



**N.K.T.NATIONAL COLLEGE OF EDUCATION
FOR WOMEN
(AUTONOMOUS)**

Re-accredited by NAAC with "A" grade - 3.26/4.00
Affiliated to Tamilnadu Teachers Education University

**REGULATIONS AND SYLLABUS
BASED ON NCTE CURRICULUM
FRAME WORK**

for

Two year Bachelor of Education (B.Ed.) Programme
approved by Members of Board of Studies in the meeting
held on 26.02.2020 and approved by the members of
Academic Council in the Meeting held on 04.03.2020 and
approved by the Governing Body meeting held on
04.09.2020

With effect from the academic year 2020-2021 onwards

S.NO.	COURSE CODE	CONTENT	COURSE STATUS	PAGE NO.
REGULATIONS				1 - 18
SEMESTER I				
1.	PE1	Childhood and Growing up as a Learner	1/2	19 - 20
2.	PE2	Contemporary India and Education	1	21 - 23
3.	PE3a	Learning and Teaching - Part – I	1/2	24 - 25
4.	CPS 1	Understanding the Disciplines and School Subjects	1/2	26 - 27
5.	CPS 2a (Any one subject based on which admission is given)	Pedagogy of Tamil	1	28 - 31
6.		Pedagogy of English	1	32 - 36
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8.		Pedagogy of Physical Science	1	42 - 45
9.		Pedagogy of Biological Science	1	46 - 48
10.		Pedagogy of Elements of Economics	1	49 - 52
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12.		EPC 1	Critical Understanding of ICT	1/2
13.	EPC 2	Physical Education and Yoga	1/2	59 - 60
SEMESTER II				
14.	PE 3b	Learning and Teaching - Part - II	1/2	61 - 62
15.	PE4	Psychological Perspectives of Learners	1/2	63 - 64
16.	CPS 2b (Any one subject based on which admission is given)	Pedagogy of Tamil	1	65 - 68
17.		Pedagogy of English	1	69 - 72
18.		Pedagogy of Mathematics	1	73 - 76
19.		Pedagogy of Physical Science	1	77 - 80
20.		Pedagogy of Biological Science	1	81 - 84
21.		Pedagogy of Elements of Economics	1	85 - 88
22.		Pedagogy of Computer Science	1	89 - 92
23.		CPS 3	Evaluation of Learners	1
24.	CPS 4	Language Across the Curriculum	1/2	98 - 99
25.	EPC 3	Reading and Reflecting on Texts	1/2	100 - 101
SEMESTER III				
26.	CPS 2c (Any one subject based on which admission is given)	Pedagogy of Tamil	1/2	102 - 103
27.		Pedagogy of English	1/2	104 - 106
28.		Pedagogy of Mathematics	1/2	107 - 110
29.		Pedagogy of Physical Science	1/2	111 - 113
30.		Pedagogy of Biological Science	1/2	114 - 116
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SEMESTER IV				
33.	PE 5	Knowledge and Curriculum	1	123 - 125
34.	PE 6	Gender, School and Society	1/2	126 - 128
35.	PE 7	Creating an Inclusive School	1/2	129 - 130
36.	CPS 2d (Any one subject based on which admission is given)	Pedagogy of Tamil	1/2	131 - 132
37.		Pedagogy of English	1/2	133 - 135
38.		Pedagogy of Mathematics	1/2	136 - 139
39.		Pedagogy of Physical Science	1/2	140 - 142
40.		Pedagogy of Biological Science	1/2	143 - 145
41.		Pedagogy of Elements of Economics	1/2	146 - 148
42.		Pedagogy of Computer Science	1/2	149 - 151
43.	CPS 5a	Health and Physical Fitness	1	152 - 154
44.	CPS 5b	Library and Information Science	1	155 - 157
45.	CPS 5c	Women Entrepreneurship	1	158 - 160
46.	CPS 5d	Guidance and Counselling	1	161 - 163
47.	CPS 5e	Environmental Education	1	164 - 167
48.	CPS 5f	Women Education	1	168 - 169
49.	CPS 5g	Peace and Value Education	1	170 - 172
50.	CPS 5h	Pedagogy of Higher Secondary Education(Only for PG Students)	1	173 - 175
51.	EPC 4	Life Skills for Understanding the Self	1/2	176 - 177
52.	EPC 5	Drama and Art in Education	1/2	178 - 179
53.	EPC 6	Health and Physical Education	1/2	180- 181

**N.K.T.NATIONAL COLLEGE OF EDUCATION FOR WOMEN
(AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY)
DEGREE OF BACHELOR OF EDUCATION (B.Ed.)**

**REGULATIONS
(With effect from the academic year 2020 -2021 onwards)**

The Bachelor of Education programme, generally known as B.Ed. is a professional course that prepares Teachers for Upper Primary or Middle Level Classes (VI to VIII), Secondary Level Classes (IX –X) and Senior Secondary Level Classes (XI – XII).

1. ELIGIBILITY FOR ADMISSION TO THE COURSE

Eligibility for admission to the course is based on the guidelines of the Government of Tamilnadu and Tamilnadu Teachers Education University in force from time to time.

Admission Guidelines as per G.O. (1D) No. 169 (G1), HIGHER EDUCATION DEPARTMENT, dated 27.06.2019 released by Government of Tamilnadu.

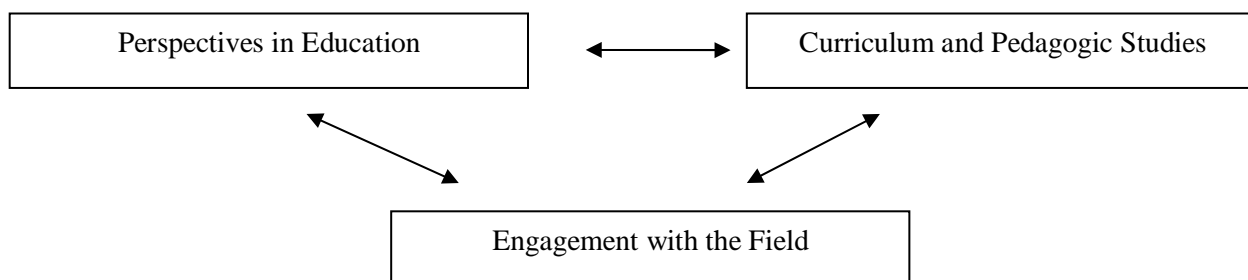
2. DURATION OF THE B.Ed. COURSE

The course of B.Ed. programme shall be for a duration of two academic years consisting of 400 working days/curriculum transaction days or 2400 hours which is spread over 4 semesters excluding admission and examination days. The 400 working days will include curriculum transaction days, school internship, revision examination days and study holidays. Though the duration of the course is for two academic years, the candidates are permitted to complete the course in a maximum of three years from the date of admission to the programme.

3. PROGRAMME CONTENT

The programme is comprised of three broad inter-related curricular areas – (I) Perspectives in Education, (II) Curriculum and Pedagogic Studies, and (III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from inter disciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student-teachers. Transaction of the courses is to be done using a variety of approaches such as: case studies, group presentations, projects, discussions on reflective journals, observations of children and interactions with the community in multiple socio cultural environments.

The courses included under each of the three broad curricular areas are as follows:



I. Perspectives in Education

Perspectives in Education includes courses in the study of Childhood, Child Development and Adolescence, Contemporary India and Education, Theoretical foundations of Knowledge and Curriculum, Teaching and Learning, Gender in the context of School and Society and Inclusive Education. The following are the seven courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

Course 1	PE 1	Childhood and Growing up as a Learner
Course 2	PE 2	Contemporary India and Education
Course 3	PE 3 (a & b)	Learning and Teaching - Part I & Part II
Course 4	PE 4	Psychological Perspectives of Learners
Course 5	PE 5	Knowledge and Curriculum
Course 6	PE 6	Gender, School and Society
Course 7	PE 7	Creating an Inclusive School

The course on 'Childhood and Growing up as a learner and Psychological Perspectives of Learners' shall enable student-teachers to acquire knowledge on childhood, child development and adolescence (Sharma, 2003). It aims to develop understanding about children of different age groups, through close observation and interaction with children from diverse socio-economic and cultural backgrounds (Saraswathi, 1999). The course on 'Contemporary India and Education' shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.

This course shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'Learning and Teaching' will focus on aspects of social and emotional development, self and identity, and cognition and learning. 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts and the relationship between curriculum, policy and learning. 'Gender, School and Society' will examine how individuals learn and challenge gender roles in society through varieties of institutions. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; Pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at two levels of schools. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include:

Course 8	CPS 1	Understanding the Disciplines and Subjects
Course 9	CPS 2 (a, b, c&d)	Pedagogy of a School Subject-Part I, II, III &IV
Course 10	CPS 3	Evaluation of Learners
Course 11	CPS 4	Language across the Curriculum
Course 12	CPS 5 (a,b,c,d,e,f,g&h)	Optional Course

These courses shall aim to develop in students an understanding of the curriculum, linking school and knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children.

Optional courses will be offered in areas such as Health and Physical Fitness, Library and Information Science, Peace and Value Education, Guidance and Counselling, Environmental Education, Women's Education, Women Entrepreneurship, Higher Education or an additional pedagogy course (in another subject at the secondary level based on their back ground knowledge in Ancillary or English or Tamil).

III. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

Course EPC 1: Critical Understanding of ICT

Course EPC 2: Physical Education and Yoga

Course EPC 3: Reading and Reflecting on Texts

Course EPC 4: Life Skills for Understanding the Self

Course EPC 5: Drama and Art in Education

Course EPC 6: Health and Physical Education

S.No.	Category	No. of courses offered	No. of courses to be studied for Semester I	No. of courses to be studied for Semester II	No. of courses to be studied for Semester III	No. of courses to be studied for Semester IV	No. of courses to be studied for two years
1	Perspectives of Education (PE)	8	3	2	Nil	3	8
2	Curriculum and Pedagogic Studies (CPS)	39	2	3	1	2	8
3	Enhancing Professional Capacities (EPC)	6	2	1	Nil	3	6
TOTAL		53	7	6	1	8	22

SEMESTER – I**No of Curriculum Transaction Days: 100 days or 600 hours****No. of Credits: (a) Theory - 18 credits @ 17hrs/credit = 306 hours****(b) Practicum Components – 3.5 credits @ 34 hrs/credit = 120 hours****School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours**

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education (PE)						
PE 1	Childhood and Growing up as a Learner	2	34	20	30	50
PE 2	Contemporary India and Education	4	68	40	60	100
PE 3a	Learning and Teaching - Part – I	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 1	Understanding the Disciplines and Subjects	2	34	20	30	50
CPS 2a	Pedagogy of a School Subject- Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science.	4	68	40	60	100
Enhancing Professional Capacities (EPC)						
EPC 1	Critical Understanding of ICT	2	34	50	Nil	50
EPC 2	Physical Education and Yoga	2	34	50	Nil	50
	Total	18	306	240	210	450
	Engagement with the field School Internship (2Weeks)	2	72			

Components of Practicum: 375marks

SEMESTER I		
1	Observation of 5 classes of Level I mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal .	35
2	Observation of 5 classes of Level II mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal.	35
3	Observation and Submission of Reflective Journal on Demonstration of Level I subjects by Subject Experts from the school (Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science)	30
4	Observation and Submission of Reflective Journal on Demonstration of Level II subjects by Subject Experts from the school (Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science)	30
5	Observation and Submission of Reflective Journal on Demonstration of Level I subjects by Teacher Educators	30
6	Observation and Submission of Reflective Journal on Demonstration of Level II subjects by Teacher Educators	30
7	Mini Teaching Record related to Major disciplines	50
8	Psychology Experiments Record - Part I	35
9	Educational Technology Record	50
10	Physical Education and Yoga Record	50
TOTAL		375

THEORY	PRACTICUM	TOTAL
450	375	825

Note: Practical Examination will be held for 375 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

SEMESTER – II**No of Curriculum Transaction Days: 100 or 600 hours****No. of Credits: (a) Theory - 16 credits @ 17hrs/credit = 272 hours****(b) Practicum Components – 5 credits @ 34hrs/credit = 170 hrs****School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours**

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education (PE)						
PE 3b	Learning and Teaching - Part - II	2	34	20	30	50
PE 4	Psychological Perspectives of Learners	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2b	Pedagogy of a School Subject- Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science.	4	68	40	60	100
CPS 3	Evaluation of Learners	4	68	40	60	100
CPS 4	Language across the Curriculum	2	34	50	Nil	50
Enhancing Professional Capacities (EPC)						
EPC 3	Reading and Reflecting on Texts	2	34	50	Nil	50
	Total	16	272	190	210	400
	Engagement with the field School Internship (2 Weeks)	2	72			

Components for Internship based Activities: 375 marks

SEMESTER II		
1	Participation in a 5 day Citizenship Training Camp and submission of Camp Record	50
2	Projects on Identifying and Analyzing the Guidance Needs of Learners	50
3	Preparation of 10 Teaching and Learning Materials (TLM) based on Level I Syllabus and 10 Teaching and Learning Materials (TLM) based on Level II pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations.	100
4	Reflective Record on Continuous and Comprehensive Evaluation (CCE) practiced in the co-operative schools at Level I and Level II based on their Major subjects.	60
5	Development of Question Bank in the School Content (Major Based) -Level II	80
6	Psychology Experiments Record - Part II	35
TOTAL		375

THEORY	PRACTICUM	TOTAL
400	375	775

Note: Practical Examination will be held for 375 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.

SEMESTER – III**No of Curriculum Transaction Days: 100 or 600 hours****No. of Credits: (a) Theory - 2 credits @ 17hrs/credit = 34 hours****(b) Practicum Components – 0.5 credit @ 34hrs/credit = 17 hrs****School Internship for 15 weeks) - 15.9 credits @ 34hrs/credit = 540 hours**

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Curriculum and Pedagogic Studies (CPS)						
CPS 2b	Pedagogy of a School Subject- Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science.	2	34	20	30	50
	Total	2	34	20	30	50
	Engagement with the field School Internship (15 Weeks)	15.9	540	Level I- 150 Level II -150		300

Components for Internship based Activities: 625 marks

SEMESTER III		
1	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level I pertaining to the major subjects of the student – teachers	25
2	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level II pertaining to the major subjects of the student – teachers	25
3	Reflective Journal on Co-teaching with mentor teachers a) Reflections on Co-teaching with Mentor Teachers : Level - I - 15 marks (5 sessions related to the major subjects of the student teachers) b) Reflections on Co-teaching with Mentor Teachers : Level - II - 15 marks (5 sessions related to the major subjects of the student teachers)	30
4	Lesson Plan Records a) Lesson Plan Record : Level - I - 30 marks (30 Lesson Plans pertaining to the major subjects of the student teachers) b) Lesson Plan Record : Level - II - 30marks (30 Lesson Plans pertaining to the major subjects of the student teachers)	60
5	Preparation and Use of TLM a) Preparation and use of 30 TLM : Level - I - 30 marks b) Preparation and use of 30 TLM : Level - II - 30 marks	60
6	Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination) Preparation and use of PPT for Level – I (15 marks) and Level – II Teaching and Learning Materials (TLM) in their respective major subjects.	35
7	Assessment of Teaching Competency Level - I - 150 marks Level - II - 150 marks	300
8	Individual case study record (20 marks) and Institutional case study record (20 marks)	40
9	Action Research Report (Each student - teacher has to identify one unique problem for action research, which should be different from other student - teachers)	25
10	Reflective Journal on School Internship	25
TOTAL		625

THEORY	PRACTICUM	TOTAL
50	625	675

Note: Practical Examination will be held for 625 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.

SEMESTER – IV**No of Curriculum Transaction Days: 103 or 618 hours****No. of Credits: (a) Theory - 20 credits @ 17hrs/credit = 340 hours****(b) Practicum Components – 7 credits @ 34hrs/credit = 238 hrs****School Internship for 1 week - 1 credit @ 34hrs/credit = 36 hours**

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education (PE)						
PE 5	Knowledge and Curriculum	4	68	40	60	100
PE 6	Gender, School and Society	2	34	20	30	50
PE 7	Creating an Inclusive School	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2d	Pedagogy of a School Subject- Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science	2	34	20	30	50
Optional Course (Any one of the following)						
CPS 5a	Health and Physical Fitness	4	68	40	60	100
CPS 5b	Library and Information Science					
CPS 5c	Women Entrepreneurship					
CPS 5d	Guidance and Counseling					
CPS 5e	Environmental Education					
CPS 5f	Women Education					
CPS 5g	Peace and Value Education					
CPS 5h	Pedagogy of Higher Secondary Education (Only for PG Students)					
Enhancing Professional Capabilities						
EPC 4	Life Skills for Understanding the Self	2	34	50	-	50
EPC 5	Drama and Art in Education	2	34	50	-	50
EPC 6	Health and Physical Education	2	34	50	-	50
Total		20	340	290	210	500
	Engagement with the field School Internship (1Week)	1	36			

Components for Internship based Activities: 325marks

SEMESTER IV		
1	Report on Organization of Co- scholastic activities (Any 5 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization, Quiz, School Assembly, Awareness Programme, Rally, etc. in the Co-operative Schools (5* 6= 30 marks)	30
2	Test and Measurement Record - Level II (Based on the scores of Achievement Test conducted by the student - teachers in their major Subjects during their internship period)	70
3	Module Preparation Preparation and use of module for any unit pertaining to their major subjects at Level – II	30
4	Website Analysis Report - Level - II (Identifying and Downloading 2 different web based materials on the same topic related to the major subjects of the student - teachers and preparing a comparative detailed analysis on their salient features)	30
5	Work Experience Record (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, office covers, etc.,)	30
6	Report on maintenance of Records and Registers in Schools A detailed report on the maintenance of various records and registers in the Co-operative Schools)	40
7	Field Trip Record	20
8	Environment Education Record (Student teachers need to assess and write a detailed report on the environmental context of the co-operative schools)	25
9	Health and Physical Education Record	30
10	Drama and Art Record (Any 4 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Rangoli, Paper Cutting, Paper folding, Visits to places of importance of Art & Architecture, Exhibitions, Cultural centers, Fair, Art Gallery, etc.,)	20
TOTAL		325

THEORY	PRACTICUM	TOTAL
500	325	825

Note: Practical Examination will be held for 325 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

SCHEME FOR FOUR SEMESTERS

Semester	Credits			Hours of Transaction			Marks for Theory	Marks for Practicum	Total Marks
	T	P	E	T	P	E			
I	18	3.5	2	306	120	72	450	375	825
II	16	5	2	272	170	72	400	375	775
III	2	0.5	16	34	17	540	50	625	675
IV	20	7	1	340	238	36	500	325	825
TOTAL	56	11.5	21	952	545	720	1400	1700	3100

SCHEME OF EVALUATION (FORMATIVE) FOR ALL THE PERSPECTIVE COURSES AND PEDAGOGY COURSES**Components of Continuous Internal Assessment for 40 marks (Formative):**

- Seminar – 5 + Theory Assignment - 5
- Task and Assignment – 10
- Test - 10 (Average of 2 Cycle Test)
- Revision Examination – 10

Components of Continuous Internal Assessment for 20 marks (Formative):

- Seminar – 5 + Task and Assignment – 5
- Test - 5 (Average of 2 Cycle Test)
- Revision Examination – 5

Continuous Internal Assessment for 50 marks will be assessed for the Enhancing Professional Capacities Courses (EPC) as follows:

S.No	Activities	Marks Allotted
EPC 1 Critical Understanding of ICT		
1	Preparation of multimedia package on any topic to enrich the teaching-learning process	10 marks
2	Developing report on critical issues in utilization of internet among Learners	10 marks
3	Preparing various types of graphs highlighting the performance of Students	10 marks
4	Using available software or CDs with LCD projection for subject learning interactions	10 marks
5	Critically evaluating any one MIS (Maintaining Institutional records) used for administrative purpose in school system	10 marks.
TOTAL		50 marks
EPC 2 Physical Education and Yoga		
1	Performance in Calisthenics or Light Apparatus	5 marks
2	Performance in Marching	5 marks
3	Assessment of any one organized games	10 marks
4	Skill Performance in Athletics	10 marks
5	Performance in Yogasana	20 marks
TOTAL		50 marks

	<i>EPC 3 Reading and Reflecting on Text</i>	
1	Review of major based State Board School Text book	15 marks
2	Review of an autobiography	15 marks
3	Review of a reference book related to core courses	10 marks
4	Review of any one Commission reports	10 marks
	TOTAL	50 marks
	<i>EPC 4 Life Skills for Understanding the Self</i>	
1	Ice Breaker Exercise	10 marks
2	Positive thinking exercises	10 marks
3	Identifying emotions	10 marks
4	Time Management skills	10 marks
5	Reflection on Dreams	10 marks
	TOTAL	50 marks
	<i>EPC 5 Drama and Art in Education</i>	
1	Performance of group dances	10 marks
2	Visiting a museum or art gallery and developing a reflective journal	10 marks
3	Craft work on origami	10 marks
4	Painting performance	10 marks
5	Performance in stage drama	10 marks
	TOTAL	50 marks
	<i>EPC 6 Health and Physical Education</i>	
1	Performance in Light Apparatus or Kolattam	10 marks
2	Assessment in any one organized games	15 marks
3	Skill Performance in Athletics	15 marks
4	First Aid Record	10 marks
	TOTAL	50 marks

SCHEME OF EVALUATION (SUMMATIVE)***Question Paper Pattern for End Semester Examination for 60 marks (Summative):***

Section	Type of Question	No. of Questions	Marks allotted for each question	Total Marks
A	Objective Type (Multiple Choice Question)	10	1	10
B	Very Short Answer Type (Maximum of 50 words or half a page for each question)	5 out of 7	2	10
C	Short Answer (Maximum of 200 words or two pages for each question)	4 out of 6	5	20
D	Essay type (Maximum of 400 words or four pages for each question)	2 out of 4	10	20
Maximum Marks				60

Passing Minimum marks: 30 in each course.***Maximum Time: 3 hours******Question Paper Pattern for End Semester Examination for 30 marks (Summative):***

Section	Type of Question	No. of Questions	Marks allotted for each question	Total Marks
A	Objective Type (Multiple Choice Question)	4	1	4
B	Very Short Answer Type (Maximum of 50 words or half a page for each question)	3 out of 5	2	6
C	Short Answer (Maximum of 200 words or two pages for each question)	2 out of 3	5	10
D	Essay type (Maximum of 400 words or four pages for each question)	1 out of 2	10	10
Maximum Marks				30

Passing Minimum marks: 15 in each course.***Maximum Time: 1 & 1/2 hours***

Attendance:

Each candidate whose admission is approved by Tamilnadu Teachers Education University should gain Attendance Norms of Tamil Nadu Teachers Education University for B.Ed. i.e. 85% attendance in general or 75% attendance on medical grounds and 90 % of attendance during School Internship in every semester. For theory course students who could not comply with the above stated norms in any semester be permitted to re-do the B.Ed. Programme for the particular semester provided that the annual intake of students strength should not exceed the strength of 200 as sanctioned by the NCTE (within the course duration of 3 years as per the NCTE norms) from the 2018-2019 Batch of students onwards.

Scheme of Examination:

There shall be a written examination at the end of each semester.

Appearance for the Examination:

Each candidate whose admission is approved by Tamilnadu Teachers Education University should apply for the practical examination and written examinations in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamilnadu Teachers Education University will not be permitted to appear for the written examination. Such candidates' appearance in the practical examination will stand cancelled automatically. However, the basis of permitting to appear for the examination shall be in accordance with the regulations of Tamilnadu Teachers Education University, in force from time to time.

Valuation:

There shall be single valuation of the answer scripts. In case of practical examination, marks approved by the internal and external examiners shall be taken as the final award.

Passing minimum for written examination:

Each candidate should apply for the written examination in the first attempt. A candidate shall be declared to have passed the Written Examination only if she secures not less than 50% in each course in internal assessment, internal papers and end semester examination. All other candidates shall be deemed to have failed in the Written Examination.

A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which she fails.

Reappearance for Written Examination

Each unsuccessful candidate shall be permitted to reappear for those papers in which she has failed within three subsequent semesters but the candidate who has failed in the fourth semester is permitted to reappear in the subsequent two semesters only.

Practical Examination

A Panel consisting of Fourteen Members (One Convener, Ten Externals and Three Internal Members) duly approved by the Board of Studies, Academic Council and Governing Body of the College will examine the candidates in teaching competency and all practical related activities related to papers under 'Perspectives in Education' and 'Curriculum and Pedagogic Courses.

Passing Minimum for Practicum Components

Each candidate should apply for the practical examination in the first attempt. Candidates who have secured not less than 50% in each of the practical activities for which weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the Practical Component should be made available to the duly appointed Practical Examination Board at the time of Practical Examination and whose decision on the marks to be awarded shall be final.

Reappearance for Practicum Examination

Candidates who have not appeared or failed in the Practical Examinations is permitted to reappear within three subsequent semesters but the candidate who has failed in the Practical Examination related to fourth semester is permitted to reappear in the subsequent two semesters only.

Re-totaling or Revaluation

Candidates can apply for getting Xerox copies of their answer scripts either re-totaling or revaluation within 10 days after the publication of results by paying necessary fee prescribed by the University.

Classification of Successful Candidates

A candidate shall be awarded the B.Ed. degree if she has passed both in the theory components and the practicum components.

Successful candidates shall be classified as specified hereunder by taking into account of their secured marks in Theory and Practical Examination separately.

CLASSIFICATION

Percentage of Marks Classification

50 to 59 Second Class

60 to 74 First Class

75 and Above Distinction

Theory	Practical	Over all
I Class	I Class	I Class
II Class	I Class	II Class
I Class	II Class	II Class
Distinction	I Class	I Class
I Class	Distinction	I Class
Distinction	Distinction	Distinction

PERSPECTIVES IN EDUCATION (PE)**SEMESTER - I****PE 1 CHILDHOOD AND GROWING UP AS A LEARNER****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- acquaint with knowledge of developmental stages from prenatal to old age
- reflect on various theories propounded by psychologist
- acquire knowledge about various methods to assess development

Unit I: Growth and development

Characteristics of development- Process of growth and development - Factors affecting development: Heredity, Environment – Life span development - Developmental task: Meaning, Factors that hinder in acquisition of ideal developmental task- Stages of development with respect to Physical, Psychosocial, Cognitive, Linguistic, Emotional and Moral. Prenatal development, Infancy, Early childhood (Preschool period) - Middle childhood- Adolescent- Young adulthood- Middle age- Old age.

Unit II: Theoretical Perspectives of development

Approaches to theories of development – Social Cognition- Vygotsky social formation of mind. Constructivist: Piaget's theory of cognition development. Moral: Kohlberg's theory of moral development. Psycho sexual: Freud theory of development- Psycho social: Erickson's theory- merits and demerits.

Unit III: Methods, approaches to measure development

Concept of method and approaches-Methods of collecting scientific data: Interview - Questionnaire- Case studies- Observation- participative and non-participative- Clinical method- Introspection- its merits and demerits. Approaches: Cross sectional design- Longitudinal design - its merits and demerits.

Suggested references:

- ❖ Berk, Laura E. (2010). *Child Development*. New Delhi: PHI Learning Private Limited.
- ❖ Chaube, S.P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publishing Pvt. Ltd.
- ❖ Dinkmeyer, Don C. (1965). *Child Development: The Emerging Self*. New Delhi: Prentice Hall of India Pvt. Limited.
- ❖ Dumville, Benjamin. (2001). *Child Psychology*. New Delhi: Sports Publications.
- ❖ Hurlock, Elizabeth B. (2005). *Developmental Psychology – A life span approach*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- ❖ Mahmud, Jafar. (2011). *Developmental Psychology*. New Delhi: A.P.H. Publishing Corporation.
- ❖ Manivannan, M. (2011). *Psychology of Learning and Human Development*. New Delhi: Neelkamal Publications Pvt. Limited.
- ❖ Murthu, K.S. (2008). *Child Psychology: Anti social behaviour*. New Delhi: Cyber Tech Publications.
- ❖ Schaffer, Rudolph H. (2004). *Child Psychology*. New Delhi: Neelkamal Publications Pvt. Limited.
- ❖ நாகராஜன், கி மற்றும் தேவ. சீத்தாராமன் .(2014): உளவியல் நோக்கில் கற்றலும் மனித மேம்பாடும். சென்னை : ஸ்ரீராம் பதிப்பகம்.
- ❖ நாகராஜன், கி. (2008): கல்வி உளவியல் . சென்னை : இராம் பதிப்பகம்.

SEMESTER - I**PE 2 CONTEMPORARY INDIA AND EDUCATION****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- integrate the problems and solutions of Contemporary Indian Society
- recall the Educational provisions in the Indian Constitution
- recognize the special recommendations of the Indian Education Commissions in pre and post independence India
- summarize the various programmes of quality improvement for Education
- recognize the various schools of Education
- classify the contributions of Indian Philosophers

Unit I: Contemporary Indian Society and Education

Education: meaning, concept, importance and nature- Problems and solutions of Contemporary Indian society (in the context of religion, language, race, social stratification) - HEERA (Higher Education Empowerment Regulation Agency), RCI, RUSA (Rashtriya Uchchatar Shiksha Abiyan) RMSA National Higher Education.

Unit II: Indian Constitution and Education

The place of Education in the Indian Constitution- Right to Information Act- National Curriculum Framework (2005)-National Curriculum Framework for Teacher Education (2009) - The role of a teacher with reference to fundamental rights and duties of the citizens.

Unit III- Education in Pre and Post Independence India

Educational reforms in pre-independence period- Macaulay's Minutes, Wood's Despatch, Hunter Commission, Sargent Report, and Basic Education. Education in post-Independence period: Mudaliar Commission (1952), Education Commission (1964-66), NPE (1968), NPE(1986), Ramamurthy Review Committee (1992), Yashpal Committee

(1993-2009), J.S. Varma Committee(2012).

Unit IV: Various Programmes of Quality Improvement for Education:

Sarva Shiksha Abhiyan- Operation Black Board- Open Schools and Universities- National Literacy Mission- Integrated Child Development Services- Transit Schools-Education of Women and Under privileged Sections of Society - Swatch Bharath – Tree Plantation.

Unit V: Schools of Education

Naturalism- Existentialism- Idealism- Pragmatism- characteristics, aims of Education, role of the teacher, curriculum, methods of teaching employed.

Unit VI: Indian Philosophers

Mahatma Gandhi -Rabindranath Tagore -Sri Aurobindo -Swami Vivekananda - Krishnamurthy: their ideas and contribution to the field of Education.

Suggested references:

- ❖ Annual Report 2008-2009, National Council for Teacher Education. (NCTE), New Delhi.
- ❖ Batra, L. (2008). *Deconstructing the World Class City*. Seminar, No. 582. (Special Economic Zones Issue).
- ❖ Batra, Poonam. (2005). *Voice and Agency of Teachers: The Missing Link in the National Curriculum Framework. 2005*, EPW, October 1-7, pp. 4353.
- ❖ Chaube, S.P. (2013). *Problems of Indian Education*. Agra: Shri Vinod PustakMandir.
- ❖ Curriculum Framework for Teacher Education, draft 2006. New Delhi: National Council for Teacher Education (NCTE).
- ❖ Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin Chapter 5: Caste inequalities in India Today.
- ❖ Glenn, L. (1970). *Philosophy and Education*. London: Macmillan Publication.
- ❖ Jha, S. (2002). *Secularism in the Constituent Assembly Debates. 1946-1950*. Economic and Political Weekly, 27, 3175-3180.
- ❖ Kapila, U. (2009). *Indian Economy since Independence*. New Delhi: Academic Foundation. Chapter 1: Indian Economy at independence.
- ❖ Qureshi, Muniruddin. (2005). *Social Aspects of Education*. New Delhi: Anmol publications pvt. Ltd.
- ❖ Rao, Digumarti Bhaskara (2013). *Right to Education*. New Delhi: Neelkamal

publications pvt. Ltd.

- ❖ Singaravelu, G. (2012). *Education in the Emerging Indian Society*. New Delhi: Neelkamal publications pvt. Ltd.
- ❖ Swaroop Sarena, N.R., & Chaturvedi, Shikha. (2012). *Teacher in Emerging Indian Society*. Meerut: Lall Book Depot.
- ❖ Working Group Report on Elementary Education and Literacy, XI Five Year Plan, 2007-12. New Delhi: Planning Commission of India.
- ❖ செந்தில் குமார், சு. (2010), வளரும் இந்திய சமுதாயத்தில் கல்வி. நாமக்கல் : செந்தில் பதிப்பகம்
- ❖ நாகராஜன், கி. (நவயட). (2014). மலரும் இந்திய சமுதாயத்தில் கல்வி. சென்னை : ஸ்ரீராம் பதிப்பகம்.
- ❖ சந்தானம், எஸ். (2003), வளரும் இந்தியாவில் கல்வி & கல்வி மேலாண்மை. சென்னை : சாந்தா பப்ளிஷர்ஸ்

SEMESTER - I**PE 3a LEARNING AND TEACHING Part - I****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- recognise the concept of learning and teaching
- acquire knowledge about the task of teaching
- accept and understand the importance of modification in teachers' behaviour

Unit I: Concept of Learning and Teaching

Concept of Teaching – Meaning and definitions of the term teaching; Nature and characteristics of teaching; the relation of teaching with other similar concepts; Analytical concept of teaching. Concept of Learning – Meaning and definition of the term learning, Relationship between teaching and learning.

Unit II: Task of Teaching and Skills Associated with Teaching

Meaning and definition of teaching task- variables involved with teaching task- Phases and Operations of teaching task-The pre-active phase, interactive phase and post-active phase Levels of teaching task- Memory level of teaching, understanding level and reflective level of teaching and skills associated involved in the three phases of teaching.

Unit III: Modification in Teachers' Behaviour

Modification in Teacher' Behaviour – Introduction and meaning, simulated teaching, t- group training, Interaction Analysis, Teacher Evaluation.

Suggested references:

- ❖ Bob Burkill., & Ray Eaton. (2011). *Developing Teaching and Learning*. London: Cambridge University Press.
- ❖ Derek, Rowntree. (1986). *Teaching through self-instruction*. London: Kogan page.
- ❖ Jaya Pillai, K. (1985). *Effective teaching*. Madurai: publishing division, Madurai Kamarajar University.
- ❖ Kulkarni,S.S.(1986). *Introduction to Educational technology*. Bombay: Oxford and IBH Publishing Co.
- ❖ Kumaraswamy Pillai, K. (1980). *Curriculum, Teaching and Evaluation*. Annamalai Nagar: Sivakami Printers.
- ❖ Mangal,S.K.(1986). *Fundamentals of Educational Technology*. Ludhiana: Prakash Brothers.
- ❖ NCTE. (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School Education*. New Delhi: NCTE Initiation Document 98/21.
- ❖ Ramesh Varma., & Suresh Sharma. (1998). *Modern Trends in Teaching Technology*. New Delhi: Anmol Publications.
- ❖ Sampath, K. (1981). *Introduction to Educational Technology*. New Delhi: Sterling Publishing Pvt. Ltd.
- ❖ Sharma Prem Latha. (2006). *Learning Readiness*. New Delhi: Roshan Offset Printers.
- ❖ Sharma, Motilal. (1985). *System Approach: Its Application in Education*. Bombay: Himalaya Publishing House.
- ❖ Sharma, R.A. (1991). *Technology of Teaching*. Meerut: R.Lall Book Depot.
- ❖ Sharma,R.A. (1982). *Programmed Instruction and Instructional Technology*. Meerut: International Publishing House.
- ❖ Siddiqui, M.H., & Khan, M.S. (1991). *Models of Teaching Theory and Research*. New Delhi: Ashish Publishing House.
- ❖ Thomas, Mathew. (2009). *Effective Teaching*. New Delhi: S. Chand and Company Ltd.

CURRICULUM AND PEDAGOGIC STUDIES (CPS)**SEMESTER - I****CPS 1 UNDERSTANDING THE DISCIPLINES AND SCHOOL SUBJECTS****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives**

At the end of the course the student teachers will be able to:

- acquaint with the origin and evolution of school subjects
- interpret the nature of school subjects
- understand the criteria required for selection of content

UNIT I: Academic disciplines and subjects

Academic Disciplines: Definition, Meaning and characteristics of Academic disciplines-school subjects; definition, meaning and characteristics of school subjects-distinction between academic disciplines and school subjects-need and importance of the knowledge of school subjects in the development of value.

UNIT II: Nature of academic disciplines and school subjects

Evolution of disciplines-reasons for the branching of disciplines-nature of knowledge placed under distinct disciplinary streams: science, mathematics, social science, Language, art and craft-inter relationship between various school subjects-benefits of inter-disciplinary approach-the distinct pedagogical demands at different levels of school education: primary, secondary and higher secondary(will reference to science, mathematics, social science and languages)

UNIT III: Selection of content

Selection of subjects-matter or content of the curriculum-criteria for selection of content : self-sufficiency, significance, validity, interest, ability, learning ability and feasibility-

organizing the content and integrating with life experiences -reason for inclusion or exclusion of a subjects from the school curriculum.

Suggested references:

- ❖ S.Krithika arunkumar (2017)Understanding Disciplines and Subjects
- ❖ Nallamur Dr.G.periannan(2017)Understanding Disciplines and Subjects
- ❖ J.Remi Hepsibha(2017) Understanding Disciplines and Subjects
- ❖ N.mohan (2017) Paadapirivgalayam Paadangalaiyum Purindhukolludhal
- ❖ Dr.Raa.Muthaiyan(2016) Paadalapiriugalai Purimdhu Kolludhal.

SEMESTER – I**CPS 2 a Part I - PEDAGOGY OF TAMIL****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****தமிழ் கற்பித்தல் முறைகள் - பகுதி 1****நோக்கங்கள்****இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்:**

- தமிழ்மொழிக் கல்வியின் தோற்றம், வளர்ச்சிப் பற்றிக் கூறுதல்;
- தமிழ்மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோளையும் விவரித்தல்;
- தமிழ்மொழி கற்பித்தலுக்கானப் பயிற்று முறைகளைக் கைக்கொள்ளுதல்;
- குறுநிலைக் கற்பித்தல் மூலம் கற்பித்தல் திறன்களில் பயிற்சிப் பெறுதல்;
- தமிழ்மொழிக் கற்பித்தலில் நுட்பக்கூறுகளின் பங்கினைப் பயன்படுத்துதல்;
- தமிழ்மொழிக் கற்பித்தலுக்கான முறைகளையும் அணுகுமுறைகளையும் பின்பற்றுதல்;

அலகு 1: தமிழ்மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மை

தமிழ்மொழி: மொழியின் பண்புகள் - மொழியின் தோற்றம் - மொழித் தோற்றக் கொள்கைகள் - தமிழ் மொழியின் கிளை மொழிக் கொள்கைகள் - தமிழ் மொழியின் வளர்ச்சி - தமிழ் மொழியின் வரலாறு - பேச்சு மொழியும் எழுத்து மொழியும் - தமிழ் எழுத்துச் சீர்திருத்த வரலாறு - தமிழ் மொழியின் தனித்தன்மைகள்.

அலகு 2: தமிழ்மொழி கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும்

தமிழ்மொழிக் கல்வியின் நோக்கங்கள்: எண்ணத்தை வெளியிடும் கருவி - பட்டறிவை எடுத்தியம்பல் - அறிவுகளுஞ்சிய வாயில் - அடிப்படை மொழித்திறன்களை வளர்த்தல் (கேட்டல், பேசுதல், படித்தல், எழுதுதல்) - இலக்கிய இன்பம் - படைப்பாற்றல் - சொற்களஞ்சியத்தைப் பெருக்குதல் - சமூகப் பண்பாட்டு வளர்ச்சி - வாழ்க்கைத் திறன்களைப் பெறுதல் - விழுமப்பதிவு. தமிழ்மொழிக் கல்வியின் குறிக்கோள்கள்: செய்யுள், உரைநடை, இலக்கணம், துணைப்பாடம், கட்டுரை, கடிதம் கற்பித்தல்.

அலகு 3: பயிற்று முறைகள்:

பண்டைய முறைகள்: சொற்பொழிவு முறை, உரையாடல் முறை, தடைவிடை முறை,

வினாவிடை முறை, பன்முகப் பயிற்சி முறை, விதிவரு முறை, விதிவிளக்கு முறை, காரண காரியம் முறை, நெட்டுரு முறை. தற்கால முறைகள்: விரிவுரை முறை, வெளிப்படுத்து முறைகள், பங்கேற்பு முறைகள், விளையாட்டு முறை, நடிப்பு முறை, தனிப்பயிற்சி முறை, வகுப்பறைக் கற்பித்தல் முறை, மேற்பார்வை முறை, செயல்திட்ட முறை, ஒப்படைப்பு முறை.

அலகு 4: குறுநிலைக் கற்பித்தல் மூலம் கற்பித்தல் திறனை மேம்படுத்துதல்

குறுநிலைக் கற்பித்தல் - பொருள் - சிறப்பியல்புகள் - குறுநிலைக் கற்பித்தலின் படிநிலைகள் - குறுநிலைக் கற்பித்தல் சுழற்சி - குறுநிலைக் கற்பித்தலின் நன்மைகள் மற்றும் வரம்புகள் - கற்பித்தல் திறன்களை அடையாளம் காணுதல் - பயிற்சி பெறும் திறன்களும் விளக்கங்களும் - பாடம் தொடங்குதல் திறன் - விளக்குதல் திறன் - வினாக்கேட்டல் திறன் - பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன் - வலுவூட்டிகளைப் பயன்படுத்தும் திறன் - எடுத்துக்காட்டகளுடன் விளக்கும் திறன் - கரும்பலகையைப் பயன்படுத்தும் திறன் - பாடம் முடிக்கும் திறன் - குறுநிலைக் கற்பித்தல் மூலம் கற்பித்தல் திறன்களைப் பயிற்சி செய்தல் - இணைப்புப் பாடங்கள்.

அலகு 5: தமிழ்மொழிக் கற்பித்தலின் நுட்பங்கள்

கற்பித்தல் துணைக்கருவிகள்: கற்பித்தல் துணைக்கருவிகளின் பயனும் இன்றியமையாமையும் - துணைக்கருவிகளின் வகைகள் - காட்சி துணைக்கருவிகள், கேள்வித் துணைக்கருவிகள், காட்சிக் கேள்வித் துணைக்கருவிகள் - எட்கர் டேலின் அனுபவக் கூம்பு - டெசிஸ்டாஸ்கோப் - மொழிபயிற்றாய்வுக்கூடம் - அமைப்பும் செயல்படும் விதமும் - செயற்கைக்கோள் - பல்லாடகத் துணைக்கருவிகள்: கணினி - திரவப்படிக்கைக் காட்சி வீழ்த்தி (LCD) - கணினி வழியின் நழுவங்கள் (ppt) - கணினி துணையுடன் கற்பித்தல் (CAI) - கற்றல் கற்பித்தலுக்கான வலைதளங்களை அடையாளம் காணல் (WWW) - கைபேசி: முகநூல் (Facebook) சுட்டுரை (Twitter) புலனம் (WhatsApp) - தமிழ் மென்னுருக்கள் முதலியன - முதன்மை வகுப்பறைகளில் ஊடாடும் வெண்பலகை (SMART Interactive White Board).

அலகு 6: கற்பித்தலின் நவீன முறைகளும் அணுகுமுறைகளும்

ஆசிரியர் கட்டுப்பாட்டில் கற்பித்தல்: பொருள் - வரையறை - கற்பித்தல் முறைகள்: செயல் விளக்க முறை, அணிக் கற்பித்தல் முறை - களப்பயண முறை - கற்போர் கட்டுப்பாட்டில் கற்பித்தல்: தாமாகவேக் கற்றல் - நிரல்வழிக் கற்றல் - கெல்லர் திட்டம் - கணினி உதவியுடன் கற்றல் - டால்டன் திட்டம். திட்டமிட்டுக் கற்றல் ஹெர்பார்ட்டின் படிநிலைகள் - குழுக்கட்டுப்பாட்டில் கற்பித்தல்: கருத்தரங்கம் - குழு கலந்துரையாடல் - வல்லோர் ஆய்வரங்கம் - செயலரங்கம்.

செயல்முறை ஒப்படைப்பு:

- ✓ தற்போதையச் சூழலில் தமிழ்மொழிக் கல்வியின் நிலையினை மதிப்பிட்டு அறிக்கைத் தயாரித்தல்.
- ✓ பள்ளி ஆசிரியரின் செய்துக் காட்டலை உற்றுநோக்கி அறிக்கை தயாரித்தல்.
- ✓ கல்லூரி பேராசிரியரின் செய்துக் காட்டலை உற்றுநோக்கி அறிக்கை தயாரித்தல்.
- ✓ பள்ளி ஆசிரியர் மற்றும் மாணவ-ஆசிரியர்களின் வகுப்பறைக் கற்பித்தலை உற்றுநோக்கி அறிக்கையினைத் தயாரித்தல்.
- ✓ குறுநிலைக் கற்பித்தல் மூலம் கற்பித்தல் திறன்களில் பாட நிகழ்வுகளை எழுதி பயிற்சி பெறுதல்.
- ✓ அடைவுத் தேர்வினை எழுதுதல் (முன்அறிவிப்பு தேர்வு மற்றும் முன்அறிவிப்பில்லா தேர்வு)
- ✓ பாடத்தலைப்புகளில் கருத்தரங்கு நடத்துதல்.
- ✓ ஒப்படைப்பு எழுதுதல்.

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SEMESTER – I**CPS 2a Part I -PEDAGOGY OF ENGLISH****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- explain the role of English in the right perspective and rationale for learning English as a second language
- state the various aims and objectives involved in teaching and learning of the language
- adhere the methods and the current trends in the teaching of English
- use different teaching aids suiting to the needs of the learners
- use audio-tutorial system, language laboratory and teleconferencing in teaching the language
- explain the need for individualization of instruction to aid individual differences among the learners
- realize the importance of Mini-Teaching for development of teaching skills

Unit I: Need and Nature of the language

Role of English language in Indian society- Meaning and Nature of the language- Principles of language learning- Psychology of language learning- Factors affecting language learning- Learning the mother tongue and learning a second language- Teaching of English as a skill subject- Difficulties of teaching English.

Unit II: Aims and Objectives of teaching English

Aims of teaching English: cultural, literary, utilitarian, linguistic and integrative aims- Objectives of teaching English at different school levels: primary, secondary and higher secondary levels- Distinction between educational aims and objectives- Meaning of instructional objectives- Relationship of teaching- learning objectives with general aims and objectives of teaching English- Taxonomy of instructional objectives: Revised Bloom's Taxonomy of Educational Objectives - Writing objectives in behavioural terms.

Unit III: Methods, Approaches, Techniques and Strategies of teaching English

Methods: Grammar Translation Method, Direct Method, Bilingual Method, Text Book Method and Audio-lingual Method- Approaches: Structural approach, situational approach, oral approach, communicative approach and eclectic approach- Techniques: Story telling technique, dramatization technique, role play technique, pair work/group work, question and answer session, debate and language games- Recent trends in teaching of English: Interactive Approach, Communicative Language Teaching, Suggestopaedia, Total Physical Response Approach, The Silent Way and The Natural Approach- Strategies: Team Teaching in English: Origin and growth of team teaching- Objectives of team teaching- Guiding principles of team teaching- Types of team teaching- Organization, Procedure and Steps in team teaching- Advantages, drawbacks and limitations of team teaching- Cooperative Learning: Basic assumptions about Cooperative Learning- Ways of adopting Cooperative Learning as a teaching strategy- Merits and advantages of Cooperative Learning- Obstacles in introducing Cooperative Learning.

Unit IV: Instructional Materials and Resources for teaching of English

Meaning of the term Instructional Material or Teaching Aids- Use and importance of Instructional Material or Teaching Aids in English- Guiding principles for the effective use of audio-visual aids- Classification of audio-visual aids: The first approach, the second modified approach, the technological approach and Edgar Dale's classification- Instructional material or teaching aids employed in teaching of English: SMART Interactive Whiteboard, Black Board or Chalk Board, Bulletin Board, Flannel Board, Real Objects and Real Life Situations(Realia), Models, Dioramas, Pictures, Graphs, Charts, Diagrams, Cartoons, Posters, Flash Cards, Slides, Film Strips, Transparencies, Scrap Books, Picture Cards, Picture Sets, Phonic Cards, Letter Cards, Maps, Match-Stick Figures, Reading Cards, Writing Strips, Movable Strips, Cards for Error Correction, Epidiascopes, Projectors, Radio, Tape Recorder, Television, Video Tape/Video Cassette Recorder(VCR), DVD, MP3, VCD, Motion pictures/Movies, Computers, etc - Audio-Tutorial system: Definition-Necessary Ingredients of the Audio-Tutorial Approach- Study Sessions: Independent study session, general assembly session and small assembly session-Advantages and merits of audio-tutorial system- Demerits and limitations of audio- tutorial system- Language laboratory- Need for a Language Laboratory- Types of Language Laboratories and their functioning- Operation of Language Laboratory- Uses and Applications of Language laboratory -Teleconferencing-Basic Types of Teleconferencing- Educational Advantages of Teleconferencing.

Unit VI: Individualized Instruction in Teaching of English

Importance of Individualized Self Instruction- Types of Individualized Self- Instruction- Learner Controlled Instruction(LCI)- Need and origin- Steps involved in LCI- Advantages of LCI- Limitations of LCI- Programmed learning- Characteristics of programmed learning- Fundamental principles of programmed learning- Styles of programming: Linear/ Extrinsic Programming and Branching/ Intrinsic Programming- Comparison of Linear and Branching Programming- Development of the programmed instruction material in English: Preparatory Stage, Developmental Stage, Evaluating Phase- Advantages and applications of programmed learning.

Unit VI: Development of Teaching Skills through Mini Teaching

Meaning and definitions of Mini Teaching- Mini Teaching Procedure- Phases of Mini Teaching- Advantages of Mini Teaching- Identification of Teaching skills- Core teaching skills: Skill of set induction, skill of introducing the lesson, skill of explaining, skill of using blackboard, skill of illustrating with examples, skill of questioning, skill of probing questions, skill of stimulus variation, skill of reinforcement, skill of classroom management- Practising teaching skills through Mini Teaching.

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SEMESTER – I**CPS 2a - Part I -PEDAGOGY OF MATHEMATICS****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- explain the nature and scope of Mathematics
- comprehend the aims and objectives of teaching Mathematics
- explore in teaching and learning Mathematics
- recognise different approaches and strategies in teaching and learning of mathematical concepts
- organise the utility of various learning resources
- get acquainted with the teaching skills

Unit I: Nature and Scope of Mathematics

Meaning, Definition and Scope of Mathematics - Importance of learning Mathematics - Structure, Abstractness, Symbolism, Precision - Mathematics as a science of measurement and quantification - Aesthetic sense in Mathematics - Mathematics and its relationship with other disciplines.

Unit II: Aims and Objectives of Teaching Mathematics

Goals and Objectives of teaching mathematics with reference to Revised Bloom's Taxonomy of Educational Objectives - General and Specific Objectives of teaching Mathematics – Writing Objectives in behavioral terms- Aims of teaching Mathematics at different levels: Primary, Secondary and Higher Secondary.

Unit III: Development of Skills through Mini Teaching

Mini Teaching: Meaning, Characteristics, Phases of Mini Teaching, Mini Teaching cycle, Teaching Skills : Skill of set induction, Skill of explaining, Skill of blackboard writing, Skill of illustrating with examples, Skill of probing questions, Skill of fluency in questioning, Skill of stimulus variation, Skill of reinforcement, Skill of achieving closure, Advantages and Limitations of Mini Teaching.

Unit IV: Exploring Learners in Teaching and Learning Mathematics

Gifted children in mathematics - nature, characteristics and enrichment activities, NTSE, Mathematics Olympiad-Slow learners in Mathematics –meaning and definition, characteristics, distinguishing slow learners from mentally retarded and learning disabled, causes and remedial programmes.

Unit V: Methods of Teaching Mathematics

Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving and laboratory methods of teaching mathematics- Activity Based Learning (ABL)- Simplified Active Learning Methods (SALM)- Applications of ABL and SALM- Format of a typical lesson plan based on SALM- Introduction; Evocation, Recall, Survey- Understanding; Concept, Teacher and Individual solving Problem-Group Work, Presentation-Evaluation: Reinforcement, Homework, Remedial measures.

Unit VI: Teaching Aids in Mathematics

Edgar dale's cone of experience - Instructional material or teaching aids employed in Mathematics teaching : SMART Interactive Whiteboard, Chalk Board, Bulletin Board, Flannel Board, pictures, Graphs, Charts, Diagrams, Photographs, Cartoons, Posters, Flash cards, Newspapers, Models, Dioramas, Slides, Filmstrips, Transparencies, Scrap Book, Epidiascope, Projectors Radio, Tape Recorder, Television, Closed Circuit Television (CCTV), Video Tape or Cassette Recorder (VCR), DVD, MP-3VCD, Motion Pictures and Computers. Importance of TLMs in classroom transaction - No cost and low cost materials- Contextual and local-specific TLMs - Collection, preparation, storing and use of TLMs.

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SEMESTER – I**CPS 2a - Part I -PEDAGOGY OF PHYSICAL SCIENCE****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of this course, the student-teachers will be able to**

- recognise the nature and scope of Physical Science
- recall the aims and objectives of teaching Physical Science
- get acquainted with the teaching skills
- classify the diversified needs of students
- explain the methods of teaching Physical Science
- recall the various teaching aids

Unit I: Nature and Scope of Physical Science

Science as a product and a process: a body of knowledge, a way of investigation, a way of thinking – Characteristics of a person with scientific attitude – Interdisciplinary Approach- Implications of the nature of Science for a Science teacher.

Unit II: Aims and Objectives of Teaching Physical Science

Goals and Objectives of teaching Physical Science with reference to Revised Bloom's Taxonomy of Educational Objectives - General and Specific Objectives of teaching Physical Science – Writing Objectives in behavioral terms- Aims of teaching Physical Science at different levels: Primary, Secondary and Higher Secondary.

Unit III: Development of Skills through Mini Teaching

Mini teaching: Meaning, Characteristics, Phases of Mini teaching, Mini teaching cycle, Teaching Skills: Skill of Set Induction, Skill of Explaining, Skill of Blackboard Writing, Skill of Illustrating with Examples, Skill of Probing Questions, Skill of Fluency in Questioning, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Achieving Closure, Advantages and Limitations of Mini teaching.

Unit IV: Exploring Learners in Teaching and Learning Physical Science

Class as a heterogeneous group- the need for addressing the individual differences of students- Gifted Learners- Needs and Problems of the Gifted- Educational programmes for the Gifted- National Talent Search Examination- Ways of enhancing the abilities of the Gifted in Science- Slow Learners- Needs and Problems of the Slow Learners- Diagnostic Tests- Remedial Teaching.

Unit V: Methods of Teaching Physical Science

Teacher and Student-centered Methods- Lecture Method- Lecture Demonstration Method- Heuristic Method- Project Method- Biographical Method- Inductive-deductive Method- Historical Method-Assignment Method- Significance of employing different Methods in teaching of Physical Science.

Unit VI: Teaching Aids

Concept of Teaching Aids- Importance of using aids in the teaching of Physical Science- Edgar Dale's Cone of Experience- Principles for selection of Teaching Aids- Classification of Teaching Aids- Visual Aids- SMART Interactive Whiteboard, Chalkboard, Bulletin Board, Flannel Board, Chart, Flash Cards, Posters, Models, Specimens, Objects, Diorama, Graphs, Filmstrip Projector, Slide Projector, Epidiascope, Overhead Projector- Audio Aids- Radio, Tape Recorder, Audio-visual Aids- Television, Computer, Documentaries, Motion Pictures – Criteria for selection of appropriate teaching aids.

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SEMESTER – I**CPS 2a - Part I - PEDAGOGY OF BIOLOGICAL SCIENCE****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- explain the nature and scope of Biological Science
- integrate aims and objectives of teaching of Biological Science
- get acquainted with the teaching skills
- explore teaching and learning Biology
- recognize the new trends in curriculum transaction
- organize the teaching aids to support learning

Unit I: Nature and Scope of Biological Science

Introduction- Development of Science education after Independence, National Policy on Education and relationship of Biology with other branches of Science

Unit II: Aims and Objectives of Teaching Biological Science

Goals and Objectives of teaching Biological Science with reference to Revised Bloom's Taxonomy of Educational Objectives - General and Specific Objectives of teaching Biological Science – Writing Objectives in behavioral terms- Aims of teaching Biological Science at different levels: Primary, Secondary and Higher Secondary

Unit III: Development of Skills through Mini Teaching

Mini teaching: Meaning, Characteristics, Phases of Mini teaching, Mini teaching cycle, Teaching Skills : Skill of set induction, Skill of explaining, Skill of blackboard writing, Skill of illustrating with examples, Skill of probing questions, Skill of fluency in questioning, Skill of Stimulus Variation, Skill of reinforcement, Skill of achieving closure, Advantages and Limitations of Mini teaching

Unit IV: Exploring Learner in Teaching and Learning Biological Science

Introduction – Class as a heterogeneous group-the need to cater to the individual differences. Gifted learners – Need and identification of gifted children, characteristics of gifted children, enrichment programme for gifted children, National Talent Search Examination, steps to enhance the abilities of the gifted children in science. Slow learners- Need and problem faced by the slow learners, special care to cater to the slow learners, Diagnostic tests, Remedial teaching to help the slow learners.

Unit V: Methods of Teaching Biological Science

Introduction: i) Teacher Centered Method ii) Pupil Centered Method

Teacher Centered Method- Lecture Method; Lecture Demonstration Method, Discussion Method, Supervised Study Method. Pupil Centered Method – Problem-Solving Method, Project Method, Inductive and Deductive Method, Heuristic Method, Discovery Method, Story Telling Method.

Unit VI: Teaching Aids

Introduction: Meaning & Advantages – Edgar Dale’s Cone of Learning Experience – Projective and Non Projective aids – current trends in educational technology – Different types of Boards, SMART Interactive Whiteboard, film, filmstrips, OHP, Motion pictures, Documentaries, graphs, internet usage.

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SEMESTER – I**CPS 2a Part I - PEDAGOGY OF ELEMENTS OF ECONOMICS****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of this course the student teachers will be able to:**

- gain insight into the meaning and nature and scope of Economics
- determining aims and objectives of teaching-learning Economics
- reflect upon different requirements of learners
- explore various strategies and methods in teaching –learning economics
- effectively utilize the different teaching aids in teaching economics
- get acquainted with the teaching skills

Unit I: Nature and scope of Teaching Economics

Meaning, definitions, scope and nature of Economics – Importance of Economics education - The nature of subject materials and learning experiences included in the study of Economics. Need for Economics in the School curriculum. Economics as Queen of Arts - Is Economics arts or Science.

Unit II: Aims and Objectives of Teaching Economics

Goals and Objectives of Teaching Economics with reference to Revised Bloom's Taxonomy of Educational Objectives - General and Specific Objectives of teaching Economics– Writing Objectives in behavioral terms- Aims of teaching Economics at different levels: Primary, Secondary and Higher Secondary.

Unit III: Development of Skills through Mini Teaching

Mini teaching: Meaning, Characteristics, Phases of mini teaching, mini teaching cycle, Teaching Skills : Skill of set induction, Skill of explaining, Skill of blackboard writing, Skill of illustrating with examples, Skill of probing questions, Skill of fluency in questioning, Skill

of stimulus variation, Skill of reinforcement, Skill of achieving closure, advantages and Limitations of mini teaching, Link Lesson.

Unit IV: Exploring learners

Focusing on Interest, Attitudes, and Motivation of students. Developing listening, and questioning skill among Teachers and Students. Negotiating with learner's meaning- initial assessment (Entry behavior)- methods of negotiations- process of negotiating goals and targets- advantages of negotiation. Exit behavior. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to enrich economics learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes, correspondence course.

Unit V: Methods, approaches and strategies of teaching Economics

Special features and characteristics of strategies - types of strategies: narration strategy- illustration strategy- questioning- answering strategy- assignment strategy- tutorial strategy - exposition strategy- independent strategy- brain storming strategy. Learner centred methods: Socialized recitation method: discussion, panel discussion, and symposium. Team teaching: Meaning and definition – objectives - Principles - Types –steps and procedure - Advantages and limitations. Individualized Instruction- Computer Assisted instruction- Programmed instruction- types merits and demerits. Project method, Problem solving method, Inductive and Deductive method, Analytic and synthetic method. Teacher centered methods: Lecture method, Oral method. Innovative methods of teaching: Meaning- experiential learning in economics- field trip- work experience- developing economical interest and attitudes. Personalized education- Synetics in teaching economics-Interactive teaching of economics- Blended learning- Flipped classroom- Digital education- mobile learning.

Unit VI: Teaching Aids

Meaning of the term instructional materials - Significance of instructional materials in Teaching of Economics. Principles followed in effective use of instructional materials. Edgar Dale's cone of experiences -classification – Types of conventional and modern instructional aids in Teaching of Economics. Teaching aid as a Learning Material: Meaning of teaching aids, Types of teaching aids (Audio, Visual, Audio-Visual, SMART Interactive Whiteboard and ICT based aids), Importance of teaching aids, self made teaching aids and its importance.

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- ❖ பொன் மருதவாணன். (2009). பொருளியல் கற்பிக்கும் முறைகள். சென்னை: சாரதா பதிப்பகம்.
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SEMESTER – I**CPS 2a Part I - PEDAGOGY OF COMPUTER SCIENCE****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of this course, the student-teachers will be able to:**

- gain insight on historical evolution of computer and its hardware, software components
- determine aims and objectives of teaching computer science in secondary schools
- plan learning activities according to those objectives
- explore the varied potential of learners and plan for teaching
- acquaint with the various methods, approaches and strategies of teaching computer science
- utilize the various learning resources effectively in the teaching of computer science
- get acquainted with the teaching skills

Unit I: Historical Perspectives

Historical development of computers – Generation of Computers and their characteristics - Types of computers – Hardware and Software – Type of Software -Operating System – Functions of an operating system- Database – Computer Organization – Principles of programming logic – Network Communication – Computer viruses – Protective measures.

Unit II: Aims and Objectives of Teaching Computer Science

Goals and Objectives of teaching Computer Science with reference to Revised Bloom's Taxonomy of Educational Objectives - General and Specific Objectives of teaching Computer Science – Writing Objectives in behavioral terms- Aims of teaching Computer Science at different levels: Primary, Secondary and Higher Secondary.

Unit III: Development of Skills through Mini Teaching

Mini teaching: Meaning, Characteristics, Phases of mini teaching, mini teaching cycle, Teaching Skills : skill of set induction, skill of explaining, skill of blackboard writing, skill of illustrating with examples, skill of probing questions, skill of fluency in questioning, skill of stimulus variation, skill of reinforcement, skill of achieving closure, advantages and Limitations of mini teaching, Link Lesson.

Unit IV: Exploring learners

Identifying Interest, Attitudes, motivation of students. - Developing listening, and questioning skill among teachers and students - Grouping students based on ability(ability grouping). Individual differences – meaning, nature, characteristics - identification of gifted and Enrichment programmes for the gifted –Causes for slow learning and remedial measures for the backward.

Unit V: Methods and Strategies of Teaching Computer Science

Teacher centered methods: Lecture – Demonstration – Lecture cum demonstration. *Child centered methods* Problem solving, Project method – Heuristic method – Laboratory method
Assignment: Type – Needs – Characteristics of good Assignment -Inductive – Deductive, Analytic –Synthetic methods. *Strategies of Teaching:* Meaning, special features and characteristics of strategies - Types of teaching strategies: Narration strategy- Illustration strategy- Questioning- Answering Teaching strategy- Exposition strategy- Description strategy - Independent study strategy- Assignment strategy- Tutorial strategy - Brainstorming strategy.

Unit VI: Teaching Aids

Concept of Teaching Aids- Importance of using aids in the teaching of Computer Science- Edgar Dale's Cone of Experience- Principles for selection of Teaching Aids- Classification of Teaching Aids- Audio, Visual, Audio-Visual Aids, SMART Interactive Whiteboard and ICT based aids- – Criteria for selection of appropriate teaching aids.

Suggested references:

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- ❖ Bennett, S., Marsh, D., & Killen, C., (2008). *Handbook of online education continuum*. New York: International publishing group.
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- ❖ John, W. (2007). *Learning and teaching using ICT*. New Delhi: Learning Matters Ltd.
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- ❖ Sharma, R. C. (1998). *Modern science teaching*. New Delhi: Dhanpat Raj and Sons.
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- ❖ Sidhu, K. S. (2006). *Teaching of Mathematics*. New Delhi: Sterling Publishers Private Ltd.

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- ❖ Srinivasan, T. M. (2002). *Use of computers and multimedia in education*. Jaipur: Aavisakar Publication.
- ❖ Stephen, M. A., & Stanely, R. (1985). *Computer based instruction: Methods and development*. New Jercey: Prentice Hall.
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- ❖ Vanaja, M. (2006). *Educational technology*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- ❖ இரத்தின சபாபதி. பி இரேணு பத்மா மோகன். (2008), வினாக்களில் விரிகல்கள், சென்னை: சாந்தா பதிப்பகம்.
- ❖ இரத்தின சபாபதி, பி. (2008) கல்வியில் தேர்வு. சென்னை: சாந்தா பதிப்பகம்.
- ❖ கணபதி வி. இரத்தின சபாபதி. பி (2008) நுண்ணிலை கற்பித்தல். சென்னை: . சாந்தா பதிப்பகம்.
- ❖ பாஸ்கரன். ப. ஷ. பத்மப்ரியா, (2007) கலைத்திட்ட வளர்ச்சி , சென்னை: சாரதா பதிப்பகம்
- ❖ விஜயலட்சுமி. வ (2007), நுண்ணிலை கற்பித்தல், சென்னை: சாரதா பதிப்பகம்.
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ENHANCING PROFESSIONAL CAPACITIES (EPC)**SEMESTER - I****EPC1 CRITICAL UNDERSTANDING OF ICT****Credits: 2****Internal: 50 marks****Hours/Week: 5 hrs****Objectives****At the end of this course, the student-teachers will be able to:**

- familiarize with the concept of Information and communication technology
- gain insight with knowledge about new horizons in ICT
- appreciate enriched learning experiences using ICT

Unit I: Historical Perspectives

ICT : Concept, Objectives, Need and Importance of ICT – Characteristics and Scope of Information and Communication Technology – paradigm shift in education due to ICT – challenges integrating ICT in school education – Affordable ICT equipped classroom.

Unit II: New Horizons in ICT

Recent trends in the area of ICT – Interactive video – Interactive White Board – video-conferencing – M-learning, Social Media – Community Radio: Gyan Darshan, Gyanvani, Sakshat Portal, E-Gyankosh, Blog, MOOC, Whatsapp, Facebook, Twitter, etc. Recent experiments in the third world countries and pointers for India with reference to Education.

Unit III: ICT Enriched Learning Experiences

Application of ICT for enriching classroom experiences – Application and use of multimedia educational software for classroom situation – use of Internet based media for teaching and learning enrichment – Project based learning using computers, Internet and activities – collaborative learning, Technology aided learned, web based learning, legal and ethical issues – copyright, Hacking, Netiquettes, students safety on the net.

Suggested Activities:

- Use various social networks in teaching and learning and report their effectiveness on learning of the students.

- Prepare a communication module on any one topic and analyze its effectiveness for student learning.
- Prepare a multimedia package on any topic to enrich the teaching – learning process.
- Submit a report on critical issues in utilization of internet among learners.
- Organize a seminar on the impact of ICT in Educational institutions.
- Prepare various types of graph highlighting the performance of students.

Suggested references:

- ❖ Agarwal J.C. (2000). *Innovation in Educational Technology*. New Delhi: Vikas Publishing House.
- ❖ Aggarwal J.C. (2013). *Modern Learning in Educational Technology*. New Delhi Black Prints.
- ❖ Aggarwal. D.D. (2004). *Educational Technology*. New Delhi: Sarup Publishing House.
- ❖ Bharihok D. (2000). *Fundamentals of Information Technology*. New Delhi: Pentagon Press.
- ❖ Bhattachary S.P. (1994). *Models of Teaching*. Regency Publications
- ❖ Byran P. (1997). *Discover the Internet Comdex Computer*. New Delhi: Dream Tech Publishing.
- ❖ Conrad K. (2001). *Instructional Design for Web Based Training*. HRD Press.
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- ❖ Kumar K.L. (2000). *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
- ❖ Madhu, P. (2006). *Satellite in Education*. Delhi: Shipra Publications.
- ❖ Mangal, S.K.,& Uma Mangal. (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- ❖ Mrunalini, T., & Ramakrishna, A. (2014), *ICT in Education*. Hyderabad: Neelkamal Publications.

SEMESTER – I**EPC 2 PHYSICAL EDUCATION AND YOGA****Credits: 2****Internal: 50 marks****Hours/Week: 5 hrs****Objectives****At the end of this course, the student-teachers will be able to:**

- acquaint with the fundamental skills of games and sports
 - explore different physical activities
 - familiarize with general bodily posture
 - develop leadership, followership and sportsmanship qualities
 - competently acquire different asanas
1. **Calisthenics** : Standing, Sitting, Bending, Jumping, Lunging exercises
 2. **Light Apparatus** : Dumb-Bell and Hoop Drill
 3. **Marching** : Attention, Stand-at-Ease, Turns, Quick March, Salute, Turns while marching
 4. **Recreation** : Minor games-Good Morning, Four Corner, Kangaroo Relay, Snatch the Kerchief, Dodge Ball, Zigzag Relay, Tunnel Ball Relay
 5. **Organised Games:** Throw Ball-Dimensions of Court, Rules and Regulations, Fundamental Skills
Tennikoit - Dimensions of Court, Rules and Regulations, Fundamental Skills
 6. **Athletics** : Running-Sprint, Jumping-Long Jump, Throwing- Shot put, Javelin
 7. **Competitions** : Intramural- Organising and conducting, benefits
Extramural- Organising and conducting, benefits
 8. **Yogasana** : Sitting - Padmasana, Yogamuthra, Vajrasana, Pachimuthasana
Lying - Pujangasana, Salabasana, Dhanurasana, Makarasana
Standing - Chakrasana, Vrikshasana, Ardha chakrasana, Trikonasana

Suggested references:

- ❖ Angeline, Sheela Lilly. (2014). *Learning Material on Physical Education*. NKT National College of Education for Women.
- ❖ Tiwari, O.P.(2002). *Asana: why and how?*India: Kanalyadhana.
- ❖ Krishna,G.(1993). *The purpose of Yoga*. New Delhi: UBS Publishers Ltd.
- ❖ Pandit, Laksmi Doss. (2002). *Yogasana for everybody*. Chennai: Balaji Publications.
- ❖ Thomas, J.P.(1954). *Organisation of Physical Education*. Chennai: YMCA College of Physical Education.
- ❖ Dhanajoy.S., & Seema.K. (2007). *Lesson Planning: Teaching methods and class Management in Physical Education*. New Delhi: Khal Sahitya Kendra.
- ❖ Athicha, Pillai.A., & Bevison, Perimbaraj S.(2006). *Methods in Physical Education*. Pravin Publishers.
- ❖ டேவிட்சன் எஸ். இளங்கோ வை. (2005). உடற்கல்வியும் சுகாதாரக் கல்வியும், சென்னை :சாந்தா பப்ளிஷர்ஸ்,
- ❖ இரத்தினசபாபதி பி, டாக்டர். ருக்மணி கோபால் .(2009), உடற்கல்வியும் உடல்நலம் கல்வியும், சென்னை :சாந்தா பப்ளிஷர்ஸ்,

PERSPECTIVES IN EDUCATION (PE)**SEMESTER - II****PE 3b LEARNING AND TEACHING - PART II****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- interpret and manage the learning and teaching process effectively
- acquire knowledge about principles and maxims of teaching
- classify the difficulties of the learner and make teaching effectively

Unit I: Understanding and Management of Learning and Teaching

Nature of learning – Learning as a process and learning as an outcome. Types of learning – Factual, association, conceptual, procedural, generalization, attitude, values, skills. Management of learning – Planning, organizing, executing, controlling and quality of learning.

Unit II: Principles and Maxims of Successful Teaching

Introduction; General principles of teaching; psychological principles of teaching, maxims of teaching.

Unit III: General Learning Difficulties

Need for diagnosis of learning difficulties in the classroom– Common learning difficulties faced by students – Identification – Solutions for the learning difficulties encountered by the students – Remedial teaching – Supervised study method – Tutorial and Drill method - - Individualised Instruction - Quality Circle.

Suggested references:

- ❖ Bob Burkill., & Ray Eaton. (2011). *Developing Teaching and Learning*. London: Cambridge University Press.
- ❖ Derek, Rowntree.(1986).*Teaching through self-instruction*. London: Kogan page.
- ❖ Jaya Pillai, K.(1985). *Effective teaching*. Madurai: Publishing division, Madurai

Kamarajar University.

- ❖ Kulkarni,S.S.(1986). *Introduction to Educational technology*. Bombay: Oxford and IBH Publishing Co.
- ❖ Kumaraswamy Pillai, K. (1980). *Curriculum, Teaching and evaluation*. Annamalai Nagar: Sivakami Printers.
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- ❖ NCTE. (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School Education*. New Delhi: NCTE Initiation Document 98/21.
- ❖ Prem Latha, Sharma. (2006). *Learning Readiness*. New Delhi: Roshan Offset Printers.
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- ❖ Sharma, R.A. (1991). *Technology of Teaching*. Meerut: R.Lall Book Depot.
- ❖ Sharma,R.A. (1982). *Programmed Instruction and Instructional Technology*. Meerut: International Publishing House.
- ❖ Siddiqui, M.H., & Khan, M.S. (1991). *Models of Teaching Theory and Research*. New Delhi: Ashish Publishing House.

SEMESTER - II**PE 4 PSYCHOLOGICAL PERSPECTIVES OF LEARNERS****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50marks****Objectives****At the end of the course the student-teachers will be able to:**

- gain insight into cognitive process, intelligence and creativity
- explore various strategies to improve learning
- expound knowledge about motivation

Unit I: Cognitive process

Cognitive process- Attention, factors relating to attention- span of attention, inattention, distraction- sensation and perception- theories relating to perception-characteristics of perception-Laws of perceptual organization-errors in perception -Image and imagery- Implication for the teachers: Intelligence and Creativity: Nature, Types- Theories of intelligence – Unitary, Spearman’s, Thorndike’s, Thurston’s and Guildford’s theories - Multiple Intelligence Theory - Creativity: Meaning, Nature of creative person- Stages in creative process- Identification of creative children- fostering creativity among children.

Unit II: Learning and Memory process

Nature and importance of learning- Factors affecting learning- Theories of learning- Thorndike, Pavlov, Skinner, Kohler, Gestalt, and Gagne. Transfer of learning. Memory Process: Nature and types- problems associated with memory, retention and recall, remembering and forgetting - Learning Style, Theories of forgetting and forgetting curve

Unit III: Motivation

Motivation and learning – functions of motivation, Kinds of motives, Interest and motivation in education- the relationship between interest , academic motivation and scholastic performance- Motivation in the classroom praise and blame, rewards and punishments- feedback or knowledge of results- Level of aspiration.

Suggested references:

- ❖ Asch, M. (2003). *Creativity and Personality*. New Delhi: Ivy Publishing House.
- ❖ Dash, B.N. (2010). *Psychology of Teaching – Learning Process*. New Delhi: Dominant Publishers and Distributors.
- ❖ Gill, D.S. (2010). *Advanced Educational Psychology*. New Delhi: Saurab Publishing House.
- ❖ Harry, Alder. (2006). *Boost your creative Intelligence*. New Delhi: Kogen Page India Private Limited.
- ❖ Manivannan, M. (2010). *Understanding Educational Psychology*. New Delhi: Neelkamal Publications Pvt. Ltd.
- ❖ Mishra, R.C. (2013). *Advanced Educational Psychology*. New Delhi: A.P.H. Publishing Corporation.
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- ❖ Sundaram, Ramachandran. (2009). *Advanced Educational Psychology*. Chennai: Shantha Publishers.
- ❖ நாகராஜன், கி மற்றும் தேவ. சீத்தாராமன் .(2014): உளவியல் நோக்கில் கற்றலும் மனித மேம்பாடும். சென்னை : ஸ்ரீராம் பதிப்பகம்.
- ❖ நாகராஜன், கி. (2008): கல்வி உளவியல் சென்னை: இராம் பதிப்பகம்.

CURRICULUM AND PEDAGOGIC STUDIES**SEMESTER – II****CPS 2 b Part I - PEDAGOGY OF TAMIL****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****தமிழ் கற்பித்தல் முறைகள் - பகுதி 2****நோக்கங்கள்****இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்கள்:**

- கல்வியில் இணைக்கலைத்திட்டச் செயல்பாடுகளை மேற்கொள்ளல்
- மாணவர்களின் தேர்ச்சியை மதிப்பிட வினாக்கள் வினாப்பண்புகளுக்கேற்பத் தயாரித்தல்
- தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப் பழகுவதல்
- கற்பித்தலின் அடிப்படை விதிகளை அறிந்து அவற்றைப் பயன்படுத்துதல்
- வகுப்பறைத் திறன்களை மேம்படுத்துவதில் புதுமைப் போக்குகளை மேற்கொள்ளல்
- நிறுவனக் கட்டமைப்புப் பற்றி விவரித்தல்

அலகு 1: இணைக்கலைத்திட்டச் செயல்பாடுகள்

இணைக்கலைத்திட்ட செயல்பாடுகள்: நோக்கம் - இன்றியமையாமை - முக்கியத்துவம் - தமிழ் இலக்கியமன்றம் - நாடகம், பட்டிமன்றம், சொற்பொழிவு, வினாடிவினா - கதை, கவிதை, கட்டுரை எழுத்துதல், ஓவியம், நடனம், இசை போட்டிகள் நடத்துதல் - பள்ளி இதழ்கள் தயாரித்தல் - கையெழுத்து பிரதிகள் - உடல் வளர்ச்சிக்கான செயல்கள்: விளையாட்டு பயிற்சி, - பண்பாட்டை வளர்ச்சிக்கும் செயல்கள்: கல்விச்சுற்றுலா - கல்வி கண்காட்சி அமைத்தல், பொருள்காட்சி - விழாக்களைக் கொண்டாடுதல்.

அலகு 2: தேர்வும் அளவீடும்

தேர்வு வினாக்கள்: அகவயம், புறவயம் - இவ்விரு வினா வகைகளின் அமைப்புக்கள் - ஒவ்வொன்றின் தேர்வுப் பயன்பாடுகள் - இவற்றைப் பற்றிய பிழைபட்ட கருத்துக்கள் - இவற்றை தயாரிக்கும் முறைகள் - நடைமுறையில் காணப்படும் வினாப் பிறழ்வுகள் - அடைவுத் தேர்வு: தேர்வுத் தாள் தயாரித்தல், வினாத்தாள் திட்ட வரைவு, விடைத்தாள் அளவிடுதல், வினாப்பகுப்பாய்வு, முறைகள், மாணவரின் விடைத்தாள்களுக்கு மதிப்பெண் அளவை வழங்கி அவர்களின் தேர்ச்சித் தன்மையினை மதிப்பிடல் (புள்ளியியல் அளவைகள் கொண்டு).

அலகு 3: பாடம் கற்பித்தல் - முன்தயாரிப்பு நிலை, கற்பித்தல் நிலை

பாடங்கற்பித்தல் திட்டம்: பாடத்திட்டம் - அலகுத் திட்டம் - வருடாந்திரப் பாடத்திட்டம் - பாடங்கற்பிப்புத் திட்டத்தை எழுதும் போது மனதில் கொள்ளத்தக்கன. பாடங்கற்பித்தல் திட்டத்தில் காணப்படவேண்டிய கூறுகள்: பாடத்தலைப்பு - முடித்தற்கான கால அளவு - தேவையான துணைக் கருவிகள் - கற்பித்தல் முறைகள் - கற்பித்தல் நோக்கங்கள் - ஆர்வமுட்டல் - கற்பித்தல் அழுத்தங்கள் (Teaching Points) - மீள்பார்வை - ஒப்படைப்பு தருதல்.

அலகு 4: கற்பித்தலில் ஆசிரியரின் பொறுப்பு மற்றும் ஆசிரியரின் ஈடுபாடு

ஆசிரியரின் ஈடுபாடு: ஆசிரியரின் பண்பு நலன்கள் - பயிற்றலில் அடிப்படை விதிகளைக் கையாளல்: பருவமறிந்து பயிற்றும் பண்பு - பாடப்பொருள்களை தயாரித்தல் - எடுத்துக் கூறும் ஆற்றல் - பயிற்றலின் அடிப்படை விதிகளை அறிந்தவராதல் - மாணாக்கர்களுக்கு நல்ல முன் மாதிரியாக இருத்தல். விழுமியங்களை ஆசிரியர் மாணவர்களுக்கு நடத்தையின் மூலம் உணர்த்தல்: அன்பு, ஆளுமை, ஒழுக்கம், நேரந்தவறாமை, மனிதநேயம், பணிவுடைமை, உதவும் மனப்பான்மை, உண்மையுடைமை, நடுவுநிலைமை, தூய்மை - சிறந்த குடிமக்களை உருவாக்கும் பொறுப்பேற்றல் - சமூக உறவு கொள்ளல் - உலகப் பொது அறிவு பெறுதல்.

அலகு 5: வகுப்பறைச் சூழல் மற்றும் வகுப்பறை மேலாண்மை

வகுப்பறைத் திறன்களை மேம்படுத்துதல்: வகுப்பறையில் கற்றல் சூழல் - ஆக்கமுடைய வகுப்பறைச் சூழல் - விளைபயன்மிக்க கற்றல் சூழலுக்கு உதவும் காரணிகள் - நேர்த்தியான வகுப்பறைச் சூழலை ஏற்படுத்தல். *வகுப்பறை மேலாண்மை:* பொருள் - விளக்கம் - வகுப்பறை ஒருங்கமைத்தல் - வகுப்பறை ஒழுங்காக நடைபெற மேற்கொள்ளும் முறைகள்: தடுத்தல் - கட்டுப்படுத்துதல் - வகுப்பறைச் செயல்பாடுகள் - வகுப்பறைப் பதிவேடுகளும் விதிகளும் - பிளாண்டரின் இடைவினை பகுப்பாராய்ச்சி.

அலகு 6: பள்ளிக் கட்டமைப்பு

நிறுவன கட்டமைப்பு: பள்ளி இருப்பிடம் - சுற்றுப்புறம் - பள்ளிக் கட்டிட வகைகள் - கிராமப்புற, நகர்ப்புற பள்ளிக் கட்டமைப்பு - பராமரிப்பு - வகுப்பறை - நூலகம் - ஆய்வக அறை - நுட்பவியல் சாதனங்கள் - பள்ளிப் பதிவேடு - ஆவண அறை - ஓய்வறை - கழிவறை - குடிநீர்த்தொட்டி - விளையாட்டுத்திடல் - கூட்ட அரங்கம் - அலுவலக அமைப்பு - விடுதிக் காப்பாளர்.

செய்முறை வேலைகள்

- ✓ பாடங்கற்பிப்புத் திட்டத்தினை எழுதுதல்.
- ✓ ஒவ்வொரு வகுப்பிற்கும் இரண்டு துணைக்கருவிகளைத் தயாரித்தல்.

- ✓ தொழில்நுட்ப உதவியை பயன்படுத்தி துணைக்கருவிகளைத் தயாரித்தல் (Digital lesson Plan).
- ✓ ஆசிரியரால் உருவாக்கப்படும் அடைவுத்தேர்வு வினாத்தாள் திட்ட வரைவு அடிப்படையில் உருவாக்கி தேர்வினை நடத்துதல்.
- ✓ நீவிர் ஆசிரியர் பயிற்சிக்காக சென்ற பள்ளியின் சூழல் பற்றிய விரிவான அறிக்கை தயாரித்தல்.
- ✓ அடைவுத் தேர்வினை எழுதுதல் (முன்அறிவிப்பு தேர்வு மற்றும் முன்அறிவிப்பில்லா தேர்வு)
- ✓ ஒப்படைப்பு எழுதுதல்.

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SEMESTER - II**CPS 2b – Part II - PEDAGOGY OF ENGLISH****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teacher will be able to:**

- summarise the importance of listening and speaking skill through teaching
- recognise the importance of teaching reading and the essentials of teaching writing skill
- describe the methods of teaching grammar and vocabulary for learning the English language
- explain the role of instructional materials in the syllabus and school curriculum for teaching of language
- use the skill of planning and write yearly plan, unit plan and daily lesson plan
- construct test items for evaluating students' and teachers' performance and conduct remedial teaching

Unit I: Teaching of Listening and Speaking

Types of listening- Sub-skills of listening- The three phases of listening- Listening materials- Tasks for developing listening comprehension- Testing Listening- Sub-skills of speaking- Tasks for developing speaking skill: Language Games, Role Play, Dramatization, Story Telling, Dialogues, Narration, Debates, Interview, Extempore Speeches, Pictures, Objects and Audio/Video- Teaching of English pronunciation: Causes of defective pronunciation in English- Methods of teaching English pronunciation- Types of drills: Substitution drill, Chain drill, Repetition drill, Completion drill, Additional drill, Synthesis drill, Conversion drill & Question and answer drill- Testing Speaking.

Unit II: Teaching of Reading and Writing

Sub-skills of reading- Reading for Perception and Reading for Comprehension- Types of Reading: Loud reading, Silent reading, Intensive reading or Critical reading, Extensive reading, Skimming and Scanning- Mechanics of Reading: Fixations, Eye-span, Regression and Word-picture- Process of Reading: Recognition Stage, Structuring Stage & Interpretation

Stage- Methods of teaching reading to beginners: Alphabet method, Phonic method, Word method, Phrase method, Sentence method, Story method and Eclectic method- Factors affecting reading- Strategies to develop reading- Testing Reading- Sub-skills of Writing- Process of writing: Manipulating, Structuring and Communication- Mechanics of Writing: Handwriting, punctuation and spelling- Characteristics of good hand writing: Distinctiveness, legibility, simplicity, uniformity, spacing, capitalization, punctuation and speed- Writing skills: Mechanical skills, grammatical skills, discourse skills and judgment skills- Qualities of good writing- Teaching of Composition: Types of Composition: Oral and Written: Guided or Controlled Composition and Free composition- Kinds of Composition: Essay Writing, Letter Writing, Precis Writing, Paraphrasing, Dialogue Writing, Paragraph Writing and Report Writing- Correction of composition work- Testing Writing.

Unit III: Teaching of Grammar and Vocabulary

Types of Grammar: Prescriptive/ Formal Grammar and Descriptive/ Functional Grammar- Methods of teaching grammar: Inductive method and Deductive method- Testing Grammar- Selection and Grading of Vocabulary- Kinds of Words: Content and Structure words- Types of Vocabulary: Active and Passive – Strategies to develop Vocabulary- Strategies to develop Spelling Abilities- Testing Vocabulary.

Unit IV: Language Curriculum and Text book

Meaning of the term curriculum- Distinguishing curriculum from syllabus- Principles of curriculum construction- The Syllabus: Different types of language syllabus- Literature teaching- Importance of text books in teaching of English- Characteristics of a good text book- Other Instructional materials: Teacher's Hand books, Work- books, Supplementary readers and e-learning materials.

Unit V: Unit Planning and Daily Lesson Planning in English

Yearly Planning in English- Unit Planning in English- Meaning- Features of Unit planning- Types of units: Subject matter type unit and Experience type unit- Development of a Unit Plan- Importance and advantages of Unit Planning- Demerits and limitations of Unit Planning- Lesson Planning in English: Meaning, concept of lesson planning- Difference between Daily Lesson Planning and Unit Planning- Features of a good lesson plan-Variou approaches in the preparation of daily lesson planning: Herbartian type lesson plan,

Educational objectives based lesson plan and innovative lesson plan- Need and importance of lesson planning- Development of a lesson plan for teaching of English: Prose, Poetry, Supplementary Reader, Grammar and Composition.

Unit VI: Evaluation

Concept of Test, Measurement and Evaluation- Difference between measurement and evaluation- Types of Evaluation: Formative and Summative- Characteristics of a good test- Types of tests- Types of achievement tests, objective tests and written tests- Construction of a good test- Norm-referenced and criterion-referenced evaluation- Diagnostic Testing- Distinguishing Diagnostic tests from the Achievement Tests-Preparation of a Diagnostic Test-Remedial Teaching-Organization of Remedial Teaching.

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SEMESTER - II**CPS 2b – Part II - PEDAGOGY OF MATHEMETICS****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- explain the importance of non- scholastic activities in Mathematics
- implement the process of evaluation
- acquire competence in teaching mathematics and structuring lesson plan
- excel the professional growth and commitment of mathematics teacher
- recognize the importance of classroom climate and acquire the skill of managing classroom effectively
- explore the skill and competencies to maintain records

Unit I: Co - Scholastic Activities

Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and Organizing Mathematics laboratory activities, Mathematics outside the classroom organization of field trips and its importance. Organization of Mathematics Olympiad- Appreciation of Aesthetic Structure of Mathematics -Order , Pattern and Sequence.

Unit II: Evaluation of Mathematics Learning

Assessment of Mathematics Learning – Developing blue-print for designing question paper, item construction, marking schemes, question - wise analysis, framing of questions based on concepts and sub-concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation of rote learning, framing of open ended questions providing the scope to learning to give responses in their own words, framing of conceptual questions from simple questions.

Unit III: Planning for Teaching-Learning Mathematics

Macro teaching - Lesson Plan, Unit Plan, Year plan - Herbartian steps - Format of a typical lesson plan – G.I.O's & S.I.O's - Teaching aids - Motivation, Presentation, Application, Recapitulation and Assignment.

Unit IV: Teacher Professionalization and Teacher Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as a passion teacher – teacher commitment as a unit of time outside the contact hours with students- teacher commitment as a focus on the individual needs of students. Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – Ways and means of enhancing teacher commitment for teaching professionalization. Qualities and skills of Mathematics teachers – General qualities, Personal qualities and Specific qualities.

Unit V: Classroom Climate and Classroom Management

Significance of classroom climate – Teacher dominated, laissez-faire and democratic pattern - Effective classroom management for quality learning: Teacher as facilitators / managers of classroom learning - Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline Management of learning situations : Management of group and Individualized learning- Management of space and time : Seating arrangement and Time allocation- Management of Motivation and Discipline.

Unit VI: School Plant

School building and design of the school – Maintenance of the school plant: Playground, Library, Records and Registers.

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SEMESTER - II**CPS 2b – Part II - PEDAGOGY OF PHYSICAL SCIENCE****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course, the student teachers will be able to:**

- classify the co-scholastic activities in Physical Science
- explain the process of evaluation in Physical Science
- recognize the significance of planning and teaching Physical Science
- explain the importance of classroom climate and acquire the skill of managing the classroom effectively
- integrate the picture of an ideal Physical Science teacher
- recall the organization of the school plant

Unit I: Co-scholastic Activities

Definition, Need and Importance of co-scholastic activities- Criteria for the selection of co-scholastic activities in Physical Science- Science Club- Science Exhibition- Science Fairs- Field Trips and Excursions- Organization of co-scholastic activities related to Physical Science

Unit II: Evaluation in Physical Science

Concept of Evaluation- Purpose of Evaluation- Continuous and Comprehensive Evaluation- Formative and Summative Evaluation- Achievement tests- Steps in construction- Preparation of Blue print- Preparation of an Achievement Tests in Physical Science-Item Analysis- Administering the test- Various types of Test items- Essay type, Short answer type, Objective type: Completion type, Matching type, Multiple Choice- Merits and limitations of Essay, Short answer and Objective type- Diagnostic Tests- Steps in constructing a Diagnostic test- Teacher made and Standardized tests

Unit III: Planning and Teaching

Significance of planning for effective teaching- Year Plan: importance and mode of planning- Unit Plan: definition, characteristics, steps in unit planning, importance of unit planning- Lesson Plan: definition, criteria of a good lesson plan, steps involved in lesson planning

(Herbartian Steps), advantages of lesson planning.

Unit IV: Teacher Professionalization and Teacher Commitment

Committed teachers, passionate teachers: Dimensions of passion associated with teacher commitment and engagement: Teacher commitment as a passion-teacher – Teacher commitment as a unit of time outside the contact hours with students - Teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’ - Teacher commitment as engagement with school and community- Importance of teacher commitment for quality enhancement – Ways and means of enhancing teacher commitment for teaching professionalization. Academic and Professional Qualifications for a Science teacher- Qualities of a good Science Teacher- Need for Pre-service and In-service training- Professional development of Science Teachers.

Unit V: Classroom Climate and Classroom Management

Significance of conducive classroom climate- Types of classroom climate: Teacher-dominated, Laissez-faire and Democratic pattern- Classroom Management: meaning, significance of effective classroom management, management of human and material resources

Unit VI: School Plant

Norms in setting up a school - Maintenance of the school plant - Scholastic and Co-scholastic requirements- School shapes - Ideal shape of a school.

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- ❖ Anderson, R.D et. al.(1992). *Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking- Across the Disciplines- The Curriculum Reform Project*. U.S.A.: University of Colorado.
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SEMESTER – II**CPS 2b – Part II - PEDAGOGY OF BIOLOGICAL SCIENCE****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- appreciate the importance of non scholastic activities in biological science
- recognise the purpose of evaluation in Biological Science
- accept the need for planning before teaching of Biological science
- acquire an interest to enhance the teacher professionalism and teacher commitment as Biological Science teachers
- explain the classroom climate and classroom management
- recall the importance of organization and maintenance of the institute

Unit I: Co- Scholastic Activities

Introduction-Formal and informal methods of teaching and learning to strengthen Science education – exhibitions ,field trips, excursion , Science fair-Celebrate science Day, Earth Day and Environmental Day-organize Science club, eco club activities.

Unit II: Evaluation in Biological Science

Introduction-Concept of evaluation- formative, summative evaluation, construction of achievement tests and its types- Diagnostic, Prognostic tests, criterion and norm referenced tests –Item Analysis- Principle of test construction -blue print - question bank- Tools of Evaluation, Written Examination, Online Examination- Grading system.

Unit III: Planning and Teaching

Introduction- Yearly planning in Biological Science, Importance of unit plan in Biological Science, Unit formulation in Biological Science, steps involved in unit planning, Merits and Demerits of unit plan. Major differences between unit plan and lesson plan, Importance of

lesson planning- writing instructional objectives and planning for specific behavioural changes
Herbatian Approach in writing lesson plan.

Unit IV: Teacher Professionalization and Teacher Commitment

Introduction- Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion- teacher – teacher commitment as a unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Need and types of professional growth, role in fostering creativity, equipment maintenance, attending pre - service and in-service training by NCERT and allied agencies. Qualities and competencies of Science teachers - Academic Qualification, Professional training and special qualities required for Biology teachers

Unit V: Classroom Climate and Classroom Management

Introduction- Definition, importance of classroom climate, factors influencing classroom climate, Management of class room climate. Classroom Management: Definition, Techniques, classroom management as time management

Unit VI: School Plant

Introduction- School Building, Design of the school, maintenance of the school, Play ground, Library, Laboratories, Classrooms, Role of Headmaster- Parent- Teacher association in maintenance of school- Time Table- Co-curricular activities, Discipline, records and registers maintained in the School.

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SEMESTER – II**CPS 2b – Part II - PEDAGOGY OF ELEMENTS OF ECONOMICS****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- acquire competencies to execute non scholastic activities in teaching economics
- determine the various steps in assessing learners
- explore the steps in planning
- appreciate teacher commitment to improve professionalisation
- familiarize with appropriate classroom climate for better management
- expound appropriate knowledge about school plant

Unit I: Co-Scholastic activities

Meaning- importance-principles in organizing co-curricular activities- classification: indoor activities, outdoor activities. Type of co curricular activities: Library Activities, Cultural Development Activities, Civic Development Activities, Social Welfare Activities.

Unit II: Evaluation in Economics

Relationship between objectives, learning experiences and evaluation-Qualities of good tests- Steps in construction of achievement tests- Construction of good test items. Types of tests: formative and summative test- Oral, observation, and written. Preparation of Blue print- types of questions: Essay- short answer type-Objective type- types of objective test items: short answer type, multiple choice type, fill-in-blanks- true or false, matching type - merits and demerits. Characteristics of good test items - Item Analysis - Diagnostic tests and their constructions , Criterion referenced test- Norm referenced tests- Computer Aided Evaluation : On line examination – Grading system.

Unit III: Planning for Teaching

Year Plan- difference between lesson plan and unit plan- steps in preparation of year plan- advantages and disadvantages. Unit planning- meaning, difference between lesson plan and

unit plan- characteristics of good unit- steps in preparation of unit- advantages and disadvantages. Meaning – difference between lesson plan and unit plan – importance of lesson plan – various approaches in planning lesson- Herbartian approach in planning lesson – stages in lesson plan.

Unit IV: Teacher professionalization and teacher commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion- teacher – teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as a engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Teacher of Economics: Duties: and responsibilities of the economics teachers- Traits of successful economics teachers – Recommendations of Kothari Commission. Professional development and growth of teachers: Economics Teacher -pre-service and in-service education. Perception of in-service training- need –functions- types of in service programme- specialized in service programme – advantages over pre- service programme. Need for refresher and summer programmes for teachers.

Unit V: Classroom Climate and Classroom Management

Meaning, Types of classroom climate- Ideal classroom climate- role of teachers to maintain ideal climate. Classroom Management: Meaning- concept- The set of strategies that teachers and students use to ensure productive, harmonious learning environment to prevent disruptions in the learning process. Classroom management styles - advantages and disadvantages - role of teachers.

Unit VI: School Plant

Norms in setting up schools- prerequisites for school structure- scholastic and Co-Scholastic requirements- School shapes- ideal shape of school.

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SEMESTER - II**CPS 2b – Part II - PEDAGOGY OF COMPUTER SCIENCE****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- acquire knowledge on various approaches of teaching Computer Science
- explore the process of evaluation
- acquire skills relating to planning lessons and presenting them effectively
- appreciate the significance the professional growth and commitment of Computer Science teacher
- acquaint with the importance of classroom climate and acquire skill of managing classroom effectively
- determine appropriate school plant

Unit I: Approaches of Teaching Computer Science

Conference - Seminar- Symposium – Workshop - discussion, and panel discussion, Individualized Instruction - Programmed Instruction-: meaning, fundamental principles, types, merits and demerits - Computer Assisted instruction (CAI) : meaning and definition, basic assumptions, different modes, limitations – Computer Managed Instruction (CMI). Innovative Approaches: E –Learning : Introduction – What is e-learning – Nature and characteristics of e-learning – The contemporary concept of e-learning – Modes and Styles – Promotion and arrangement for e-learning in our Educational Institutions – Advantages of e-learning - Online Learning - Mobile Learning (M - Learning) : Background – Approaches : Classroom, at work, lifelong and self learning – Analysis of M-learning : value, challenges, growth. Innovative Practices in Teacher-Education: Team teaching: Meaning and definition – objectives - Principles - Types –steps and procedure - Advantages and limitations.

Unit II: Evaluation in Computer Science

Concept of Evaluation- Relationship between objectives, learning experiences and evaluation, -Purpose of Evaluation- Continuous and Comprehensive Evaluation (CCE) -

Formative and Summative Evaluation- Preparation of Blue print- construction of an achievement test - Various types of Test items- Objective type: Completion type, Matching, Multiple Choice- Alternative response – Essay type and short answer question - Merits and limitations - Characteristics of good test items - Item Analysis - Steps in constructing Diagnostic tests – Computer Aided Evaluation : On line examination – Grading System.

Unit III: Planning for Teaching

Lesson Planning: Meaning – Functions of good lesson plan – Important features of good lesson plan –various approaches in planning lesson : Unit Approach (Morrison’s Approach), Bloom’s Evaluation-based Approach – RCEM Approach - Herbartian approach in preparing lesson plan. **Unit planning:** Meaning, - characteristics of good unit plan- steps in preparation of unit plan- advantages and disadvantages of unit plan- distinction between lesson plan and unit plan. **Year Plan:** Need and Significance – Steps in the Year Plan – Advantages and disadvantages of year plan.

Unit IV: Teacher Professionalization and Teacher Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion teachers – teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Academic and Professional Qualifications for Computer Science teachers- Qualities of good Computer Science Teacher.

Unit V: Classroom Climate and Classroom Management

Meaning and significance of Types of classroom climate: Teacher dominated, laissez-faire and democratic pattern. **Classroom Management:** Meaning- concept- The set of strategies that teachers and students use to ensure productive, harmonious learning environment to prevent disruptions in the learning process. Classroom management styles - advantages and disadvantages - role of teachers.

Unit VI: School Plant

Norms in setting up school- pre-requisites for school structure- scholastic and Co-Scholastic

requirements- School shapes- ideal shape of school.

Suggested references:

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- ❖ கணபதி வி. இரத்தின சபாபதி. பி (2008) நுண்ணிலை கற்பித்தல். சென்னை: . சாந்தா பதிப்பகம்.
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SEMESTER - II**CPS 3 EVALUATION OF LEARNERS****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- acquire in depth knowledge about the concept and approaches of evaluation
- infer qualities of good testing tool and techniques of evaluation
- competently utilise steps in construction and administration of an achievement test
- determine the meaning of test scores through quantitative analysis
- internalise the art of Continuous and Comprehensive Evaluation, Portfolio, Internal Assessment as learners evaluation
- construct appropriate assessment tools for evaluating special needs of children with special needs
- acquaint with various assessing scales

Unit I: Introduction and Approaches of evaluation

Teaching Learning Process and Evaluation- Definition of Evaluation – Role of Evaluation – Need and Importance of Evaluation — Characteristics of good evaluation – Evaluation, Assessment and Measurement. Formative Evaluation, - Summative Evaluation – Distinction between Summative and Formative Evaluation – External Evaluation – Internal Evaluation – Norm Referenced and Criterion – Referenced Evaluation.

Unit II: Criteria of a good tool and types of tests

Essential criteria of an effective tool of evaluation – validity – reliability – objectivity – usability – Parameters concerning an evaluation item: Item analysis – difficulty level – discriminatory power. Rating Scales – Numerical Scale – Graphic scale rating by cumulative points – Rubric for assessment - Meaning - Benefits - Challenges - Diagnostic Test and Prognostic Test– Speed Vs Power tests – Individual Vs group tests – Aptitude tests – Teacher made and Standardized tests.

Unit III: Construction and Administration of Achievement Test

Achievement test: Meaning-Purpose of Achievement tests – Construction of achievement tests – Instructional objectives – Design – Blue print – Writing of questions – Marking Scheme – Highlights of good marking scheme - Question-wise Analysis – Standardized achievement tests. Types of questions: Short Answer Questions – Extended Answer Type – Completion type – Objective type questions – Multiple Choice – True-False Matching Block–Merits and Demerits of each type. Administration of achievement test: infrastructural requirements- manpower requirement. Scoring and Recording of test results – Order of Scoring - Z score, T score and C score - Maintaining Records – norms and Interpretation of test scores – Grades. Objective Based Tests- Differences among objective type test-objectivity of tests and objective based tests.

Unit IV: Quantitative Analysis and Interpretation of Test Scores

Meaning – functions and significance – Applications of Education statistics – Tabulation – Frequency Table, Measures of Central Tendency – Arithmetic Mean, Median, Mode, Quartiles and Percentiles – Measures of Variability – Range, Quartile Deviation and Standard Deviation. The normal distribution and its properties – Concepts of Skewness and Kurtosis – Correlation: Definition, meaning and uses - Computing the Co – efficient of Correlation by the Rank Difference method – Graphical representation of data – Bar Diagram, Histogram, Frequency polygon – its interpretations and implications.

Unit V: Continuous and Comprehensive Evaluation (CCE) and Portfolio Assessment

Concept, Uses, Process Involved, Assignments in CCE - Advantages and Drawbacks of Continuous and Comprehensive Evaluation (CCE). Continuous and Comprehensive Evaluation (CCE) of Curricular and Co – Curricular Activities. Portfolio Assessment: Meaning, Steps involved in developing - Strength and Weaknesses – Guidelines for Portfolio Entries – Examples of Classroom Portfolio.

Unit VI: Test for children with special Needs, Grading System, Feed back as assessment mechanism for quality assurance

Performance Test, Pre – School Testing – Assessment of Mentally Retarded – System of Multicultural Pluralistic Assessment (SOMPA) – Testing the Physically Handicapped. Drawbacks of Traditional Scoring System and Traditional Grading System – Grading System Comparative / Relative Grading, Advantages and Limitations – Absolute Grading: Pre –

Established Percentage scores, Criterion – Referenced Grading, Numerical Grading – Guidelines for Effective Grading. Importance – Feedback cycle – implication – types of feedback – students — Peers – superiors.

Suggested references:

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- ❖ Anand, S.P. (1996). *RCEB Tools for secondary class students*. Bhubaneswar: Shovan.
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- ❖ Belok, Michael. V. (1993). *Naturalistic Research Paradigms*. Meerut: Anu Books.
- ❖ Bertrand, Arthur & Cebuls, Joseph P.,(1980). *Tests, Measurement and Evaluation A Development Approach*. U.S.A: Addison-Wesley.
- ❖ Best, John. W. (1988). *Research in Education*. New Delhi: Prentice Hall of India (P) Ltd.
- ❖ Bhatia, K. K. (1985). *Measurement and Evaluation in Education*. Ludhiana: Parkash Brothers.
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- ❖ Ebel Robert L.,(1966): *Measuring Educational achievement*, Prentice-Hall of India, New Delhi.
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- ❖ Garret, Henry.E.(1972). *Statistics in Psychology and Education.* Bombay: Vakils, Fetter & Simons (P) Ltd.
- ❖ Garrett.H.E.(1956). *Elementary Statistics*, New York: Longmans, Green & Co.
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- ❖ Kerlinger, F.N.(1973). *Foundations of Behavioural Research*, 1st ed., New York: Holt, Rinehart and Winston Inc.
- ❖ Khan, MohdArif.(1995). *School Evaluation*, New Delhi: Ashish Publishing House,
- ❖ Kumar, Anil. (2007). *Readings in Assessment and Evaluation.* New Delhi: Mahamaya Publishing House.
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- ❖ Merriam, Sharan. B.(1988). *Case Study Research in Education.* San Francisco: Jossey bass Publishers.
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- ❖ Singh, Pritam.(1989).*Handbook of Pupil Evaluation*, New Delhi: Allied Publishers.
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- ❖ Wine, R.L.(1976).*Beginning Statistics*.Massachusetts: Winthrop Publishers Inc.
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SEMESTER - II
CPS4 - LANGUAGE ACROSS THE CURRICULUM

Credits: 2

Internal: 50 marks

Hours/Week: 5 hrs

Objectives

At the end of the course the student teachers will be able to:

- compare the language diversity that exists in the class-rooms
- familiarize with the language acquisition
- identify functions of language in the class rooms
- understand the importance of learning through the school language
- realize the necessity of using the home language as and when required during teaching learning.

Activities:

1. Get 2 page writing from 10 school students in English and mother tongue and analyze them from language point of view.
2. Observe any 5 classes of subject teaching and analyze from the point of language learning.
3. Write a critical report on the opinions of subject teacher on the weightage for language aspects in valuation of subject test papers.
4. School visit to find out communication problem/apprehension of students.
5. Assignment on developing listening skills.
6. Assignment on developing speaking skills- oral presentation, debate, elocution, discussion and brain storming.
7. Develop 10 strategies for enriching reading among the students.
8. Designing 5 games and 5 exercises for developing LSRW skills
9. Prepare a dictionary of 50 words related to your subject.
10. Discussion on role and importance of home language and school language.

Suggested references:

- ❖ Dash,B.N. (2004). *Teaching of English*. New Delhi: Dominant Publishers and Distributors.

- ❖ Eller, R.G.(1989). *Jonny can't talk, either: The perpetuation of the deficit theory in classrooms*. The Reading Teacher, pp. 670-674.
- ❖ Bloom, P. (1994). *Language Acquisition: Core Readings*. Cambridge: The M I T Press.
- ❖ Jurafsky, D., & Martin, J.H. (2009). *Speech & Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition*. New Jersey: Prentice Hall.
- ❖ Mowla,Shaikh. (2004).*Techniques of teaching English*. Delhi: Neelkamal Publications.
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- ❖ Pattanavak, D.P. (Ed.) (1990). *Multilingualism in India*. Clevedon: Multilingual Matters.
- ❖ Tomasello,M. (2003). *Constructing a Language*. Cambridge: Harvard University Press.
- ❖ Vallabi,J.E.(2012).*Teaching of English-Principles and Practices*, Hyderabad:Neelkamal Publications Pvt. Ltd.

SEMESTER - II**ENHANCING PROFESSIONAL CAPACITIES (EPC)****EPC3 - READING AND REFLECTING ON TEXTS****Credits: 2****Internal: 50 marks****Hours/Week: 5hrs****Objectives****At the end of the course the student teachers will be able to:**

- Read and respond to a variety of texts in different ways
- Enhance their capacities as readers and writers by becoming participants in the process of reading
- Read interactively- individually and in small groups
- Frame questions to think about, while preparing to read something
- Read empirical, conceptual, and historical work, policy documents, studies about schools, teaching and learning, about different people's experiences, narrative texts, expository texts, autobiographical narratives, field notes, ethnographies, etc.
- Write with a sense of purpose and audience with one's own opinions or write within the context of others' ideas

Activities:

Student-teachers are expected to sit in the library regularly and to review at least 10-books of different categories in about 500 words each. These may be as follows:

1. Review of reference books related to core courses
2. Review of Text Books related to Pedagogy courses
3. Review of Reference Books related to Pedagogy courses.
4. Review of Policy Documents, Autobiography, Commission Reports, etc.
5. Review of studies about school, historical books and other educational miscellaneous books.

Suggested references:

- ❖ Ahuja, G.C. & Ahuja, Pramila. (1996). *How to Increase Your Reading Speed*. New Delhi: Sterling Publishers Pvt. Ltd.
- ❖ Ahuja, Pramila & Ahuja. G.C. (1991). *Learning to Read Effectively and Efficiently*. New Delhi: Sterling Publishers Private Limited.
- ❖ Cooper, David.J., Warncke, Edna.W. & Shipman, Dorothy.A. (1988). *The WHAT and HOW of Reading Instruction*. Columbus: Merrill Publishing Company.
- ❖ Donna, Gorrell. (1994). *A Writer's Handbook from A to Z*. Boston: Allyn & Bacon.
- ❖ Dudley, Geoffrey.A. (1979). *Rapid Reading: The High Speed Way to Increase Your Learning Power*. Bombay: Jaico Publishing House.
- ❖ Iyer, Venkata. (1997). *Dynamic Reading Skills*. New Delhi: Sterling Paperbacks.
- ❖ Michigan, E.A. (2004). *Speed Reading – With Word Power*. New Delhi: Infinity Books.
- ❖ Tierney, Robert., Readeence, John. & Dishner, Ernest. (1990). *Reading Strategies and Practices*. Boston: Allyn & Bacon.
- ❖ Zakaria, Matthew.T. (2009). *Successful Writing Skills*. New Delhi: Commonwealth Publishers Pvt. Ltd.

CURRICULUM AND PEDAGOGIC STUDIES (CPS)**SEMESTER – III****CPS 2c - Part III - PEDAGOGY OF TAMIL****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****தமிழ் கற்பித்தல் முறைகள் - பகுதி 3****நோக்கங்கள்****இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்கள்:**

- கற்றல் வளமூலங்களைப் பயன்படுத்துதல்
- தொழில்நுட்ப உதவியைப் பயன்படுத்தித் துணைக்கருவிகளைத் தயாரித்தல்
- மாணவ-ஆசிரியர்களை ஆசிரியர் துறைக்கு ஆழ்த்தப்படுத்துதல்

அலகு 1: கற்றல் வளமூலங்கள்

பாடநூல்கள்: சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது மனதில் கொள்ளத்தக்க வேண்டியவை - பாடநூலின் நல்லியல்புகள் நடைமுறையிலுள்ளப் பாடநூல்கள் பற்றிய அறிவு - பார்வை நூல்கள் - கலைக்களஞ்சியங்கள் - அகராதிகள் - நிகண்டுகள் - அபிதான சிந்தாமணி - நூலகம் - பயன்கள் - பயன்படுத்தும் முறைகள் - வகைகள் - வகுப்பு நூலகம், பள்ளி நூலகம், கருவி நூலகம் - நூலகப் படிப்பும் மொழியாசிரியர் கடமையும் - வலைத்தளம் - தமிழ்ப்பாடத்தோடு தொடர்புடைய வலைத்தளங்கள்.

அலகு 2: செயல் ஆராய்ச்சி

செயல் ஆராய்ச்சி: பொருள், நோக்கங்கள் - செயல் ஆராய்ச்சியின் பயன்கள் - வகுப்பறை ஆராய்ச்சியின் தேவை - அடிப்படை ஆராய்ச்சி மற்றும் செயல் ஆராய்ச்சியின் படிநிலைகள் - வகுப்பறை ஆராய்ச்சியின் முடிவுகளை தெரிவு செய்தல் - செயல் ஆராய்ச்சியின் நன்மை, தீமைகள்.

அலகு 3: மாணவ-ஆசிரியர்களை ஆசிரியர் துறைக்கு ஆழ்த்தப்படுத்துதல்

(Tasks of Student-Teachers during internship)

- வழிகாட்டி ஆசிரியர்கள் மற்றும் சக மாணவ ஆசிரியர்களின் கற்பித்தலை உற்றுநோக்கதல்
- நிறுவாக மற்றும் தனியாள் ஆய்வு
- பாடங்கற்பிப்புத் திட்டம், அலகுத் திட்டம் எழுதுதல். கற்றல் - கற்பித்தல் துணைக்கருவிகளைத் தயாரித்தல்.

- வினாத்தாள் மற்றும் பிற கருவிகளின் மதிப்பீடு
- பள்ளி வேலைகளை பிரதிபலிக்கும் நாட்குறிப்பு.
- இணைக்கலைத்திட்டச் செயல்பாடுகள்
- மாற்று ஆசிரியராக கற்பித்தல்

செய்முறை வேலைகள்

- ✓ தமிழ் கற்பித்தல் தொடர்பான வலைத்தள முகவரிகளைத் திரட்டி அவற்றின் உள்ளடக்கம் பற்றிய அறிக்கை தயாரித்தல்.
- ✓ செயல்முறை ஆய்வை மேற்கொள்ளுதல். (Action Research)
- ✓ அடைவுத் தேர்வினை எழுதுதல் (முன்அறிவிப்பு தேர்வு மற்றும் முன்அறிவிப்பில்லா தேர்வு)
- ✓ ஒப்படைப்பு எழுதுதல்.

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SEMESTER - III**CPS 2c – Part III - PEDAGOGY OF ENGLISH****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- explain the need for teaching study and reference skills for learning of language
- compare the art of teaching intensive and extensive readers
- use the ways of evaluating oneself for effective teaching behaviour

Unit I: Teaching of Study and Reference Skills

Study skills: SQ3R method of reading- Note taking and Note making- Reference skills: Consulting a dictionary and its advantages- Referring to a thesaurus and its advantages- Encyclopaedias and its advantages- Bibliography and Annotated Bibliography.

Unit II: Teaching Intensive and Extensive Readers

Intensive and Extensive Readers- Aims and Procedure for teaching intensive reader- Aims and procedure for teaching prose- Aims and procedure for teaching poetry- Difference between teaching of prose and teaching of poetry- Aims and procedure for teaching extensive reader.

Unit III: Modification of Teacher Behaviour

Modification of Teaching or Teacher Behaviour- Techniques for the modification- Action Research: Objectives of Action Research and Action Research Procedure- Teacher Evaluation: Evaluation of teachers by their students- Evaluation by the peers- Evaluation by the Superiors- Evaluation by the members of the community- Evaluation on the basis of teacher's contribution to institutional improvement.

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SEMESTER - III**CPS 2c – Part III - PEDAGOGY OF MATHEMATICS****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student-teacher will be able to:**

- integrate the importance of various learning resources
- conduct action research and disseminate the results
- gain clarity on the various tasks to be executed during field immersion

Unit I: Learning Resources in Mathematics

Library Management and Use of Library books as learning resources Learning beyond textbooks – other sources of learning ;Types of learning resources - Print Resources : Textbooks, Workbooks, Self-instructional materials and Supplementary reading material- Audio Resources : Educational Radio Broadcast and Audio Programmes, Audio CD- Visual Resources—non projected visual resources (Graph, map, chart, poster, models and materials): Projected visual resources (Still Visuals such as Slide, Transparency and Film Strip; Moving Visuals such as Film, Video -Organizing mathematics laboratory - its uses.

Unit II: Action research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

Unit III: Field Immersion

Tasks of student-teachers during Internship:

- Observation of the teaching of mentor teachers and peer student-teachers
- Institutional and Individual case study,
- Lesson plan, Unit plan and teaching- learning materials,
- Question paper and other tools of assessment,

- Reflective diary of school internship,
- Co-Scholastic activities,
- Teaching as a substitute teacher

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SEMESTER - III**CPS 2c – Part III - PEDAGOGY OF PHYSICAL SCIENCE****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course, the student-teachers will be able to:**

- classify the various learning resources to support effective teaching
- execute action research and disseminate the results
- gain clarity on the various tasks to be executed during field immersion

Unit I: Learning Resources

Physics and Chemistry Laboratory- Structure and Design- Organization and maintenance of the Physical Science Laboratory- Maintenance of various Registers: Accession, Consumable, Non-consumable, Issue and Breakage Registers-Storage of Apparatus and Chemicals. Science Textbooks- Qualities of a good Science textbook- Science Library: Encyclopedias, Dictionaries, Magazines, Journals, Activity books, Science fiction, Science learning books. Web-based Learning- Multimedia, use of the internet, e-learning, Tele and Video conferencing

Unit II: Action research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research

Unit III: Field Immersion

Tasks of student-teachers during Internship:

- Observation of the teaching of mentor teachers and peer student-teachers,
- Institutional and Individual case study,
- Lesson plan, Unit plan and teaching- learning materials,
- Question paper and other tools of assessment,
- Reflective diary of school internship,

- Co-Scholastic activities,
- Teaching as a substitute teacher.

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SEMESTER - III**CPS 2c – Part III - PEDAGOGY OF BIOLOGICAL SCIENCE****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student-teacher will be able to:**

- comprehend various learning resources to support effective teaching
- conduct action research and disseminate the results
- gain clarity on the various tasks to be executed during field immersion

Unit I: Learning Resources

Introduction-Biology and Zoology Laboratory-Structure and design-Organization and maintenance of the Biological Science-Laboratory-Maintenance of various Registers-Improvised Apparatus-Science Text book, Qualities of a good science text book- Science Library-Web Based learning- Multimedia, Use of the internet, e-learning, Tele and Video-Conferencing.

Unit II: Action research

Action Research- Meaning, need for classroom Research- difference between Action Research and fundamental Research- steps in Action Research- journaling the results of classroom Research.

Unit III: Field Immersion

Tasks of student-teachers during internship :

- Observation of the teaching of mentor teachers and peer student-teachers
- Institutional and Individual case study,
- Lesson plan, Unit plan and teaching- learning materials,
- Question paper and other tools of assessment,
- Reflective diary of school internship,
- Co-Scholastic activities,
- Teaching as a substitute teacher

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SEMESTER - III**CPS 2c – Part III - PEDAGOGY OF ELEMENTS OF ECONOMICS****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student-teacher will be able to:**

- sensitize student teachers on various learning resources
- conduct action research and disseminate the results
- gain clarity on the various tasks to be executed during field immersion

Unit I: Learning Resources

Maintenance of Economics Classroom –Economics laboratory, and its effective use, recreational activities - Participation in economics decision making activities. Economics department library: Need and importance of economics library- prerequisites of economic library- Hints for effective use of library .Contents of Economics library Instructional materials ,text book periodicals, journals , reference materials ,technical documents – surveys . Economics Club: Concept, Aims and Establishment, Activities, Importance, Requirement and different activities. Economics Exhibition: Concept, objectives, planning and organization, Importance of exhibition

Unit II: Action research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

Unit III: Field Immersion

Tasks of student-teachers during Internship:

- Observation of the teaching of mentor teachers and peer student-teachers
- Institutional and Individual case study,
- Lesson plan, Unit plan and teaching- learning materials,
- Question paper and other tools of assessment,

- Reflective diary of school internship,
- Co-Scholastic activities,
- Teaching as a substitute teacher

Suggested references:

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- ❖ நடராஜன்,வி. (2006). பொருளியல் கற்பிக்கும் முறைகள். சென்னை: சாந்தா பப்ளிகேஷன்ஸ்.

SEMESTER - III**CPS 2c – Part III - PEDAGOGY OF COMPUTER SCIENCE****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical- 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student-teacher will be able to:**

- know the importance of various learning resources
- conduct action research and disseminate the results
- gain clarity on the various tasks to be executed during field immersion

Unit I: Learning Resources

Introduction – Need for planning a computer laboratory – Planning and maintenance of a computer laboratory – Special features of a computer laboratory – essential infrastructure – lab management – organization of practical's for pupils – maintenance of records – discipline rules in the laboratory for the teacher and laboratory staff – rules for the students in the laboratory – cybercrime – clubs – Computer Science Textbook : Meaning – Qualities of good Computer Science Textbook – use of text book in and outside the classroom – criteria for evaluation of Computer Science Textbook – value of the Computer Science Library.

Unit II: Action Research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

Unit III: Field Immersion

Tasks of student-teachers during Internship:

- Observation of the teaching of mentor teachers and peer student-teachers
- Institutional and Individual case study
- Lesson plan, Unit plan and teaching- learning materials
- Question paper and other tools of assessment

- Reflective diary of school internship
- Co-Scholastic activities
- Teaching as a substitute teacher

Suggested references:

- ❖ Agarwal J. C. (2006). *Essential of Educational Technology: Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd.
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- ❖ Sharma, R. C. (1998). *Modern science teaching*. New Delhi: Dhanpat Raj and Sons.
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PERSPECTIVES IN EDUCATION (PE)**SEMESTER - IV****PE5 KNOWLEDGE AND CURRICULUM****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical - 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- recognise the epistemological basis of knowledge
- explain the perspectives of curriculum
- implement the curriculum development and teaching learning process
- recall with the various curriculum practices
- explain the innovations in curriculum development
- integrate the knowledge on the basis of evaluating curriculum

Unit I: Knowledge

Epistemology: meaning, philosophical basic of knowledge according to Indian and Western Philosophy - Knowledge: meaning, definition, characteristics - Types of knowledge: Three divisions of knowledge – Implications of knowledge for Teaching and Learning - Sources of knowledge Education: situational, conceptual and strategic - Differences between: knowledge and skill, teaching and training, knowledge and information, reason and belief.

Unit II: Curriculum Perspective

Curriculum: definition and scope - Perspectives of Curriculum - Curriculum and instruction - Course designing – Guidelines - Creating a syllabus - Role of representation and non representation of various social groups in curriculum planning - Curriculum transaction.

Unit III: Curriculum Development and Teaching Learning Process

Stages in the process of curriculum development - Assessing learner needs and characteristics- Implementing the curriculum - Understanding of hidden and enacted curriculum - Models of

curriculum development: Grass Root Model, Taylor's Model , Hilda Taba's model, process product model- Core curriculum: activity curriculum, inter disciplinary curriculum - Strategies for curriculum development- Competencies in curriculum development.

Unit IV: Curriculum Practices

Curriculum practice at Elementary, Secondary and Higher Secondary levels: methodology of Education and teaching of subjects, instructional aids and materials - Criteria for future curriculum - Developmental trends - Standard based curriculum development - Traditional Education System - Standard based Educational practice.

Unit V: Innovations in Curriculum Development

Educational goals and trends in curriculum reform - Improving curriculum development process - Curriculum as a way of attaining quality - Constructing the curriculum - Teacher's role in curriculum innovation - Innovation process.

Unit VI: Evaluation Process

Evaluation of the effectiveness of curriculum - Indicators of effective curriculum construction content: existing pedagogies and instructional approaches, teacher training, text books and instructional materials - Agencies of evaluation: NCTE, NCERT, SCERT, and MHRD.

Suggested references:

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- ❖ Hassrin, M. (2004). *Curriculum planning for elementary education*. New Delhi: Anmol Publishers.
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SEMESTER - IV**PE6 GENDER, SCHOOL AND SOCIETY****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical - 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- explain the concept of sex, gender, transgender , gender role development and challenges to gender equity; stereotypes, gender bias
- summarise the influence of social institutions (family, caste, class, religion, region,) on gender identity, role of schools, peers, teachers, curriculum and textbooks, gendered roles, relationships and ideas in textbooks and curricula; in challenging gender inequalities /reinforcing gender parity
- differentiating and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as girls and boys at home and in classroom interaction

Unit I: Gender Concept and Perspectives

Concept of sex, gender and transgender- difference between gender and sex - gender differences - Countering gender discrimination - Gender related concepts: patriarchy, feminism- Understanding feminism - reasons for gender inequality - equity and equality. - Sociological, Psychological and Judiciary perspectives of gender.

Unit II: Gender identity and socialization

Factors influencing and gender identity - Biological, Social, Environmental - Socialization : Meaning, Features, Importance, Agencies - Gender bias in education.

Unit III: Gender and Curriculum Transaction

Gender issues in schools - curriculum and textbooks; sexual abuse, cyber bullying, b) Gender and the hidden curriculum, Gender, Empowerment: the role of curriculum, textbooks and teachers, Contemporary women role models in India: urban and rural, Role of media, family, religion, NGOs and women's action groups in reinforcing gender parity through the popular culture, Millennium Development: Goal: Promoting gender equality and empowerment.

Suggested references:

- ❖ Basu, Aparna.(1999). *Women's Education in India Independence Towards Freedom*. London: Oxford University Press.
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SEMESTER - IV**PE7 CREATING AN INCLUSIVE SCHOOL****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical - 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel and analyze special education, integrated education, mainstream and inclusive education practices, identify and utilize existing resources for promoting inclusive practice
- enable student teachers to have a knowledge of physical intellectual, emotional, social and moral aspects of learning child during three stages viz. Pre-School, during-School and after School
- help student teachers understand learning disabilities of students and develop awareness towards Inclusive Education

Unit I: Introduction, Concept and Nature to Inclusive Education

Definition- Meaning, Concept, Principles and Importance of inclusive education - Historical perspectives on education of children with diverse needs - Difference between special education, integrated education and inclusive education - Advantages of inclusive education for education for all children. Need of Inclusive education – Major reforms and innovations introduced in the education system- Aims and purpose of education at the different levels- Pre primary, primary and secondary.

Unit II: Children with Diverse Needs

Definition and characteristics of children - developmental disabilities - social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental difficulties and children belonging to other marginal groups-

Importance of early detection, Functional assessment for development - Role of teachers working in inclusive settings - resource teacher in developing and enriching academic skills - curriculum and co-curricular activities - intellectual, learning disabled, rural, tribal, girls, minority groups.

Unit III: Policies, Programmes and Competencies in development of Inclusive Education

International Policies and programmes in Inclusive Education; United Nations Convention on the Rights of Persons with Disability 2006 : Inclusive Education policies and Programmes in India, Emergencies of Rehabilitation Council of India, People with Disabilities Act 1995, Developing attitude and competencies for inclusion - Attitude, Self Efficacy, Skill and Ideologies - Social Skills for Inclusion.

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CURRICULUM AND PEDAGOGIC STUDIES
(CPS) SEMESTER - IV
CPS 2d - Part IV - PEDAGOGY OF TAMIL

Credits: 2**Internal: 20 marks****Hours/Week: Theory-2hrs Practical - 3hrs****External: 30 marks****Total: 50 marks**

தமிழ் கற்பித்தல் முறைகளும் - பகுதி 4

நோக்கங்கள்

இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்:

- மொழி ஆசிரியருக்குரியப் பண்பு நலன்களை வளர்த்தல்
- கலைத் திட்டத்தின் நோக்கங்களையும், குறிக்கோள்களையும் கூறுதல்
- மனித வாழ்க்கையில் தமிழ்மொழி வளர்ச்சியின் பங்கை அறிதல்

அலகு 1: மொழியாசிரியர்

மொழியாசிரியரின் கல்வித்தகுதி - மொழியாசிரியரின் பண்பு நலன்கள் - மொழிப்பற்று - இலக்கண இலக்கியப் புலமை - எடுத்துக்கூறும் ஆற்றல் - குரலில் ஏற்றத்தாழ்வு அமைத்துப் பேசுந்திறன் - திறமையாக எழுதுந்திறன் - பிற ஆசிரியர்களுடன் கலந்துரையாடல் - கடமை உணர்வுடன் செயல்படல் - உளவியல் வல்லுநர் - கலையார்வம் மிக்கவர் - உடலோம்பலில் ஆர்வம் - தற்பெருமையும் சினமும் இல்லாதிருத்தல் - பெருந்தன்மை - சமூக உறவு கொள்ளல் - உலகப் பொதுஅறிவு பெறுதல்.

அலகு 2: கல்வி ஏற்பாட்டில் (கலைத்திட்டத்தில்) மொழியின் இடம்

பள்ளிக்கல்வி ஏற்பாடு: ஆரம்ப, இடை, உயர்நிலைகளில் - கலைத்திட்டத்தில் தாய் மொழி பெறும் இடம் - மொழிப்பாடத்தின் சிறப்புக் கூறுகள். பாடத்திட்டமும், பாடநூல்களும்: சிறந்த பாடநூலின் தன்மைகள் - தயாரிக்கும் முறைகள் - நிறை, குறைகள் - நடைமுறையில் இருக்கும் பாடநூல்களையும், பாடத்திட்டத்தினையும் பற்றிய ஆய்வு - கல்வியைப் பரவலாக்க அரசின் செயல்திட்டங்கள் (கல்வி உரிமைகள், பெண்கல்வி, சுற்றுச்சூழல், விழிப்புணர்வு கல்வி).

அலகு 3: தமிழ் மொழியும் சமூகச் சூழ்நிலையும்

சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல்: பெற்றோர் ஆசிரியர் கழகம் (PTA) - முன்னாள் மாணவர் கழகம் (OSA) - மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு - தமிழ் ஆட்சி மொழி - செம்மொழித் தமிழ் - தமிழ்மொழி நீதிமன்ற மொழியாக செயல்படுவதால் ஏற்படும் பயன்கள் மற்றும் செயல்முறைத் தடைகள், தடைகளை நீக்கும் வழிமுறைகள் - மொழிபெயர்ப்பு வகைகள் - மொழிபெயர்ப்பில் எழும் சிக்கல்கள் மற்றும் தீர்வுகள்.

செயல்முறை ஒப்படைப்பு:

- ✓ தமிழ் நாளேடுகளில் காணப்படும் பிழைகளையும் பிறமொழிச் சொற்களின் கலப்பினையும் கண்டறிந்து அவற்றை நீக்கி செய்தி தொகுப்பு தயாரித்தல்.
- ✓ அடைவுத் தேர்வினை எழுதுதல் (முன்அறிவிப்பு தேர்வு மற்றும் முன்அறிவிப்பில்லா தேர்வு)
- ✓ தொலைக்காட்சி நிகழ்ச்சிகளைக் கேட்டுத் திறனாய்வு எழுதுதல்
- ✓ வானொலிப் பேச்சைக் கேட்டுக் குறிப்பெடுத்தல்
- ✓ ஒப்படைப்பு எழுதுதல்.

பார்வை நூல்கள்

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வலைதளப்பார்வை

- ❖ <http://mycbseguide.com/blog/continuous-and-comprehensive-evaluation-cce/>
- ❖ www.chennaiLibrary.com
- ❖ www.wikipedia.com

SEMESTER - IV**CPS 2d – Part IV - PEDAGOGY OF ENGLISH****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical - 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- identify the skills needed to organize various co-curricular activities
- implement the required traits for effective classroom management
- state the norms of developing a good school plant and realize the need for maintaining various school records and registers

Unit I: Teacher of English and Organization of Co-curricular Activities

Qualities of teachers of English-Role of teachers of English- Meaning of the term Co-curricular activities- Importance of Co-curricular activities-Guiding Principles for the organization of co-curricular activities-Variou co-curricular activities related to teaching of English: Essay, Elocution, Debate and Drama.

Unit II: Classroom Management

Defining Classroom Management- Teacher as an Effective classroom manager- Managing the learning environment- Managing Instruction- Inappropriate Behaviour and discipline: Responding to persistent misbehaviour, serious misbehaviour, bullies and bullying- Conflict Resolution- Legal dimensions of classroom management.

Unit III: The School Plant

Concept of School plant-The School plant Building-Principles of School Plant Building- Design of the school- Classrooms in School Plant-Special Rooms: Library and Reading Rooms, Assembly Hall, Science Laboratories, Science Rooms, Art Rooms, Workshops and Sheds, Medical Room, Office for the School Counsellor, Cafeteria, The Administrative Suite, The

Office Room, Store Room and Storage and Supply Rooms- The Hostel- The Teachers' Quarters- The Museum- The School Play Grounds-Sanitation- Lighting-School Furniture- The Ideal Campus-Maintenance of the school plant- School Plant Utilization- Functions of the School Office: Records, Registers.

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- ❖ Mishra, R.C. (2012). *Classroom Administration*. New Delhi: APH Publishing Corporation.
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- ❖ Mohan, Aruna.G. (2010). *Understanding the learner and Classroom Management*. Hyderabad: Neelkamal Publications Pvt. Ltd.
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- ❖ Savage, Tom V., and Savage, Marsha V. (2010). *Successful Classroom Management and Discipline- Teaching self-control and responsibility*. Washington DC: Sage Publications.
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SEMESTER - IV**CPS 2d – Part IV - PEDAGOGY OF MATHEMATICS****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical - 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction
- sensitize themselves with the School Curriculum
- link the relationship of mathematics with other subjects

Unit I: Teacher Controlled Instruction, Learner Controlled Instruction, Group Controlled Instruction

Teacher Controlled Instruction (TCI): Meaning and nature, various methods (lecture, team-teaching, demonstration, teacher based activities), strengths and weaknesses of each method, process / procedure for organizing effective lecture and demonstration, assessment of lecture and demonstration, role of teacher's in TCI. Learner Controlled Instruction (LCI): Meaning and nature, self-learning, methods of self-learning (self-instructional print material, Keller's Plan, Programmed Instruction and Computer Assisted Instruction), organization and assessment of LCI, teacher's role in LCI. Group Controlled Instruction (GCI): Meaning and nature, various methods (small group interaction, co-operative learning approach, role play, field trips, tutorial, project work), organization of GCI, problems in organizing GCI

Unit II: School Mathematics Curriculum

Meaning of curriculum-Principles of curriculum construction in Mathematics-Development of a curriculum in Mathematics-Formulation of Objectives, Selection and Organization of Contents or Topics, Suggesting Appropriate Learning Experiences, Suggesting Suitable Methods and Techniques for Evaluation-Recommendations of Kothari Commission and

National Curriculum Framework for bringing improvement in Mathematics

Unit III: Linkage of mathematics with community life

Rethinking Mathematics-link with everyday life, nature, other subjects and its own branches;
Mathematics and other subjects- Mathematics and Astronomy, Astrology- Mathematics and Art-
Mathematics and Music, Vedic Mathematics- Basic Operations

Suggested references:

- ❖ Aggarwal, J.C. (2008). *Teaching of Mathematics*. Uttar Pradesh: Vikas publishing House Pvt Ltd.
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SEMESTER - IV**CPS 2 d – Part IV - PEDAGOGY OF PHYSICAL SCIENCE****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical - 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course, the student teachers will be able to:**

- implement the knowledge of the Learner Controlled Instruction, Collaborative and Co-operative learning effectively for better curriculum transaction
- recall the curricular development in Physical Science
- execute the linkage of Physical Science with community life

Unit I: Learner Controlled Instruction, Collaborative and Co-operative Learning

Learner Controlled Instruction: Introduction, need and origin, meaning, nature and definition, steps involved, advantages and limitations. Collaborative Learning: Introduction, meaning and definition, procedure involved, computer supported collaborative learning, team based learning, group problem solving, advantages and limitations. Co-operative Learning: Introduction, definition, basic assumptions and features, procedure involved, Academic benefits, Psychological benefits, Social benefits, obstacles involved in co-operative learning.

Unit II: Curricular Development in Physical Science

Curriculum: Meaning and Definition- Principles of curriculum construction- Criteria for selection of content- Curriculum improvement projects in India- Curriculum improvement projects abroad- CHEM Study, PSSC, CBA.

Unit III: Linkage of Physical Science with Community Life

Linkage of School with Community- Organization of Seminars, symposiums and workshops in Science utilizing the resources of the community (Human and Material)- Field trips to places of Science interest: Planetarium, Museum, Space Centers, Industries- Organization of Science Fairs- Improvised Apparatus.

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SEMESTER - IV**CPS 2d– Part IV - PEDAGOGY OF BIOLOGICAL SCIENCE****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical - 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction
- acquire knowledge about the curricular development in effective teaching of Biological Science
- appreciate the linkage of Biological Science with community life

Unit I: Learner Controlled Instruction, Collaborative Learning and Co-operative Learning

Introduction-LCI - Origin and need, Definition, Steps involved, Advantages and Limitations; collaborative learning: definition, need, procedure merits and limitations, team based learning, group problem solving, problem based solving co-operative learning: introduction, definition, steps in co-operative learning, obstacles in introducing cooperative learning, resistance from students, teachers, authoritarians' and parents.

Unit II: Curricular development in Biological Science

Introduction -Curriculum in Science in particular Biology-Principles of planning curriculum-process and construction of curriculum-Trends in curriculum. NCERT Curriculum-BSCS & Nuffield secondary Science projects.

Unit III: Linkage of Biological Science with Community Life

Introduction –Utilization of community resource-Importance of museum, ,Library, Reference books , magazines related to Science; Disease and medicines , Health and Hygiene, Reel and Real Objects, Graphs and Charts, Radio and Audio tapes and Video tapes and News papers.

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SEMESTER – IV**CPS 2d – Part IV – PEDAGOGY OF ELEMENTS OF ECONOMICS****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical – 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- implement the knowledge of the learner controlled instruction, collaborative and co- operative learning effectively for better curriculum transaction
- determine and appreciate curriculum development in economics
- competently link economic concepts to community life

Unit I: Learner Controlled Instruction LCI, Collaborative learning and Co - operative learning: (LCI)

Need and Origin- meaning, nature and definition- Procedure or steps in LCI- advantages- Limitations. Collaborative learning economics - meaning – small group approach – buzz group technique- brain storming method- Reciprocal teaching. Co-operative learning definition –basic assumptions and features- obstacles in introducing co-operative learning: obstacle from teachers, students and parents view -merits and demerits.

Unit II: Curriculum development in Economics

Meaning- Principles in curriculum construction- methods of organizing content material – latest trends in curriculum construction in developed countries and developing countries. Curriculum concerned to Higher Secondary school syllabus. Evaluation of curriculum: formative and summative evaluation in curriculum.

Unit III: Linkage of Economics with community life

Meaning- Constructivism Principles- Resources beyond class room walls- Field trips –real youth entrepreneurship- Stock market game- Banks- types of lending- lifelong learning: Meaning – definition- dimensions of lifelong learning- Participation in budgeting- Cost benefit analysis of any economic activity – Organizing economic importance day- Earth day- World tourism day-International volunteer day- Contribution of recent Nobel laureates in field of

Economics.

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SEMESTER - IV**CPS 2d – Part IV - PEDAGOGY OF COMPUTER SCIENCE****Credits: 2****Internal: 20 marks****Hours/Week: Theory-2hrs Practical - 3hrs****External: 30 marks****Total: 50 marks****Objectives****At the end of the course the student teachers will be able to:**

- implement the knowledge of the learner controlled instruction, collaborative and co-operative learning effectively for better curriculum transaction
- acquire knowledge on the curricular development in Computer Science
- gain insight into systems approach

Unit I: Learner Controlled Instruction LCI, Collaborative learning and co-operative learning: (LCI)

Need and Origin- meaning, nature and definition- Procedure or steps in LCI- advantages- Limitations. Collaborative learning in Computer Science : meaning – small group approach – buzz group technique- brain storming method- Reciprocal teaching. Co-operative learning definition –basic assumptions and features- obstacles in introducing co-operative learning: obstacle from teachers, students and parents view -merits and demerits.

Unit II: Curricular development in Computer Science

Meaning of the term curriculum – Distinguishing curriculum from syllabus – principles of curriculum in computer science – Development of Computer Science curriculum – principles or approaches to the organization of Computer Science curriculum: Correlated Approach, Integrated Approach, Topical Approach, Concentric or Spiral Approach, Chronological and Sequential Approach – Evaluation of the existing Computer Science curriculum at the secondary stage.

Unit III: Systems Approach

Systems: Types of systems- Systems Approach- Steps involved in Systems Approach- Systems Approach to Education- Instructional Systems- Systems Approach to Instructional System.

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SEMESTER - IV**OPTIONAL COURSES****CPS 5a HEALTH AND PHYSICAL FITNESS****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teacher will be able to:**

- create awareness on different aspects of health and fitness
- recognize the importance of hygienic living
- appreciate the importance of correct posture
- create an awareness of the rules of safety and importance of first aid
- evaluate ones present physical fitness status and provide the basis for setting- up an exercise programme
- acquire the importance of weight management through exercise and diet
- expound to cope with daily stress

Unit I: Introduction to Health Education

Meaning, Definition, Aims & Objectives of Health Education, Methods of Imparting Health Education in Schools – Health Instruction, Health Services, Health Supervision. Personal hygiene - Meaning, Definition, Elements and Importance of Personal hygiene.

Unit II: Posture Management

Meaning of Posture, Importance of Good posture, Causes of Poor Posture, Preventive Measures, Proper posture in various situations ,Common Postural Defects - Kyphosis, Lordosis, Scoliosis, Knock Knee ,Bow Legs and Flat Foot, Exercises for improving Postural Defects.

Unit III: First Aid and Treatment

First aid-Meaning, definition, Scope, Qualities of a first aider, Basic principles of rendering

first aid, First aid box Contents, First aid for different types of accidents – Sprain, Stain, Contusion, Bleeding, Dislocation, Fracture, Burns, Electric Shock, Heat Stroke, Drowning and Snake bites - Symptom, Prevention and Treatment.

Unit IV: Physical Fitness and Assessment

Meaning, Definition, Importance of physical fitness, factors influencing physical fitness, Health related Components : Strength ,Muscular Endurance , Flexibility, Cardio- Respiratory Endurance and Body Composition, Benefits of physical fitness, Assessment of physical fitness, Planning a fitness programme, Common injuries :Plantar Fasciitis, Achilles tendinitis, Chondromalacia, Hamstring Strain, Shin splints -Prevention and Treatment.

Unit V: Healthy Weight Management

Weight management - Definition, Meaning, Factors contributing to weight management, Exercise – Definition, Meaning, Types : Aerobic exercise , Flexibility exercise, Strength exercise -Role of exercise in weight management, Misconception about exercise and weight control: Exercise and appetite, Spot reducing, Weight reduction by sweating, Diet - Balanced diet, Food groups-A guide to menu planning, Role of diet in weight management.

Unit VI: Stress Management for Health

Meaning, Definition, Causes and effects of stress, managing stress - Exercise, Relaxation techniques-Deep breathing, Progressive muscular relaxation.

Suggested references:

- ❖ Aggarwal, J.C. (2013). *Health and Physical Education*. NewDelhi: Shipra Publications.
- ❖ Vijayalakshmi.(2011). *Physical fitness*. New Delhi: Khel Sahitya Kendra.
- ❖ Sheokand, Daisy. (2007). *Physiology of physical fitness*. New Delhi: Sports publication.
- ❖ Dharmendra prakash Bhatt. (2006). *Health Education*. New Delhi:Khel Sahitya Kendra.
- ❖ Reema Kirtani. (2003). *Physical fitness for health*. New Delhi: Khel Sahitya Kendra.
- ❖ Getchell, Bud. (1992). *Physical fitness: A Way of Life*. America: Macmillian publishing company.
- ❖ Charles, P. (1998). *A key to stay fit*. Delhi: Shanthi Publication.
- ❖ Bass, David H. (1996). *Your personal fitness trainer*. New Delhi: BPB Publications.

- ❖ Greenberg, Jerrold S., Dintiman, George., & Oakes Barbee Myers. (1995). *Physical fitness and Wellness*.
- ❖ McCorthy, Aine. (1998). *How to lose weight & keep it* .Chennai: Joice publishing house.
- ❖ Rajeswari. (1999). *Weight Loss* Delhi: Pustak Mahal.
- ❖ இரத்தினசபாபதி பி, பாக்டர். ருக்மணி கோபால் .(2009), உடற்கல்வியும் உடல்நலம் கல்வியும், சென்னை :சாந்தா பப்ளிஷர்ஸ்,
- ❖ பாக்டர்.எஸ்ராஜா .(2003), குழந்தைகளுக்கு முதலுதவி , சென்னை :சுரா பக்ஸ் (பிரைவேட்) லிமிடேட்,
- ❖ பீட்டர் ஆனந்த். ச, செந்தில் குமார் ச, (2010). உடல் மற்றும் நலக்கல்வி, நாமக்கல். : செந்தில் பதிப்பகம்,

E-References:

- ❖ http://www.webhealthcentre.com/general/first_aid_index.asp
- ❖ <http://www.livingposture.com/article.php?id=15>
- ❖ <http://www.stress-vacation.com/relaxation.htm>

SEMESTER - IV**CPS 5b LIBRARY AND INFORMATION SCIENCE****Credits: 4****Hours/Week: Theory-4hrs Practical- 4hrs****Internal: 40 marks****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will able to:**

- ❖ familiarized with types and need for library
- ❖ acquaint with various information sources
- ❖ explore the various services offered in library
- ❖ expound with various activities of library
- ❖ summarise the different contemporary technologies in library
- ❖ sensitise with the information literacy and user education

Unit I: Library and Information Society

Library: Meaning, definition - Types of Libraries: their functions and objectives – Laws of library science and its implications in teacher education libraries - Information Science as a discipline and its relationship with other subject field.

Unit II: Information Sources

Information: definition – Sources of information - Types of reference sources – Documentary Sources: Primary, Secondary and Tertiary - Non Documentary Sources: Electronic / Web Learning Sources - e book, e journal, e-learning - Subject gateways in teacher education.

Unit III: Information Services

Reference services - Types of reference service – Current Awareness Service, Selective Dissemination of Information, Translation Service, Reprographic Service, Bibliographic Service, Indexing and Abstracting Service - On line service - Learning Resource Centre.

Unit IV: Organization of Information

Collection development policy of information resources for teacher education institution libraries: Document selection, Accessing of the document, Technical processing, Physical verification of collection, Serials and Electronic materials management, Preservation.

Unit V: Library Network

Library Automation - Digital Library, Electronic Library, Virtual Library – Library Networks: ERNET, DELNET, INFLIBNET - Documentation Centres - NASSDOC, INSDOC, DESIDOC - On line search of teacher education databases.

Unit VI: Information Literacy and User Education

Information literacy for teacher education: User and their information needs - Access, Evaluation, Uses of information - User education in academic libraries - Role of teachers in the use of library – Library Committee: Constitution and its functions - Format of writing a Bibliography: American Psychological Association (APA) Format and Modern Language Association (MLA) Format.

Suggested references:

- ❖ Aggarwal, B.S. (2005). *Education for Librarianship*. Jaipur: ABD Publishers.
- ❖ Arvind Nagar. (2008). *A Handbook of Library and Information Science*. New Delhi: Maxford Books.
- ❖ Asari, K.Ravindran. (2009). *IT for Librarians*. New Delhi: I.K.International Publishing House Pvt.Ltd.
- ❖ Bajbai, S.K. (2006) *Book Selection & Acquisition Systems in Library*. New Delhi: Shri Sai Printographers.
- ❖ Dilli, K.T. (2009). *Library and Information Science in a Digital Era*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd.
- ❖ Goel, Vivek. (2012). *Research Methodology in Library and Information Science*. New Delhi: Ankit Publishing House.
- ❖ Intner, Sheila S. (2009). *Studies in Library and Information Science: Fundamentals of Technical Services and Management*. New Delhi: Pentagon Press.
- ❖ Jain, M.K. and Nirmal Jain. (2006). *Teaching - Learning: Library and information Services - A manual*. New Delhi: Shipra Publications.

- ❖ Jha, Sumangala. (2012). *Advances in Library and information Science*. New Delhi: Globus Press.
- ❖ Kaliammal, A., & Thamaraiselvi, G. (2005). *Role of ICTs in Library and Information Services*. New Delhi: Authors Press.
- ❖ Keith, Dennis. (2013). *Digital Sources of Management in Libraries*. New Delhi: Random Exports. ISBN: 978 -93 – 82226 – 29 -1.
- ❖ Kumari, Aradhana. (2015). *Role of Libraries in Modern Society*. New Delhi: Mangalam Publications.
- ❖ Mathew, Cherian. (2011). *Exploring Library and Information Science: An Encyclopaedia. Set of 3 Volumes*. New Delhi: Cyber Tech Publications.
- ❖ Ramamurthy, C.R. (2005). *Globalisation and Library Information Networking*. New Delhi: Authors Press.
- ❖ Rohatgi, Anurag. (2015). *Textbook Of Library & Information Science*. New Delhi: Wisdom Press.
- ❖ Sangma, S.K. (2013). *A manual of Library Automation and Networking*. New Delhi: Centrum Press.
- ❖ Sharma, Gopal. (2013). *New Perspectives in Ranganathan's Five laws of Library and Information Science*. New Delhi: Centrum Press.
- ❖ Singh, Gurudev. (2007). *Introduction to Computers for Library Professionals*. New Delhi: Ess Ess Publications.
- ❖ Tiwari, Purushotham. (2013). *Library and Information Science in Digital Age*. New Delhi: APH Publishing Corporation.

SEMESTER - IV**CPS 5c WOMEN ENTREPRENEURSHIP****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- acquaint with meaning and facts of entrepreneurship
- exhibit behavioral qualities of an entrepreneur
- examine key components of management task
- analyze the role of management functions in entrepreneurial development
- familiarize various teaching methods and assessment techniques
- appreciate the contribution of women entrepreneurs

Unit I Concept of Entrepreneurship

Entrepreneurship facts, concepts and definitions; entrepreneurship terms, phrases; business management skills and functions-distinguish between entrepreneurship and an entrepreneur -: unemployment among rural and urban women - benefits of being women entrepreneur -- generate income - increase the living standard - reduce poverty.

Unit II Behavioral Qualities of Women Entrepreneur

Entrepreneurial traits and culture: Generic competencies, Personal qualities, qualities in relation to Entrepreneurship - Engagement with society- Ethics in Life and Business - Broad entrepreneurship competencies - The overall goal of women entrepreneurship education.

Unit III Management Tasks of Women Entrepreneur

Meaning of management and management tasks: planning and budgeting, communicating, leading, organizing, controlling, business reports - Importance of women leadership, identify the characteristics of efficient women leaders.

Unit IV Management Functions of Women Entrepreneur

Marketing management - Production management - Financial management - Personnel management: need and importance of management, role of management function in women entrepreneurial development.

Unit V: Role of Central and State Governments and Non Government Organisations in Developing Entrepreneurship among Indian Women

Issues in women entrepreneurship in India – Problems faced by rural, urban women Entrepreneur- Illiterate and literate environment, married and unmarried. Role of central Government - Various schemes implemented through Five Year Plans – Critical appraisal. Role of State Government – Steps taken by Government of Tamilnadu : functioning of Tamilnadu Government’s Women Self Help Groups: importance, growth and appraisal - Role of NGO’s in Women Entrepreneur in field of Education - Inclusive growth - Federation of Indian Women Entrepreneur: origin, aims and functions.

Unit VI Methods, Strategies and Assessment of Women Entrepreneurship

Active and participatory teaching methods - Transforming learning- Role of teachers in promoting women entrepreneur – Ways and means of inculcating skills needed for women entrepreneur - Formative and continuous assessment: observation, pen and paper ,oral questioning - Summative assessment - Record keeping - portfolio.

Suggested references:

- ❖ Byrne, John A., *World Changers: 25 Entrepreneurs Who Changed Business as We Knew it*. New York: Penguin, 2011
- ❖ Dhameja S K (2002) , *Women Entrepreneurs : Opportunities, performance, problems*, Deep publications (p) Ltd, New Delhi, p 11 376
- ❖ Hackler, Darrene; Harpel, Ellen and Mayer, Heike, (2008), “Human Capital and Women’s Business Ownership”, Arlington, Office of Advocacy U.S. Small Business Administration, August 2006, VA 22201 [74], No. 323.
- ❖ Johoon, J. McGrath, Wadhwa, Vivek & Mitchell Lesa, (2010), *The Anatomy of an Entrepreneur- Are Successful Women Entrepreneurs Different From Men?* Kauffman, The foundation of entrepreneurship. Women Entrepreneurship Development in India, www.indianmba.com/Faculty_Column/FC1073/fc1073.html

- ❖ Lynn, Jacquelyn, *The Entrepreneur's Almanac: Fascinating Figures, Fundamentals and Facts at your Fingertips*. Canada: Entrepreneur Media Inc., 2007
- ❖ Priyanka Sharma Rajendran N (2003), "Problems and prospects of women Entrepreneurs" *SEDME*, Vol. 30 no.4 Dec.
- ❖ Rao Padala Shanmukha (2007) "Entrepreneurship Development among Women : A case study of self help Groups in Srikakulam District, Andhra Pradesh" *The Icfai Journal of Entrepreneurship Development* Vol.1V No. 1
- ❖ Sharma Sheetal (2006) "Educated Women , powered, women" *Yojana* Vol.50, No.12
- ❖ Singh, Surinder Pal, (2008), *An Insight Into The Emergence Of Women-owned Businesses As An Economic Force In India*, presented at Special Conference of the Strategic Management Society, December 12-14, 2008, Indian School of Business, Hyderabad
- ❖ Tambunan, Tulus, (2009), *Women entrepreneurship in Asian developing countries: Their development and main constraints*, *Journal of Development and Agricultural Economics* Vol. 1(2), Page No. 027-040. *the glass ceiling*. Thousand Oaks,

SEMESTER – IV**CPS 5d GUIDANCE AND COUNSELLING****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical-4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of this course the student teachers will be able to:**

- recall the principles underlying guidance
- know about the history of Guidance movement
- understand the various types of counselling
- understand the various therapies in counselling
- recognize the need of guidance and counselling in schools
- know the meanings, techniques of group guidance and group counselling
- understand the important role of a counsellor

Unit I: Guidance

Guidance- Meaning, Definitions, Aims, Nature and role of Guidance at various level of schooling-elementary, secondary, and higher secondary level. Principles and Needs. Types-Educational, Vocational, Personal, Social-Guidance and its dimensions-Educational and career. Functions of Guidance-Assessment, Adjustment and Adaptation.

Unit II: Counselling

Counselling– Meaning, Definitions, Elements-Characteristics – Objectives – Needs– Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance. Stages of Counselling process- initial disclosure, in-depth exploration, and commitment to action. Approaches of Counselling-Gestalt counselling, Psycho-analytical counselling, person- centered counselling, cognitive counselling and behavioural counselling.

Unit III: Guidance Movement in India

History of guidance movement in India- Problems of guidance movement- ways to improve guidance services in India- Benefits- Limitations Therapies in Counselling: Psycho-behavioural therapy, Psycho - analytic therapy, Gestalt therapy – Stress and stress management –The role of government of India and Universities.

Unit IV: Qualities of a Counsellor

Counsellor – Qualities – Functions- Professional Ethics-Codes of professional ethics,Ethics of counsellor,ethical principles- Role of Teacher as a counsellor –at elementary school counsellor, High school counsellor, counselling for pre- adolescents,and counsellors as catalyst for decision making. Characteristics of the effective counsellor- counsellor as a thereapeutic person.

Unit V: Group Guidance and Group Counselling

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques- group discussion, work shop, problem solving and role-play , Uses. Group counselling – Meaning, Requirements - Uses. Individual and Group counselling-Family group counselling and T(training) groups. Group Dynamics.

Unit VI: Guidance services in schools

Meaning and significance of Guidance services – types of guidance services in Schools – organization of School guidance services – duties of the School Counsellor – Guidance centre mobile counselling centre.

Suggested references:

- ❖ Bhatnagar, R. P., & Seema, R. (2003). *Guidance and counselling in education and psychology*. Meerut: R.Lal Book Depot.
- ❖ Chauhan, S. S. (2008). *Principles and techniques of guidance*. Uttar Pradesh: Vikas Publishing House Pvt Ltd.
- ❖ Crow, L. D., & Crow , A. (2008). *An introduction to guidance*. Delhi: Surjeet Publications.
- ❖ Jones, A. J. (2008). *Principles of guidance.(5 ed)*. Delhi: Surjeet Publications.
- ❖ Meenakshisundaram, A. (2005). *Guidance and counseling*. Dindigul: Kavyamala Publishers.
- ❖ Meenakshisundaram, A. (2006). *Experimental psychology*. Dindigul: Kavyamala

Publishers.

- ❖ Quazi, Ferdoushi Islam (2012). *Student Counselling and Mentoring*. London :Pearson Education India and ICFAI University Press.
- ❖ Qureshi, H. (2004). *Educational guidance*. New Delhi: Anmol Publications Pvt.Ltd.
- ❖ Rao, Narayana. (2002). *Counselling and Guidance* : Tata Mc Graw- Hill publishing company 7, west patel nagar,New Delhi 110 008.
- ❖ Sharma, R. A. (2008). *Career information in career guidance*. Meerut: R.Lall Books Depot.
- ❖ Sharma, R. N. (1999). *Guidance and counseling*. Delhi: Surjeet Publishers.
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- ❖ Sodhi, T . S., & Suri, S. P . (1997). *Guidance and counseling*. Patiala: Bawa Publication.
- ❖ Vashist S. R.(Ed.). (2002). *Principles of guidance*. New Delhi: Anmol Publications Pvt.Ltd.
- ❖ நாகராஜன், கி. (2014). வழிகாட்டுதலும், அறிவுரை பகர்தலும். சென்னை, இராம் பதிப்பகம்.

SEMESTER - IV**CPS 5e ENVIRONMENTAL EDUCATION****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- recognise the objectives, scope and nature of environment education
- perceive the causes and remedies for environmental hazards and pollution
- comprehend the causes and control measures for environmental degradation
- recall the need for inclusion of environmental education in school curriculum
- obtain knowledge of environmental policies and issues in India
- integrate the various types of disasters and need for planning

Unit I: Objectives, Scope and Nature of Environmental Education

Meaning, Definition, Concept and Objectives of environmental education- Need and Significance of environmental education- Scope and guiding principles of environmental education.

Unit II: Environmental Hazards and Pollution

Pollution: Meaning, Definition-Causes, effects and control measures of air ,water, soil, marine, noise hazards - Solid waste management: Causes, effects and control measures- Warfare: nuclear, thermal, chemical and bio.

Unit III: Natural Resources and Associated Problems

Forest resources: Use and over –exploitation ,deforestation, Timber extraction, mining, dams and their effects on forests and people -Water resources: Use and over –utilization of surface and ground water, water disputes-Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources-Food resources: World food problems,

changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging -Land resources: soil erosion, conversion of wet land into dry land-Equitable use of resources for sustainable lifestyles.

Unit IV: Environmental Education in the School Curriculum

Environmental Education at Primary , Secondary and Higher Education level-Programmes-Field trips ,workshops ,exhibitions, videos, nature clubs and nature walks- Celebrations – Earth Day, Environmental Day, World Water Day, World Food Day-Global warming- Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, hygiene and sanitation programmes, eco-friendly behaviour inside and outside the school campus, organic farming, clean and green campus programme-Role of a teacher at different levels of programme.

Unit V: Environmental Issues and Policies

Major environmental problems in India- - Environmental Protection and Policies in India - Threat to Bio-diversity: Habitat loss, poaching of wild life, endangered and endemic species of India-Measures taken in India- Role of Green Tribunals in environment issues.

Unit VI: Disaster Management

Natural and Man-made disasters- Disaster cycle- Natural disasters: Floods, earthquake, drought, cyclone, landslides, tsunami, their causes, effects and control measures- Man-made disasters: building collapse, bridge collapse, train accidents, bomb blasts, their causes, effects and control measures.

Suggested references:

- ❖ Aber J.L. Brown., J.L.A. Henrich C.C (1999) Teaching conflict resolution an effective Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
- ❖ Adans, D. (Ed). (1997). Unesco and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
- ❖ Adans.D (Ed) UNESCO and a culture of peace, promoting a Global Movement paris UNESCO 1997 Central Board of Secondary Education – Value Education : A Hand Book for teachers (1997)
- ❖ Aggarwal, J.C.(2005). Education for values, environment and human rights. New Delhi: Shipra publication.

- ❖ Babu Muthuja .,Usharani, R & Arun, R.K (2009) Peace and Value Education,New Delhi :Centrum Press.
- ❖ Balasooriya, A.S.(2001) .A teacher's guide to Peace Education .New Delhi :UNESCO Publication.
- ❖ Balvinder Kaur (2006) Peace Education New Delhi: Deep& Deep Publications.
- ❖ Bharathi Kumar (2012) ,A Text Book of Environmental Education Wisdom Press
- ❖ C.P.R.Environmental Education Centre, Environmental Studies for Undergraduate Students, University of Madras
- ❖ Chanda.S.K. Environmental Degradation in India, Vinod Publication and Distributors, Pucca Douga,Jammu
- ❖ Digumarti bhaskara Rao & Suneetha.G. (2007), Environmental Awareness of School Student: Sonali Publication ,New Delhi
- ❖ Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.
- ❖ Kelu.P.(2000) Environmental Education: A Conceptual Analysis
- ❖ Kochhar.S.K. Teaching of Social Studies (1984) Sterling Publishers Pvt Ltd, New Delhi
- ❖ Krishnamachariyalu .V. and Reddy.G.S. (2009) Environmental Education Neelkamal PublicationPvt Ltd.
- ❖ Kumar .A.(2009) A Text Book of Environmental Science APH Publishing Corporation, New Delhi
- ❖ Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- ❖ P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications.
- ❖ Sharma .B.L. and Maheshwari.B.K. (2008) Education for Environmental and Human Values R.Lall Books Depot, Meerut
- ❖ Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- ❖ Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- ❖ Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication. Reddy,
- ❖ Shukla, R.P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- ❖ Singh .Y.K. (2009) Teaching of Environmental Science APH Publishing Corporation, New Delhi
- ❖ Singh,Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing

Corporation.

- ❖ Subramanian, K. (1990). Value Education. Madurai: Revana Publication Murthy S.K.Essentials of Higher Secondary Education, Ludhinana, Prakash Brothers.
- ❖ பரமேஸ்பரி, உமா மகேஸ்வரி மா. (2010). சுற்றுச்சூழல் கல்வி. திருவல்லிக்கேணி, சென்னை, ஸ்ரீ கோமதி பதிப்பகம்.
- ❖ நாகராஜன் கி. வேணுகோபால் கோ. (2009). சுற்றுச்சூழல் கல்வி. சென்னை இராம் பதிப்பகம்.
- ❖ உமாமகேஸ்வரி.மா. டாக்டர் பாலாஜி லோகநாதன். (2009). சுற்றுச்சூழல் கல்வி. சென்னை: ஸ்ரீ ஜி.வி. பதிப்பகம்.
- ❖ மோகனா, ஸ்ரீ மகாலக்ஷ்மி, டாக்டர் ஸ்ரீ பாலாஜி லோகநாதன். (2009). கல்வியில் சுற்றுச்சூழல் இயல். சென்னை. ஸ்ரீ ஜி.வி. பதிப்பகம்.
- ❖ ராஜம்மாள். (2009). உயிரியல் சுற்றுச்சூழல். சென்னை.
- ❖ நாகராஜன் கி., நித்யஸ்ரீ என். (2014). சுற்றுச்சூழல் கல்வி. சென்னை: ஸ்ரீராம் பதிப்பகம்.
- ❖ மீனாகுமார் ஏ.பி.எம். (2011). சுற்றுச்சூழல் கல்வி. நில்லகமல் பதிப்பகம்: ஹைதராபாத்.

SEMESTER – IV**CPS 5f WOMEN EDUCATION****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- Understanding the History of Women's Movement
- Identifying the role of Indian Women at the Work Place
- Understanding the legal Rights of Indian Women
- Acquiring knowledge on the reason for the Decline of Female Population in India
- Understanding the problems faced by Indian Women
- Identifying the role of Indian Women in Politics

Unit I: Women's Movement

History of the Women's Movement before independence and after independence - Trends in Women Studies- Development of Talents, Potentials, and Skills- Leisure time Activities- Status in the Family.

Unit II: Women's Education and Work

Enrolment, Stagnation and Dropout of female Children- Changing trends of Educational Courses in India- Increasing Career Possibilities- Facilities for Working Women- Dual Role As a Home Maker and Bread Winner- Empowerment of Women- Factors Contributing to Women's entrepreneurship.

Unit III: Legal Rights

Constitutional Rights- Personal laws- inheritance, marriage, divorce and adoption with

reference to Hindus, Christians and Muslims in India. Girl child Rights, Current Important ten legal Rights of women

Unit IV: Demography

Meaning of Population education- decreasing female population in India- female infanticide- abortion

Unit V: Problems faced by Indian Women

Women used as a sex symbol in films, mass media, advertisement and magazines- eve teasing, sexual harassment at work, wife beating, dowry harassment, rape, trafficking in women

Unit VI: Women and Politics

Role of women in Politics- Women Political leaders in India-Indira Gandhi,Sarojini Naidu, J.JayaLalitha,etc., Problems faced by Women Political Leaders

Suggested references:

- ❖ Anant. (1986). *Women at Work in India*. New Delhi.
- ❖ Blumberry. (1980). *India's Educated Women, Option and Constraints*. New Delhi: Hindustan Publishing Corporation.
- ❖ Brekke.(1985). *Women- A World Report*. Great Britain.
- ❖ Mike Smith (et al.) ed. (1984). *A development programme for women in Management*. Gower.
- ❖ Pillai, J.K.(2008). *Women, Education and Development*. Triplicane: Loyal Press.
- ❖ Singh Kamala.(1992). *Women Entrepreneurs*. Delhi: Ashist Publishing House.
- ❖ US Women's Bureau. (1975- 1985). Department of Labour, Hand Books.

SEMESTER - IV**CPS 5g PEACE AND VALUE EDUCATION****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- explain the concept of peace education and the dynamics of transformation of violence into peace
- reflects on the nature of conflicts and their resolution
- imbibing the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace
- evaluating peace education in the present curriculum
- comprehending the concept of values and need for value education
- identifying the role of education, school, environment and home in the process of value development
- recognize the instructional methodologies for integrating values in curricular and co-curricular activities

Unit I: Peace and Conflict

Meaning and concept of peace – Need for peace education – Aims and objectives of Peace Education – Status of Peace Education in the curriculum – Organizations which work of global peace

Unit II: Peace and Violence

Role of violence in our lives and the lives of others – Exposure to violence through media – Consequences of violence – Crises and their management – Role of the teacher – How peace Education can help deal with violence – Factors contributing to violence in schools – Measures to control violence in schools – Strategies that can be adopted in school, class room, individuals

and long term solutions to control violence

Unit III: Global Issues and Peace Movements

Human Rights – Preservation of Ecology – Population control – Economics Exploration – Deprivation – Equitable Economic world order – Gandhiji’s contribution to peace studies – Non – alignment movement – Campaign for nuclear disarmament – Role of world organization in promoting peace.

Unit IV: Values

Meaning of the concept ‘value’ – Classification of values – Importance sources of values: Culture, religio – spiritual and Indian constitution – Meaning and need for value education – Objectives of value education – Status of value education in the curriculum

Unit V: Value Development and Education

Value development: Role of education, school, environment and home in value development – Value orientation: Process of value orientation – strategies for value orientation – Value clarification – Value crisis and role of education

Unit VI: Methods of Teaching values

Methods of teaching human values/ instructional methodologies – integrating values with curriculum and co – curricular in promoting value education – Evaluation of human values

Suggested references:

- ❖ Adams, D.(1997). *UNESCO and a culture of peace: Promoting a Global Movemetn*. Paris : UNESCO
- ❖ Aggarwal J.C. (2005). *Teacher and Education in the Emerging Indian Society*. New Delhi : Neelkamal Publications
- ❖ Babu Muthuja. (2009). *Peace and Value Education*. New Delhi : Centrum Press
- ❖ Bhandari. R.S. (2003). *Value education*. Chandigarh : Abhishek Publications
- ❖ Bhardwaj, Raj. T. (2001). *Education of Human Values*. New Delhi: A Mittal Publications
- ❖ Buildard, S. (1996). *Teaching tolerance – Raising Open Minded: Empahathetical Children*. New York: Doubleday
- ❖ Chhaya. S. (2003). *Moral Values and education* . New Delhi : Sumit enterprises
- ❖ Kaur, Balvinder. (2006). *Peace Education : New Trends and Innovations*. New Delhi

: Deep & Deep Publications Private Limited

- ❖ Lakshmi, S. (1997). *Challenges in Indian Education*. New Delhi : Sterling Publishers Private Limited
- ❖ Sneha M.J and Pushpanandhan. K. (2002). *Value based leadership in education*. New Delhi : Anmol Publications
- ❖ Tilman, Diave. (2003). *Living Values Activities for Young Adults*. New Delhi : Sterling Publishers Private Limited
- ❖ Venkataiah. N. (1998). *Value education*. New Delhi : APH Publishing Corporation

SEMESTER – IV**CPS 5h PEDAGOGY OF HIGHER SECONDARY EDUCATION****(Only for PG students)****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical- 4hrs****External: 60 marks****Total: 100 marks****Objectives****At the end of the course the student teachers will be able to:**

- acquire the structure and standards in Higher Secondary Education in the Country
- familiarize with the administration at Higher Secondary Level
- reflect on the research in higher secondary education
- explore the examination reforms in the country
- expound the quality standards set in Higher Secondary Education
- determine the role of planning in educational management

Unit I: Structure and Standards in Higher Secondary Education

The changing patterns – articulation with other stages of education and with other channels The concept of quality education at the higher Secondary level- State and National standards, programmes for the qualitative improvement of Higher secondary education.

Unit II: Administration of Higher Secondary Education

Decentralization and centralization – Agencies of Higher Secondary Education- Higher Secondary Education Boards/ Councils- Institutional Administration: Staff- Personnel Administration; Organizational Climate ; the school ethos; teacher morale; Job - satisfaction- School budget- Sources of income- The meaning of modern supervision- Separation of Administration from supervisor- Communication and human relations in supervision .The emerging supervisor and his problems- Supervision and changing of teacher behaviour.

Management innovations in Higher Secondary School- Community relationships and Higher Secondary schools.

Unit III: Teaching strategies, and methods of teaching

Meaning – narration strategy- exposition strategy- independent strategy-explanation strategy- assignment strategy- Methods- Brain storming- synetics method- lecture method- project method-problem solving method.

Unit III: Research in Higher Secondary Education

Need for research- The present trend in our country- agencies- area- action research- The teachers' role in educational research in Higher Secondary Schools.

Unit IV: Examinations

Examination System- Existing methods- Need for Examination reform- Grading Vs Marking, Internal Vs External Assessments- Question banks- Meaning, Functions, Development, Scope and Limitation.

Unit V: Quality Education

Standards of Teaching- Need for High Standards- Cause for low standards- Causes of low percentage of passes- Measures of reform.

Unit VI: Educational Planning and School Management

Educational planning-: Concepts, Types (National, State and Districts; Short Term and Long Term; Macro and Micro). - School Management: Meaning, Importance and Process- School Development and Plan: Meaning, Nature, Importance, and Steps - State policies in School Development Plan and School Management (RCFCE Act, 2009 and State Rules, 2010) - Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.

Suggested reference:

- ❖ Abbey, N. (2003). *Pedagogy: The key issue in education, discussion paper parts 1 & 2*. New Delhi: UNICEF.
- ❖ Agrawal, M. (2004). *Curricular reform in schools: The importance of evaluation*. *Journal of Curriculum Studies*, 36 (3): 361-379.

- ❖ Anstey, M. (2002). *Literate futures: Reading, education*. UK: Queensland. TAMIL NADU TEACHERS EDUCATION UNIVERSITY Syllabus for M.Ed. Degree Programme.
- ❖ Atkin, J. (1993). *How students learn: a framework for effective teaching*. IARTV seminar series no. 22, Feb. Melbourne.
- ❖ Barry, C.H. and Tyre, F. (1973). *Running a school*. New Delhi: Mc Millan Company of India.
- ❖ Chambe, S.P. (1965). *A survey of educational problems and experiments in india*. Allahgabad: Kitab Mahal.
- ❖ Gaind and Sharma. (1971). *Educational secondary school administration*. Agra: Ram Prasad and Sons.
- ❖ Govt. of India. (1953). *Report of secondary education commission*. New Delhi: MHRD.
- ❖ Govt. of India. (1986). *National policy on education*. New Delhi: MHRD
- ❖ Govt. of India. (1996). *Indian education commission (1964-66)*. New Delhi: MHRD.
- ❖ Govt. of India. (2005). *Universalization of secondary education commission: Report of the CABE committee*. New Delhi: MHRD.
- ❖ Guilford, R. (1971). *Special educational needs*, London: Routledge and Megan Paul.
- ❖ Kochhar, S.K. (2000), *Secondary school administration*. New Delhi: Sterling Publishers.
- ❖ Lovat, T. J. (2003). *The role of the 'Teacher' coming of age?* Australian Council Deans of Education, Discussion Paper.
- ❖ Mahapatra, A. S. (2009). *Activity based learning: Effectiveness of ABL under SSA (June 2007 – April 2008)*. New Delhi: Sage Publications.
- ❖ Ministry of Human Resource Development. (1992). *National policy on education 1986 as modified in 1992 with programme of action*. New Delhi: MHRD.

ENHANCING PROFESSIONAL CAPACITIES (EPC)

SEMESTER – IV

EPC 4 LIFE SKILLS FOR UNDERSTANDING THE SELF

Credits: 2

Internal: 50 marks

Hours/Week: 5 hrs

Objectives

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

- know thyself through self analysis
- change their negative thoughts into positive thoughts
- identify and manage their emotions
- plan and manage their time effectively
- enriched by the knowledge of the dreams and aspirations

ACTIVITY : Self-Awareness and self Motivation

Exercise : Know Thyself through SWOT Analysis

ACTIVITY : Power of Positive thinking

Exercise : Exercises of Positive thinking

ACTIVITY : Emotional Intelligence

Exercise : Identifying and categorizing emotions

ACTIVITY : Time Management

Exercise : Strategy for using time effectively

ACTIVITY : Towards Empowerment

Exercise : My Dreams and Aspirations

Suggested references:

- ❖ Bos, (Ed.). (2012). *Critical Thinking, Academic Writing and Presentation Skills*. New Delhi: Oxford University Press.
- ❖ Dudley, G.A. (2004). *Double Your Learning Power* : Delhi:Konark Press. Thomas Publishing Group Ltd.
- ❖ Grellet, Françoise.(2007). *Developing Reading skills*. Cambridge: Cambridge University Press.
- ❖ Hedge, Tricia. (1998). *Writing*. Delhi: Oxford University Press.
- ❖ Hurlock, E.B. (2006). *Personality Development*. 28th reprint. New Delhi : Tata McGraw Hill.
- ❖ John Seely, (2004). *The Oxford guide to Writing and speaking*. New Delhi: Oxford University Press.
- ❖ Mile, D.J.(2004). *Power of Positive Thinking*. Delhi : Rohan Book Company.
- ❖ Pravesh Kumar, (2005). *All about Self-motivation*. New Delhi : Good will Publishing House.
- ❖ Raman, Meenakshi., and Sharma, Sangeeta. (2011). *Communication skills*. New Delhi: Oxford University Press.
- ❖ Swaminthan, V.D., and Kaliappan , K.V. (2001). *Psychology for Effective Living*. Chennai. The Madras Psychology Society.
- ❖ நாகராஜன், கி. (2014). வழிகாட்டுதலும், அறிவுரை பகர்தலும். சென்னை, இராம் பதிப்பகம்.
- ❖ <http://alturl.com/4nayz>
- ❖ <http://alturl.com/hgyy8>

SEMESTER – IV

EPC 5 DRAMA AND ART IN EDUCATION

Credits: 2

Internal: 50 marks

Hours/Week: 5 hrs

Objectives

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

- Integrate Art with Education and become better communicator
- Develop creative thinking through different Art forms
- Realize that liberal arts help in making better professionals
- Understand Art as a medium of education
- Understand the role of Art medium of education
- Deepen student's ability for perception and reflection
- Use Art as an alternative language to experience and communicate concepts in teaching-learning

ACTIVITIES

- ✓ Visit to any center of art (museums, art gallery or institutes of performing art like NCPA) and observe pieces of art/play, Group Discussion can be conducted on the observation highlight up the aesthetics in art.
- ✓ Write an appreciation essay on the historical movements (sculpture, and agricultures) or any piece of art (music, dance, drama, painting)
- ✓ Perform a drama or dance or music of local culture.
- ✓ Prepare a project work on any contemporary thinkers like Rabinranath Tagore, Herbert Read, etc and their contribution to art field.
- ✓ Prepare a file on different forms of bharatha natyam mudras, bavas,rasas.

- ✓ Do a different variety of craft work on “origami”.

Suggested references:

- ❖ John, B., and Chawla, R. (2007). *Playing for real: Using drama in the classroom*. Macmillan Publishers.
- ❖ Jefferson B. (1960). *Teaching Art to children- Continent View Point*. Boston: Allyn Bacon.
- ❖ Rabindranath Tagore .*Lectures and Address*, New Delhi: Macmillan Publishers.
- ❖ Coomara Swamy, A.K. (1974). *Chrisatian and Oriental Philosophy of Art*. New Delhi: Munshiram Manoharlal.
- ❖ John Dewey. *Art as Experience*. New York: Macmillan Publishers.
- ❖ Herbert Reed. *Education through Art*. New York: Faber and Faber.
- ❖ Esner Elliot, W. *Educating Artistic Vision*. New York: Macmillan Publishers.

SEMESTER – IV**EPC 6 HEALTH AND PHYSICAL EDUCATION****Credits: 2****Internal: 50 marks****Hours/Week: 5 hrs****Objectives****At the end of this course the student teacher will be able to:**

- acquaint with exposure on hygienic living
- expound the importance of first aid
- sensitise the significance of taking nutritious food
- create awareness on the importance the correct postures and the various postural defects
- gain insight into physical fitness
- develop team spirit and co-operation

1. Personal Hygiene : Everyday life hygiene- Hand & Foot hygiene, Head & Hair

hygiene , Eye & Ear hygiene, Oral hygiene, Skin hygiene, Laundry hygiene, bathroom and toilet hygiene, Respiratory hygiene, Culinary (food) hygiene Sleep hygiene, Medical hygiene at home

2. Posture : Various Posture- Sitting, Standing, Lying. Defects – Round and Hollow blocks, Bow legs, Knock knee, Flat Foot and Remedial Measures

3. First Aid : Sprain, Strain, Contusion, Dislocation, Bleeding, Fracture, Drowning, Snake Bite, Ill effects of Fire Works

4. Nutrition : Food types, Balanced Diet, Deficiency diseases

5. Mass Activity : Light Apparatus-Wands, Indian Clubs
Rhythmic – Kolattam Pyramid

6.Physical Fitness Test : Sit-ups, Push-ups, Step-Test, Sit and Reach Test

7.Recreation : Minor Games- Come with me, Hen and the chicken, In the pond on the bank, Ostrich tag, Merry go round

8.Organised Games : Volley Ball-Dimensions of Court, Rules and Regulations, Basic Skills Kho-Kho - Dimensions of Court, Rules and Regulations, Basic Skills

9.Athletics : Running-Relay, Jumping- High Jump, Triple Jump, Throwing-Discus

Suggested references:

- ❖ Angeline, Sheela Lilly. (2014). *Learning Material on Physical Education.NKT National College of Education for Women.*
- ❖ Thomas J.P.(1954). *Organisation of Physical Education*, Chennai: YMCA College of Physical Education.
- ❖ Agarwal,J.C.(2013) .*Health and Physical Education*. Shipra Publications, New Delhi
- ❖ Athicha Pillai.A., and Bevison, Perimbaraj S.(2006).*Methods in Physical Education*, Publisher: Pravin, Tamilnadu, India.
- ❖ Mangal, S.K.(2005). *Health and Physical Education*. Ludhiana: Tandon Publications
- ❖ டேவிட்சன் எஸ். இளங்கோ வை. (2005). உடற்கல்வியும் சுகாதாரக் கல்வியும், சென்னை :சாந்தா பப்ளிஷர்ஸ்,
- ❖ இரத்தினசபாபதி .பி, டாக்டர். ருக்மணி கோபால் .(2009), உடற்கல்வியும் உடல்நலம் கல்வியும், சென்னை :சாந்தா பப்ளிஷர்ஸ்,
