

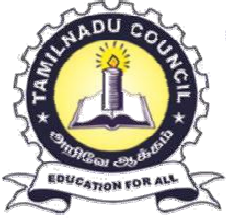
TAMILNADU COUNCIL FOR OPEN & DISTANCE LEARNING

Accredited by International Council for Open & Distance Learning
(ICDE), Oslo, Norway

Internationally Accredited Institution Registered under Tamilnadu Govt Act

**ADVANCED DIPLOMA IN
MONTESSORI AND
PRIMARY EDUCATION**





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Sl.No	Subject Code	Subject Name	Max. Marks
01	ADMP1	Philosophy and Culture of Montessori	100
02	ADMP2	Introduction to Montessori Methods	100
03	ADMP3	Sensorial Education in Montessori	100
04	ADMP4	Educational Psychology	100
05	ADMP5	School Administration	100
06	ADMP6	Project Work	100

1. PHILOSOPHY AND CULTURE OF MONTESSORI

UNIT I

PHILOSOPHY AND EDUCATION

Philosophy Education, meaning - Definition Meaning, Definition Montessori Philosophy and Education; Relationship between philosophy and education; Education for modification of behaviour; Epistemological approach of Education.

UNIT II

Indian Philosophical thoughts and Montessori Education Rabindranath Tagore- Mahatma Gandhi, Radhakrishnan, Vivekananda, Dayanand, Dr.ZahirHussain, Thiruvalluvar- Bharathiar and Bharathidasan and their contributions related to Montessori Education.

UNIT III

Western Philosophical thoughts and Montessori Education dealism-Naturalism- Pragmatism-John Jacques Rousseau- John Dewey- Soren Kier Kegaard's Existentialism – Mechanicalism- Humanism.

UNIT IV

Psychological Contributions in Montessori Education Thorndikes Trial and Error; Pavlov's Classical Conditioning; BF Skinner's Operant conditioning; Jean Piaget's cognitive development; Deniel Coleman – Emotional Intelligence.

UNIT V

Sociological thoughts in Montessori Education Max Webers's view on Social / human behaviourism - Ottaway's view on Social relations- Durkhiem's view of Methodological socialization- Brom's Group behaviour-John Madge's view on social interaction

2. INTRODUCTION TO MONTESSORI METHODS.

UNIT I

Life Activity Method Practical life activities - Child Promotes activities and learn to Interact with environment; Real life projects - Promote five Motor skills, Concentration of mind and Independent nature (transferring, sorting, Personal hygiene, grooming, Dusting and sweeping).

UNIT II

Language and Mathematical Learning Activity Method Learning to Recognize; Learning the sound variation and writing; Grammar and etymology; Group work and hand on work; learn to count the numbers; Decimal System and geometry. Individualized and abstract work.

UNIT III

Cultural and Mental Activity Method (Learning) Geographical, astronomical, artistic, Musical Learning enhance cultural activities; Multicultural activities expressing to the global culture; Develop observation Skill, Comparative Skill and Decision making skill; Visual ability and Visual Discrimination.

UNIT IV

Motor Skill - Sensory Skill Approach Motor skills improve muscular movements - Perceiving the different sounds; Writing - Reading Skills approach -Learn to write (phonetic practices).

UNIT V

Experience- Vocabulary cum Storytelling - Reading Approach Performance of Real nature and action before artificial one; Grasping ability; Pleasurable Reading; Narrative Interaction; Loud Reading and Exploration of New facts; Pronunciation and vocabulary; Storytelling and lifelong Reading.

3. SENSORIAL EDUCATION IN MONTESSORI

UNIT I

Introduction

UNIT II

Visual

Knobbed cylinders

Pink tower

Broad stair

Knobless cylinders

Long rods

Colour box 1

Colour box 2

Colour box 3

UNIT III

Tactile

Stereognostic

Rough and smooth boards

Touch tablets

Fabrics

Thermic bottles

Baric tablets

UNIT IV

Form

Geometric cabinet

Constructive triangles

Binomial cube

Trinomial cube

Superimposed geometric shapes

UNIT V

Auditory

Sound cylinders

Bells

UNIT VI

Gustatory

Tasting bottles

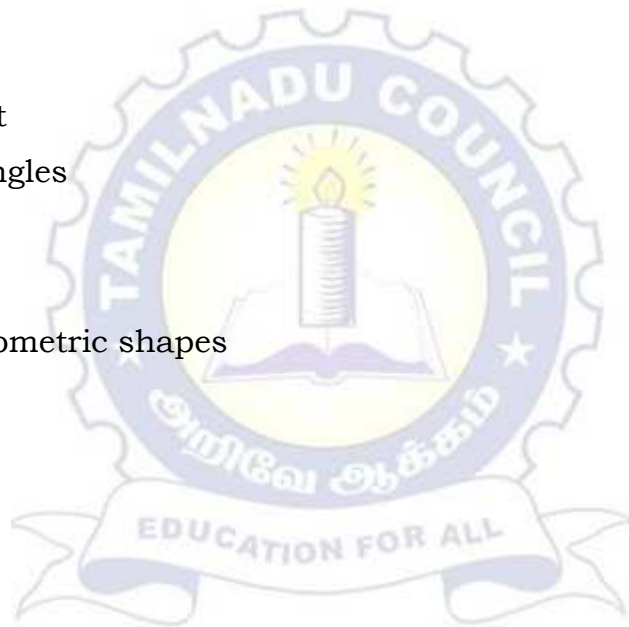
UNIT VII

Olfactory

Smelling bottles

Album Requirements:

1. Rationale - minimum 3 pages
2. Page Protection
3. Tabulation



Title page

Rationale

Presentations (divided into appropriate sections)

Class notes

4. APA style: typed, correct spelling, grammar and punctuation

5. Picture on left, write-up on the right. Each new write-up begins on a new page

6. Each individual presentation must be pictured. Pictures must be labelled (such as Exercise I or final product etc.) and show the appropriate sequence of the presentation

4. EDUCATIONAL PSYCHOLOGY

UNIT I

A) Nature, meaning, scope and functions of Educational Psychology.

B) Methods of Studying Behaviour - Introspection, Observation and Experimental method.

UNIT II

A) Growth and Development – Meaning, stages; Mental, Emotional and Social Development during - childhood, adolescence.

B) Individual Differences - Meaning, significance and causes.

UNITS III

A) Learning – concept, characteristics, learning process, learning curve.

B) Theories of Learning - Trial and Error, Classical Conditioning.

C) Transfer of Learning - Concept, types, educational implications.

UNIT IV

Factors affecting learning (only concept, educational implications)

A) Attention

B) Perception

C) Motivation

Practical: To perform the following experiments and record them:

I) Learning curve

II) Transfer of learning

III) Motivation

IV) Distraction of Attention

V) Division of Attention

VI) Perception

UNIT V

Mental Processes Related to Learning

A) Thinking – concept, types - divergent, convergent, criticalreflective, lateral.

B) Memory - Concept, types, factors affecting memory.

C) Forgetting - Concept, types, causes, educational implications.

UNIT VI

Intelligence and Creativity

A) Concept, Gardner’s Theory of Multiple Intelligence.

B) Emotional Intelligence - concept, educational implications;

C) Creativity - concept, educational implications.

UNIT VII

A) Personality - Concept; Self-concept, Self Esteem;

B) Mental Health - Concept and importance

C) Maladjustment - Causes and prevention

UNITVIII

Group Psychology : Group Dynamics - meaning, process, importance; Sociometry.

Practical : To perform the following experiments and record them.

i) Concept formation

ii) Lateral thinking

iii) Memory - Recall and Recognition

iv) Memory-Rote and Logical

v) Creativity

vi) Sociometry

5. SCHOOL ADMINISTRATION

UNIT-I

School Administration and Management Meaning, nature and scope of school administration- School administration and school management, their role-Management as an organization, aims and functions of school management

UNIT-II

Conceptual Basis of School Management Basic management function: Planning, organizing, leading, motivating and controlling and their implications for effective school management. Using management functions for an effective classroom management in schools.

UNIT-III

Educational Administration and Management at Different Levels- Educational administration and management at central, state and local levels Role and functions of CAGE, NCERT, CBSE, KVS, NVS, NIOS Role and functions of SCERT, DIETs etc.

UNIT-IV

Quality Management Approach for Schools- Quality management: meaning, scope and role- Approaches and functions of total quality management- TQM and its application in school management

UNIT-V

Resource Management- Resource: meaning, nature and classification- Human and non-human resources: creation, sharing and management- Leadership and decision

6. PROJECT WORK