**SEMESTER - I**

**CORE I: FoundationS of EDUCATION**

**OBJECTIVES:**

By the end of this course, the student-teacher will be able to;

* acquire knowledge of Education:
* understand the process, functions of education and knowledge;
* state the theory of knowledge and facets of knowledge;
* describe the concept of philosophy and education;
* explore the educational thoughts of great thinkers;
* understand the constitutional provisions for education;
* explain the integrated and holistic approach to education for values;
  + Record a brief history of development of yoga through the ages.
  + Analyze how yoga and yoga practices are important for healthy living.
  + Explain some important principles of yoga.
  + State the different types of yoga.
  + Derive how tatha yoga and astanga are complementary to each other.
  + Demonstrate some important asanas and pranayama.

**UNIT – I NATURE AND PROCESS OF EDUCATION**

Education - Meaning, Definition, Purpose and Nature – Concept of Education - Functions of Education - Types of Education: Formal, Informal and Non formal - Philosophy: Concept, Meaning and Definition - Branches of Philosophy - Relationship between Philosophy and Education.

**UNIT – II CONTRIBUTIONS OF EDUCATIONAL THINKERS**

Indian thinkers: Swami Vivekananda - Mahatma Gandhi – Rabindranath Tagore - Sri Aurobindo - J.Krishnamurthy - Dr. Radhakrishnan, Dr. A.P.J Abudul kalam.Western thinkers: Rousseau - John Dewey - Montessori.

**UNIT – III EDUCATION IN THE INDIAN CONSTITUTION:**

Education in Concurrent List – Directive Principles: Article- 21A – Universalisation of Elementary Education wastage and Stagnation – Brain Drain – Right to Education – Constitutional Amendments: 42nd and 86th Amendments – Right to Education Act (2009) –(Rules and Order issued by Government of Tamil Nadu) – Equitable Standard Education – University Education Commission 1948 - Secondary Education Commission (1952 -53) – Kothari Commission (1964 – 66) – NPE (1986) Acharya Ramamurthy Committee (1990) – Justice J.S. Varma Committee.

**UNIT - IV INTRODUCTION TO YOGA**

Yoga : Meaning, definitions - misconception about Yoga – Historical development of Yoga – Astanga Yoga – Stems of Yoga – Schools of Yoga - : Raja Yoga and Hatha Yoga – Introduction to Yogic texts – Classification of Yoga and Yogic texts – understanding astanga Yoga of Patanjali – Hathayogic Practices – Complementary between Patanjali Yoga and Hathayoga.

UNIT – V HEALTH EDUCATION

Heath education: Concept, aims and objectives of health education, factors influencing health, school Health program, school health service, role of teacher in school heath program

**PRACTICUM COMPONENT:**

* A study of any one N.G.O (Non Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)
* Yogic Practices for healthy living – some select yogic practices: Asanas, Bandha, Kriyas and Pranayama – Supine position, prone position, sitting position, standing position.

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* Basavaraddi, I.V. (ed). (2013). A monograph on yogasana. New Delhi: Morarji Desai National Institute of yoga.
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* Durant, Will. (1966). The Pleasures of Philosophy. Simon and Schuster. New York.
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* Iyengar, B.K.S (2012). Light on yoga. From first impression 2012. India: Harper Collins
* Krishnamurthi, J. (1994). Education and the Significance of Life. Krishnamurthi Foundation, India.
* Foundations of education, Neelkamal publications, 2013,Hyderabad

SEMESTER - I

CORE – II: PSYCHOLOGY OF LEARNER AND LEARNING

OBJECTIVES:

* Acquire the knowledge and skills on methods of studying the learner’s behavior.
* Develop and understanding of different dimensions and stages of human development.
* Understand the needs, problems and developmental tasks of adolescence.
* Apply the knowledge and understanding of the learning process, principles and theories of learning with their educational implications.
* Gain insight into individual difference among the learners in terms of different theories of intelligence and their educational implication.
* Analyze the nature and process of learning and to acquire insight into related factors that are influencing on learning.

UNIT- I INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Meaning of Psychology – Meaning and scope of Educational Psychology and its Educational implication - Methods of Studying learner’s behavior: Introspection, Observation, Developmental, Case study, Interview, Experimental methods - Significance of Learner – Recent trends in psychology.

UNIT- II UNDERSTANDING THE DEVELOPMENT OF LEARNER

Human Development: Concept of Growth and Development, Principles of Factors influencing development - Development through childhood: Brief discussion on Physical, Intellectual, Emotional, Social, Moral development of 6 – 12 age group children and their Educational Implication.

Adolescence – Concept, Characteristics of Adolescence, Perspectives of development, Physical, Intellectual, Emotional , Social, Moral development and their Educational Implication, Needs, Problems and Developmental tasks of Adolescence -Important aspects of Development and their Educational Implication : Cognitive Development (Jean Piaget) ,Psycho-Social Development (Erickson), Moral Development ( L .E. Kohlberg).

UNIT- III UNDERSTANDING THE LEARNING PROCESS

Learning as a process: Meaning, Nature and importance of learning, Different types of learning -Learning curve, Factors influencing of learning -Theories of Learning: Trial and Error learning - Thorndike, Classical Conditioning – I.P.Pavlov , Operant Conditioning – B.F. Skinner ,Insightful learning – Kohler Levels of learning – Gagne.

UNIT- IV INDIVIDUAL DIFFERENCES AMONG LEARNERS

Individual Differences: Meaning – Different types of ID – Factors Causing ID -Intelligence – Meaning – Concept of MA, Theories of Intelligence: Guilford’s Structure of Intellect, Gardner, Multiple factor and their educational implications -Emotional Intelligence: Meaning, Characteristic and role of teacher in enhancing E. Q.

Creativity: Meaning, Nature, Stages and Identification of the Creative Children.

UNIT- V FACTORS INFLUENCING LEARNING

Motivation – Meaning, Types (Intrinsic and Extrinsic), Maslow’s theory of Hierarchical Needs, Strategies for motivating learning Process -Memory and Forgetting – Meaning, Factors influencing memory. Meaning and Causes of forgetting, Curve of forgetting -Transfer of learning – Concept, types, Theories and methods of maximize of learning.

PRACTICUM:

* Direct Observation
* Case study
* Memory
* Test of creativity
* Intelligence test
* Leaning test : Whole and part learning
* Bilateral Transfer: Mirror Drawing Experiment.

REFERENCE:

* Agarwal (2004) Psychology of learning and Development Shipra Publication, Newdelhi
* Dandapani,S (2001) Psychology Advanced Educational (2nd edition), New Delhi, Anmol Publication Pvt Ltd.,
* Dr, R.N.Sharma ‘Advanced Educational Psychology’ Surject Publications, New Delhi.
* Charles E Skinner ‘Educational Psychology (4th edition) Prentice hall of India Pvt, Ltd.,
* S.K. Mangal, ‘Educational Psychology (2nd edition), PHI Learning Pvt Ltd., New Delhi.
* S.K. Mangal, ‘General Psychology Sterling Publishers Pvt Ltd., New Delhi.
* PublishersSuresh Bhatnagar, Anamika Saxena, Advanced Educational Psychology R. Lall Book Depot, Meerut.
* S.S Chauhan, Advanced Educational Psychology, 6th revised edition ,Vikas Publishing House Pvt Ltd., Mumbai.

SEMESTER – I

CORE – III: INTEGRATING ICT IN TEACHER EDUCATION

OBJECTIVES:

At the end of the course, the student- teacher will be able to:

* Acquire knowledge about the Integrating ICT.
* Comprehend the concepts and various growth and development of computers.
* Gain knowledge about the innovation of Technology.
* Know about recent teaching aids in educational technology
* Develop scientific/positive attitude towards Information and Communicative Technology.

**UNIT – I NATURE AND SCOPE**

Educational Technology: Concept, Definition, Objectives — Technology in Education and Technology of Education – Approaches.

Instructional Technology: Meaning, Definition and Scope — Historical review of the developments of Instructional Technology.

**UNIT – II INNOVATION IN TEACHING AND LEARNING**

Knowledge acquisition & Multisensory Approach, CAI and CMI

Individualized Instruction – Concept, Need, Principles and techniques

Programmed Learning – Principle, Types , Modes of Presentation ,Development , Application and role of Teacher in Programmed Learning

UNIT – III TEACHING AND LEARNING AIDS

A.V Aids: Projected and non-projected aids, their effective use and application for teaching and learning in the personal, group and mass teaching situation.

**UNIT – IV: ICT SUPPORTED TEACHING / LEARNING STRATEGIES**

Computer Assisted Learning – Project Based Learning – Collaborative Learning using group discussion , projects , field visits and blog.,etc., - Web based learning – virtual Class room – Role of EDUSAT.

**UNIT – V: ICT ENABLED EDUCATIONAL RESOURCE**

E-Learning Resource: Level, features, components and benefits – cryptography and steganography

Introduction to learning management system: LMS and LCMS – course management using LMS and LCMS

Internet : Use of Wikipedia , Wiki educator and other web-based technologies for online learning and teaching - E-Mail , Chat , Conference ,Social Websites and other Websites for education purpose

**PRACTICUM:**

* Use various visual aids in the classroom and report their effectiveness on learning of the students
* Prepare Self Instructional Material on any one topic and analyze its effectiveness for individualized learning
* Observe and analyze classroom Interaction and report the dynamics of classroom
* Prepare a computer assisted lesson of your choice from school curriculum

**SUGGESTED READINGS:**

* Adam, D.M. (1985) Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
* Behera, S.C. (1991) Educational Television Programmes, Deep and Deep Pyblications, New Delhi.
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* Das, R.C. (1993) Educational Technolgy – A Basic Text, Sterling Publishers Pvt., Ltd.,
* Evaut,M. The International Encyclopaedia of Educational Technology.
* Graeme,K. (1969) Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.
* Haas, K.B. and Packer, H.Q. (1990) Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, lnc.
* Karpaga Kumaravel, R. (1999) Readings in Educational Technology, Suri Associates, Coimbatore.
* Kumar,N. and Chandiram, J. (1967) Educational Television in India, New Delhi: arya Book Depot.
* Mukhopadhyay, M. (1990) Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
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* Sarnpath at.al. 91981) Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.
* Sharma, B.M. (1994) Media and Education; New DelhiL Commonwealth Publishers.
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* Kumar, K.L. (1996) Educational Technololgy, New Age International Pvt. Ltd. Publishers, New Delhi.
* Venkataiah, N. (1996) Educational technology, New Delhi: APH Publishing Corporation.