unit I: Phonetics of English**

The different speech organs and their role - vowels and consonants-their place and manner of articulation - The concept of the phoneme and the allophone - Phonetic transcription - Stress-word stress and sentence stress.
Unit II Fluency
Use of conventional formulas – Greeting, apology, invitation, refusal, accepting, thanking –
Describing and interpreting pictures, tables, graphs, maps etc., - Telling stories and narrating
incidents – Play reading and Dramatization – Debates and Interviews.

Unit III Lexis
Word formation – Affixation – Conversion – Compounding – Other minor devices – Patterns of
spelling – Phrasal verbs and prepositional phrases.

Unit IV Advanced Grammar
The noun phrase – MHQ (Modifier, Headword, Qualifier) – The verb phrase – Tense forms –
Auxiliary verbs – Modals. The sentences – Types pf sentences - Voice and reported speech -
Sentences: Simple, compound and complex

Unit V References and study skills:
Dictionary skills – SQ3R methods of Reading – Use of library and Reference work –
Bibliography and Annotated Bibliography

References:
2. Dr. Maya Joseph 2005 Communication skills.
   India Ltd.
   Publishers Distributors Delhi.

09ED202 OPTIONAL II: CONTENT CUM METHODOLOGY OF TEACHING
ENGLISH I

Credit: 3:0:0

Objectives:
1. To familiarize the teacher – trainees with the various aspects of the B.Ed. Programme
   with special reference to the nature of the language skills to be developed.
2. To train student teachers in strategies and current techniques of English teaching.
3. To foster the habit of examining syllabi and teaching materials.
4. To enable the teacher trainees to acquire an understanding of role, nature, status and
   rationale for learning English.

Unit I: Preliminary Statement
The role of English in India today – Teaching the four basic skills – listening – speaking –
reading – writing. Learning the mother tongue and learning a second language – interference and
Transfer from the mother tongue – Implications for teaching methods.

Unit II Teaching skills
Bloom’s Taxonomy of Educational Objectives – cognitive, Affective and Psychomotor domains – General and specific Instructional objectives. Micro teaching – Principles and Skills

Unit III Methods and Approaches

Unit IV Teaching of English

Unit V Evaluation

Reference:
2. Dr. N.L.N. Jayanthi, 2008 “Teaching of English”.
3. Dr. Maya Joseph 2005 Communication skills.
5. English Language Education, Source Book for the Diploma in Teacher Education.

09ED203 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING ENGLISH II

Credit: 3:0:0

Objectives:
The student teacher
1. Acquires knowledge of different uses of language.
2. develops understanding of the remedial measures and analysis of errors
3. Develops skills in creating writing.
4. Acquires knowledge of the Traditional Resources used for instruction in English Education

Unit I Creative writing in English
Collection of newspaper reports on events and functions, preparation of a report for newspapers, writing for journals – seminar, symposium and panel discussion.

Unit II Composition
Unit III
Remedial English

Unit IV
The English Readers

Unit V
Traditional Resources
A survey of traditional resources used for instruction in English education (Models, Language Games, Music, Drama, Literature, Periodicals and Role Play)

References:

3. Dr. Maya Joseph 2005 Communication skills.
5. English Language Education, Source Book for the Diploma in Teacher Education.

09ED204 OPTIONAL II: CONTENT CUM METHODOLOGY OF TEACHING ENGLISH II

Credit: 3:0:0

Objectives:
1. To be familiar with the English sounds
2. To improve the spoken ability in English
3. To develop the skill of reading and writing ability
4. To familiarize with the technology of languages teaching.
5. To familiarize with the Principles of curriculum construction.

Unit I: Spoken English – Phonetics

Unit II: Technology for Language Teaching

Unit III: Listening and Speaking

**Unit IV: Reading and Writing**
Methods of teaching reading to beginners – Reading comprehension – Silent Reading – Loud Reading – Skimming – Scanning. Writing skills – Mechanical skills – Grammatical skills – Discourse skills

**Unit V Curriculum of English**
Curriculum, Syllabus and Books
Curriculum-Principles of curriculum construction and modern trends, need for curricula to meet individual differences and special curricula for the gifted and slow learners. Syllabus – Different types (structural, skill-based, situational, topical and notional). Criteria of books, journals etc. – School libraries reading and community resources.

**Reference:**

**09ED205 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING SOCIAL SCIENCES I**

**Credits : 3:0:0**

**OBJECTIVES:**
To enable the student teacher to:
1. Appreciate the need for learning History, Geography, Civics, Sociology and Economic.
2. Develop knowledge about the basic principles governing the construction of a social science.
3. Develop the classroom skills needed for teaching of Social sciences using modern methodology.
4. Develop the ability to organize co-curricular activities and community resources for promoting social science learning.
5. Acquire the knowledge, method and techniques of evaluation and preparation of question in social sciences.

**UNIT I: Introduction to Teaching Social Sciences**
Nature and Objectives of Teaching Social sciences – Need for teaching the subjects History, Geography, Civics, Sociology and Economics under Social sciences in schools – Place of social sciences in secondary school curriculum – Concept of Social Studies – Differences between Social sciences and social studies.
UNIT II: Curriculum of Social Sciences

UNIT III: Instructional Methods for Teaching Social Sciences
Need for different Instructional strategies – Methods and Models of Instructional strategies – Teacher directed instructional strategies: Lecture, Demonstration, Guest Speakers and Questioning – Learner directed instructional strategies: individualized instruction, programmed instruction, computer assisted instruction, project work and field work – Group directed instructional strategies: Discussions, Debate, Symposium, Panel Discussion and Brainstorming.

UNIT IV: Instructional Process in Teaching Social Sciences
Meaning and different components of instructional process – Instructional Plan – Areas of Instructional Plan: Teaching-learning strategies, objectives, learning alternative and evaluation, content, concepts, processes, values – Types of Planning: Lesson, Unit and Year plans – Micro teaching lesson plans.

UNIT V: Evaluation in Teaching Social Sciences

References


09ED206 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING SOCIAL SCIENCES II
Credits : 3:0:0
Objectives
To enable the student teacher to:
1. Understand the Institution’s responsibilities to enhance teaching and learning of social sciences.
2. Develop knowledge about the content prescribed for social sciences in Schools.
3. Understand the recent trends in teaching social sciences using some innovative teaching methods in Schools.
4. Understand Modern Aids and different types of Educational Media need for teaching social sciences effectively.
5. Understand the role of information and communication technology and its applications in teaching social sciences.

Unit I: Role of Institution in Teaching Social Sciences
Arranging and organizing field trips to places of cultural importance like Temples, Church, Mosques and other Monumental places – Role of Social Sciences Laboratory – Establish Social Sciences Club – Conducting cultural competitions and awareness campaigns – School Participation in societal issues – Arranging guest lectures by eminent social scientist.

Unit II: Content of Social Sciences
The subject content prescribed for classes VIII, IX, X, XI and XII by the Tamil Nadu Textbook Society.

Unit III: Recent Trends in Teaching Social Sciences
Activity Based Learning (ABL) method – Active Learning Method (ALM) – Multiple Intelligences in teaching social sciences – Constructivism and Teaching Social Sciences – Research findings in the areas of teaching Social sciences – Need for updating the content of social sciences.

Unit IV: Educational Aids and Media in Teaching Social Sciences

Unit V: Teaching Social Sciences in Future

References:

09ED207 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING

COMPUTER SCIENCE I

Credit: 3:0:0

Objectives: To enable the student-teachers to

1. Acquire the knowledge and the process of teaching Computer Science.
2. Understand the process of curriculum construction in Computer Science.
3. Understand the evaluation process in computer science.

UNIT I Nature and Scope
Brief history of development of computers – Nature and scope of computer science - Values of Computer science – Role of Computer Science in Primary, Secondary and Higher Secondary School Curriculum

UNIT II Aims, Objectives and Planning of Teaching Computer Science
Aims and objectives of teaching Computer Science – Instructional objectives – General and specific objectives - Planning – meaning, importance and purpose – Year plan, unit plan, lesson plan – Micro Teaching: Concept of Micro teaching.

UNIT III Methods

UNIT IV Curriculum

UNIT V Evaluation
Measurement and Evaluation- Types of evaluation – Formative and summative – Types of tests – diagnostic, prognostic and achievement tests (Special focus on Blue Print) - Characteristics of a good test – Analysis and interpretation of scores – Measures of central tendency, Measures of variation and rank correlation – CAE.

References:

09ED208 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING COMPUTER SCIENCE II

Credit: 3:0:0

Objectives: To enable the student-teachers to

1. Understand the role of computer laboratory in teaching Computer Science.
2. Acquire the knowledge of recent trends and innovations in Computer Science teaching.
3. Develop the skill of developing the courseware for CBI
4. Acquire the knowledge of software tools for teaching computer science.

UNIT I Role of Computer Laboratory in Computer Science Teaching
Computer Science Laboratory – Importance of Laboratory Design – Lecture Room cum Lab Plan – Organization of Practical work: Administration, grouping of pupils, Instruction to pupils, discipline in the lab – Care and Maintenance of Hardware and Software in the Computer Science Laboratory – Apparatus – Stock Registers.

UNIT II Recent Trends in Computer Science Teaching
Computer Science Club: Need, Importance and Organisation - Role of e-club in teaching computer science – Computer science Library – e-Library – Simulation Based Learning – Computer Game Based Learning - Multiple Intelligences and Computer Science teaching and Learning

UNIT III Innovations in Computer Science Teaching and Learning

UNIT VI Design and Development of CBI Courseware
Courseware – writing objectives – task analysis – media selection – development styles and screen design – testing and evaluation – integrated unitized package – implementation of software – criteria for evaluation of a courseware

UNIT V Computer Science Teaching with Software Tools

Reference:
1. M.D. Roblyer, Integration of Educational Technology into teaching, University of Maryland University College.

09ED209 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING TAMIL I

Nehf;fq;fs:
1. jha; nkhopapd; ,d;wpaiakahikAk; jha;nkhop fw;wypd; Nehf;fq;fisAk; mwpyj;
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4. nra;As; ciueilg; ghlq;fisf; fw;gpj;jypd; NtWghLfis mwpyj;.
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2. jha;nkhopapidg; gwpy;Wk; Kiw

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09ED210 OPTIONAL II: CONTENT CUM METHODOLOGY OF TEACHING TAMIL I

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2. **.yf;fpaj; jpwdha;T**
   
   mwptpaYk; fiyAk; - fiys;: ,yf;fpaf; fly; ,yf;fpaj;jpd; ,ay;Gfs; - czh;r;r;p - fw;gid - fw;gidapd; tiffs; - Xireak; - njhil eak; - nhry; eak; - nghUs; eak; - Fwp;gG;nghUs; - gheyk; ghuhJ;ly; gapw;rpF,f;fUj;Jfs; cjTkhyW.

3. **.yf;fzk:**

   vOj;jpyf;fzk; , nrhy;ypyf;fzk; - cah; epivg; gs;spf;Fwpaf; ,yf;fzg; gFjpfSk; njhlh;Gila ,yf;fz E;jy;fSk;

4. **.nkhopfs:**

   nkhopapd; Nhjw;wk; gw;wpafhs;iffs; - nkhopAk; nkhopapaYk; - xypapay; - xypAWg;GfSk; - mtw;wpd; njhopy;fSk; - nka;nahypfs; - capnuhyps; - xypapy; mwpT nkhopahrphah;f;Fg; gad;gLjy; - khzth;fspd; cr;rhpg;Gg; gpiofisg; Nghf;Fjy; - xypadpay; - xypad;fis tif nra;Ak; Kiw - jkpopy; xypad;fs; - nrhy;yhf;fg; gapw;rpfs; cUtthFjy;

5. **.gy;Jiwj; jkpo:**

   cieilapd; tsh;r;r;p - ciuf;Nfhit; ciuf;Nfhitapd; tiffs; - thf;fpafmkg;G , gf;jp mk;G ciuf;Nfhitapd; mk;G epWj;jy; Fwp;PLfspd; gad;gL.

**09ED211 OPTIONAL I: CONTENT CUM METHODOLOGY OF TEACHING TAMIL II**

**tpUq;gg;ghlk; - 1: nghJj; jkpo; fw;gpj;jy; - .uz;lhk; gUtk; myF 1: jpwd;fisf; fw;gpj;jy;: Nfl;ly; NgRjy; tha;nkhopg; gwpw;rp**

**Nfl;ly:**

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*Karunya University*
School of Science and Humanities
Department of Education (ED)

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NjRjy:
mOj;jkhf NgRjy; - ,yf;fz tOtpd;wp NgRjy; - kuGnkhopfs; - gonkhopfs; - njhlf; epiy
Ngr;rhw;wy; , nhwh;nghh; - fye;Jiuahly; - tpdhtpdh ,tw;iwj; njhlf; epiy, eLepiy, cah;epiy
tFg;GfSf;F nghUj;jkhf mikj;Jf; nfjs;Sjy;

tha;: nhkhopg; gapw;rp
jd; ,d;wpaikahik – Nehf;fqs; - gad;fs; , cr;rhp;gpy; Vw;gLk; rpf;fys; - kdg;ghlk ;
nra;jypd; ,d;wpaikahik - jpuj;jpa Ngr;ry; nghUe;jpa ey;y;pay;Gfs; jpuj;jpa Ngr;rp;
tsh;f;f JizahFk; ,yf;fpaq;fs; - ehlf;fqs; ; tha;nhkhopg; gapw;rpapidg; gy;NtW epiyfspy;
msgp;giw;fhd Kiwfs; , Mh;tz;ijj; J}z;Lk; jiyg;Gfisg; gw;wp ciuahly; - rpWth; ghly;fs; - Ml;lg;
ghly;fs; fij nrjy;Yjy; - fye;Jiuahly; nrwh;Nghh; - nrwh;nghopTfs; - kd;wj;jpy; NgRjy;.

myF-2: jpwd;fis fw;gpij;y: gbj:jy;:
gbf;ff; fw;gpj;jypd; Nehf;fqs; - gbf;ff; fw;gpf;Fk; Kiwfs; , vOj;J Kiw;gbg;G – nrhy;
Kiw;gbg;G – nrhw;nhwhh; Kiw;gbg;G - ,tw;wpd; epiwFiwfs; - nrwh;fsQ;rpak; ngUf;fy; -
gbg;gpy; Mh;tk; J}z;ly; - that;tp;Lgbj;jy; - Kiwfs; - ed;ik jPikfs; – E}y;fisg; gad;gLj;Jjy; -
E}yfg;gbg;G, jpd thu_khj _jo;fs; gbFk; gapw;rp Nehf;wt. Moe;jgbg;G, mfd;w gbg;G
Nehf;fqs; , epiwFiwfs; KjpNahh;f;Fg; gbFf; ff;gpj;jy; nray;gL vOj;jwpT – ehl;Lg;Gwf; fy;tp.

myF-3: jpwd;fisf; fw;gpj;jy;: vOJjy;:
ifnaOj;jk; vOj;Jg; gpiopd;ikAk; , vOJtjw;Fg; gapw;rp mspj;jy; - rpy Kjw; gapw;rpfs; - vOJ
fUtpfisg; gpbFk; Kiw – ey;y ifnaOj;jpd; ey;y;pay;Gfs; , njspT, msT, moF, ,ilntsp, vOj;Jg;
gapw;rp Kiwfs; , thpnahw;wpnaOj;jy; - ghh;jJ vOJjy; - nrhy;ij vOJjy;.

myF-4: ghlf;FwpG; G tiffs.; nkhopahrphpaahpd; gz;Gfs;
ghlf;FwpG;G jahhpj;jypd; ,d;wpaikahik
tpdTjypd; Nehf;fqs; , gad;fs; , tpdhf;fs; tpdTjypd; jpwik – tpdhf;fs; tpdTk; Kiwfs; - tiffs;
fw;gpf;Fk; tpdhf;fs; , tPl;LNTiy tpdhf;fs; , Njh;T tpdhf;fs; Nehf;wt. Rpwe;j tpdhf;fspd;
myF-5: ghlE{y; - Ef}yk; - nkhopf;fw;gpj;jypd; El;gf; $Wfs;.

E}yk;

gs;sp E}yk; , tFg;G E}yk; - fUtp E}yk;.
nkhopf;fw;gpj;jypd; El;gf;$Wfs;
Jizf; fUtpfisg; gad; gLj;Jy; - nf;rp;NlhNfhg; (fz;Nzhl;l;j;pid mstplK; fUtp) – thrpf;Fk; Ntfk;
thndhyp – glelhig; gpjT xypg;gpjT ehhl – nkhopg; gapw;wha;Tf; $lk; - fw;gpf;Fk;
nghwfps; - jpl;lkpl;Lf; fw;wy; - ,it nkhopg;ghlk; fw;gpj;jYf;F vt;thW Jiz GhpfpwJ –
nkhopfw;gpj;jypd; El;gf; $Wfs; - njhiyf;fh;lrapd; ,d;wpakahik.

1. Jkpo; gapw;Wkiw – e. Rg;G nu;lh; - 1957
2. ew;lwkpo; fw;gpf;Fk; Kiwfs; I & II – tp. fzgp – 1989
3. jkpo; ttifg; ghLq;fSk; , fw;gpj;jYk; - tp. fzgp – 1989
4. jkpo; fw;gpj;jy; - Kh.R. jpuKyi – 1998
5. jkpo; fw;gpj;jy; , mZFKiwfSk; , nray; newpfSk; - ,uh. Re;jpuNrfh; - 2001.

09ED212 OPTIONAL II: CONTENT CUM METHODOLOGY OF TEACHING TAMIL

II

gUt; - 2 PAPER – II

tpUg;gg;ghlk; - II: rpwg;Gj;j jkpo; fw;gpj;jy; - 2

1. ,yf;fpa tuyhW
fk;guhhazk; ,kfhghjuk; ,Guhzq;fs; , rpw;wpYu;fpaq;fs; - rkaq;fs; tsh;jj jkpo; - ,irj;jkpo;
- ehlfi;jkpo;f; fj - ,yf;fpak; ,Ugjhk; E}w;whz;L jkpo; ,yf;fpak; - ghujpahh,; ghujpjhrd; ,
ftpzkp, ehkf;fy; ftpQh; , GJf;ftpj – ciueil – Mrphpa;f; - Foe;ij ,yf;fpak; - gad; ,yf;fpak;.

2. ,yf;fpa; jpwdh;A
,yf;fpa;jpid Efh;ijy; , jpwdhajy; , guhhl;ly; , gheyk; guhhl;ly; , ,yf;fpaKk; tho;f;ifAk; -
,yf;fpa; Njhw;wk; gw;wpa nhf;iffs; - mzpfs; - ctk, cUt;f; - fiy; fiyf;fhfNt – Gjpdk; - rpWF}j

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3. $fUj;Jf;fisg; gs;spg;ghlk; elj;Jifapy; gad;gLJ;Jjy;.

4. nkhopapay;
cUgd; - cUgd;fisf; fz;lwpjy; - tpjpfs; - cUnghyapdayp; - nrhy;tif – jkpopd; tpidr;nrhw;fs;
$l;Ltpid – njhlhpay; - khw;wpypf;fzf; NfhL;ghL – thf;fpa khw;wg;gapw;rpfs cUthf,Fjy; -
Ngr;Rnkhop – nkhopapay; fld; thq;Fjy; - rKjha nkhopapay; - jha;nkhop.

5. gy;Jiwj; jkpo;
Mwptpay; jkpo; - fiyr;nrhy; cUthf;fk; - tpjpfs; - Ml;rpj; jkpo; - jfty; njhlh;Gj; Jiwapy; jkpo;
- fzpg;nghwpAk; jkpOk; - fy;tpj;Jiwapy; jkpo; - jha;nkhop topf;fy;tp.

nray;Kiw Ntiy
1. Kd;dwptpg;gpy;yhr; nrhw;nghopTfs; , nrhw; Nghh;
2. fUj;juq;fk;
3. ehlfq;fs; vOjp ebj;jy;
4. thndhypg; Ngr;irf; Nfl;Lf; Fwpg;ngLj;jy;
5. jpwdha;Tf; fl;Liufs; vOJjy;
6. gheyk; ghuhl;ly;
7. kyh; jahhpj;yy;
8. fw;gpj;jy; nghUs; jahhpj;jy; njhlh;ghd fUtpfs; jahhpj;jy;
9. glj;njjFjg;G jahhpj;jy;
10. tpdh tq;fp jahhpj;jy;
11. Fiwawp gapw;rpAk; epiwjPh; gapw;rpAk;
12. nkhopg; gapw;rpfs; jahhpj;jy;

Ely;fs;
1. jkpo; ,yf;fpa tuyhW – lhf;lh; K.th.
2. ,yf;fpaf; fiy – m.r. Qhdrk;ge;jd; 1989
3. ,yf;fpaj;jpwd; - lhf;lh; K.th. 1965
4. nkhop tuyhW – lhf;lh; K.th. 1990
5. ,f;fhy nkhopapay; - lhf;lh; Kj;Jr; rz;Kf; - 1988
6. mwptpay; jkpo; - lhf;lh; th. nr. Foe;ijwrhkp - 1990

ED 318 EDUCATIONAL AND SOCIO – ECONOMIC DEVELOPMENT

UNIT –I NATURE OF ECONOMIC GROWTH AND DEVELOPMENT

UNIT- II  FACTORS IN THE DEVELOPMENT PROCESS


Education and Development: Education and international migration - Migration and development – Rural urban migration – Unemployment – Types and measurement.

UNIT- III  POPULATION AND DEVELOPMENT


UNIT – IV  AGRICULTURE TAXATION & WELFARE OF RURAL AREA.

Importance of Agricultural Taxation for a Developing Economy – Burden of Agricultural Taxation in India – Present position – The case of additional taxation on agriculture income tax.

UNIT – V AGRICULTURAL LABOUR AND SOCIO – ECONOMIC CHALLENGES:


REFERENCES:
1. P.R.Brahmananda, V.R Panchamukhi, Development Process of Indian Economy.
2. Uma Kapila, Indian Economy since independence.
3. S. Gupta, Economic Liberalization.
4. K.P.M. Sundaram, Indian economy
5. E.T.Mathew, Agricultural Taxation & Economic Development in India.

ED 319 EDUCATIONAL PERSPECTIVE AND AGRICULTURAL ECONOMY OF INDIA.

UNIT - I   THE STRUCTURE OF INDIAN ECONOMY.

Indian Economy under colonial rule structural changes since independence natural resources and Environmental Degradation. The place of Agriculture in the National Economy-Crop Pattern in India since 1951.
UNIT – II AGRICULTURAL ECONOMY OF INDIA, AND RURAL DEVELOPMENT

The need & Scope for Land Reforms in a Developing Economy – Tenancy Reforms – an appraisal of land reforms – Farm size, Productivity/ Profitability & Farm efficiency – subdivision and fragmentation - co op farming.

UNIT - III ORGANISATION OF RURAL G EDIT AND AGRICULTURE MARKETING

The need for and sources of g edit for farmers – Special features of agricultural finance and agencies. (Co – Operative G edit societies, Land Development Bank, Nabard) the problem of rural indebtedness.

UNIT – IV IRRIGATION & AGRICULTURAL INPUTS


UNIT – V NEW AGRICULTURAL STRATEGY, GREEN REVOLUTION & FOOD PROBLEM AND POLICY

Progress of Agriculture under Five Year Plans, Agriculture strategy, Green Revolution & Food Problem and Policy.

REFERENCE:-

1. J.B.Bhuttacharjee: Studies in India Agricultural Economics.
4. B.D. Dhawan: Irrigation in India’s Agricultural Development.

09ED310 CURRICULUM DESIGNING

Credit: 3:0:0

Objectives:
To enable the learner to
1. Comprehend the various connotations of ‘curriculum’
2. Discriminate documentary curriculum from operational curriculum.
3. Comprehend the foundations of curriculum.
4. Apply the determinants of curriculum in the construction as well as assessment.
5. Be exposed to the varieties of curricular development and evaluative models.
UNIT – I
Curriculum – Different connotations – as content, as intended learning outcomes, as experiences provided, as experiences received, as a plan for academic action. Documentary curriculum – G. O’s, Proceedings, Syllabi, Textbooks, Teachers’ Handbooks, Students’ workbooks, Laboratory manuals, Media manuals, Operational curriculum – variation in contexts.

UNIT – II

UNIT - III
Curricular Models – Kerr’s model, Johnson’s model, Mc. Donald’s model – Zia’s model, stake’s model, Stufflebeam’s model, Scriven’s model.

UNIT - IV

UNIT – V

Reference:

09ED315 ADVANCED PHILOSOPHICAL AND SOCIOLOGICAL ASPECTS OF EDUCATION

Credit: 4:0:0

Objectives:
To enable the learner to:
1. understand philosophical enquiry as a basis of all educational endeavors.
2. critically appraise the contributions made by prominent educational thinkers to Indian and Western.
3. indulge in independent reflection on philosophical basis of major educational issues in the global context.

4. understand the concept and process of social organization, social stratification and institution.

5. understand the relationship between culture, society and education.

UNIT I: Schools of Philosophy
Philosophy of Education: Meaning and Significance – Indian Philosophy: Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions with special reference to Epistemology, Axiology and Metaphysics and their educational implications – Western: Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to Epistemology, Axiology and Metaphysics and their educational implications

UNIT II: Contributions of Philosophers

UNIT III: Indian Constitution for Education
Education and the Indian Constitution – Articles related with education- Human rights education – National Values as enshrined in the Indian Constitution and their empiricism and positive relativism.

UNIT IV: Education & Sociology
Sociology - Meaning and Nature of Educational Sociology and Sociology of Education. Relationship between Sociology and Education - Education as a social sub system. Education and the home- Education and the community- Education and modernization - Education and politics- Education and religion - Education and culture - Education and democracy.

UNIT V: Education for Indian Social System
Social change- Social stratification- social mobility - social equity- equality of educational opportunities- constraints on social change in India (caste, ethnicity, class, language, religion, regionalism) – Education of socially and economically disadvantaged sections of the society- SC/ST, women and rural population.

Text Books:

Reference Books:

**09ED316 ADVANCED EDUCATIONAL PSYCHOLOGY**

**Credit: 4:0:0**

**Objectives:**

To enable the learner to:

1) acquaint them with the objectives, methods and concepts of modern scientific psychology and the laws of principles governing learning and instruction.
2) understand, appreciate and synthesis the basic concepts of learning theories.
3) understand the nature of motivation, intelligence and personality and their functioning.
4) understand the nature of mental health and principles of mental hygiene and their implications for instructions.

**UNIT – I Psychology as a Scientific Study:**

Science of Psychology: Origin, trends and methods. Scientific characteristics of Psychology - Educational Psychology: Definition, scope, areas and fields of application—Schools of Psychology: Associationism, Behaviourism and Gestalt School

**UNIT – II Human Development**

Principles of Human Development, Role of Heredity and Environment in Human Development, Developmental Tasks and their educational implications, Characteristics of human beings at various stages of development, Erickson’s stages of psycho-social development.

**UNIT – III Intelligence, Cognition and Creativity: A Theoretical Perspective**


**UNIT – IV Psychology of Learning and Instruction**


**UNIT – V Motivation and Personality**

Motivation: Meaning and Views: Psycho Analytic, Behaviouristic, cognitive and Field Humanistic. Personality: Meaning and various approaches to the study of personality. Theories
of Personality: Type theory, Trait theory, Factor theory, Dimensional theory, Psycho analytic theory and Humanistic theory Personality Assessment: Projective technique, Rorschach inkblot test and Thematic Apperception Test Adjustment: Concept, problem, adjustment mechanism and maladjustment. Mental Health and Mental Hygiene: Concept and importance, Guidance.

Text Books:

Reference Books:
3. Norman A. Sprint Hall, Educational Psychology, Mc Grawhill, Delhi, 2003

09ED317 CURRICULUM DESIGNING

Credit: 4:0:0

Objectives:
To enable the learner to:
1. comprehend the various connotations of ‘curriculum’
2. discriminate documentary curriculum from operational curriculum.
3. comprehend the foundations of curriculum.
4. apply the determinants of curriculum in the construction as well as assessment.
5. be exposed to the varieties of curricular development and evaluative models.

UNIT – I
Curriculum – Different connotations – as content, as intended learning outcomes, as experiences provided, as experiences received, as a plan for academic action. Documentary curriculum – G. O’s, Proceedings, Syllabi, Textbooks, Teachers’ Handbooks, Students’ workbooks, Laboratory manuals, Media manuals, Operational curriculum – variation in contexts.

UNIT – II

UNIT - III
Curricular Models – Kerr’s model, Johnson’s model, Mc. Donald’s model – Zia’s model, stake’s model, Stufflebeam’s model, Scriven’s model.

UNIT - IV

UNIT – V

Text Books:


Reference Books:


09ED319 EDUCATIONAL RESEARCH LAB

Credit: 0:0:2

1. Identification of Research problems
2. Writing Hypotheses
3. Developing tools
4. Hypotheses testing : Parametric and non-parametric test
5. Writing interpretation
6. Writing reports
7. Writing Research proposal
8. Presenting research progress in the colloquium
9. Writing article reviews
10. Writing research articles

09ED320 COMPUTER APPLICATIONS IN RESEARCH

Credit: 0:0:2

1. Fundamentals of Computers
2. MS office: MS Word, MS Excel, MS Access, MS Powerpoint
3. Basic Knowledge in working of SPSS: Measures of Central Tendency, Standard Deviation, Mean Deviation, ‘t’ - Test, Correlation, ‘F’- test

Experiments:

1. **Ms Word**: Documentation – Edit – Insert picture – Create and Edit Tables
2. **Ms Excel**: Using formula: Average – Standard deviation – minimum – maximum
3. **Ms Excel**: Drawing Graphs
4. **Ms Access**: Creating Tables
5. **Ms Power point**: Preparing presentation
6. **SPSS**: Data Edit
7. **SPSS**: Measures of Central Tendency
8. **SPSS**: Standard deviation, Mean deviation
9. **SPSS**: ‘t’ – test
10. **SPSS**: Product moment Correlation
11. **SPSS**: ‘F’ – test

**09ED321 COGNITIVE PSYCHOLOGY**

Credit: 4:0:0

Objectives:

To enable the learner to:

1. appreciate the contributions of cognitive Psychologists in facilitating the understanding of learning process.
2. consider various dimensions of intelligence while designing curriculum for the all round development of pupils
3. develop skill for fostering creativity among the pupils
4. develop a better understanding of how children develop and learn and how teachers and educators facilitate these processes.
5. undertake psychological research aimed at finding workable solutions to everyday educational problems

UNIT – I Evolution of Cognitive Psychology:

UNIT – II Cognitive Learning Theories:
Cognitive Theories: Jean Piaget’s Cognitive Development- Anderson’s ACT-R theory – Gagne’s condition of learning- Bruner’s discovery learning- Asubel’s meaningful learning- Bandura’s
Social learning theory- Vigotsky’s constructivism- Information Processing theory- their relevance to instructional design- Learning Styles

UNIT- III Intelligence:
Theories of Intelligence-Thompson Sampling theory, Vernon’s hierarchical theory- Multiple Intelligence -Gardner’s theory of multiple intelligence-Perceptual Skills- Triarchic Intelligence- Emotional Intelligence – Spiritual Intelligence-History of Intelligence- measuring tools-Divergent thinking Vs Convergent Thinking

UNIT – IV Creativity:
Meaning – Process- Measures to foster Creativity in the learner-Nurturing and simulation of creativity-Theories of creativity-Taylor’s level theory of creativity-Psychoanalytical theory of Creativity- Arieti’s theory of creativity- Creativity tests

UNIT –V Thinking and Language:

Text Books:


Reference Books:


09ED322 ADVANCEMENT IN SPECIAL EDUCATION AND REHABILITATION

Credit: 4:0:0

Objectives:

To enable the learner to:

1 explain learning behaviors of children with disability
2 understand stages of development and will be able to make educational planning
3 appreciate the role of functionaries
4 develop devices using technology
5 aware about role of different agencies in this field.
UNIT I: Definitions and learning behaviors of children with disabilities
Revisiting concepts of impairment, handicap, activity limitation and disability. Definitions of disabilities as per the Persons with Disabilities (PWD) Act, Definitions of disabilities as per the National Trust (NT) Act, Incidence and prevalence of disability categories in India, Learning Characteristics of children with disabilities.

UNIT II Assessment, Educational Planning and psychological implications of disabilities
Stages of development with reference to children with disabilities, Assessment for intervention and Educational Planning, Impact of various disabilities on personality, Theories of learning with reference to special needs children and their application in special education, Educational options for children with disabilities.

UNIT III Curricular activities and teaching strategies
Special skills necessary as a result of various disability conditions, Learning stages – Sensory motor, concrete operation and abstract thinking (logical operations). Compensatory instruction for concept development and learning, Methods of teaching various academic subjects to children with disabilities, Role of functionaries – head masters/ principles, teachers, class room teachers, parents and peers in the education of children with disabilities.

UNIT IV Assistive devices and adaptation of teaching learning materials
Types of assistive devices, Use of technology in educating children with disabilities, General principles of material preparation duplication, modification, substitution and omission, Use of adapted instructional material for teaching and learning subjects like mathematics, science, social science etc, Creative arts and adapted physical education activities.

UNIT V Role of family, peer-group and community and achievement evaluation
Awareness of development programmes in the community, Attitude of parents, teachers, siblings, peer group and attitude modification, Role of multi purpose rehabilitation workers and pare – professionals and linkages between education and rehabilitation professional, Techniques of guidance and counseling with reference to various disabilities, General strategies to evaluate the curricular and co-curricular activities.

Text Books:

Reference Books:
09ED901 INTERNSHIP TRAINING PROGRAMME

Credit: 0:0:1

The M.Ed. students shall be undergoing internship training programme for 10 days to develop the self-instructional packages like CBI materials, Audio and Video production, and other e-learning software in the IT and Media based industries and submit the package along with the report.
LIST OF REVISED AND NEW SUBJECTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Subjects</th>
<th>Credit</th>
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<tr>
<td>10ED201</td>
<td>Construction of Tests (Record)</td>
<td>0:0:1</td>
</tr>
<tr>
<td>10ED301</td>
<td>Psychology Practical</td>
<td>0:0:2</td>
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10ED201 CONSTRUCTION OF TESTS (Record)

Credits: 0:0:1
Each student should conduct a diagnostic test and an achievement test in both the optionals and submit the record.

1. Evaluation
   - Meaning, Definition and Types
   - Test and Measurement
   - Types of Test
   - Characteristics of Test

2. Diagnostic Test
   - Preparation
   - Administration
   - Error Analysis
   - Interpretation
   - Remedial Teaching

3. Achievement Test
   - Weightage of Objectives, Content and Questions
   - Blue Print
   - Question Paper
   - Scoring Procedure
   - Key
   - Standardization of test

4. Application of Statistics
   - Measures of Central Tendency - Mean, Median, Mode
   - Measures of Dispersion – Standard Deviation, Quartile Deviation
   - Rank Correlation

5. Graphical Representation
   - Frequency Curve
   - Frequency Polygon
   - Histogram
   - Ogive Curve
10ED301 PSYCHOLOGY PRACTICAL

Credit: 0:0:2

Each M.Ed. student should do any ten of the following psychology practicals and submit the record.

1. Emotional Intelligence Scale
2. Creativity Test
3. Interest inventory
4. Level of Aspiration
5. Adjustment inventory
6. Personality Test
7. Span of Attention
8. Memory Drum
9. Mirror Drawing
10. Human Maze
11. Anxiety
12. Problem Solving
13. Stress
14. Assertiveness
15. Self Esteem
### ADDITIONAL SUBJECTS

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<th>Credit</th>
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<tbody>
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<td>11ED201</td>
<td>Foundations of Education</td>
<td>3:0:0</td>
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<tr>
<td>11ED202</td>
<td>Psychology of Teaching and Learning - I</td>
<td>3:0:0</td>
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<tr>
<td>11ED203</td>
<td>Educational Technology</td>
<td>3:0:0</td>
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<tr>
<td>11ED204</td>
<td>Optional I: Methodology of Teaching Mathematics - I</td>
<td>3:0:0</td>
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<tr>
<td>11ED205</td>
<td>Optional I: Methodology of Teaching Physical Sciences - I</td>
<td>3:0:0</td>
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<tr>
<td>11ED206</td>
<td>Optional I: Methodology of Teaching Biological Sciences - I</td>
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<td>Optional I: Methodology of Teaching Computer Science - I</td>
<td>3:0:0</td>
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<td>Optional I: Methodology of Teaching Commerce - I</td>
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<td>Educational Reforms in National Perspectives</td>
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<td>11ED213</td>
<td>Psychology of Teaching and Learning - II</td>
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<td>11ED214</td>
<td>Instructional Technology</td>
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<td>11ED215</td>
<td>Optional I: Methodology of Teaching Mathematics - II</td>
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<td>11ED216</td>
<td>Optional I: Methodology of Teaching Physical Sciences - II</td>
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<td>Optional I: Methodology of Teaching Biological Sciences - II</td>
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<td>Optional I: Methodology of Teaching Commerce - II</td>
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<td>Optional I: Methodology of Teaching English - II</td>
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<td>11ED222</td>
<td>Optional II: Methodology of Teaching English - II</td>
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<td>11ED223</td>
<td>Educational Guidance &amp; Counseling</td>
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<td>Educational Management</td>
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<td>Educational Measurement &amp; Evaluation</td>
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<td>11ED226</td>
<td>Environmental Education</td>
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<td>11ED227</td>
<td>Optional I: Teaching Competency (Practical)</td>
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<td>11ED228</td>
<td>Optional II: Teaching Competency (Practical)</td>
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<td>Optional II: Micro Teaching (Record)</td>
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<td>Construction of Tests (Record)</td>
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<td>11ED232</td>
<td>Psychology Practical (Record)</td>
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<td>11ED233</td>
<td>Case study and Action Research (Record)</td>
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<td>School Survey (Record)</td>
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<td>Physical Education and Health Education (Record)</td>
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<td>Community Service (Record)</td>
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<td>Educational Technology Lab (Record)</td>
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<td>Methodology of Educational Research and Statistics.</td>
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<td>11ED302</td>
<td>Advanced Educational Technology</td>
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<td>Special Education</td>
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<td>11ED304</td>
<td>Educational Planning and Administration</td>
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<td>11ED306</td>
<td>Teaching Pedagogy</td>
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<td>11ED307</td>
<td>Current trends in Higher Education</td>
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<td>11ED308</td>
<td>Methodology of Research and Statistics</td>
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<td>11ED309</td>
<td>Contemporary issues in Education and Educational Management</td>
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<tr>
<td>11ED310</td>
<td>Educational Media and Instruction</td>
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Department of Education

Karunya University

Page No. 22-1
11ED201 FOUNDATIONS OF EDUCATION

Credits: 3:0:0

Course Objectives:
To enable the student teacher to understand:
- the philosophical & sociological foundations of education
- educational implications of schools of thought & contributions of philosophers
- role of education in social perspectives
- status of education in the Indian constitution

Outcomes:
On completion of this course the student teacher will be able to analyze the philosophical & sociological foundations of education, Schools of Philosophy, contributions of philosophers, role of education in social perspectives and provisions of education in the Indian constitution.

Unit I

Unit II
Philosophical Foundations: Philosophy, Educational Philosophy – Meaning, Definition and Branches of Philosophy - Relationship between Education and Philosophy, Schools of Philosophy - Idealism, Naturalism, Pragmatism, Realism.

Unit III

Unit IV

Unit V

Text Books:

Reference Books:

11ED202 PSYCHOLOGY OF TEACHING AND LEARNING - I

Credits: 3:0:0

Course Objectives:
To enable the student teacher to understand:
- the significance of psychological basis in education
- the pivots of psychological basis in education, learning experience, learning environment, learning process and the teacher in detail.
- the nature and scope of Psycho pedagogical approach to education.
- the principles of psycho pedagogical approach in classroom situation and education.

Outcomes:
At the end of the course, the student will be able to identify the role of psychological principles in teaching – learning process, apply the role of psychological principles in teaching and learning.

Unit I
Introduction to Psycho Pedagogy: Concept and definition of Educational psychology. Nature and Scope of educational psychology. Branches of Psychology. Applications of psychology to Education and their Implications for teaching.

Unit II

Unit III

Unit IV

Unit V

Text books:


Reference books:


11ED203 EDUCATIONAL TECHNOLOGY

Credit: 3:0:0

Objectives:
To enable the student teacher to understand:
- need and scope of Educational Technology
- models and strategies of teaching
- importance of communication techniques in education.
- recent trends in imparting education due to technological development.

Outcomes:
On completion of this course the student - teachers will recognize the need and scope of educational technology prepare and use different teaching aids in their teaching, develop lessons by using different models and strategies of teaching, analyse the classroom communication and improve their behavior, utilize the recent trends of educational technology in their teaching.

Unit I

Unit II
Unit III

Unit IV
Communication: Communication: Meaning, Types, Elements, Models, Networks and Barriers of Communication- Factors affecting communication – Classroom Communication: FIACS - RCS – ETC - RCEAS

Unit V

Text Books:

Reference Books:

11ED204 OPTIONAL I: METHODOLOGY OF TEACHING MATHEMATICS - I

Credit: 3:0:0

Objectives:
To enable the student teacher to understand:
- the knowledge and the process of teaching mathematics.
- the process of curriculum construction in mathematics
- the process of evaluation in mathematics

Outcomes:
On completion of this course the student - teachers will know the history of mathematics and the contributions of different mathematicians, prepare the year plan, unit plan and lesson plan, evaluate the text book and develop the curriculum in mathematics, understand the concept of micro teaching, construct diagnostic test, achievement test and interpret the results.
Unit I

**History and Background of Mathematics:** Mathematics: Meaning, Nature and values - Historical development of mathematics – Contribution of mathematicians: Euclid, Pythagoras, Bertrand Russell, Aryabhata, Bharaskaracharya, Brahmagupta, Rene Descrates and Srinivasa Ramanujam – Modern Mathematics – Understanding of modern mathematics – Importance and aims of Modern mathematics

Unit II

**Aims, Objectives and Planning of Teaching Mathematics:** Aims and objectives of teaching mathematics – Instructional objectives – General and specific objectives - Planning – meaning, importance and purpose – Year plan, unit plan, lesson plan – Micro Teaching: Concept of Micro teaching.

Unit III


Unit IV


Unit V


**Text Books:**

**Reference Books:**

11ED205 OPTIONAL I: METHODOLOGY OF TEACHING PHYSICAL SCIENCES - I
Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the aims and objectives of teaching physical science.
- objective based instruction
- planning of instruction
- methods of teaching physical science
- curriculum construction
- evaluation & construction of tests

Outcomes:
On completion of this course the student teacher will be able to analyze the aims and objectives of teaching physical science, objective based instruction, planning of instruction, methods of teaching, curriculum construction, evaluation & construction of tests.

Unit I
Meaning and Scope of Science, Nature of Science (Product and Process), Aims of teaching Science, Development of Science Education in India.

Unit II
Taxonomy of Educational Objectives, Teaching Physical Sciences with reference to Bloom’s Taxonomy, Objective Based Instruction, instructional objectives and specifications. Micro Teaching, Core Teaching Skills in Science, Link Practice, Planning of Instruction - Importance of planning, Year plan, Unit plan and Lesson plan.

Unit III

Unit IV
Curriculum, Principles of Curriculum Construction, Activity Based Curriculum, Curriculum improvement projects in India (NCERT) and Abroad (PSSC,BSCS, CBA and Nuffield.),Types of curriculum – hidden curriculum, core curriculum, activity curriculum, concentric method and topic method of Curriculum Construction.

Unit V

Text Books:

Reference Books:
1. Dr.Sankhala D.P, Teaching of Science, Adhyayan publishers, New Delhi, 2007
2. Dr. Sivarajan, Prof. A. Faziluddin, Science Education Methodology of Teaching and Pedagogic Analysis, Calicut University, Kerala, 2003.

11ED206 OPTIONAL I: METHODOLOGY OF TEACHING BIOLOGICAL SCIENCES - I

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the aims and objectives of teaching biological sciences,
- objective based instruction
- planning of instruction
- methods of teaching biological sciences
- curriculum construction
- evaluation & construction of tests

Outcomes:
On completion of this course the students will be able to analyze the aims and objectives of teaching biological sciences, objective based instruction, planning of instruction, methods of teaching, curriculum construction, evaluation & construction of tests.

Unit I
Meaning and Scope of Science, Nature of Science (Product and Process), Aims of teaching Science, Development of Science Education in India.

Unit II
Taxonomy of Educational Objectives, Teaching Biological Sciences with reference to Bloom’s Taxonomy, Objective Based Instruction, instructional objectives and specifications. Micro Teaching, Core Teaching Skills in Science, Link Practice, Planning of Instruction - Importance of planning, Year plan, Unit plan and Lesson plan.

Unit III

Unit IV
Curriculum, Principles of Curriculum Construction, Activity Based Curriculum, Curriculum improvement projects in India (NCERT) and Abroad (PSSC,BSCS, CBA and Nuffield.),Types of

Unit V

Text Books:

Reference Books:
2. Dr. Sivarajan, Prof. A. Faziluddin, Science Education Methodology of Teaching and Pedagogic Analysis, Calicut University, Kerala, 2003.

11ED207 OPTIONAL I: METHODOLOGY OF TEACHING COMPUTER SCIENCE - I

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the knowledge and the process of teaching Computer Science.
- the process of curriculum construction in Computer Science
- the evaluation process in computer science.

Outcomes:
On completion of this course the student - teachers will recognize the role of curriculum in different levels of school, develop year, unit and lesson plan, know different methods of teaching, evaluate the computer science text book, evaluate the students learning and interpret the results

Unit I

Unit II
Aims, Objectives and Planning of Teaching Computer Science: Aims and objectives of teaching Computer Science – Instructional objectives – General and specific objectives - Planning – meaning, importance and purpose – Year plan, unit plan, lesson plan – Micro Teaching: Concept of Micro teaching.
Unit III

Unit IV

Unit V
Evaluation: Measurement and Evaluation- Types of evaluation – Formative and summative – Types of tests – diagnostic, prognostic and achievement tests (Special focus on Blue Print) - Characteristics of a good test – Analysis and interpretation of scores – Measures of central tendency, Measures of variation and rank correlation – CAE.

Text books:

Reference books:

11ED208 OPTIONAL I: METHODOLOGY OF TEACHING SOCIAL SCIENCES - I

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the need for learning History, Geography, Civics, Sociology and Economic.
- the basic principles governing the construction of a social science.
- the classroom skills needed for teaching of Social sciences using modern methodology.
- the ability to organize co-curricular activities and community resources for promoting social science learning.
- the knowledge, method and techniques of evaluation and preparation of question in social sciences.

Outcomes:
At the end of the course, the student will develop the skills to teach social sciences using modern methodology; apply the techniques for preparation of Question paper.

Unit I
Introduction to Teaching Social Sciences: Nature and Objectives of Teaching Social sciences – Need for teaching the subjects History, Geography, Civics, Sociology and Economics under Social sciences in schools – Place of social sciences in secondary school curriculum – Concept of Social Studies – Differences between Social sciences and social studies.

Unit II

Unit III
Instructional Methods for Teaching Social Sciences: Need for different Instructional strategies – Methods and Models of Instructional strategies – Teacher directed instructional strategies: Lecture, Demonstration, Guest Speakers and Questioning – Learner directed instructional strategies: individualized instruction, programmed instruction, computer assisted instruction, project work and field work – Group directed instructional strategies: Discussions, Debate, Symposium, Panel Discussion and Brainstorming.

Unit IV
Instructional Process in Teaching Social Sciences: Meaning and different components of instructional process – Instructional Plan – Areas of Instructional Plan: Teaching-learning strategies, objectives, learning alternative and evaluation, content, concepts, processes, values – Types of Planning: Lesson, Unit and Year plans – Micro teaching lesson plans.

Unit V

Text Books:

Reference Books:

11ED209 OPTIONAL I: METHODOLOGY OF TEACHING COMMERCE I

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the nature and scope of Commerce and Accountancy education.
- the aims and objectives of teaching commerce and accountancy
- to develop micro teaching skills and understand the different methods, skills and techniques of teaching.
- the preparation and use of audio visual aids in commerce teaching.
- to implement the methods of evaluation, construct and administer the achievement and diagnostic tests.

Outcomes:
At the end of the course, the student will evaluate commerce and accountancy education, applications of micro teaching skills and audio visual materials in teaching process

Unit I

Unit II
Aims And Objectives of Teaching Commerce and Accountancy: Aims and Objectives of teaching commerce and accountancy subjects – base for the development of the Objectives through the appropriate learning experience-Bloom’s Taxonomy of educational Objectives-classroom objectives of teaching commerce general instructional objectives and specific learning outcomes relating to the objective cognitive, affective and psychomotor domains..

Unit III
Micro Teaching and Methods of Teaching Commerce and Accountancy: Micro and Macro teaching – Need for micro teaching – components – skill of explaining, stimulus variation, blackboard writing, reinforcement, illustrating with examples-advantages of micro teaching. Traditional methods – lecture, demonstration and project method. Modern methods-team teaching, seminar, symposium, workshop, debate, panel discussion and group discussion.
Unit IV
**Audio Visual Aids:** Instructional Aids – Need, Uses and Kinds – Audio Visual Aids and their merits – Visual Aids – Textbooks, Blackboard, Charts, Models, Collected forms and statements from banks, LIC and other financial institutions – Projective Aids; Film, OHP, Audio-Aids: Tape-Recorder – Field-trips, Commerce Club, Exhibition, School co-operative society etc.

Unit V

**Text Books**

**Reference Books:**

**11ED210 OPTIONAL I: METHODOLOGY OF TEACHING ENGLISH - I**

**Credits:** 3:0:0

**Objectives:**
To enable the student teacher to understand:
- to acquire knowledge of the sound system in English and to familiarize them with the appropriate terminology to describe the sounds in English.
- the connections of English speech and to acquire good pronunciation and fluency of speech.
- to acquire a working knowledge of various aspects of Modern English Grammar and usage at the Higher Secondary level.
- to develop the reference skills.

**Outcomes:**
At the end of the course the student will develop his/her communication skills.

**Unit I**
**Phonetics of English:** The different speech organs and their role – vowels and consonants – their place and manner of articulation – The concept of the phoneme and the allophone – Phonetic transcription – Stress – word stress and sentence stress.

**Unit II**

Unit III
Lexis: Word formation – Affixation – Conversion – Compounding – Other minor devices – Patterns of spelling – Phrasal verbs and prepositional phrases.

Unit IV

Unit V
References and Study Skills: Dictionary skills – SQ3R methods of Reading – Use of library and Reference work – Bibliography and Annotated Bibliography.

Text Books:

Reference Books:

11ED211 OPTIONAL II: METHODOLOGY OF TEACHING ENGLISH - 1

Credits: 3:0:0

Objectives:
To enable the student teacher:
- to familiarize the teacher – trainees with the various aspects of the B.Ed. Programme with special reference to the nature of the language skills to be developed.
- to train student teachers in strategies and current techniques of English teaching.
- to foster the habit of examining syllabi and teaching materials.
- to enable the teacher trainees to acquire

Outcomes:
At the end of the course the student acquires an understanding of role, nature, status and rationale for learning English.

Unit I
Preliminary Statement: The role of English in India today – Teaching the four basic skills – listening – speaking – reading – writing. Learning the mother tongue and learning a second
Unit II
Teaching Skills: Bloom’s Taxonomy of Educational Objectives – cognitive, Affective and Psychomotor domains – General and specific Instructional objectives. Micro teaching – Principles and Skills,

Unit III

Unit IV

Unit V

Text Books:
2. English Language Education, Source Book for the Diploma in Teacher Education.

Reference Books:

11ED212 EDUCATIONAL REFORMS IN NATIONAL PERSPECTIVES

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the role of nation in bringing out reforms in the field of education.
- the education at different levels.
- different boards of education.
- the development of education in India.
Outcomes:
At the end of the course the learner will discriminate education before and after independence and will comprehend the role of teachers in the Indian society.

Unit I

Unit II

Unit III

Unit IV
School Education in India: Community Schools – Neighbourhood Schools – SMART Schools – School Complex – Navodhaya Vidhyalaya – Kendra Vidhyalaya – Sainik School – Defence Academies – De: Schooling –Distance Education – Open learning and Virtual Classes

Unit V
Teacher Education: Teacher Education – Meaning – Aims – Objectives - Role of Teachers in the emerging Indian Society – Accountability of Teachers – Competency based Teacher Education – Pre service Education – In-Service Teacher Education.

Text Books:

Reference Books:

11ED213 PSYCHOLOGY OF TEACHING AND LEARNING – II

Credit: 3:0:0

Objectives:
To enable the student teacher to understand:
- the nature of intelligence and personality
• the measurement and interpretation of psychological tests
• the guidance and counseling in education
• the role of the teacher in promoting mental health and hygiene

Outcomes:
At the end of the course, the student will understand the Personality and Intelligence, theories and their implications to education, Construct and administer Psychological tests and evaluation, Apply the method of psychological tests in classroom situation, apply the concept of guidance and counseling, mental health and hygiene in the classroom.

Unit I

Unit II
Intelligence Theories and Tests: Meaning and definition of intelligence – Theories of Intelligence – Single, Two Factor and Multi Factor Theories – Guilford’s Structure of Intellect – Emotional Intelligence, Multiple Intelligence – Individual differences in Intelligence – Intelligence Tests and their uses.

Unit III

Unit IV

Unit V

Text Books:

Reference Books:

11ED214 INSTRUCTIONAL TECHNOLOGY

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the meaning and significance of Instructional Technology.
- to relate instructional objectives to Instructional Technology.
- to assess the relative effectiveness among different instructional development models.

Outcomes:
On completion of this course the student - teachers will recognize the concept of instructional technology, know different models of instructional development, know instructional design and techniques, evaluate the instruction.

Unit I

Unit II
Models of Instructional Development: Instructional Development model: Elements - Kemp Model – Instructional Development Institute Model – Criterion Reference Instructional Model – ISD Model.

Unit III
Instructional Design and Techniques: Stages of instructional designs – Instructional designs: objective based, skill-based, computer based and learning style based – Instructional Technology for large groups: symposium, panel discussion, team teaching and project approach – Instructional technology for small groups. Simulation approach, role-play, buzz group technique, brainstorming and case discussions.

Unit IV
Individualized Instructional Techniques: Individualized Instruction: Meaning and significance – Tutorials, Mastery learning & Kellar Plan – Programmed instruction: nature, types and development – Development and validation of programmed instruction

Unit V
Text Books:

Reference Books:

11ED215 OPTIONAL I: METHODOLOGY OF TEACHING MATHEMATICS II

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the Psychology of teaching and learning mathematics.
- to apply the models of teaching in teaching mathematics
- the pedagogical analysis in mathematics
- the process of research in mathematics education.

Outcomes:
On completion of this course the student - teachers will recognize the factors influencing in learning mathematics, develop lessons by using different models of teaching mathematics, do pedagogical analysis of the content in mathematics, know different techniques to develop interest in learning mathematics, do action research in mathematics.

Unit I

Unit II
Models of Teaching Mathematics: Models of teaching mathematics – Meaning - Concept attainment model, advanced organizing model, Inquiry training model - Multiple Intelligence Activity Based Teaching (MIABT) - Enrichment Programmes for the gifted – Backwardness in Learning Mathematics - Remedial Teaching.
Unit III
**Pedagogical Analysis in Mathematics:** Pedagogical Analysis of the contents in Mathematics – Meaning – Component and operations involved in the task of pedagogical Analysis - pedagogical Analysis of a few topics / units in the subject mathematics – sets, congruency, area, volume, ratio, proportion and Equations.

Unit IV

Unit V
**Research in Mathematics:** Research – Meaning – Characteristics of Research – Needs of research in mathematics – Defects in the Present day Teaching Mathematics - Action Research in Mathematics – Steps of Action research – Importance of Action Research

Text Books:

Reference Books:

11ED216 OPTIONAL I: METHODOLOGY OF TEACHING PHYSICAL SCIENCES II

Credits: 3:0:0

Objectives:

To enable the student teacher to understand:
- the models of teaching science
- resource materials in teaching science
- AV aids & support materials in science teaching
- importance of professional growth of science teachers

Outcomes:
On completion of this course the student will be able to analyze the models of teaching science, resource materials, AV aids & support materials in science teaching and professional growth of science teachers.

Unit I

Unit II

Unit III

Unit IV

Unit V
Teacher & Professional Growth: Qualities & Competencies of a science teacher, Duties and responsibilities, professional ethics, professional organisations, professional growth-pre service education, in-service education, role of SCERT & NCERT for professional enrichment.

Text Books:
1. Dr.T.K. Mathew, Dr. T.M. Mollykutty, Science Education Theoretical Bases of Teaching and Pedagogic Analysis May 2006.

Reference Books:
2. Dr. Sivarajan, Prof. A. Faziluddin, Science Education Methodology of Teaching and Pedagogic Analysis. 2003.

11ED217 OPTIONAL I: METHODOLOGY OF TEACHING BIOLOGICAL SCIENCES II

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
• the models of teaching science
• resource materials in teaching science
• AV aids & support materials in science teaching
• importance of professional growth of science teachers

Outcomes:
On completion of this course the student will be able to analyze the models of teaching science, resource materials, AV aids & support materials in science teaching and professional growth of science teachers.

Unit I

Unit II

Unit III

Unit IV

Unit V
Teacher & Professional Growth: Qualities & Competencies of a science teacher, Duties and responsibilities, professional ethics, professional organisations, professional growth-pre service education, inservice education, role of SCERT & NCERT for professional enrichment.

Text Books:
1. Dr.T.K. Mathew, Dr. T.M. Mollykutty, Science Education Theoretical Bases of Teaching and Pedagogic Analysis May 2006.

Reference Books:
2. Dr. Sivarajan, Prof. A. Faziluddin, Science Education Methodology of Teaching and Pedagogic Analysis. 2003.

11ED218 OPTIONAL I: METHODOLOGY OF TEACHING COMPUTER SCIENCE II

Credits: 3:0:0
Objectives:
To enable the student teacher to understand:
- the role of computer laboratory in teaching Computer Science.
- the knowledge of recent trends and innovations in Computer Science teaching.
- to develop the skill of developing the courseware for CBI
- to acquire the knowledge of software tools for teaching computer science.

Outcomes:
On completion of this course the student - teachers will design and maintain a computer laboratory for teaching computer science, recognize the recent trends in computer science teaching, develop individualized learning, develop and evaluate the courseware, utilize the different software tools in their teaching.

Unit I
Role of Computer Laboratory in Computer Science Teaching: Computer Science Laboratory – Importance of Laboratory Design – Lecture Room cum Lab Plan – Organization of Practical work : Administration, grouping of pupils, Instruction to pupils, discipline in the lab – Care and Maintenance of Hardware and Software in the Computer Science Laboratory – Apparatus – Stock Registers.

Unit II
Recent Trends in Computer Science Teaching: Computer Science Club: Need, Importance and Organisation - Role of e-club in teaching computer science – Computer science Library – e-Library – Simulation Based Learning – Computer Game Based Learning - Multiple Intelligences and Computer Science teaching and Learning

Unit III

Unit IV

Unit V

Text Books:
1. M.D. Roblyer, 2008, Integration of Educational Technology in to teaching, University of Maryland University College.
2. Dr. Anurag, Computer Based Instruction, Indira Gandhi National Open University, Noida, 2008.

Reference Books:

11ED219 OPTIONAL I: METHODOLOGY OF TEACHING SOCIAL SCIENCES II

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the Institution’s responsibilities to enhance teaching and learning of social sciences.
- to develop knowledge about the content prescribed for social sciences in Schools.
- the recent trends in teaching social sciences using some innovative teaching methods in Schools.
- modern Aids and different types of Educational Media need for teaching social sciences effectively.
- the role of information and communication technology and its applications in teaching social sciences.

Outcomes:
At the end of the course, the student will identify the cultural importance of church, mosque, temples, organize guest lectures and implement various modern technologies in teaching

Unit I
Role of Institution in Teaching Social Sciences: Arranging and organizing field trips to places of cultural importance like Temples, Church, Mosques and other Monumental places – Role of Social Sciences Laboratory – Establish Social Sciences Club – Conducting cultural competitions and awareness campaigns – School Participation in societal issues – Arranging guest lectures by eminent social scientist.

Unit II
Recent Trends in Teaching Social Sciences: Activity Based Learning (ABL) method – Active Learning Method (ALM) – Multiple Intelligences in teaching social sciences – Constructivism and Teaching Social Sciences – Research findings in the areas of teaching Social sciences – Need for updating the content of social sciences.

Unit III

Unit IV
Teacher & Professional Growth: Qualities & Competencies of a social science teacher, Duties and responsibilities, professional ethics, professional organisations, professional growth-pre service education, inservice education, role of SCERT & NCERT for professional enrichment.

Unit V

Text Books:

Reference Books:

11ED220 OPTIONAL I: METHODOLOGY OF TEACHING COMMERCE II

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the various communication techniques in classroom teaching and recent technological innovations in communication system.
- competency in teaching accountancy in special areas
- different types of business enterprises.
- models of teaching and classroom climate.
- qualities of a good teacher and evaluating teaching.

Outcomes:
At the end of the course, the student will apply various communication techniques in classroom teaching and recent technological innovations in communication system, develops the competency in teaching accountancy in special areas and understand the different types of business enterprises.
Unit I
**Approaches and Systems of Communication:** Communication-principles and barriers of communication – principles of modern communication informal and non-formal learning situation – various stages in modern communication system – mass media approaches to education – different media-multimedia – internet and E-commerce.

Unit II

Unit III

Unit IV
**Methods of Teaching:** Individualized instruction methods – supervised study – use of programmed learning – linear and branching programmes – case studies – their applicability to the teaching of commerce and accountancy. Computer Aided Instruction (CAI) – Role of teachers in individualized instruction.

Unit V

**Text Books:**
1. Aggarwal J.C, 2007, Teaching of commerce, Vikas publishing house Pvt Ltd, New Delhi,

**Reference Books:**

**11ED221 OPTIONAL I: METHODOLOGY OF TEACHING ENGLISH II**
Credits: 3:0:0

Objectives:

To enable the student teacher to understand:
- the knowledge of different uses of language.
- to develop understanding of the remedial measures and analysis of errors
- to acquire knowledge of the Traditional Resources used for instruction in English Education

Outcomes:

At the end of the course the student develops skills in creative writing.

Unit I
Creative Writing in English: Collection of newspaper reports on events and functions, preparation of a report for newspapers, writing for journals – seminar, symposium and panel discussion.

Unit II

Unit III

Unit IV

Unit V
Traditional Resources: A survey of traditional resources used for instruction in English education (Models, Language Games, Music, Drama, Literature, Periodicals and Role Play)

Text Books:
2. English Language Education, Source Book for the Diploma in Teacher Education.

Reference Books:

11ED222 OPTIONAL II: METHODOLOGY OF TEACHING ENGLISH II
Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- to be familiar with the English sounds
- to improve the spoken ability in English
- to develop the skill of reading and writing ability
- to familiarize with the technology of languages teaching.
- to familiarize with the Principles of curriculum construction.

Outcomes:
At the end of the course the student develops the four basic skills in English.

Unit I

Unit II

Unit III

Unit IV
Reading and Writing: Methods of teaching reading to beginners – Reading comprehension – Silent Reading – Loud Reading – Skimming – Scanning. Writing skills – Mechanical skills – Grammatical skills – Discourse skills, coherence, cohesion- characteristic of good paragraph and essay.

Unit V
Curriculum of English: Curriculum, Syllabus and Text books- Principles of curriculum construction and modern trends need for curricula to meet individual differences - special curricula for the gifted and slow learners. Syllabus – Different types (structural, skill-based, situational, functional and notional). Criteria of books, journals etc. – School libraries - reading and community resources.

Text Books:

Reference Books:

11ED223 EDUCATIONAL GUIDANCE AND COUNSELING

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the meaning, nature and need of Guidance and Counseling services in schools.
- the Guidance services, qualities of the counselor and his functional competencies.
- the professional preparation of a counselor.

Outcomes:
At the end of the course, the student will be recognize the meaning, nature and need of guidance services and counseling in school, describe the different evaluative techniques to collect information about the individuals for effective guidance and interpret the values of modern trends in guidance movement.

Unit I
Guidance and Counseling: Conceptual Aspects:

Unit II
Guidance Strategies and Counseling Techniques:

Unit III
Evaluation of Individuals for Effective Guidance:
The concept of Evaluation – Informal study approaches – Observation, Anecdotal records, Autobiographical Sketches, Sociogram and teacher-pupil interviews – Measurement of general and special abilities – Intelligence, Differential aptitude and achievement test – Measurement of personality traits, Projective technique and situational tests – The school testing programme – Individual testing, group testing, construction of case history.

Unit IV
Counselling Process and Services:
Counseling: Preparation, process and interactions – Counseling interview – Interview technique in counseling – Counselor & Counselee relationship – Pre-admission service- Admission service, Orientation service, student information service and Placement service.

Unit V

Text Books:
1. Kochhar, S.K, Guidance and counseling in Colleges and Universities, Sterling Publisher, New Delhi, 2005.

Reference Books:

11ED224 EDUCATIONAL MANAGEMENT

Credits 3:0:0

Objectives:
To enable the student teacher to understand:
- The knowledge of the terms and concepts needs in Educational Management.
- the principles, functions and organization of Educational management.
- the knowledge in analyzing the roles and supervision method of the present heads of the educational institutions
- to develop interest in supervision and effective control of educational institutions

Outcomes:
At the end of the course the student develops skill in preparing document for effective educational administration and develops a desirable positive attitude towards the implementation of educational management.

Unit I
Educational Management – Administration - Meaning, definitions and difference - Functions of management . Theories of management -Principles of good management - Developmental management and maintenance management.

Unit II
Management –Leadership –Styles-Role of Head of the Educational institution in management - Educational Supervision –Meaning –Need-Types aims-Difference between Supervision and inspection-Methods of Supervision.

Unit III
Roles of Teachers, PTA, Alumni association inspectors of Schools - DEOs and CEOs on Educational Management - Role of State and Central Government, UGC, NCERT, SCERT ,NUEPA on Educational Administration - NUEPA.
Unit IV

Unit V
Issues in Educational Management – centralization and decentralization autonomy and responsibilities - academic freedom - students participation in administration - self financing and aided institutions – Total Quality Management (TQM)

Text Books:

Reference Books:
2. Dr. R.P. Bhatnagar, Dr. Vidya Aggarwal, Educational Administration, Supervision, Planning and Financing, Surya publications, Meerut, 2006.

11ED225 EDUCATIONAL MEASUREMENT AND EVALUATION

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the knowledge of the concepts and terms used in educational evaluation.
- the types and procedure of educational evaluation.
- the knowledge in construction and measurement of education outcomes.
- to develop skill in the construction of test and interpretation of test scores.

Outcomes:
On completion of this course the student - teachers will, know the different types of evaluation apply different procedure of educational evaluation, construct tests, and interpret the test scores.

Unit I

Unit II
Objectives – Learning experiences and Evaluation: Meaning and relationship – Bloom’s taxonomy of educational objectives.

Unit III

Unit IV

Unit V
Interpretation of test results - Organization of data – Frequency distribution – Calculation of averages, mean, median and mode – standard deviation –Normal distribution – skewness, kurtosis –Graphical representation of data -Co-efficient of correlation.

Text Books:

Reference Books:

11ED226 ENVIRONMENTAL EDUCATION

Credits: 3:0:0

Objectives:
To enable the student teacher to understand:
- the need of environmental education
- natural resources and its conservation
- different kinds of environmental pollution and problems.
- various social issues related with environment
- management of environment

Outcomes:
On completion of this course the student will be able to analyze the need of environmental education, natural resources and its conservation, environmental pollution, social issues, management of environment and a sense of responsibility to live in harmony with nature.

Unit I
Environmental Education: Environmental Education - definitions, objectives, need and significance, guiding principles of EE, Environmental awareness- methods to propagate environmental awareness, Public Environmental Awareness methods, Role of NGOs.
Unit II
Natural Resources & Their Conservation: Forest Resources, Water Resources, Mineral Resources, Energy Resources, Land/Soil Resources, Role of an individual in conservation of natural resources

Unit III
Environmental Pollution: Types of environmental pollution: air pollution, water pollution, land pollution, noise pollution, radioactive pollution. Causes and Effects of pollution.

Unit IV
Social Issues and the Environment: Green house effect, Ozone layer depletion, Global warming, Acid rain, Nuclear accidents & holocaust, Sustainable Development, Green Bench, Public Environment awareness, Teacher’s role in promoting the Environmental awareness.

Unit V
Environmental Management: Meaning, need, approaches to environmental management, components, functions, dimensions, International agencies & projects, national agencies & programmes of environmental management.

Text Books:

Reference Books:

11ED227 OPTIONAL I TEACHING COMPETENCY (Practical)

Credits: 0:0:3

Objectives:
The student teachers are enabled to:
• put into practice the skills that they have learnt.
• prepare and use teaching aids in the appropriate place and time.

Outcomes:
On completion of their Teaching Practice for 30 days in the schools, the students would have practiced the skills of teaching effectively to perform better as a teacher.

School Teaching Practice for 30 working days in their optional I at various Schools.

1. Observation Classes – 10
2. Lesson Plans - 20
3. Preparation and Use of Instructional Aids

11ED228 OPTIONAL II TEACHING COMPETENCY (Practical)

Credits: 0:0:3

Objectives:
The student teachers are enabled to:
- put into practice the skills that they have learnt.
- prepare and use teaching aids in the appropriate place and time.

Outcomes:
On completion of their Teaching Practice for 30 days in the schools, the students would have practiced the skills of teaching effectively to perform better as a teacher.

School Teaching Practice for 30 working days in their optional II at various Schools

1. Observation Classes – 10
2. Lesson Plans - 20
3. Preparation and Use of Instructional Aids

11ED229 OPTIONAL I MICRO TEACHING (Record)

Credit: 0:0:1

Objectives:
The student teacher is enabled to:
- practice each teaching skill effectively.
- make use of teaching aids appropriately.

Outcomes:
The students acquire the various skills of teaching.

The B.Ed. trainees should practice any six of the following teaching skills:

1. Skill of introduction
2. Questioning skills (all skills related to asking question)
3. Using Blackboard
4. Skill of Reinforcement
5. Skill of Explanation
6. Skill of Stimulus Variation
7. Skill of Closure

The trainees should record the remarks of the observers.
11ED230 OPTIONAL II MICRO TEACHING (Record)

Credit: 0:0:1

Objectives:

The student teachers are enabled to:

• practice each teaching skill effectively.
• make use of teaching aids appropriately.

Outcomes:

The students acquired the various skills of teaching.

The B.Ed. trainees should practice any six of the teaching skills:

1. Skill of introduction
2. Questioning skills (all skills related to asking question)
3. Using Blackboard
4. Skill of Reinforcement
5. Skill of Explanation
6. Skill of Stimulus Variation
7. Skill of Closure
   The trainees should record the remarks of the observers.

11ED231 CONSTRUCTION OF TESTS (Record)

Credit: 0:0:1

Objectives:

To enable the student teacher to understand to conduct diagnostic test and achievement test in both the optional subjects and submit the record.

Outcomes:

At the end of the course, the student will be able to administer diagnostic test and achievement test.

1. Evaluation
   ❖ Meaning, Definition and Types
   ❖ Test and Measurement
   ❖ Types of Test
   ❖ Characteristics of Test
2. Diagnostic Test
3. Achievement Test

- Weightage of Objectives, Content and Questions
- Blue Print
- Question Paper
- Scoring Procedure
- Key
- Standardization of test

4. Application of Statistics

- Measures of Central Tendency Mean, Median, Mode
- Measures of Dispersion – Standard Deviation, Quartile Deviation
- Rank Correlation

5. Graphical Representation

- Frequency Curve
- Frequency Polygon
- Histogram
- Ogive Curve

**11ED232 PSYCHOLOGY PRACTICAL (Record)**

**Credit: 0:0:1**

**Objectives:**
To enable the student teacher to understand to carry out the practicals.

**Outcomes:**
- At the end of the course, the student will be able to conduct the practicals in their practicing schools.

The B.Ed. Trainees should carry out any six practicals from the following and submit a record.

1. Motor dexterity
2. Finger dexterity
3. Attitude Tests
4. Mirror drawing
5. Pass along test
6. Personality tests
7. Raven’s non-verbal Intelligence
8. Aptitude Tests  
9. Personality  
10. Emotional Intelligence Scales  
11. Creativity Test  
12. Problem solving  
13. Level of Aspiration  
14. Adjustment inventory  

11ED233 CASE STUDY AND ACTION RESEARCH (Record)  

Credit: 0:0:1  

Objectives:  
To enable the student teacher to understand:  
- to acquire the knowledge of research  
- the process of case study and action research  
- to apply the case study and action research to the improvement of students and school  

Outcomes:  
Each student teacher will learn to do an action research on any of the problem of the teaching practice school  
Each student teacher will learn to do a case study on any one pupil selected from his / her class of the teaching practice school.  

Action Research:  
Each student teacher should conduct an action research on any of the problem of the teaching practice school and submit the record of the same in the prescribed form.  
Meaning – Characteristics and process of action research – selecting problems for action research – steps in action research:  
  a. Title  
  b. Need for the study  
  c. Statement of the problem  
  d. Defining the terms  
  e. Action Hypothesis  
  f. Design : selection of the sample-pre-test, post test  
  g. Analysis of data  
  h. Result and conclusions  

Case study  

Meaning:-  
Types of case studies- characteristics-importance and Limitations of case study  

Performa for case study:  
  a. Identification of the case  
  b. Statement of the problem
c. Home condition
d. Physical statistics and medical history
e. Development data
f. Interest and special aptitude
g. Educational record and history
h. Personality dispositions
i. Causes for his deviant behaviour
j. Remedial work and suggestions

11ED234 SCHOOL SURVEY (Record)

Credit: 0:0:1

Objectives:
To enable the student teacher to understand about different schools their teaching methods, teaching techniques etc.

Outcomes:
This visit helps the student to differentiate schools in regard with teaching methods, facilities available level of students and the mission of each school.

Each student teacher should visit one State Board School, one International School, one Special School. Also trainees should follow the following steps for the record.

a. Introduction about the school
b. Infrastructural facilities
c. Instructional facilities
d. Human resources
e. Organizational chart
f. Services to the society by the school
g. Conclusion

11ED235 PHYSICAL EDUCATION AND HEALTH EDUCATION (Record)

Credit: 0:0:1

Objectives:
To enable the student teacher to understand:
- to acquire the knowledge of Physical education
- to apply the knowledge of first aids in real life situation
- to conduct Physical Education classes for the school students

Outcomes:
On completion of this course the students will be able to handle physical education classes for school students.

Unit I
Physical Education – Aims & Objectives - Need for Physical Education - Conduction School Assembly (including flag hosting) - Qualities of Sportsman

Unit II

Unit III

Practicum:

- Each student should prepare physical education lesson plans (5 General lesson plans and 5 particular lesson plans)
- Each student should submit a drawing note which includes courts of basket ball, volley ball, foot ball, hockey field and Track & field with markings. Track – All the required markings. Field events: - Any two throws and any two Jumps.
- Each student should submit a picture album containing pictures connected with physical and health education.

11ED236 COMMUNITY SERVICE

Credit: 0:0:1

Objectives:

To enable the student teacher to understand to organize community service

Outcomes:

Each student teacher will learn to organize community service

- Any society related community service should be conducted at near by village. Also they should record the activities.

  a. Planning
  b. Organizing
  a. Financing
  b. Executing (Activities)
  c. Evaluating
d. Educational values

11ED237 EDUCATIONAL TECHNOLOGY LAB (Record)

Credit: 0:0:1
Objectives:
To enable the student teacher to understand:
• Bloom’s taxonomy of writing instructional objectives
• the process of developing teaching aids
• the process of developing computer based teaching aids
• the process of evaluating the website

Outcomes:
On completion of this course the student - teachers will write instructional objectives, develop teaching aids, develop computer based teaching aids, evaluate the website.

The B.Ed. trainees should carry out any six practical works from the followings and submit a Record note:

1. Theoretical outline of Educational Technology (Bloom’s taxonomy of educational objectives)
2. Preparation of Information Technology Album
3. Create CAI by using MS Power Point in CD on the optional subjects
4. Prepare one Audio/Video lesson on subject concern
5. Prepare 20 number of slides on the subject concern
6. Identify a website and make a critical analysis in terms of content, design and technical features and make a note of it.
7. Operation of Digital moving camera and make a note about the parts and functions of it.
8. Develop a Computer Assisted Learning (CAL)
9. Developing Charts & film strips
10. Technological improvisation in models of teaching. (make a note about the applications of technology in Education)

11ED301 METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS

Credits: 4:0:0

Objectives:
To enable the student teacher to understand:
• to acquaint the student with the methods used for locating problem areas and research problems.
• to familiarize the students with the common tools of research and assess their efficiency.
• to help the student use statistical techniques and designs in educational research.
• to familiarize the student with the standard conventions used in presenting the research report.

Outcomes:
On completion of this course the student - teachers will recognize the different areas of educational research know the process of research, utilize the different methods,
techniques and tools of the research, analyze the data and interpret the results, develop research report.

Unit I

Unit II

Unit III

Unit IV

Unit V

Text Books:

Reference Books:
Credits: 4:0:0

Objectives:
To enable the student teacher to understand:
- the applications of advance technology in education.
- to explore the potentials of advanced computer based technologies in teaching and learning process.
- the concept and applications of online teaching method and designing principles.

Outcomes:
On completion of this course the student-teachers will know the different types of educational technology, analyze different teaching models, develop CBI courseware, develop WBI and designs, know online teaching and learning.

Unit I

Unit II

Unit III

Unit IV
Web Based Instruction & Designing: Meaning, scope and significance of WBI – guidelines and principles of web based instructional design – Computer mediated communication: internet, e-mail, voice mail and chat – History of internet – Models of WBI: Instructional System Design (ISD) and Hyper Media Design (HMD) model – Computer languages for designing WBI – Merits and demerits of WBI.

Unit V
Online Teaching Method and Designing: Online teaching: meaning, scope and relevance – Fundamentals of online communication – Role of instructor and learner in online teaching – Designing instruction for online environment: instructional design, online course development – Communication and Collaboration – Assessment of online learning – Merits and demerits of online teaching.
Text Books:

Reference Books:
4. Dr. Satyawati Rawool (2008), Software Development, Indira Gandhi National Opern University, Noida.

11ED303 SPECIAL EDUCATION

Credits: 4:0:0

Objectives:
To enable the student teacher to understand:
- the concepts, objectives and methods of special education.
- various aspects of growth and development of handicapped children.
- educational programmes for gifted and creative children, disabled children and juvenile delinquents.

Outcomes:
At the end of this course, the students will have knowledge of special education, various methods and techniques of teaching special children and identifies the special needs of the children.

Unit I

Unit II
Mentally and Physically Challenged Children: Education of Mentally Retarded, Education of the Visually Impaired, Education of the Hearing Impaired, and Education of the Orthopedic impaired children - characteristics – etiology, identification, problems and educational provisions

Unit III
Unit IV  
**Learning Disabled Children:** Learning Disabled Children – characteristics – etiology and identification, Types of learning disability – educational provisions – Teaching methods and techniques for learning disabled children

Unit V  
**Juvenile Delinquents:** Education of Juvenile Delinquents – characteristics – problems of alcoholism, drug addiction – anti-social and character disorder – educational provisions for Rehabilitation.

**Text Books:**

**Reference Books:**

11ED304 EDUCATIONAL PLANNING AND ADMINISTRATION

**Credits:** 4:0:0

**Objectives:**
To enable the student teacher to understand:
- the basic concepts of educational administration and planning.
- to familiarize the basic concepts, principles and process of Educational administration and planning.
- to develop an understanding and appreciation of the role of the different agencies in educational planning and administration.
- the broad problems in the field of educational administration and planning.

**Outcomes:**
At the end of the course the student will develop a concept of competency in educational administration.

**Unit I**  
Meaning and scope of Educational Administration – Development of modern concept of Educational Administration - Administration as a process – Administration as a bureaucracy - Human Relations Approach to Administration.

**Unit II**  
Meeting the Psychological needs of employees, systems approach specific trends in Educational Administration such as (a) Decision making (b) Organisational Compliance (c) Organisational Development (d) PERT (e) Modern trends in Educational Management.
Unit III
Leadership in Educational Administration: Meaning and Nature of Leadership, Theories of Leadership-philosophical approach, trait theory, behavior theories, contingency theories- Fiedler’s theory, vroom’s & Yetton’s theory, Reddin’s 3D theory, Hersey’s & Blanchard’s theory, path- goal theory, Styles of Leadership, Measurements of Leadership.

Unit IV
Educational Planning: Meaning, Nature, purpose, importance, principles, Approaches to Educational Planning, Perspective Planning, Institutional Planning- aims, objectives, requirements, areas of IP, role of various agencies in IP.

Unit V
Educational Supervision: Meaning and Nature - Supervision as service activity - Supervision as a process - Supervision as functions, , Supervision as educational leadership, Functions of supervision, Planning the supervisory programme, Organizing supervisory programme, Implementing supervisory programme.

Text Books:

Reference Books:
2. Dr. R.A. Sharma, Education Planning and Administration, Surya Publications, Meerut, 2006.

11ED305 INSTITUTIONAL MANAGEMENT

Credits: 2:0:0

Objectives:
To enable the student teacher to understand:
• quality management of Education
• performance indicators, Benchmarking, TQM
• human Resource Management
• finance management
• disaster management

Outcomes:
On completion of this course the student will be able to analyze the Quality management of Education, Performance indicators, Benchmarking, TQM, Human Resource Management Finance management and Disaster management.

Unit I
Quality in Education: Quality concept, Quality related terminologies - Quality control, Quality Assessment, Quality Audit, Quality Assurance, and Quality Management. Reasons for maintaining Quality, Need and importance of Quality in Higher Education.

Unit II

Unit III

Unit IV

Unit V

Text Books:

Reference Books:

11ED306 TEACHING PEDAGOGY

Credits: 2:0:0

Objectives:
To enable the student teacher to understand:
- the knowledge of teaching and learning
- the factors affecting teaching and learning
- to apply the technology in teaching and learning
- the evaluation of teaching and learning
Outcomes:
At the end of the course the student will learn the concept of teaching and learning and will apply technology in his/her teaching and learning process.

Unit I

Unit II

Unit III

Unit IV
Factors Affecting Teaching and Learning: Sociological Factors: Society, family, school, peer group – Demographic factors: Age, sex, socio economic status – Psychological factors – Interests, personality, attitude, aptitude, intelligence and emotional factors

Unit V

Text Books:

Reference Books:
2. Dr. R. A. Sharma, Managing Teaching Activities, Surya Publication, 2006.

11ED307 CURRENT TRENDS IN HIGHER EDUCATION

Credits: 4:0:0

Objectives:
To enable the student teacher to understand:
- the objectives, role and functioning of Higher Education System in India.
the role of national and state level policies on Higher Education
the role of NGOs and Indian Universities in Higher Education.
quality maintenance in higher education
distance and open learning systems in India.

Outcomes:
On completion of this course the student will be able to evaluate the Higher Education System in India, policies on Higher Education, role of NGOs and Indian Universities, quality maintenance, Distance and Open learning system in India.

Unit I

Unit II:

Unit III

Unit IV

Unit V
Distance & Open Learning System: Distance Education in 21st Century – Challenges of Distance Education – Role of Indian Universities in Distance & Open learning – Role of IGNOU: Objectives, Functions, Features, Thrust areas in Higher Education – Role of Distance Education Council (DEC) – Role of Technologies in Distance & Open Learning: Electronic Media, e-learning, Internet, e-teaching and Virtual University Systems.

Text Books:

Reference Books:

11ED308 METHODOLOGY OF RESEARCH AND STATISTICS

Credits: 4:0:0

Objectives:
To enable the student teacher to understand:
- the meaning and methods of educational research
- the process and steps in research
- to formulate research design and tools for data collection
- to get knowledge of descriptive statistics and to analyze and interpret

Outcomes:
On completion of this course the student will be able to understand the meaning and methods of educational research, formulate research design, find out tools for data collection, use statistics and to analyze and interpret the data.

Unit I

Unit II

Unit III

Unit IV
Research Design – Principles and components, Methods of Data collection, Sources of data, primary and secondary sources – field operation logistics mapping and location of units. Tools and techniques of data collection – Non – testing techniques and scaling techniques, Achievement and Criterion Tests, Data Collection in school context, Focus group and participatory methods, Establishing validity and reliability of research data. Sampling, census vs. sampling. Characteristics of a good sample, sampling frame and sample size sampling methods: probability and non – probability samples, sampling and non – sampling errors.

**Unit V**

**Text Books:**

**Reference Books:**

**11ED309 CONTEMPORARY ISSUES IN EDUCATION AND EDUCATIONAL MANAGEMENT**

**Credits: 4:0:0**

**Objectives:**
To enable the student teacher to understand:
- new quality perspectives in higher education & multiplicity of courses
- quality management in education
- autonomy and accountability
- finance management in education
- marketing of education services

**Outcomes:**
On completion of this course the student will be able to analyze new quality perspectives in higher education, multiplicity of courses, quality management in education, autonomy and accountability, finance management in education, marketing of education services
Unit I  
**Multiplicity of Courses:** Traditional courses, Distance Learning, E-Learning, Fulltime courses, part time courses, own time courses, inter disciplinary courses, hybrid courses, interface courses, courses in global perspective, ecological courses, education and nature studies, conservation of natural resources and sustainable development and its management, performance indicators and benchmarking in higher education. New quality perspectives in higher education.

Unit II  
**Quality Management in Education:** Definition, Elements, Planning, Approaches, input process, output, academic audit, Accreditation, Total Quality Management (TQM). Quality in global perspective – global standards, SWOT Analysis, ISO 9000 certification.

Unit III  
**Autonomy and Accountability:** Issues relating to Autonomy, Accountability and Accreditation of individual, departmental and institutional level. Impact of stake holders and the societal system - Campus tranquility management, extracurricular activities for institution and social bonding, extension services and outreach programmes for societal development activities.

Unit IV  

Unit V  
**Marketing of Education Services:** Services marketing, product mix, price mix, people and communication mix, people in education service, benchmarking, quality assurance in teaching, interrelation and globalization of education marketing. Intellectual property rights in education service.

**Text Books:**

**Reference books:**

**11ED310 EDUCATIONAL MEDIA AND INSTRUCTION**

**Credits:** 4:0:0

**Objectives:**
To enable the student teacher to understand:
- the applications of Educational media and Communication.
- to explore the potentials of advanced educational technologies in teaching and learning process.
- the role of educational media for instructional design.
- to know the applications of computers in educational media production.

Outcomes:
At the end of the course the student will be able to apply modern technologies in education,

Unit I

Unit II

Unit III
**Role of Educational Media for Instructional Design:** Audio-Visual media in Education – Psychological factors for using Audio-Visual aids – Characteristics of audio-visual media – projected and non-projected aids – Preparation of Programmed instructional material – Role of Educational media for formal, non-formal and in-formal education – Role of Educational media for children with special needs.

Unit IV

Unit V
**Computers in Educational Media and Instruction:** Use of Computer Technology in Education – Computers in Classroom – Computer as a teaching & learning tool – Computer Based Instructions: CAI, CALL – Computers for evaluation – Computers in Research – Multimedia for effective instruction – Web Based Instruction: meaning, scope and application – Computerized test construction and evaluation.

Text Books:

Reference Books: