



Unit 1 Introduction to Indian History

Sources of Indian – History – Geography of Indian- Harappan civilization – Vedic age – Jainism and Buddhism – Mauryas: Chandra Gupta–Ashoka – Mauryan administration – Kanishka – Guptas: Samudra Gupta – Chandra Gupta II – Classical age – Harshavardhana. Arab conquest of Sindh and Muslim invasions slave dynasty – Alauddin Khilji – Thuglaqs–Society – Religion and culture under the Vijayanagar rule – Mughals–Babar to Aurangzeb – Shershah Suri–Administration – Society, Religion and Culture under the Mughals – Shivaji – Maratha administration.

Unit 2 British Rule in India

Foundation of British rule in India – Robert Clive – Warren Hastings – Corn Wallis, Wellesley, Hastings, William Bentinck – Dalhousie–Great Mutiny 1857 – Social and religious reform movements in India in the nineteenth century – Indian – National Movement – Constitutional development in India from 1858 to 1947 and afterwards.

Unit – 3 Developmental Policies

Integration of Indian States – Republican Constitution of India, Gandhian and Nehru Eras – India's role in world affairs–Sources of the History of Tamil Nadu – Sangam age and its culture – Pallava dynasty – Social, Economic, Religious and Cultural developments under Pallavas – Imperial Cholas and their administration, Social Life, religion and culture.

Unit – 4 History of Tamil Nadu

Later Pandyas and the Muslim invasions in Tamil Nadu Thirumalainaickar – Later Polygar rebellion – Tamil Nadu and Freedom struggle – Social reform movements in Tamil Nadu – Political social and economic developments in Tamil Nadu since 1947–The coming of the Europeans–European Settlements in Tamil Nadu–economic and religious activities–European interference in native states. Karnatic wars–Hyder Ali and Tipu Sultan in Tamil Nadu–Nayaks of Madurai–Gingee–Tanjore–Vellore–Administration–Art, Architecture–Social Life and Cultural expansion.

Unit – 5 International History

Unification of Italy and Germany – Russian revolution – First World War and Peace Treaties – League of Nations, Rise of Dictatorships – Hitler, Mussolini and Kamal Paksha – II World War – U.N.O. and Cold War– Geographical discoveries, Renaissance and Reformation Age of Enlightened depots – Industrial and Agrarian revolutions – French revolution – Napoleon – Congress of Vienna.



Unit 6–Foundations of Education

Philosophical Perspectives: Idealism, Naturalism, Pragmatism, Progressivism, Existentialism, Humanism, Realism, Eclecticism – Philosophers and their contributions: Western Philosophers: Rousseau, Froebel, Maria Montessori, Pestalozzi, Bertrand Russell, John Dewey – Indian Philosophers: Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, J.Krishnamurti, Aurobindo – Development of Indian Education during Pre-Independence, Post-Independence, Modern era–Important Education Committees – Recommendations of National Education Policies, National Curriculum Frameworks. Sociological Perspectives: Concepts of Special and Inclusive Education, Women Education, Population Education, Vocational Education, Environmental Education for sustainable development-UN SDG goals, Human Rights: UN Declaration of Human Rights, Peace and Value Education – Indian Constitution: Articles and Amendments related to Education–Culture and Communication in Education – Social issues: Measures and Reforms – Social Structure, Socialization process – Social stratification – Indigenous Value systems – History and Culture of Tamil Nadu: Social Equality, Language, Culture and Politics.

Unit 7 - Educational Psychology

Educational Psychology – Cognitive, Humanistic, Behavioural and Transpersonal school of thoughts – Role of heredity and environment – Dimensions of Development: Physical, Cognitive, Psycho-Social, Moral, Behavioural, Language – Theories of Development: Piaget, Bruner, Kohlberg, Erickson, Vygotsky, Noam Chomsky, Watson–Developmental tasks – Sensation and Perception–Factors of learning: Attention, Interest, Aspiration, Motivation and its types, Motivational Theories: Maslow, McDougall's, McClelland – Learning, Factors of Learning, Theories: Trial & Error, Operant and Classical Conditioning, Insight and Gestalt – Intelligence: Theories – Single Factor, Two-Factor, Triarchic, Group and Multi-factor theory, Guilford's Structure of Intellect, Gardner's Multiple Intelligence theory, Factor Personality: Type and Trait theories – Personality Assessment methods and techniques – Educational Implications of Learning, Intelligence and Personality theories – Mental Health, Adjustment and Defense mechanisms – Concepts of Guidance and Counselling.

Unit 8- Pedagogical approaches

Nature, Scope, Aims and Objectives, Values of Teaching the subject, Inter-disciplinary aspects, Taxonomy of Educational Objectives: Bloom's, Anderson's, RCEM, NCERT –Micro-teaching: Skills and Components, Micro Cycle, Link Lesson–Planning of the lesson: Curricular Plan, Unit Plan and Lesson Plan, General and Specific Instructional objectives, Action verbs – Methods of Teaching: Traditional and Modern Methods – Techniques of Teaching: Small and Large Group Techniques – Models of Teaching: Concept attainment, Advanced Organizers, Inquiry Training, Information Processing, Personalized Model – Resources for Teaching-Learning: Text Books, Laboratory, Library, E-resources and Field-trips – Flander's Classroom Interaction Analysis – Dale's Cone of Experience – Educational Technology and ICT Resources in Teaching-Learning: Blended Learning, Simulation, Augmented Reality, Virtual Learning – Digital Resources –



Assessment and Evaluation: Types of Tests, Steps in construction of an achievement test – Continuous and Comprehensive Evaluation – Analysis and Interpretation of test scores.

Unit 9–Curriculum Components and Teacher Education

Curriculum – Principles, Bases of Curriculum: Philosophical, Psychological and Sociological, Criteria of selection of content – Types: Subject, Learner, Community and Activity centred curriculum – Concepts of core and hidden curriculum – Curriculum Organization: Articulation, Balance and Continuity – Approaches: Concentric, Spiral, Topical, Logical, Vertical and Horizontal – Curricular Materials – Role of NCERT and SCERT in curriculum planning – Stakeholders contribution and participation in the curricular, co-curricular and extra-curricular activities – Curriculum Evaluation and Theories: Tyler's model, Hilda Taba model, Beauchamp's model, D.K.Wheeler's model, Virgil V. Herrick model. Teacher Education – National Council for Teacher Education: Functions–Teacher Education systems and Programmes: Pre-service and In-service – Integrated Teacher Education Programmes–Concept of Teaching Profession;–Changing roles and responsibilities – Continuous Professional development and Professional ethics–National Professional Standards for Teachers – Teacher Appraisal and accountability – Significance of Teachers In-service education and training–Research and innovations in Teacher education, NAAC's Assessment and Accreditation process – Autonomy in Education: Institutional, Administrative and Teacher autonomy – Teacher Eligibility Tests – Concepts of Andragogy – Life-long and continuing education.

Unit 10 Research Methodology and Statistics

Research – Types of Research: Basic, Applied and Action Research, Sources of Selecting Research Problem, Importance of Review of Literature, Hypothesis, Variables, Sampling Techniques: Probability and Non-Probability techniques, Steps in writing research proposal and research report – Academic and Research Writing – Experimental Research Designs: Pre-Experimental, True and Quasi Designs – Factors affecting internal and external validity of experimental research, Quantitative, Qualitative and Mixed Research Methods–Research Tools: Likert and Thurstone, Personality, Interest and Intelligence test, Item and Factor analysis – Characteristics of Research tools – Statistical Analysis: Descriptive and Inferential Analysis, Hypothesis testing: Type I and Type II errors, Level of Significance, Graphical Representation of Data – Issues related to plagiarism–Research Ethics and Integrity.