



மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம்

**MANONMANIAM SUNDARANAR UNIVERSITY**

**SYLLABUS FOR ADVANCED DIPLOMA IN MONTESSORI TEACHER  
EDUCATION PROGRAM OFFERED THROUGH DIRECTORATE OF VOCATIONAL  
EDUCATION (COMMUNITY COLLEGES AND VOCATIONAL SKILL DEVELOPMENT  
CENTRES) FROM 2019 - 2020**



கல்விசார் நிலைக்குழுக் கூட்டம்

**MEETING OF THE STANDING COMMITTEE ON  
ACADEMIC AFFAIRS HELD ON FRIDAY  
THE 28<sup>th</sup> JUNE 2019**

**ADVANCED DIPLOMA IN MONTESSORI TEACHER EDUCATION**

மேம்பட்ட மாணடிசோரி ஆசிரியர் பயிற்சி பட்டயம்

**SCHEME OF EXAMINATION**

Subject code	Title of the Course	Credit	Hours	Passing Minimum
<b>Semester I</b>				
C19ME11/E19ME01	Child Psychology	6	90	40/100
C19ME12/E19ME02	Growth and Development of Early Childhood	6	90	40/100
C19ME13/E19ME03	Montessori Introductions	6	90	40/100
C19CE10/E19CE10	Communicative English	6	90	40/100
C19MEP1/E19MEP1	Practical I	4	120	40/100
<b>Semester II</b>				
C19ME21/E19ME04	English language in Montessori Classroom	6	90	40/100
C19ME22/E19ME05	Health and Nutrition	6	90	40/100
C19LS23/E19LS05	Life Skill	6	90	40/100
C19ME24/E19ME06	Montessori School Management	6	90	40/100
C19MEP2/E19MEP2	Practical II	4	120	40/100
<b>Semester III</b>				
C19ME31/E19ME07	Child's Social Development	6	90	40/100
C19ME32/E19ME08	Improving the Teacher's English	6	90	40/100
C19ME33/E19ME09	Montessori Method of Teaching	6	90	40/100
C19MEP3/E19MEP3	Practical III	4	120	40/100
C19MEIP/E19MEIP	Internship	10	150	40/100
<b>Semester IV</b>				
C19ME41/E19ME10	Montessori Home	6	90	40/100
C19ME42/E19ME11	Rhymes and Stories	6	90	40/100
C19ME43/E19ME12	Environmental Education	6	90	40/100
C19MEP4/E19MEP4	Practical IV	4	120	40/100
C19MEPW/E19MEPW	Project	10	150	40/100

**Eligibility for admission:** Pass in 10<sup>th</sup> std examination conducted by the Govt. of Tamil Nadu Board of Secondary Education, Government of Tamil Nadu or any other equivalent examination.

**Examination:** Passing Minimum for each Course is 40%. Classification will be done on the basis of percentage marks of the total marks obtained in all the Courses and as given below:

- |                         |                |
|-------------------------|----------------|
| 40 % but less than 50 % | - Third class  |
| 50 % but less than 60 % | - Second class |
| 60 % and above          | - First class  |

**Theory Paper**

Internal Marks-25  
External Marks-75

## **SYLLABUS**

### **SEMESTER I**

Course I	:	Child Psychology
Course II	:	Growth and Development of Early Childhood
Course III	:	Montessori Introductions
Course IV	:	Communicative English
Course V	:	Practical I

### **SEMESTER II**

Course VI	:	English language in Montessori Classroom
Course VII	:	Health and Nutrition
Course VIII	:	Life Skill
Course IX	:	Montessori School Management
Course X	:	Practical II

### **SEMESTER III**

Course XI	:	Child's Social Development
Course XII	:	Improving the Teacher's English
Course XIII	:	Montessori Method of Teaching
Course XIV	:	Practical III
Course XV	:	Internship

### **SEMESTER IV**

Course XVI	:	Montessori Home
Course XVII	:	Rhymes and Stories
Course XVIII	:	Environmental Education
Course XIX	:	Practical IV
Course XX	:	Project

**\*(Semester Pattern for Community College Only)**

### **Program Objectives**

- Acquire knowledge about the Montessori Teacher Education
- Explore the administration of Montessori Teacher Education
- Know the teaching materials and maintenance of records Montessori Teacher Education

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**SEMESTER I**  
**Course I**

(C19ME11/E19ME01)**CHILD PSYCHOLOGY**

**Objectives**

After completing the course, the student will be able to

- Understand the nature of child psychology
- Acquire knowledge about the importance of child psychology
- Examine the stages of human tendencies
- Know about the psychic derivations

**Unit I** **18 Hrs**

Psychology – Meaning and Definition – Branches of psychology – Emotions of Early childhood – Happiness in Early childhood.

**Unit II** **18 Hrs**

Child Psychology-Meaning and Definitions of famous child psychologists.

**Unit III** **18 Hrs**

Importance of child psychology-Need of child psychology for teachers

**Unit IV** **18 Hrs**

Human tendencies- Tendency to explore-tendency to orient-tendency to adapt-tendency for order-tendency to think- tendency to work- tendency to strive for perfection

**Unit V** **18 Hrs**

Importance of sensorial impressions and brain development, Absorbent mind, Sensitive periods, psychic derivations

**References:**

1. Chauhan, S.S. (1999), Advanced Educational Psychology, sixth revised edition, New Delhi: Vikas Publishing House PVT Ltd.,
2. Boron, Robert, A. (2001), Psychology, New Delhi, Pearson Publishers
3. Morgan, Clisfold, T. (1986), Introduction to psychology, New Delhi, Tata mcgraw hill education PVT., Ltd.,
4. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi, Prentice hall of India PVT., Ltd.,

## Course II

### (C19ME12/E19ME02)GROWTH AND DEVELOPMENT OF EARLY CHILDHOOD

#### Objectives

After completing the course, the student will be able to –

- Understand the nature of child psychology
- Acquire knowledge about the theories and principles of growth and development of early childhood
- Examine the stages of language development
- Know about the Montessori methods of teaching

#### Unit I

**18 Hrs**

Growth and Development – Process of Development - Principles of Development – Early childhood stage of development (2 to 5yrs)

#### Unit II

**18 Hrs**

Psychoanalytic Theory of Early childhood development – Albert Bandura's theory of early childhood development –Kohlberg's Theory of Early childhood development – Development of the childhood personality.

#### Unit III

**18 Hrs**

Parrot Age – Imitation – Physiological changes of Early childhood – Mental changes of Early childhood - Language development – Age and stages of language development (2to5yrs) –Speech Development – Speech problems in childhood – Defects of speech – Social growth of the childhood.

#### Unit IV

**18 Hrs**

Montessori Method of Teaching – Sense training – Didactic apparatus nature study – Special care for mentally retarded and physically handicapped children - Development as Maturation – Development as Learning – Development as Synthesis.

#### Unit V

**18 Hrs**

Play-way learning method – Meaning and Definition – Characteristics of play way learning method – Kinds of play way method –Theories of play way method – Principles of play way method – Merits and Demerits of play way method – Group activities – Individual learn and work methods.

#### References:

1. Chauhan, S.S. (1999), Advanced Educational Psychology, Sixth revised edition, New Delhi: Vikas Publishing House PVT Ltd.,
2. Boron,Robert, A. (2001), Psychology, New Delhi, Pearson Publishers
3. Morgan, Clisfold, T. (1986), Introduction to psychology, New Delhi, Tata mcgraw hill education PVT., Ltd.,
4. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi, Prentice hall of India PVT., Ltd.,
5. Papalia, Diane, E. (2004), Human Development, New Delhi, Tata mcgraw hill education PVT., Ltd.,
6. John piaget Theory of Cognitive development.

## Course III

### (C19ME13/E19ME03)MONTESSORI INTRODUCTIONS

#### Objectives

After completing the course, the student will be able to –

- Understand the nature of age of presentation
- Acquire the knowledge about the exploratory activities and personality development of early childhood
- Examine the Activity and Exercise of practical life
- Know about the aim of Exercises of Practical Life Montessori methods of teaching

#### **Unit I** **18 Hrs**

Definition of Preliminary activities, presentations, integration of personality, normalization

#### **Unit II** **18 Hrs**

“Age of Presentation”, control of error(self correction)

#### **Unit III** **18 Hrs**

Point of interest, variations, exercises, exploratory activities

#### **Unit IV** **18 Hrs**

Difference between Activities of Practical Life and Exercise of Practical Life-the development needs that are satisfied by the child by doing Exercise of Practical Life

#### **Unit V** **18 Hrs**

The Characteristics of Exercises of Practical Life-the characteristics of the materials used in Exercise of Practical Life-the adult's towards Exercise of Practical Life –direct and indirect aim of Exercises of Practical Life

#### **References:**

1. Singaravelu, G. (2010), Education in the Emerging Indian Society, New Delhi, Neelkamal Publishers, Pvt., Ltd.,
2. Paula Polk (1983), Montessori: A Modern Approach

**Course IV**  
**(C19CE10/E19CE10) Communicative English**

1. **Basic Grammar:**
  - a. Review of grammar
  - b. Remedial study of grammar
  - c. Simple sentence
  - d. Word passive voice etc.
  
2. **Bubbling Vocabulary:**
  - a. Synonyms
  - b. Antonyms
  - c. One – work Institution
  
3. **Reading and Understanding English**
  - a. Comprehension passage
  - b. Précis – writing
  - c. Developing a story from hints.
  
4. **Writing English**
  - a. Writing Business letters.
  - b. Paragraph writing
  - c. Essay writing
  - d. Dialogue writing
  
5. **Speaking English**
  - a. Expressions used under different circumstances
  - b. Phonetics

**Reference :**

1. V.H.Baskaran – “English Made Easy”
2. V.H.Baskaran – “English Composition Made Easy”  
(Shakespeare Institute of English Studies, Chennai)
3. N.Krishnaswamy – “Teaching English Grammar”  
(T.R.Publication, Chennai)
4. “Life Skill” – P.Ravi, S.Prabakar and T.Tamzil Chelvam,  
M.S.University, Tirunelveli.

**Course V**  
**(C19MEP1/E19MEP1) Practical I**

Observation and practice of play-way method and moral method of Teaching  
- Submit the Record

## **SEMESTER II**

### **Course VI**

#### **(C19ME21/E19ME04) ENGLISH LANGUAGE IN MONTESSORI CLASSROOM**

#### **Objectives**

After completing the course, the student will be able to –

- Acquire the knowledge about the stages of language development in the childhood
- Understand the need for phonetics
- Understand the importance of explosion into reading
- know about the Development of the child's spoken language

#### **Unit I**

**18 Hrs**

Definition of language and the importance-understanding what the already child knows in language as they come to school- listening, speaking, making sense of words and sentences- Stages of language development in a child from birth till 2.5 years.

#### **Unit II**

**18 Hrs**

How the Montessori Classroom helps the child in language development- rhymes, stories, name lessons, classified cards, planned conversations and scenic pictures-Significance of using phonetics in the Montessori classroom-the different types of sounds in the English spoken language-the levels at which they are given to the child in the classroom.

#### **Unit III**

**18 Hrs**

Definition of writing-introducing the English Alphabets to the child in the classroom through sensorial material and phonetics-Understanding “explosion into writing”

#### **Unit IV**

**18 Hrs**

Definition orthographic complications - preparation of the language material for helping the child with the orthographic complications.

#### **Unit V**

**18 Hrs**

Definition of reading - understanding why the “explosion into reading” happens after the explosion into writing - the steps taken to help a child read - Defining total reading.

#### **References:**

- Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi, Prentice hall of India PVT., Ltd.,
- Paula Polk Lillard (1996) Montessori Today: A Comprehensive Approach to Education from Birth to Adulthood.



## Course VII

### (C19ME22/E19ME05)HEALTH AND NUTRITION

#### Objectives

After completing the course, the student will be able to –

- Acquire the knowledge about the health status
- Understand the need for food and nutrition requirements of children
- Understand the importance of first aid, immunization etc in the Montessori system
- Know about the psychological need and physical need of the childhood

#### **Unit I:** **18 Hrs**

Health and Hygiene- Meaning & definition- Guidelines for good health- Factors affecting health – Weaning - Importance of weaning.

#### **Unit II:** **18 Hrs**

Introducing energetic foods- Daily Routines- Planning a daily routine for food & water, Exercises, Rest & Sleep, Love & Security, Physical care- Personal hygiene

#### **Unit III:** **18 Hrs**

Food and Nutrition- Protein, carbohydrate, Fat, Vitamins and mineral salts- Functionally classified foods [energy yielding food, body building foods, protective foods, caloric value of food] - Good Selection and storage of foods.

#### **Unit IV:** **18 Hrs**

Care of Kitchen equipments - other health Problems like crying, diarrhoea, vomiting, fever, skin problems etc.

#### **Unit V:** **18 Hrs**

Nutrition and food requirements of Montessori child's - Breast Feeding and its importance – mixed feeding- First aid- Immunization and inoculations-DPT, Polio drops.

#### References:

1. Venkataiah, S. (2004), Nutrition education, New Delhi, Anmol Publications PVT., Ltd.,
2. Kaufman, M.S. et al.,(1990), Nutrition in public health: A handbook for developing programs and services- .
3. Parthasarathy, A. et al., (2009), Indian academic of paediatrics, fourth edition, New Delhi, Jaypaa Brother Medical Publishers.
4. Kleigman, et al., (2016), Nelson Text book of paediatrics, New Delhi, Elsevier Publishers.
6. Chern, kyrre Rickertson (2003) Health, Nutrition & Food Demand

## Course VIII

### (C19LS23/E19LS05) Life Skill

#### Objectives

- After completing the course, the student will be able to –
- Acquire the knowledge about

#### I Life Coping or adjustment

- (a) External and internal influence in one's life
- (b) Process of coping or adjustment
- (c) Coping with physical change and sexuality
- (d) Coping with stress, shyness, fear, anger far live and criticism.

#### II Attitude

- (a) Attitude
- (b) Self acceptance, self – esteem and self actualization
- (c) Positive thinking

#### III Problem Solving

- (a) Goal Setting
- (b) Decision Making
- (c) Time Management and stress Management.

#### IV Computers

- (a) Introduction to Computers
- (b) M.S.Office
- (c) Power Point

#### V Internet

- (a) Introduction to internet
- (b) E – mail
- (c) Browsing

#### References:

- 1) Life Skill Programme course I & II by Dr. Xavier Alphona MCRDCE Publications. R.K.Mutt Road, Chennai – 28
- 2) ஆளுமை பண்பு வளர்த்தல் மற்றும் தகவல் தொடர்பு by M.Selvaraj Community College, Palayamkottai
- 3) “Life Skill” –P.Ravi, S.Prabahar & T.Tamil Chelvam, M.S. University, Tirunelveli

## COURSE IX

### (C19ME24/E19ME06)MONTESSORI SCHOOL MANAGEMENT

#### Objectives

After completing the course, the student will be able to –

- Acquire knowledge about the Montessori school management system
- Explore the administration of Montessori school system
- Know the teaching materials and maintenance of records in Montessori school system

#### Unit I

**18 Hrs**

Introduction – Aims and objectives- Suitable place for a Montessori school-Plan of a suitable Montessori school building- primary facilities required for games, drinking water, light, adequate space for seating arrangements- Transport facilities.

#### Unit II

**18 Hrs**

Principle of manual work & Hand work- Principle of Nature study-Principles of sense training- Principle of unity- principle of Individuality through process of socialization.

#### Unit III

**18 Hrs**

Teaching of writing steps-Learning of sounds of letters-Teaching of reading steps-(arithmetic, letters, words,+,-,×)-contribution of Montessori method- Procedure for the use of didactic apparatus for training in senses - Main features of Montessori school-Limitations of Montessori Method.

#### Unit IV

**18 Hrs**

Arrangements for medical checkups-Kindergartens-medical program-child's Health cards & maintenance-Play ground for outdoor play- outdoor play materials -Indoor play area -Indoor play materials -Maintenance of all records – Advantages of keeping all the records.

#### Unit V

**18 Hrs**

Registers and Records –Admission –Attendance -cash book, parents register – Maintenance of Registers and Accounts- Service book- Records of parents meeting & Participation in the Montessori school.

#### References :

1. Kulbir singh sidhu, (1996), School Organization and Administration, New Delhi, Sterling Publishers Pvt., Ltd.,
2. Kochhor, S.K.(2002), “Educational and Vocational Guidance in secondary Schools, New Delhi; Sterling publishers pvt. Ltd.,
3. Krishnamacharyulu, V. (2009), School Management and system of Education, New Delhi, Neelkamal Publishers Pvt., Ltd.,
4. Dash,B.N. (2004), School Organization, Administration and Management, New Delhi, Neelkamal Publishers Pvt., Ltd.,
5. Naik, J.P. (1969), Institutional Educational Planning in India, New Delhi, Allied publishers.
6. Manual for secondary and higher Secondary Schools, published by State Parent Teacher Association, Chennai.

## **Course X**

### **(C19MEP2/E19MEP2)Practical II**

Observation and practice of Didactic Apparatus method of Teaching - submit the record

## **SEMESTER III**

### **Course XI**

#### **(C19ME31/E19ME07)Child's Social Development**

#### **Objectives**

After completing the course, the student will be able to

- Understand the basic Montessori principles and nature of child social development.
- Acquire the knowledge about the importance of social responsibility of the child
- Examine the stages of human tendencies.

#### **Unit I**

**18 Hrs**

Freedom and discipline-Freedom within limits-importance of choice to a child-taking responsibility and discipline -Relationship between freedom, responsibility and discipline-Development through movement -Importance of movement-hand and brain-growing through activity-motor memory.

#### **Unit II**

**18 Hrs**

Society and the child- The conflict between the adult and the child-The Social question of the child-Social responsibility of the child(society and the task of man) -moral and social developments in the child.

#### **Unit III**

**18 Hrs**

Kindergarten principle of spontaneous development of the child- Kindergarten principle of Manual work and hand work- Kindergarten principle of nature study-Principles of sense training- principle of unity- principle of individuality through process of socialization.

#### **Unit IV**

**18 Hrs**

Human tendencies-Tendency to explore-Tendency to orient-Tendency to adapt-Tendency for order Tendency to think-Tendency to repeat-Tendency to repeat-Tendency to strive for perfection -Tendency for precision to communicate-Tendency to think in abstract.

#### **Unit V**

**18 Hrs**

Basic Montessori principles-Follow the child-respect the child-freedom within limits-have faith in the child.

#### **References:**

1. Boron, Robert, A. (2001), Psychology, New Delhi, Pearson Publishers
2. Chauhan, S.S. (1999), Advanced Educational Psychology, Sixth revised edition, New Delhi: Vikas Publishing House PVT Ltd.,
3. Morgan, C. T. (1986), Introduction to psychology, New Delhi, Tata mcgraw hill education PVT., Ltd.,
4. Papalia, D.E. (2004), Human Development, New Delhi, Tata mcgraw Hill education PVT., Ltd.,

## Course XII

### (C19ME32/E19ME08)Improving the Teacher's English

#### Objectives

After completing the course, the student will be able to

- Understand the nature of functional English
- Acquire knowledge about the conversation skill
- Examine the stages of human tendencies
- understand the healthy communication skill

#### Unit I

**18 Hrs**

Listening practice-teachers speak English using gestures, proper facial expressions and hand movements.

#### Unit II

**18 Hrs**

Teacher's English must be a model for the children-knowledge of the different sounds in phonetics-Daniel Jones pronouncing dictionary phonetic symbols to be practiced.

#### Unit III

**18 Hrs**

Word stress, sentence stress, intonations - rising and falling intonations-practice.

#### Unit IV

**18 Hrs**

Functional English-greeting the formulas to be used in classes-good morning, thank you, it's alright etc., etc.

#### Unit V

**18 Hrs**

Teacher trainee's practical work -conversation in parts -at the post office, at school, at the shop, at the railway station etc., etc.

#### References:

1. Bill VanPatten (2017) Communication and Skill (The Routledge E-Modules on Contemporary Language Teaching).
2. Paul Davies (2010) Success in English Teaching (Oxford Handbooks for Language Teachers).

## **Course XIII**

### (C19ME33/E19ME09)**Montessori Method of Teaching**

#### **Objectives**

After completing the course, the student will be able to

- Understand the nature of self-learning
- Acquire knowledge about the importance of emphasize of early education
- Develop the social participation and their environment
- Know about the practical life experience

#### **Unit I**

**18 Hrs**

Define senses- understanding the 10 different types of senses as defined by Dr. Maria Montessori-When to offer Sensorial Activities to a child-the characteristics of the Sensorial Materials-display and maintenance of the Sensorial material-the activities possible with the Sensorial Materials-direct and indirect aim of Sensorial Activities

#### **Unit II**

**18 Hrs**

Definition-recognition of shapes and sizes-colours-leading the child from concrete materials to thinking in abstract.

#### **Unit III**

**18 Hrs**

Understanding when to give arithmetic activities to the child-how to give arithmetic to the child.

#### **Unit IV**

**18 Hrs**

Introducing the concept of units to a child (counting variables and group from 1 to 10)

#### **Unit V**

**18 Hrs**

Significance of zero as absence of quantity –laws of the decimal system-the four arithmetic operations(addition, subtraction, multiplication & division)-traditional names of numbers-parallel exercise.

#### **References:**

- Aggarwal, J.C.(2010), Theory and Principles of Education, New Delhi, Vikas Publications.

## **Course XIV**

### (C19MEP3/E19MEP3)**PRACTICAL III**

Observation and practice of play-way method and moral method of Teaching for level II- submit the record.

## **Course XV**

### **(C19MEIP/E19MEIP)Internship**

The students ask to visit the Montessori school and taken the classes for 90 Hours.

## **SEMESTER IV**

### **Course XVI**

#### **(C19ME41/E19ME10)Montessori Home**

#### **Objectives**

After completing the course, the student will be able to

- Understand the nature of Montessori house of children
- Acquire knowledge about the importance of qualities of Montessori directress
- Examine the stages of human disciplines
- Know about the importance of public relation awareness programme

#### **Unit I**

**18 Hrs**

Members of the Montessori family-Agents of education: prepared environment, means of development, trained adult-Montessori House of children-The building-the facilities-the administration-the legality-recognition-House of Children above 6 years-Introduction to Elementary Montessori training(6to 12 years old).

#### **Unit II**

**18 Hrs**

Montessori Directress-Role of the Montessori Directress -Qualities of a Montessori Directress -Mistakes and their corrections -Discipline and the teacher -the Teacher's preparation.

#### **Unit III**

**18 Hrs**

Observations -How to observe -who to observe -what to observe

#### **Unit IV**

**18 Hrs**

Taking Montessori Home -Helping parents understand the system -parent orientation programs -parents meetings -parent workshops.

#### **Unit V**

**18 Hrs**

Montessori awareness programs - Public relations and awareness programs-seminars -conference -talk shows

#### **References:**

- Elizabeth G (1997) Teaching Montessori in the Home: Pre-School Years:
- Marin Schmidt's Understanding Montessori: A Guide for Parents; Paula Polk Lillard's Montessori,

## Course XVII

### (C19ME42/E19ME11)Rhymes and Stories

#### Objectives pending

After completing the course, the student will be able to

- Understand the nature of phonetic sounds
- Acquire knowledge about the importance of historical events
- Develop the divergent and convergent thinking
- Know about the current affairs and General knowledge

#### Unit I

**18 Hrs**

Phonic sounds-A for Apple-Rain Rain go way-Twinkle Twinkle-Are you sleeping-Row Row Row-If you are happy-1,2,Buckle my shoe-1,2,3,4,5,-Old Mac Donald

#### Unit II

**18 Hrs**

The Thirsty crow- The dove and the ant-The crocodile and the monkey-The lion and the goat-The cunning fox-The elephant and the ant-The selfish giant-The cap seller and monkeys-the sly fox and the goat-The grapes are sour.

#### Unit III

**18 Hrs**

Abbreviations-States & Capitals-Chief ministers & governors- Union Ministers and their constituency-Nick names of states-Airports of India-Health and Nutrition.

#### Unit IV

**18 Hrs**

International Organizations-Currencies of the world-Different countries and its president.

#### Unit V

**18 Hrs**

Current Affairs- Important agreement between countries Sports-Politics-Business.

#### References:

1. Paula Polk Lillard (2003) Montessori from the Start: The Child at Home, from Birth to Age Three.
2. Practical Guide to the Montessori Method at Home: With more than 100 activity ideas from 0 to 6.



## Course XVIII

### (C19ME43/E19ME12)Environmental Education

#### Objectives

After completing the course, the student will be able to –

- Develop positive attitude towards protecting the Environment.
- Visualize the importance of environmental Education.
- Sensitive towards conservation of Natural resources
- Enable to practice environmental friendly life style.
- Develop interest among the students about the environment which help them to find the solution for environmental problems.

#### **Unit I:** **18 Hrs**

Environment – Meaning and components – Environmental Education – Meaning and Scope, Importance – Objectives of Environmental Education - Environmental Education at kindergarten level and Lower primary level.

#### **Unit II:** **18 Hrs**

Ecosystem – Structure and Function of ecosystem – Types, Energy and its flow in ecosystem – Bio-diversity – Conservation of Bio-diversity.

#### **Unit III:** **18 Hrs**

Natural resources – Forest, Wild life – Water, Soil, Silent valley project – Social forestry scheme – Environmental ethics.

#### **Unit IV:** **18 Hrs**

Pollution – Soil Pollution, Water Pollution, Air Pollution, Noise Pollution, Nuclear Pollution – And its causes and control – Global warming – Ozone depletion – Deforestation.

#### **Unit V:** **18 Hrs**

Waste Management – Solid, Industrial – Alternative Sources – Green energy – Green plastics – Organic farming and eco-friendly life style.

#### References:

1. Sivaraman, M.(2008), Scientific Approach to Environmental study, Puducherry, Puducherry Co-operative Book society.
2. Veliappan, A. (2007), Environmental Education, A.V Parvathi Publication, Tirunelveli

**Course XIX**  
**(C19MEP4/E19MEP4)PRACTICAL IV**

Observation and practice of Didactic Apparatus method of Teaching for level II -  
Submit the record.

**Course XX**  
**(C19MEPW/E19MEPW)Project**

The student should undergo the Case study of any one Montessori School in  
their region.

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