

2016 - 2017



GUIDANCE AND COUNSELLING CELL



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**N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN,
CHENNAI - 600 005.**

2016 - 2018

GUIDANCE AND COUNSELLING CELL

In the year 2010, Counselling cell of the N.K.T. National College was established with the aim of providing services to students. The center aims to journey with students in their life by helping them build more resources within themselves, remove barriers to their growing potential and feel more equipped to find their way in the world.

The Committee comprises of

- Convenor** : **Dr. S. Chamundeswari**
Principal of N.K.T. National College of Education
- Co-ordinator** : **Dr. S. Malathi**
Associate Professor
- Counsellor** : **Dr. K. Vijaya**
Asst. Professor of Education
- Experts** : **1. Dr. A.J. Einstein**
Consultant Psychologist
Lecturer of Psychology, University of Madras
- 2. Mrs. Sri Vidhya**
Consultant Psychologist
- 3. Dr. Veera Pandian**
Associate Professor,
Dept. of Guidance and Counselling
Madras School of Social Work

The following Guest Lecturers were arranged through Counselling Cell

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CASE STUDY - 11

STRUGGLING TO FIND HAPPINESS IN LIFE

Initials : D

Age : 32

Gender : Female

Occupation : Student

Whether the client stays with parents : No

Whether the client stays with the spouse : Yes

Sibling : One younger sister

Children : 2 daughters

Ordinal position of the client in the family : First

Physical and mental illness in the family : No

Presenting problem : Fatigue, stress, and lack of sleep

Onset of the problem : Not clear

Precipitating factor if any : Nil.

Any Counselling taken : No

How intense is the problem and how does it affect the client ?

Low-to-moderate intensity. The client feels fatigue, stress, and lack of sleep are some of the effects of unhappiness. Overall it affects the client's wellbeing.

Relationship:

With mother : Close

With father : Close

With sibling : Close

With spouse : Good

With children : Good

With neighbours : Moderate

Educational history:

Educational Qualification : MSc. Maths, Pursuing M.Ed.

Client's academic performance : Very good

Occupational history:

Worked as a primary school maths teacher for 6 years and as a headmistress for 2 years.

Family History:

The client got married to her maternal uncle when she was in her twelfth standard. The marriage was decided by the family. She was forced into the marriage against her will. The only condition that she claims to have put was to allow her to pursue her studies even after the marriage, to which the in-law's family agreed upon. They did their best to help her build her career.

INTERVIEW SESSION

Date: 15/9/2017

Time: 11.00 a.m.

Purpose of the interview:

The client was referred to me for taking a detailed case history.

Beginning of the session:

The client came into the room with a smile. The counsellor greeted her warmly. The room's lighting and ventilation was good. The counsellor made her comfortable and asked her to take a seat. In order to establish rapport, the counsellor started a friendly conversation and asked her where she was from and then asked her a few casual questions regarding her hobbies, interests etc.

Client's appearance:

The client was well dressed, neat and clean. She came in with a smile but looked tired.

Confidentiality:

To make the client comfortable, the counsellor told her that she was a counsellor and also said that she could feel free to discuss her problem with her. The counsellor also ensured her that whatever was discussed there would be kept confidential and it would not be disclosed without her permission.

Counselling session 1

Counsellor : Hello Mrs. D, how are you doing today?

Client : I am fine. Thank you.

Counsellor : You seem to be tired and exhausted.

Client : Yes, I am.

Counsellor : Tell me a little about yourself. You can also share anything that is bothering you of late if you feel comfortable.

Client : I am Mrs. D. I am doing M.Ed. I got married when I was doing my twelfth standard. The only condition that I had put was to allow me to pursue my studies, to which my in-law's family agreed upon. I completed MSc., B.Ed. and I am a gold medallist too.

Counsellor : Oh wow! That's an achievement. But, when u got married in twelfth standard, did u ever bother about your friends or teacher's reaction?

Client : Oh, I did not reveal it to anyone.

Counsellor : What was your thought process at that time? Why did you hesitate to tell others about your marriage? Did you feel it was too early for you to get married?

Client : I was hesitant because my marriage news would bother my studies.

Counsellor : Oh! I am amazed by your dedication and your drive to achieve your goal.

Client : Thank you. I was staying at my mother's place along with my husband as he was my mother's brother. So, I was comfortable both financially and emotionally. My husband went for his job from our house, till I completed my degree.

Counsellor : Were you able to handle other family member's criticism during that period?

Client : Most of my relatives started questioning, "When are you going to have kids?". But, we had already planned about having no issue at least for the next 5 years.

Counsellor : Ok. Sensible decision. When did you complete B.Ed.?

Client : I completed B.Ed. immediately after my degree. Then, my first daughter was born. After a few months, I enrolled myself in MSc. (through distance education). After the first year, I got conceived again and my second daughter was born. So, I had to complete my MSc., the following year.

Counsellor : That's good. When did you have the intention to go for work?

Client : We were not financially sound after our children were born. So, we decided that a second earning is necessary. I got a job as a primary school teacher in a nearby school. I worked there for 8 years till April 2018. From a primary school teacher, I was promoted as headmistress when I came out of the school.

Counsellor : Oh! That's an achievement. But, why did you leave your job?

Client : I had to leave my job because I was not able to handle both my profession and family convincingly. My husband and I, had a lot of misunderstanding and arguments regarding this. He doesn't like me talking to other men, even to my male tuition students. But, I understand that it is because of his possessiveness and generally, I don't take it so seriously. But, I could find a significant change in both my daughters behaviour and attitude. They have become more isolated and silent, especially they avoid talking to any male friends and relatives. They have even limited their conversation and time spent with their father.

Counsellor : Did you try talking to your daughters?

Client : I had asked them many times, but their answer would be just "silence".

Counsellor : What is your opinion about their sudden change?

Client : May be because of their transitional stage from childhood to adulthood. They are in their teens now.

Counsellor : Yes, you are right. It is one of the common stereotypes of adolescence. This is a time of emotional ups and downs, though this stereotype certainly is not a representative of most teens.

But, don't you think this change might be because of your husband's repeated insecure feeling that has stopped you from talking to other men, could have influenced them.

Client : No, I've no idea.

Counsellor : Ok. Is it right for a woman to have a husband, who is so insecure that she cannot talk to other men, simply as friends? Healthy relationships recognize that people have the right to have friends.

Client : I still think it's because of the possessiveness and not because he is doubting my character.

Counsellor : Ok. In a way, I am amazed by your positive approach. But, I would still like you to answer a few questionnaires, to understand you better.

List of questionnaires:

- **Parenting Style Four Factor Questionnaire** – By Shyny T.Y.
- **Relationship Questionnaire** – By Journal of Marital and Family Therapy.
- **Happiness Questionnaire** – By Michael Argyle and Peter Hills.

Client : (Hesitates for a while). Is it compulsory for me to answer the questionnaires?

Counsellor : Don't worry. I assure you that whatever is being discussed here would be kept confidential and it would never be disclosed to anyone without your permission. (With a sigh of relief, the client started answering the questionnaires).

Client : Here it is Mam. (She handed over the questionnaires to the counsellor)

Counsellor : Thank you for your cooperation. I end this session now. I would like you to come and meet me next week to have a quick review with these questionnaires. Is it possible for you?

Client : Ok. I'll come on Thursday, same time.

Counsellor : Sure. Have a great day. Bye.

Session : 2

Counsellor : Hello Mrs. D, How are you today?

Client : I'm fine, Thank you. Good to see you again.

Counsellor : How are your studies going on?

Client : My semester exams are nearing. Children also have their exams. Husband is out of station. So quite occupied and busy.

Counsellor : Oh really. Good that you are able to balance both family and your studies.

Client : Thank you mam.

Counsellor : But in between all these work pressures and stress, do you find time for yourself?

Client : I have never thought about that? I always feel I am happy and I am living for my family, and I also have an awesome compatibility with my partner.

Counsellor : Yes, the relationship questionnaire score suggests that you and your partner share a high-level of compatibility, communication and commitment.

Client : That's great. What about my other questionnaires?

Counsellor : The parenting style questionnaire score suggests that you are an authoritative parent.

Client : Can you just elaborate on authoritative parenting.

Counsellor : Sure, the authoritative parenting style is always,

- Warm, nurturing, involved.
- Allow autonomy and independence.
- Use reasoning to explain rules.
- Consistent discipline.
- Teach, not punish.

I am happy that you follow an authoritative parenting style.

Client : Thank you.

Counsellor : The happiness questionnaire score suggests that you are "somewhat happy or moderately happy". Though your happiness score is pretty satisfied, I would like you to consciously think about it. Because, in the long run, u might lose your happiness if you are not going to spend some quality time for yourself.

Client : Can you suggest me a few ways?

Counsellor : We all want to feel happy and each one of us have different ways to bring more happiness into our lives. I can suggest a few ways to improve your overall happiness.

- **Be with people who make you smile.**
- **Hold on to your values.**
- **When good things happen, even the very little ones, let them in.**
- **Do things you love** at least occasionally.
- **Find a purpose for yourself.**
- **Always listen to your heart.**
- **Be open to change.**
- **Indulge in the simple pleasures, silly jokes, starry nights etc.**

Client : Oh! I am already feeling good and positively charged. Thank you for all your suggestions.

Counsellor : One more suggestion I would like to give is to talk to your daughters about their sudden change in behaviour, though it is not alarming, it is always better to have a friendly conversation to get to know them better.

Client : Yes, I'll talk to them.

TERMINATION:

Counsellor : Happiness and fulfilment are within your grasp, but sometimes just out of reach. Understanding what works best for you is the first step in finding more of them. I think we don't need another session. Good luck to you. May all your sweet dreams come true.

Client : Thank you.

MY OBSERVATION:

Towards the end of the session, the client seemed to be relaxed. She was co-operative and was eager to come out of her problem.

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PS-FFQ
(Parenting Style Four Factor Questionnaire)
By
SHYNY T. V
Ph.D (Psychology)
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Name of Parent: Age: Sex: M/F.....
Name of Child: Age: Sex: M/F

Instructions: Read the following statements carefully and indicate your single response by putting a "tick" mark in the appropriate box.

Sl No	Statements	All of the time	Most of the time	Some time	Rarely	Never
1	I want my child to follow my instructions because I am the authority to decide what to do or what not to do.			✓		
2	I would like to be a friend, Philosopher and guide to my child.	✓				
3	I am very soft with my child so that I cannot correct him/her at proper time by punishment.			✓		
4	I do not have any demand or control on my child and I give total freedom.			✓		
5	I have little patience to tolerate any misbehaviour of my child or to listen to the excuses in any kind of mistakes.			✓		
6	I used to understand the feelings of my child in any situation and always try to get the opinion of my child whenever I buy something for him/her.		✓			
7	Whenever the child comes with low marks, I will not give any punishments rather I feel he/she will become better next time.		✓			
8	As I am very sad and depressed I cannot show much care and deep emotional tie up with my child.				✓	

9	I strongly believe that my child's future is in my hand and so there is a strict time table for my child to follow.				✓	
10	Important decisions of the family are done together and I give full freedom to my child to share everything with me.		✓			
11	I give valuable reward to my child for obeying me or behaving well.		✓			
12	As I am very busy with my household and office duties, I get less time to involve my child's studies or to listen his/her needs and wishes.			✓		
13	I have clear expectations regarding my child's behaviour and I am not much bothered about the likings of my child regarding his/her future.				✓	
14	As I understand the strength and weakness of my child, I set some appropriate rules for him/her and give friendly corrections whenever necessary.	✓				
15	Though I have definite goal and planning about my child's future I cannot follow it strictly because of my leniency.			✓		
16	I have enough stress and strain myself and hence I cannot take care of my child's welfare.					✓
17	I usually like to give physical punishment than giving advices to my child because I am sure he/she will not listen to it.					✓
18	I will not force my child in any of his/her future career and I also help him/her to set a realistic goal.	✓				
19	As I was brought up by strictly disciplined parents, I am very liberal with my child.	✓				
20	I usually give more important to my own likes and wishes but not bother much about needs or misbehaviours of my child.				✓	
21	I believe that only through punishment a child can be corrected and I also do not like to give any financial freedom to my child.					✓
22	Whenever my child fail to follow the time table given to him/her, I remind the consequences with a touch of love and affection.		✓			
23	I like to be a very affectionate parent towards my child and also I take the responsibility of my faulty parenting on my child.		✓			
24	As I am busy and get little time to care my child, he/she is quite free to move own way to take decisions.			✓		
25	The punishment I give to my child depends upon my mood.				✓	
26	My child talks with me out of being punished after he/she has done something wrong.		✓			
27	I always threaten my child with punishment but do not actually doing it because of my leniency.				✓	
28	As I am bounded with severe life problems, I ignore my child's misbehaviour and I have no idea about his/her life outside the home.					✓
29	Whenever my child shows disobedience, I scold and criticise him/her with bursting anger.					✓
30	Even though I am busy I have enough time to visit my child's school & to meet teachers to know his/her progress.	✓				
31	Because of excessive love and sympathy I have showing towards my child, he/she has no self discipline.	✓				
32	I never like to tell my child where I am going or why I am late.					✓

PS-FFQ (Parenting Style Four Factor Questionnaire)

Relationship Questionnaire

Answer **YES** or **NO** to the following statements regarding your relationship with your significant other. Write down your response for each and record the indicated numeric score.

1. Y We regularly make plans to be together.
(If answer is yes, give your relationship 3 points)
(If answer is no, give your relationship 1 point)
2. N We enjoy many of the same activities and entertainment.
(If answer is yes, give your relationship 2 points)
(If answer is no, give your relationship 1 point)
3. Y We usually agree about our finances, budget and spending decisions.
(If answer is yes, give your relationship 2 points)
(If answer is no, give your relationship 0 points)
4. Y I am comfortable discussing my worries and dreams with my partner.
(If answer is yes, give your relationship 3 points)
(If answer is no, give your relationship 1 point)
5. Y I believe that my partner is usually comfortable sharing his or her worries and dreams with me.
(If answer is yes, give your relationship 3 points)
(If answer is no, give your relationship 1 point)
6. N There are aspects of our relationship that are too difficult to talk about.
(If answer is yes, give your relationship 0 points)
(If answer is no, give your relationship 2 points)
7. Y I am satisfied with the amount of affection and intimacy in our relationship.
(If answer is yes, give your relationship 3 points)
(If answer is no, give your relationship 0 points)
8. N Our differing needs regarding affection and intimacy causes strain on our relationship.
(If answer is yes, give your relationship 1 point)
(If answer is no, give your relationship 3 points)
9. Y We have similar values, morals and religious beliefs.
(If answer is yes, give your relationship 3 points)
(If answer is no, give your relationship 1 point)
10. Y We have similar beliefs about how to raise children.
(If answer is yes, give your relationship 2 points)
(If answer is no, give your relationship 1 point)



Oxford Happiness Questionnaire

The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills at Oxford University.

Instructions

Below are a number of statements about happiness. Please indicate how much you agree or disagree with each by entering a number in the blank after each statement, according to the following scale:

- 1 = strongly disagree
- 2 = moderately disagree
- 3 = slightly disagree
- 4 = slightly agree
- 5 = moderately agree
- 6 = strongly agree

Please read the statements carefully, some of the questions are phrased positively and others negatively. Don't take too long over individual questions; there are no "right" or "wrong" answers (and no trick questions). The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

The Questionnaire

1. I don't feel particularly pleased with the way I am. (R) _ 4
2. I am intensely interested in other people. _ 1
3. I feel that life is very rewarding. _ 4
4. I have very warm feelings towards almost everyone. _ 4
5. I rarely wake up feeling rested. (R) _ 4
6. I am not particularly optimistic about the future. (R) _ 4
7. I find most things amusing. _ 5
8. I am always committed and involved. _ 1
9. Life is good. _ 6
10. I do not think that the world is a good place. (R) _ 1
11. I laugh a lot. _ 5
12. I am well satisfied about everything in my life. _ 6
13. I don't think I look attractive. (R) _ 3
14. There is a gap between what I would like to do and what I have done. (R) _ 4
15. I am very happy. _ 6

16. I find beauty in some things. _ 6
17. I always have a cheerful effect on others. _ 4
18. I can fit in (find time for) everything I want to. _ 5
19. I feel that I am not especially in control of my life. (R) _ 4
20. I feel able to take anything on. _ 3
21. I feel fully mentally alert. _ 6
22. I often experience joy and elation. _ 4
23. I don't find it easy to make decisions. (R) _ 5
24. I don't have a particular sense of meaning and purpose in my life. (R) _ 1
25. I feel I have a great deal of energy. _ 6
26. I usually have a good influence on events. _ 6
27. I don't have fun with other people. (R) _ 3
28. I don't feel particularly healthy. (R) _ 1
29. I don't have particularly happy memories of the past. (R) _ 1

Calculate your score

Step 1. Items marked (R) should be scored in reverse:

For example, if you gave yourself a "1," cross it out and change it to a "6."

Change "2" to a "5"

Change "3" to a "4"

Change "4" to a "3"

Change "5" to a "2"

Change "6" to a "1"

Step 2. Add the numbers for all 29 questions. (Use the converted numbers for the 12 items that are reverse scored.)

Step 3. Divide by 29. So your happiness score = the total (from step 2) divided by 29.

Your Happiness Score:

Interpreting the score, by Stephen Wright

1-2: Not happy. If you answered honestly and got a very low score, you're probably seeing yourself and your situation as worse than it really is. I recommend taking the Depression Symptoms test (CES-D Questionnaire) at the University of Pennsylvania's "Authentic Happiness" Testing Center. You'll have to register, but this is beneficial because there are a lot of good tests there and you can re-take them later and compare your scores.

2-3: Somewhat unhappy. Try some of the exercises on this site like the Gratitude Journal & Gratitude Lists, or the Gratitude Visit; or take a look at the "Authentic Happiness" site mentioned immediately above.

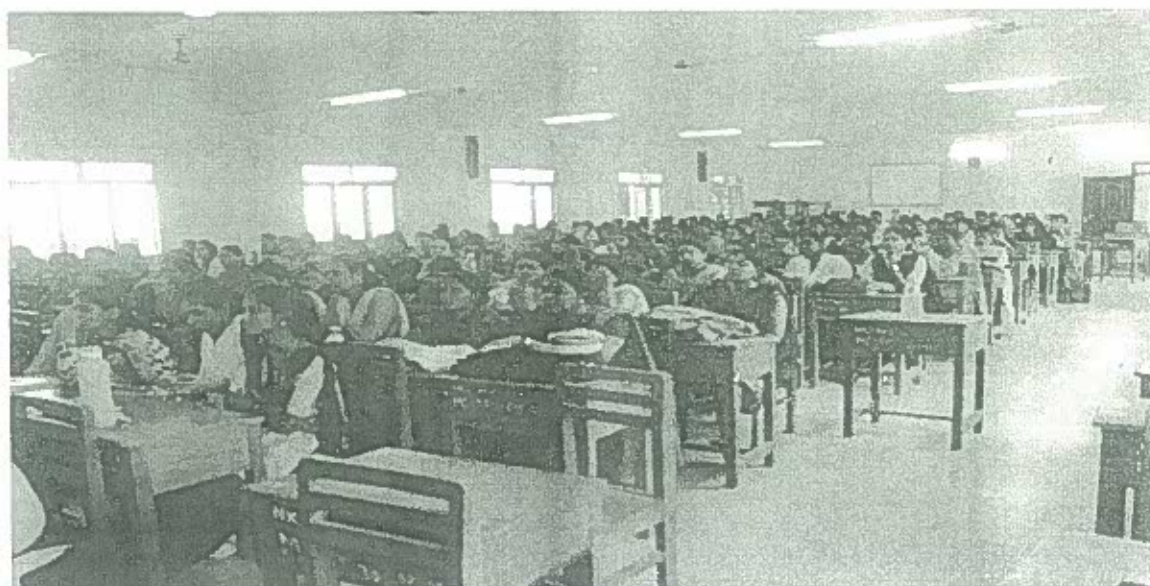
Glimpses

Guidance and Counselling Cell

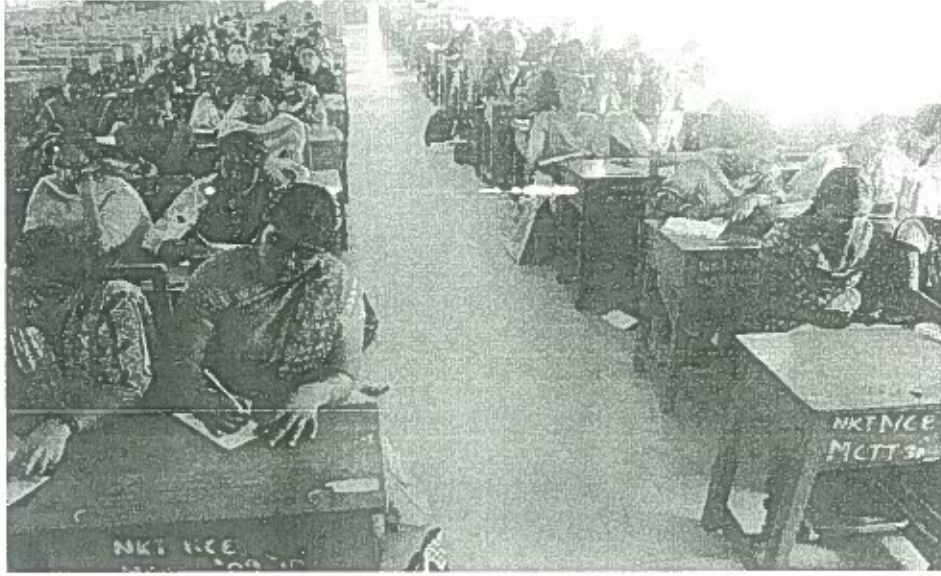




Ice Breaking Session for Student Teachers
14th August 2018



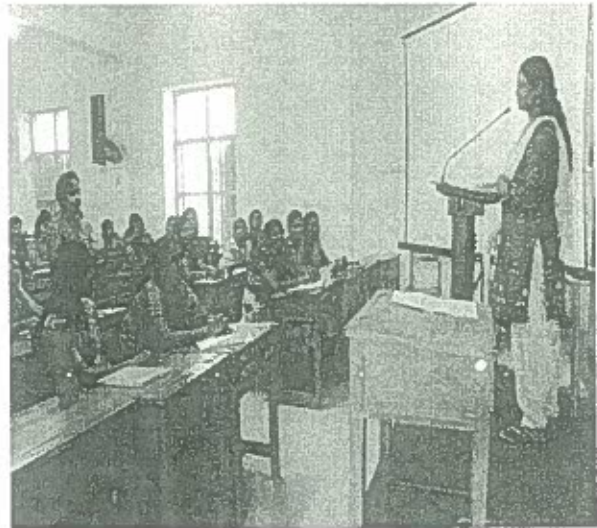
A Bridge Course on Self-Motivation
16th August 2018



Bridge Course on Communication Barriers
20th August 2018



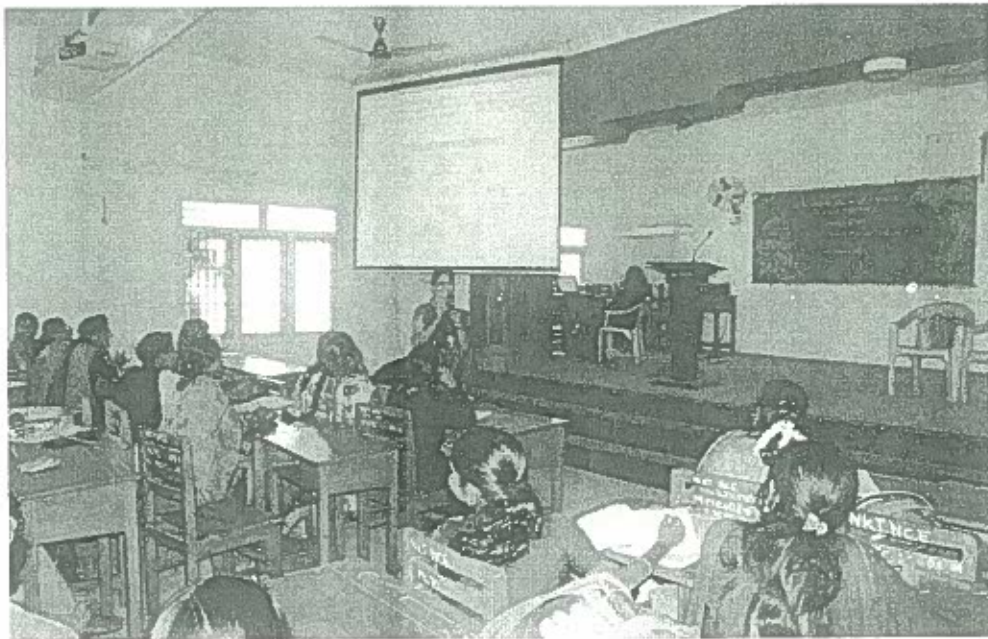
Communication Skills and Mock Interview
5th February



Dr. Chitra Aravind – Interview Skills
5th February 2018

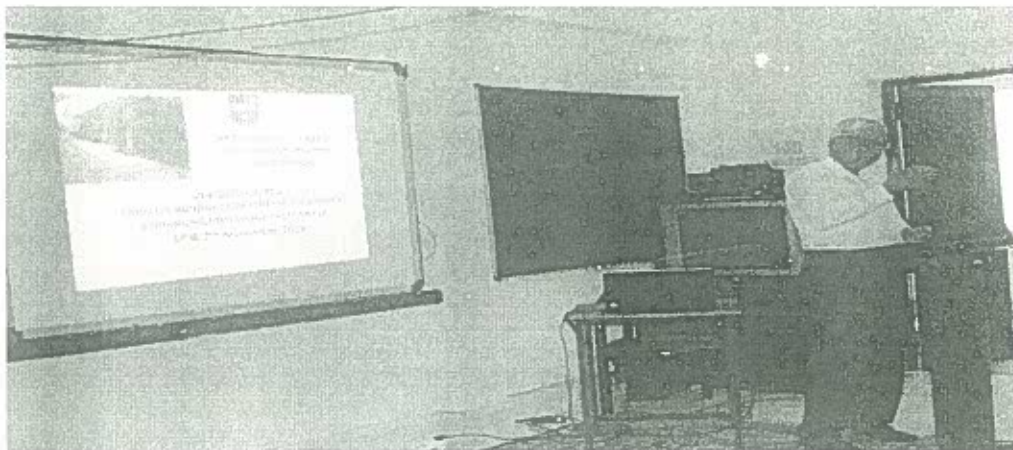
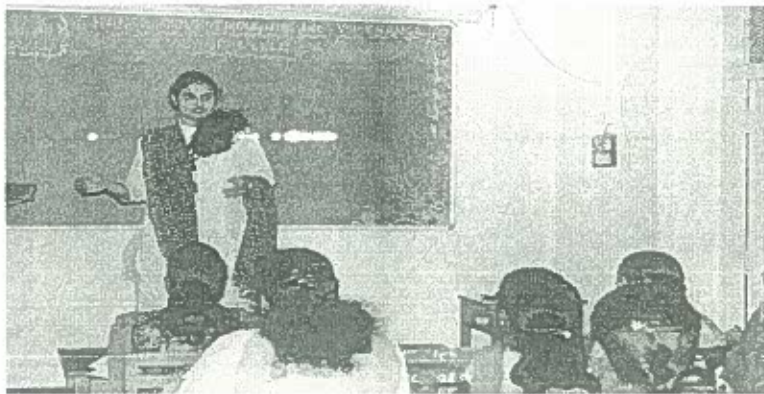


Presentation Skills and Resume Writing
5th February 2019



Memory Techniques for the Learners
14th February 2019





2. Peer Feedback/ Tutoring

Objectives

- At the end of the lesson students will be able
- * to gain knowledge about windows desktop
- * Understand the types of bars in the windows
- * Applied altogether for typing works
- * To evaluate the use of desktop

Materials

- * Charts

SKILLS USED

★ SKILL OF SET INDUCTION

★ SKILL OF EXPLAINING

★ SKILL OF BLACKBOARD WRITING

★ SKILL OF ~~ACHIEVING~~ CLOSURE

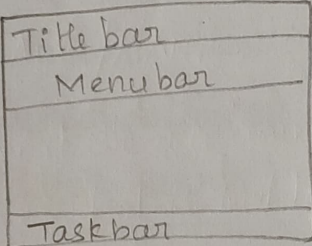
Subject Topic	Content	Teacher Activity	Student Activity	Skills
Working with the windows desktop	<p>Motivation</p> <p>Teacher test the previous knowledge of the students by asking some simple questions (Use of previous knowledge)</p>	<p>Good Morning Students</p> <p>What is desktop</p>	<p>Good Morning Mam.</p> <p>Students are answering</p>	<p>Skill of Set Induction</p>
	<p>Teacher interacts with the students to know their interest (arouse of interest)</p>	<p>(How many of you know to type in Notepad/Wordpad) Teacher is questioning</p>	<p>Students are answering</p>	<p>Skill of Set Induction</p>
	<p>Teacher is asking what are icons seen in desktop (Questions followed by correct pupils response)</p>	<p>Teacher is questioning</p>	<p>Students are answering</p>	<p>Skill of set Induction</p>

Subject Topic	Content	Teacher Activity	Student Activity	Skills
	<p>Students! Today we are going to learn about windows desktop (Beginning the statement)</p>	<p>Teacher introduces the lesson name</p>	<p>Students are observing</p>	<p>skill of explaining</p>
	<p>Learning Objectives ⇒ What is windows desktop ⇒ What are the icons visible in the desktop ⇒ What are the elements of a windows (Effectiveness)</p>	<p>Teacher listing the learning objectives in the lesson.</p>	<p>Students are listening</p>	<p>skill of set Induction</p>
	<p>The teacher writes the objectives on the board (legibility of Handwriting)</p>	<p>Teacher writes on the black board neatly.</p>	<p>Students are watching carefully.</p>	<p>skill of blackboard writing</p>

Subject Topic	Content	Teacher Activity	Student Activity	Skills
	<p>Introduction</p> <p>* Opening screen of window is called desktop</p> <p>* Desktop shows start button, Taskbar, Notification Area, Date & Time.</p> <p>(Clarity of concepts)</p>	<p>Teacher explains about desktop & what are displayed in the desktop</p>	<p>Students are listening</p>	<p>skill of explaining</p>
	<p>Teacher draws the windows desktop icons on the black board</p> <p>(Draw attention and focusing)</p>	<p>Teacher draws the icons on the black board</p>	<p>Students are watching carefully</p>	<p>skill of blackboard writing</p>
	<p>Next we are going to see what are elements of windows: Titlebar, Menu bar, Taskbar</p> <p>(Appropriateness)</p>	<p>Teacher is explaining</p>	<p>Students are understanding</p>	<p>skill of set Induction</p>

Subject Topic	Content	Teacher Activity	Student Activity	skills
	First is the Title bar * Horizontal Bar * Top of a window * Shows the name of the program.	Teacher explains clearly.	Students are understanding	skill of explaining
	(Fluency of explanation) Teacher draws the title bar on the black board. (Use of colour Chalks)	Teacher draws with colour Chalks.	students are watching carefully	skill of blackboard writing
	Next is the Menu bar: * Under title bar * Accessed by pressing Alt key.	Teacher compares both and explains	Students are understanding	skill of explaining
	(Planned repetition) Teacher asks what is Title bar & Menu bar (Questioning to test pupils understanding)	Teacher questions the students.	students are answering	skill of explaining

Subject Topic	Content	Teacher Activity	Student Activity	Skills
	<p>Teacher shows the diagram in the chart to explain Title bar, Menu bar and Taskbar (Aids/devices used)</p>	<p>Teacher explain to the students</p>	<p>Students are listening</p>	<p>skill of set Induction</p>
	<p>Next we are going to see what is taskbar *) Bottom of the screen. *) Horizontal bar. These are the different bars in desktop (concluding statement)</p>	<p>Teacher explains clearly.</p>	<p>Students are listening carefully.</p>	<p>Skill of Explaining</p>
	<p>Teacher draws the taskbar, title bar to show difference (Avoidance of overwriting)</p>	<p>Teacher draws neatly in the blackboard.</p>	<p>Students were watching carefully.</p>	<p>skills of blackboard writing</p>

Subject/Topic	Content	Teacher Activity	Student Activity	skills
	<p>Now we saw what is Menu bar, Title bar & Task bar (Explaining links)</p>  <p>Teacher draws the 3 bars with proper spacing (distinct difference between word spacing and space between lines)</p> <p>Finally teacher cleans the black board (cleaning board after usage)</p>	<p>Teacher compares and explains briefly</p> <p>Teacher draws neatly</p> <p>Teacher cleans the board.</p>	<p>students are listening</p> <p>Students are listening carefully.</p> <p>students are watching</p>	<p>skill of explaining</p> <p>skill of Blackboard writing</p> <p>skill of Blackboard writing</p>

Subject Topic

Content

- Summarize
- ★) What is windows desktop
 - ★) Icons on desktop
 - ★) Elements of the windows desktop
- (Consolidation of Major points)

★
Best of food.

Teacher Activity
The teacher recalls all the concepts which was taken in today class.

Students Activity
Students are recollecting all the concepts.

Skills
Skill of achieving closures.

NKT National College of Education for Women
(Autonomous)

Name of the Mentor: P. SANGEETHA.


Mentee List

S.No.	Name of the Student	Pedagogy of School. Subj.
1	Abirami R.	English
2	Akshaya P.	English
3	Divya R.	English
4	Gowsalya k.	English
5	Harithe Priyasarathi P.	English
6	Kamatchi. J.	English
7	Kaveri D.	English
8	Madhurambigai. S.	English
9	Nivedhe. B.	English
10	Padmarathi. R.	English
11.	Pavithra. T.	English.

Principal
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TRIPLICANE, CHENNAI-600 005.

Mentee Personal Details

1. Name of the Mentee : Abirami R .
2. Pedagogy : English
3. Admission Number : 7415
4. Register Number : 16BED083.
5. Father's Name : Ravi C .
6. Mother's Name : Amsavathi
7. Date of Birth : 8.4.1996
8. Mobile Number : 9962 866199 .
9. e-mail ID : raviabirami0896@gmail.com
10. Address for Communication: 2/63, Perumal Kovil Street,
Periya Mathur, Chennai - 600 068.
11. Health Issues if any : NIL .
12. Blood Group : A+ve -


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Mentee Personal Details

1. Name of the Mentee : Akshaya P.
2. Pedagogy : English.
3. Admission Number : 7435
4. Register Number : 16BED084
5. Father's Name : G. Palanivel.
6. Mother's Name : S. Jeeva
7. Date of Birth : 14.12.1995
8. Mobile Number : 8870918391
9. e-mail ID : honeypalanivelu@gmail.com
10. Address for Communication: 1/85, Valayalkara Street, Emangudi,
Nagapattinam District.
11. Health Issues if any : NIL.
12. Blood Group : O+ve.



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Mentee Personal Details

1. Name of the Mentee : Divya R.
2. Pedagogy : English.
3. Admission Number : 7360
4. Register Number : 16BED085
5. Father's Name : G. Ravi Chandran.
6. Mother's Name : R. Saralawathi.
7. Date of Birth : 03.12.1994.
8. Mobile Number : 7338783469.
9. e-mail ID :
10. Address for Communication: No.4, Saraswathi Street, Om Sakthi Nagar,
Kalkikuppam, Ambalthur, Chennai-53.
11. Health Issues if any : Nil.
12. Blood Group : O+ve




Mentee Personal Details

1. Name of the Mentee : Gowsalya K.
2. Pedagogy : English.
3. Admission Number : 7416
4. Register Number : 16BED086.
5. Father's Name : M. Kanhan
6. Mother's Name : K. Meena Malaa
7. Date of Birth : 18.04.1995.
8. Mobile Number : 9176273494.
9. e-mail ID :
10. Address for Communication: No.1/812, 11th Cross Street (North),
Belhal Nagar, Injambakkam,
Chennai - 600 115.
11. Health Issues if any : Nil.
12. Blood Group : A+ve


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TRIPPLICANE, CHENNAI-600 005.

Mentee Personal Details

1. Name of the Mentee : Hariltha Puiyasarathi P.
2. Pedagogy : English.
3. Admission Number : 7411
4. Register Number : 16BED.087
5. Father's Name : S. Parthasarathi
6. Mother's Name : P. Madhavi
7. Date of Birth : 11.08.1996.
8. Mobile Number : 9952231239
9. e-mail ID : No. 125, Pudhiya Tamil Colony, Arani,
Ponnest Taluk,
10. Address for Communication: Thiruvallur. Dt. 601 101.
11. Health Issues if any : NIL.
12. Blood Group : B⁺



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Mentee Personal Details

1. Name of the Mentee : Kamatchi J.
2. Pedagogy : English.
3. Admission Number : 7437
4. Register Number : 16BED088.
5. Father's Name : E. Jaganathan
6. Mother's Name : J. Venkateswari
7. Date of Birth : 18.10.1995
8. Mobile Number : 7200127279.
9. e-mail ID : jkamatchivenke@gmail.com
10. Address for Communication: No. 12, J. k. Avenue, PTC Quarters,
OMR, Thirupakkam, Chennai - 97.
11. Health Issues if any : No.
12. Blood Group : A⁺

Mentee Personal Details

1. Name of the Mentee : Kaveri D.
2. Pedagogy : English.
3. Admission Number : 7363
4. Register Number : 16BED089
5. Father's Name : P. Devaraj
6. Mother's Name : D. Thangamani
7. Date of Birth : 01.06.1996.
8. Mobile Number : 9047332185
9. e-mail ID : kaverishakthi96@gmail.com.
10. Address for Communication: No.63, Kollumedu Main Road, Ponneri(Tk),
Thiruvallur (DH) 601206.
11. Health Issues if any : NIL.
12. Blood Group : B⁺ve.


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Mentee Personal Details

1. Name of the Mentee : Madhurambigai S.
2. Pedagogy : English
3. Admission Number : 7372
4. Register Number : 16BED090
5. Father's Name : N.Sekar
6. Mother's Name : T. Lalitha
7. Date of Birth : 10/9/1995
8. Mobile Number : 9942309098
9. e-mail ID : madhurambigai95@gmail.com.
10. Address for Communication: No.3, Bagalthi Singh Street, NGIG & NAGAR,
Thirukovilur - 605 757.
11. Health Issues if any : NIL.
12. Blood Group : B+ve




Mentee Personal Details

1. Name of the Mentee : Nivedha B
2. Pedagogy : English.
3. Admission Number : 7357.
4. Register Number : 16BEDE091
5. Father's Name : P.S. Baskaran
6. Mother's Name : P. Uma
7. Date of Birth : 11.06.1995
8. Mobile Number : 8667842255
9. e-mail ID : wpsssjm747@gmail.com.
10. Address for Communication: 13/3, Kumudham Colony,
Hasthinapuram Village, Varadharajan
Street, Nehru Nagar, Chromepet,
Chennai-600 044
11. Health Issues if any :
12. Blood Group : O+ve:

Mentee Personal Details

1. Name of the Mentee : Padmaravathi . R .
2. Pedagogy : English
3. Admission Number : 7451
4. Register Number : 16BED092
5. Father's Name : S.V. Rajaram
6. Mother's Name : R. Anusuya
7. Date of Birth : 25.12.1992
8. Mobile Number : 9445282067
9. e-mail ID : padmaravathipadu23@gmail.com .
10. Address for Communication: 140, Multiga street, Vellala, Neynampet,
Chennai - 600 086
11. Health Issues if any : No.
12. Blood Group : O+ve .


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Mentee Personal Details

1. Name of the Mentee : Pavithra T.
2. Pedagogy : English
3. Admission Number : 7364
4. Register Number : 16BED093
5. Father's Name : P. Thirunavu karasu
6. Mother's Name : T. Shenbagavalli.
7. Date of Birth : 13.04.1996.
8. Mobile Number : 6380937216.
9. e-mail ID : pavio61196@gmail.com
10. Address for Communication: No. 94/28F, Karukkinil Amarnthaval
Koil Street, Pillayarpalayam, Kanchipuram
631502.
11. Health Issues if any : No.
12. Blood Group : B⁺ve.



Consolidated Report of the Mentor-Mentee Activities

Semester-I

After admission of student-teachers, they were subjected to Entry level Assessment with the help of batteries on Aptitude, Attitude and Interest. Similarly, the Entry level behaviour of student-teachers were assessed by the Teacher Educators. Based on the assessment, they were categorised as Above Average, Average and Below Average. They are allotted to Teacher Educators for Mentor-Mentee Sessions. 10-15 students/^{mentees} are allotted to mentors and the sessions were held periodically as per the time table.

In the beginning of the session, the mentees were oriented on the Curricular Aspects of B.Ed. Programme, Code of Conduct to be followed, both in the Institution and while ^{attending} School Internship and on the presence of cells and courses. The mentor oriented the mentees on the presence of Guidance and Counselling Cell and instructed them to seek the guidance, support and help of the members of the Cell for their academic, professional and personal needs and issues.

Similarly, they were oriented on the VA courses, namely English Language Development and Basic Computer Skills and encouraged them to take up these courses for holistic development of oneself.

They were given adequate information on the internal and practical components, for enabling them to draft and complete the various files, records and journals and to score well in these components. After adequate orientation of the essentials, the mentees were given scope for practising Mini Teaching and they were given feedback and suggestions based on their teaching. The peers were also instructed to give their feedback for their fellowbeings.

In addition, the mentees were motivated to participate in Scholastic and Non-Scholastic Activities for overall development and career enhancement.



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Consolidated Report of the Mentor-Mentee Activities

Semester-II

To begin with, the mentor oriented her mentees on Task and Assignment and other practical components, especially on assessing the diverse needs of students, preparation of teaching-learning materials and development of Question Bank.

The mentor tried to get the feedback of mentees on the impact of Value Added courses and enquired about their self-study courses. The Mentees felt that the course on English Language Development helped them in improving their communication skills, thereby aiding them in teaching-learning process.

The mentor checked on the readiness of the mentees for III Semester Teaching Practice. She motivated

them to integrate ICT in the preparation of lesson plans, which would enable them to teach well with the help of powerpoint and other digital sources. They were motivated to include Youtube videos, too. Similarly, they were instructed to make use of evaluation techniques for drafting blue print, achievement test question paper, etc.

Both the Teacher Educators and Mentors had made use of Remedial measures and Enrichment Inputs for the students from diversified background hence, the student-teachers were able to carry out their tasks and endeavours with ease and confidence.

The Mentees were instructed and motivated to involve in all the activities of the Institution, thereby contributing to the welfare of the Institution.

The mentees who wanted support for their personal needs were referred to Guidance and Counselling Cell.



Consolidated Report of the Mentor-Mentee Activities

Semester-III

During the first session, the mentor oriented the mentees on the task & Assignment to be completed and on the practical components to be completed by the end of 15-Week of Internship. She instructed them on the preparation of reflective journals on Peer Teaching, Co-Teaching with mentors, Internship activities, etc. Since Paragraph Writing and Report Writing are essential for completing the Reflective Journals, the mentor oriented the student-teachers on those grammar items, as per the request of mentees.

Since School Internship has certain challenges, the mentees were oriented on them as per the need such as handling the diversities of students, mischievous students, bullies, etc. and on how to conduct Scholastic and Non-Scholastic activities, community events, days of national significance, etc. Since such activities.

require the cooperation of all peers, the mentor conveyed the importance of team work to all mentees and motivated them to work in unison.

The mentor checked the progress of student-teachers in drafting lesson plans and making of teaching-learning materials, consistently and periodically. As per observation and assessment, it was found that some of the mentees taught really well with the help of teaching learning materials and they remembered to incorporate the teaching skills in their teaching.

When the mentees had doubts regarding Reflective Journal on School Internship, it was clarified by the mentor. She motivated the mentees to involve themselves in the activities of the Institution, thereby contributing to the welfare of the Institution. And, at the finale, they were instructed to draft lesson plans and TLM for the practical examination.

Consolidated Report of the Mentor-Mentee Activities

Semester-IV

The mentor-mentee session was organised in the beginning of the Semester and the mentees were informed of the tasks & assignments to be completed and the practical components to be accomplished before the practical examination. Following which, Exit level Assessment of Teaching was conducted for the mentees and it was found that many of them have improved a lot in their teaching as well as in their aptitude and attitude towards teaching. Some of them were happy that they could include ICT in their teaching, especially the use of Powerpoint.

Having attended workshops, guest lectures and invited talks on communication skills, resume writing, interview skills, etc., the mentees were confident that they could face examinations with ease and courage.

When Recruits Pursuit was organised, the mentees were able to face the interview with happiness, courage and ease. Some of them, who were reluctant to take up B.Ed. Programme initially, showed enthusiasm and interest for teaching career.

The mentor motivated and encouraged the mentees to prepare for TET, NET and other competitive exams, in order to equip themselves for the teaching career.

They were guided to take up self study courses, both online and in person in order to improve their knowledge and teaching skills for overall development.

At the finale, they were guided and instructed to prepare for Practical Examination and for the final theory Examinations.



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List of Value-Added Courses Offered during the last Five Years

Year	Name of the Value-added Courses
2020-2021	1) TETCP – Teacher Eligibility Test Coaching Programme
	2) CC1 – English Language Development
	3) CC2 – Basic Computer Skills
2019-2020	1) TETCP – Teacher Eligibility Test Coaching Programme
	2) CC1 – English Language Development
	3) CC2 – Basic Computer Skills
2018-2019	1) CECP – Competitive Examination Coaching Programme
	2) CC1 – English Language Development
	3) CC2 – Basic Computer Skills
2017-2018	1) CECP – Competitive Examination Coaching Programme
	2) CC1 – English Language Development
	3) CC2 – Basic Computer Skills
2016-2017	1) CECP – Competitive Examination Coaching Programme
	2) CC1 – English Language Development
	3) CC2 – Basic Computer Skills

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BROCHURES OF VALUE-ADDED CERTIFICATE COURSES

CC1: ENGLISH LANGUAGE DEVELOPMENT

N. K. T. National College of Education for Women
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Re-accredited with 'A' Grade (CGPA 3.26 / 4.00) by NAAC
Affiliated to Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.

Certificate Courses 2021

English Language Development
10 a.m to 12 noon
Mr. Vimal Thiagarajan
Be Positive, Founder & M.D.

Basic Computer Skills
2 p.m to 4 p.m
Ms. M. Nalini
Be Positive, Trainer

30 Hours Each

On all Saturdays
7th August to 20th November, 2021
Organizing Secretary
Mrs. A. Enid Ruth
Assistant Professor, NKTNCE
Programme Co-ordinators
Mrs. T. Keziah, Assistant Professor, NKTNCE
Mrs. D. Shenbagavalli, Assistant Professor, NKTNCE



Transforming Students to Global Educators

N. K. T. National College of Education for Women
(Autonomous)
41, Dr. Besant Road, Triplicane, Chennai 600005

CERTIFICATE COURSE
English Language Development Course

2019 - 2020

Resource Expert
Vimal Thiagarajan
Founder and Managing Director



N. K. T. National College of Education for Women
(Autonomous)
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CERTIFICATE COURSE
English Language Development Course



2016 - 2017
Semester 1

Resource Expert
Vimal Thiagarajan
Founder and Managing Director

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CERTIFICATE COURSE
English Language Development Course

RESOURCE EXPERT
Vimal Thiagarajan
Founder and Managing Director

2018 - 2019





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ENGLISH LANGUAGE DEVELOPMENT COURSE

2017 - 2018
SEMESTER 1

Resource Expert
Vimal Thiagarajan
Founder and Managing Director




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COURSE LEARNING OUTCOMES & CONTENT OF VALUE-ADDED COURSES

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**VALUE ADDED CERTIFICATE COURSE
CC1 - ENGLISH LANGUAGE DEVELOPMENT
SYLLABUS**

**Theory: 18 hrs.
Practicum: 12 hrs.
Total: 30 hrs.**

Course Learning Outcomes

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

- Listen to English spoken by their teachers and classmates
- Speak English with their teachers and classmates
- Read and understand all types of reading materials
- Understand and identify the sounds
- Differentiate and use active and passive vocabulary



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Unit 1: Listening Comprehension (4 Hrs.)

Types of Listening - Factors affecting listening comprehension -Tasks for developing listening comprehension - Characteristics of a good listener - Listening Comprehension.

Unit 2: Speaking Comprehension (5 Hrs.)

Sub-skills of speaking - Tasks for developing speaking: Language Games, Role Play, Story Telling, Extempore Speech - Causes of defective pronunciation in English - Phonetics: Speech Organs and Basic sounds of English.

Unit 3: Reading Comprehension (4 Hrs.)

Sub-skills of reading - Reading for Perception and Reading for Comprehension - Types of Reading - Mechanics of Reading - Process of Reading - Strategies to develop reading - Reading Comprehension.

Unit 4: Vocabulary and Grammar (5 Hrs.)

Kinds of Words - Types of Vocabulary - Strategies to develop Vocabulary - Strategies to develop Spelling Abilities - Word formation - Prescriptive/Formal Grammar and Descriptive/Functional Grammar - Parts of Speech - The Sentence - Concord - Transformation of Sentences.

Practicum Components: (12 Hrs. / 7days)

- Listen and engage in role play
- Listen and write a message
- Listening and Note Taking
- Listening and filling forms
- Listening to News on Television
- Greeting and Introducing
- Making requests
- Asking for and giving permission
- Offering Help
- Conversation between friends
- Conversation between colleagues
- Conversation between strangers
- Giving instructions and directions
- Telephonic Conversation
- Congratulating/complimenting
- Accepting/Declining an invitation
- Expressing Gratitude
- Seeking/granting/refusing permission
- CLOZE Test
- Reading Comprehension
- Grammar Activities



Vimal Thiagarajan

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Suggested References:

- ❖ Abraham, T.C. (2009). *Right Way to Improve your English*. New Delhi: Commonwealth Publishers Pvt. Ltd.
- ❖ Bharathi, T., Hariprasad, M., &Prakasam,V (Ed). (2005). *Personality Development and Communicative English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- ❖ Dutt, Kiranmai, P., Rajeevan, Geetha, & Prakash, C.L.N. (2008). *A Course in Communication Skills*. New Delhi: Cambridge University Press India Pvt. Ltd.
- ❖ Goswami, Shailendra. (2002). *Speak and Write in Better English*. New Delhi: Anmol Publications Pvt. Ltd.
- ❖ Hariprasad, M. (2004). *Communicative English*. New Delhi: Neelkamal Publications
- ❖ Kleiser, Grenville. (2009). *Improve your English*. New Delhi: A.P.H. Publishing Corporation.
- ❖ Raman, Meenakshi & Sharma, Sangeeta. (2009). *Communication Skills*. New Delhi: Oxford University Press.



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CC1: BASIC COMPUTER SKILLS

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41, Dr. Besant Road, Triplicane, Chennai 600005

CERTIFICATE COURSE

BASIC COMPUTER SKILLS

2019 - 2020

Resource Expert
Asha Daniel
Proprietor
Imago Image Consulting

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(Autonomous)
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CERTIFICATE COURSE

Basic Computer Skills

2018 - 2019

Resource Expert
Asha Daniel
Proprietor
Imago Image Consulting

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Certificate Course

Basic Computer Skills

2017 - 2018

Resource Expert
Asha Daniel
Proprietor
Imago Image Consulting

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CERTIFICATE COURSE

2016 - 2017

Basic Computer Skills

Resource Expert
Asha Daniel
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VALUE ADDED CERTIFICATE COURSE

CC2 - BASIC COMPUTER SKILLS

SYLLABUS

Theory: 18 Hours

Practicum: 12 Hours

Total: 30 Hours

Course Learning Outcomes:

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

- understand the fundamentals of Computer Applications
- develop the skills of utilizing the mechanism of Word Processor
- analyze the workings with Spreadsheet
- syntheses the MS-PowerPoint concepts to make better presentation

Unit-1: Knowing Computer (4 Hrs.)

Introduction - Objectives - What is Computer? - Basic Applications of Computer - Components of Computer System - Central Processing Unit - Keyboard, mouse and VDU - Other Input devices - Other Output devices - Computer Memory - Concept of Hardware and Software - File and Directory Management - Creating and renaming of files and directories. Introduction - Basics of Operating System - Operating system



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Unit-2: Use Word Processor (5 Hrs.)

Word Processing Basics Opening Word Processing Package - Menu Bar - Using The Help - Using The Icons Below Menu Bar - Opening and closing Documents - Opening Documents - Save and Save as - Page Setup - Print Preview - Printing of Documents - Text Creation and manipulation - Document Creation - Editing Text - Text Selection - Cut, Copy and Paste - Spell check- Thesaurus - Formatting the Text - Font and Size selection - Alignment of Text - Paragraph Indenting- Bullets and Numbering - Changing case - Table Manipulation - Draw Table - Changing cell width and height - Alignment of Text in cell - Delete / Insertion of row and column - Border and shading.

Unit-3: Work with Spreadsheets (4 Hrs.)

Introduction - Elements of Electronic Spread Sheet - Opening of Spread Sheet - Addressing of Cells -Printing of Spread Sheet - Saving Workbooks - Manipulation of Cells - Entering Text, Numbers and Dates - Creating Text, Number and Date Series - Editing Worksheet Data - Inserting and Deleting Rows, Column - Changing Cell Height and Width

Unit-4: Work with MS Power Point (5 Hrs.)

Introduction - Basics - Using PowerPoint - Opening A PowerPoint Presentation - Saving A Presentation - Creation of Presentation - Creating a Presentation Using a Template - Creating a Blank Presentation - Entering and Editing Text - Inserting And Deleting Slides in a Presentation - Preparation of Slides - Inserting Word Table or An Excel Worksheet - Adding Clip Art Pictures - Inserting Other Objects - Resizing and Scaling an Object - Presentation of Slides - Viewing A Presentation - Choosing a Set Up for Presentation - Printing Slides And Handouts - Slide Show - Running a Slide Show - Automating a Slide Show.

Practicum Components: (12 Hrs.)

- To create use basic formatting functions (bold, italics, underline, font size and type)
- To make standard documents that includes images, tables, and shapes
- To create personal and professional documents such as letters, educational documents

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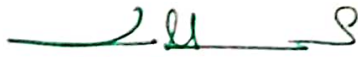

Proprietor,

- To perform basic calculations
- To use formulas, functions, and charts
- To insert links of web pages and other hyperlinks in your PPT

Suggested References:

- ❖ Alexix, M.L.(2001). Computer for everyone. New Delhi: Vikas Publishing house Ltd.,
- ❖ Allison, L.J. & Chris, P. (2007). Preparing for Blended e-learning UK: Routledge.
- ❖ Mohanty, L. (2006). ICT Strategies for Schools. New Delhi: Sage Publication.
- ❖ Norton, P. (1998). Introduction to Computers. New Delhi: Tata McGraw Hill Publishing Co Ltd.
- ❖ Srinivasan, T.M. (2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.

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TETCP – TEACHER ELIGIBILITY COACHING PROGRAMME / CECP – COMPETITIVE EXAMINATION COACHING PROGRAMME

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***** ❖ *****

Certificate Course


TEACHER ELIGIBILITY TEST COACHING PROGRAMME 2019

30 hours

Programme Co - ordinator
MRS. PRATHIBHA, M.Sc., M.Ed., M.Phil
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November to January, 2019
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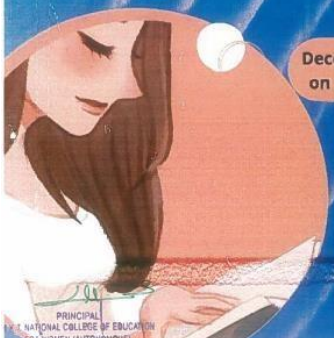
Certificate Course

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GOVERNMENT OF TAMIL NADU


TEACHERS RECRUITMENT BOARD


TAMILNADU TEACHER ELIGIBILITY TEST (TNET) - 2022

In the Notification it is mentioned that the questions in the TNET Paper II will be based on the topics of the prescribed syllabus of the State for Classes VI to VIII with their difficulty level as well as linkages up to the Higher Secondary Stage. Now Teachers Recruitment Board releases the detailed syllabus for Paper II (Classes 6 - 8).

Detailed Syllabus for Paper II (Classes 6 - 8)

Sl. No.	Content	Syllabus (Page No.)	MCQs	Marks	Medium
i.	Child Development and Pedagogy relevant to the age group of 11-14 years (Compulsory)	1-3	30	30	*Tamil/English
ii.	Language-I Tamil/ Telugu/ Malayalam/ Kannada/ Urdu (Compulsory) (For Telugu, Malayalam, Kannada and Urdu the same pattern will be followed as Tamil)	4-5	30	30	
iii.	Language II - English (Compulsory)	6-27	30	30	
iv.	a) For Mathematics and Science Teacher: Mathematics and Science or b) For Social Science Teacher : Social Science or c) For Any other Subject Teacher either iv (a) or iv (b)	28-48 49-74	60	60	*Tamil/English
	Total		150	150	


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Chairman

4	HUMAN RIGHTS AND UNO Introduction – Where do Human Rights come from – Basic Characteristics of Human Rights – Kinds of Human Rights – Human Rights Commission – Human Rights Organisation – Child Rights
5	ROAD SAFETY RULES AND REGULATIONS Introduction – Importance of Road Safety – Reason for the Road Accidents – Safety Measures – Traffic Signs – Traffic Rules in India – Steps taken by the Government to prevent Road Accidents – Decade of Action for Road Safety 2011 – 2020
6	DEFENCE AND FOREIGN POLICY Introduction – Indian Defence Services – Indian Armed Forces – Paramilitary Defence Forces – Central Armed Police Forces – Foreign Policy of India – Panchsheel – Non-Alignment – India's Relation with Neighbouring Countries – SAARC – BCIM – BIMSTEC - BBIN
7	THE JUDICIARY Introduction – Evolution of Indian Judiciary – Judiciary and Constitution – Structure of courts in India – Role of the Judiciary – Supreme Court of India – High Court – Independent and impartial function of Judiciary – The Litigation Process

ECONOMICS	
UNIT	CONTENTS
1	MONEY, SAVINGS AND INVESTMENTS Introduction – Evolution of Money – Major stages of Evolution of Money – Value of Money – Nature of Money – Functions of Money – Savings in Banks and Investments – Black Money
2	PUBLIC AND PRIVATE SECTORS Introduction – Public and Private Sector – History of Public Sector - Indicators of Socio-Economic Development – Definition of Private Sector – Functions of Private Sector

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S.S.L.C STANDARD

Code: 001

1. GENERAL SCIENCE Will Cover General appreciation and understanding of Science including matters of everyday observations and experience as may be expected of a well educated person who has not made any special study of any scientific discipline. The questions shall be from topics- in Physics, Chemistry and Biology viz., Scientific Laws, Scientific instruments, Inventions and Discoveries. Scientists and their contributions. Human Physiology, Diseases, their cause, cure and prevention, Diet-Balanced diet, human Genetics, Animals, Mammals and Birds, Environment and Ecology. Elements and Compounds. Acids, Bases and Salts and allied Subjects, Motion, Newtons Laws of Motion - Properties of Matter, Electricity, National Laboratories and other related topics.
2. HISTORY OF INDIA: Dates and events relating to indus Valley Civilisation, Vedic, Aryan and Sangam Age, Maurya Dynasty, Buddhism and Jainism, Guptas and Vardhanas, Pallavas, Cholas and Pandias, Sultanate and Mughal Period. Advent of European powers specially the British and other related topics.
3. GEOGRAPHY OF INDIA: Earth, Motions of Earth, Rotation and Revolution and their effects, Structure of Earth, Natural regions of India, Weather, Monsoon and Climate. Rainfall, Natural Calamities, Indian Towns and Places, Hill Stations, National parks, Major Ports, Crops and Minerals, Location of Major Industries, Forests and Wildlife, Population distribution in India and other related topics.
4. ECONOMICS AND COMMERCE: Agriculture, Major crops and crop pattern in India, Industrial Development, Major medium, small scale and cottage Industries of Tamil Nadu. Village and Rural Development in India. Housing, Drinking water and other developmental schemes - price policy, Inflation, population and unemployment problems, imports and exports.
5. INDIAN POLITY: Indian Consitution, Salient features, citizenship, elections, Parliament and State Legislature, Executive set up of States, Judiciary system, Local self Governments, Centre - State Relations, Language Policy, Foreign policy.
6. INDIAN NATIONAL MOVEMENT: National freedom movement and attainment of independence - contribution of National Leaders like Bal Ganga Dhar Tilak, Gopalakrishna Gokhale, Dada Bhai Nauvrojji Mahatma Gandhi, Jawaharlal Nehru and others - Role of Tamil Nadu in Freedom Movement, Bharathiyar, V.O.C, Subramaniya Siva, Rajaji and others.
7. CURRENT EVENTS: Latest development in Science and technology, political developments in India, New developments in Trade, Transport and communicaton, historical events. Fine arts like dance, drama, films, painting, major literary works Games and Sports, National, International awards, National and International organisations, Abbreviations, who is who, Books and Authors, General Terminology, India and its Neighbours, present day India and other related topics.
8. MENTAL ABILITY TESTS: These tests are ment to verify the candidate's capability to draw conclusions through, inductive or deductive reasoning from tables and charts. It will include elementary problems from school mathematics.

Note: Some of the questions asked in this paper shall be exclusively with reference to Tamil Nadu.


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FOR GROUP - I MAIN WRITTEN EXAMINATION ONLY

S.S.L.C STANDARD

Code: 003

I Match the following words and phrases given in Column A with their meanings in column B. Two or three extra items may be given in one of the two columns.

II Frame sentences with the given idioms (Very commonly used, simple idioms may be given).

III Framing sentences with the words and forms such as Noun, verb, Adjective, etc., as directed in brackets. Ten items may be given.

IV Framing sentences using the given pair of words which sound alike, so as to bring out the differences in their meanings. Five pairs may be given, each pair carrying six marks.

V Correcting grammatical errors in the given sentences. A total number of five errors may be given each carrying three marks. The number of sentences may vary.

VI Rewriting sentences as directed : -

(1) Active and Passive voice.

(2) Simple, Complex and Compound Sentences.

(3) Degree of Comparison.

(4) Direct and Indirect Speech.

(5) Interrogative Sentences and question tags, etc. Five sentences (each carrying three marks) one sentence for each item mentioned above may be framed.

VII Drafting a suitable reply to an official or business letter, whose contents are given in the question.


VIII Summarising a given passage in one's own words not exceeding one-third of the length of the original (of about 1000 words). The passage chosen may be of general interest and relatively simple.

IX Writing two short essays in about 250-300 words on given topics. Three or four topics may be given relating to social, cultural scientific and political issues.

X Comprehension of a prose passage(of about 400 words). To answer, in a sentence or two, the ten questions that follow, The passage to be chosen may be simple in language and thought.



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(OBJECTIVE TYPE)


S.S.L.C STANDARD

Code: 003

- 1 Match the following words and Phrases given in Column A with their meanings in Column B
- 2 Choose the correct 'Synonyms' for the underlined word from the options given
- 3 Choose the correct 'Antonyms' for the underlined word from the options given
- 4 Select the correct word (Prefix, Suffix)
- 5 Fill in the blanks with suitable Article.
- 6 Fill in the blanks with suitable preposition
- 7 Select the correct Question Tag
- 8 Select the correct Tense.
- 9 Select the correct Voice
- 10 Fill in the blanks (infinitive, Gerund, participle)
- 11 Identify the sentence pattern of the following sentence (Subject, Verb, Object ...)
- 12 Change the following:- (Verb into Noun, Noun into Verb, Adjective into Adverb)
- 13 Fill in the Blanks with correct 'Homophones'
- 14 Find out the Error (Articles, prepositions, Noun Verb Adjective, Adverb)
- 15 Comprehension
- 16 Select the correct Sentence
- 17 Find out the odd Words, (Verb, Noun, Adjective, Adverb)
- 18 Select the Correct Plural Forms
- 19 Identify the sentence (Simple, Compound, Complex Sentence)
- 20 Identify the correct Degree.



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பாடத்திட்டம் பொதுத்தமிழ் (கொள்குறிவகை தேர்விற்கு)
எஸ், எஸ் , எல் , சிதிரம்

Code: 002

- 1 பொருத்துதல்
 - (i) பொருத்தமான பொருளைத் தேர்வுசெய்தல்
 - (ii) புகழ்பெற்ற நூல் நூலாசிரியர்
- 2 தொடரும் தொடர்பும் அறிதல்
 - (i) இத்தொடரால் குறிக்கப்பெறும் சான்றோர்
 - (ii) அடைமொழியால் குறிக்கப்பெறும் நூல்
- 3 பிரித்தெழுதுக
- 4 எதிர்ச்சொல்லை எடுத்தெழுதுதல்
- 5 பொருந்தாச் சொல்லைக் கண்டறிதல்
- 6 பிழை திருத்தம்
 - (i) சந்திப்பிழையை நீக்குதல்
 - (ii) ஒருமை பன்மை - பிழைகளை நீக்குதல்
 - (iii) மரபுப்பிழைகள். வழுவச் சொற்களை நீக்குதல்
 - (iv) பிறமொழிச் சொற்களை நீக்குதல்
- 7 ஆங்கிலச் சொல்லுக்கு நேரான தமிழ்ச் சொல்லை அறிதல்
- 8 ஒலி வேறுபாடறிந்து சரியான பொருளையறிதல்
- 9 ஒரேழுத்து ஒருமொழி உரிய பொருளைக் கண்டறிதல்
- 10 வேர்ச் சொல்லைத் தேர்வு செய்தல்
- 11 வேர்ச் சொல்லைக் கொடுத்து - வினைமுற்று. வினையெச்சம். வினையாலணையும் பெயர். தொழிற் பெயரை - உருவாக்கல்
- 12 அகர வரிசைப்படி சொற்களைச் சீர் செய்தல்
- 13 சொற்களை ஒழுங்குபடுத்தி சொற்றொடராக்குதல்
- 14 பெயர்ச்சொல்லின் வகையறிதல்
- 15 இலக்கணக் குறிப்பறிதல்
- 16 விடைக்கேற்ற வினாவைத் தேர்ந்தெடுத்தல்
- 17 எவ்வகை வாக்கியம் எனக் கண்டெழுதுதல்
- 18 தன்வினை. பிறவினை. செய்வினை. செய்ப்பாட்டு வினை வாக்கியங்களைக் கண்டெழுதுதல்
- 19 உவமையால் விளக்கப்பெறும் பொருத்தமான பொருளைத் தேர்ந்தெழுதுதல்
- 20 மோனை. எதுகை. இயைபு இவற்றுள் ஏதேனும் ஒன்றைத் தேர்ந்தெழுதுதல்


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FOR GROUP-I SERVICES PRELIMINARY EXAMINATION (OBJECTIVE TYPE)


GENERAL KNOWLEDGE

The paper on general knowledge will include questions covering the following fields of knowledge: General science, current events of national and international importance, history and culture of India, geography, Indian polity, Indian economy, Indian national movement and freedom struggle, mental ability tests and other related fields.

Questions on general science will cover general appreciation and understanding of science, including matters of every day observation and experience as may be expected of a well educated person who has not made a special study of any scientific discipline. In history, emphasis will be on broad general understanding of the subject in its social, economic, political aspects; social and cultural heritage of India emphasizing unity in diversity. In geography, emphasis will be on geography of India including the physical, social, economic geography and on the main features of Indian agriculture and natural resources. Questions on Indian polity and economy will test knowledge on the country's political, executive, judicial system, panchayat raj, rural and community development and economic planning in India. Questions on Indian national movement will relate to the nature and character of the nineteenth century resurgence, growth of nationalism and attainment of independence. General mental ability test will include analysis of classified data, logical and behavioral reasoning, analogies, school arithmetic, numerical ability and basic concepts of computers. Current events will include latest developments on all the fields detailed above including science and technology, History of Tamil Nadu its ancient culture and heritage of its people.



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✔ இதன் மூலம் முயற்சிக்கும் எல்லா மாணவர்களுக்கும் அரசுப்பணியை கொண்டு சேர்ப்பது

✔ கற்க சிரமப்படும் மாணவர்களுக்கு புரியும் வகையில் தனிக்கவனம் எடுத்து கற்றுத்தருவது

✔ இந்த வகையில் நடப்பாண்டில் 10 ஆயிரம் மாணவர்களை சென்றடைய ஏற்பாடு செய்துள்ளோம்.

✔ இந்த முயற்சியில் நீங்கள் பங்கேற்க அன்போடு அழைக்கிறோம்.

✔ தானத்தில் சிறந்தது கல்விதானம் இந்த லட்சியத்தில் நம் உறவுப்பாலம் பல மாணவர்கள் வீட்டில் விளக்கேற்றட்டும்

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5. Collaborative Task



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6. Assistive Device

2016 - 2017

Sparsh Forming Machine



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COURSE CODE:CPS2aH

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AFFILIATED TO TAMIL NADU TEACHERS EDUCATION UNIVERSITY

March 2016

B.Ed. Degree Examination
• End Semester – I
PEDAGOGY OF HISTORY

Time : 3 Hours

Maximum Marks : 60

Note:

1. Answer all the TEN Multiple Choice Questions from Part – A, any FIVE Very Short Answer Questions from Part – B, any FOUR Short Answer Questions from Part – C, and any TWO Essay type Questions from Part – D.
2. Each of the answers to the questions from Part – B, C and D should not exceed 50, 200 and 400 words respectively.
3. Each question in Part – A carries 1 mark, in Part B carries 2 marks, in Part – C carries 5 marks and in Part – D carries 10 marks.

PART – A

(10X1=10)

(Multiple Choice Questions)

1. The word 'History' has been derived from the word
a) Latin b) Chinese
c) Greek d) Sanskrit
'வரலாறு' எனும் சொல் மருவி வந்தது
அ) இலத்தின் ஆ) சீனம்
இ) கிரேக்கம் ஈ) சமஸ்கிருதம்
2. The Dimensions of History is associated with
a) values b) time
c) methods d) activities
வரலாற்றின் உட்கூறுகளுடன் தொடர்புடையது.
அ) மதிப்பீடுகள் ஆ) காலம்
இ) முறைகள் ஈ) செயல்பாடுகள்
3. The enrichment activities is closely associated with
a) slow learners b) average learners
c) gifted learners d) academically backward learners
பயன்பெறும் செயல்பாடுகளுடன் நெருங்கிய தொடர்பு
அ) மெதுவாக கற்போர் ஆ) சராசரியாக கற்போர்
இ) மீத்திறன் கற்போர் ஈ) படிப்பில் பின்தங்கி கற்போர்

PTO

20. Write a short note on seminar.

கருத்தரங்கம் பற்றி சிறுகுறிப்பு வரைக.

21. Bringout the importance of project method.

செயல்திட்ட முறையின் முக்கியத்துவத்தினை வெளிக்கொணர்.

22. Brief the role of software instructional aids in teaching history.

வரலாறு கற்பித்தலில் மென்பொருள் கற்பித்தல் கருவிகளின் பங்கு பற்றி சுருக்கமாக எழுதுக.

23. What are merits and demerits of lecture method?

விரிவுரை முறையின் நிறைகள் மற்றும் குறைகள் யாவை?

PART – D

(Essay type questions)

(2X10=20)

24. Discuss the various dimensions of History.

வரலாற்றின் பல்வேறு பரிமாணங்களை விவாதிக்க.

25. Explain the specific objectives of teaching history at elementary, high and higher secondary stage.

ஆரம்பநிலை , உயர்நிலை மற்றும் மேல்நிலை வகுப்புகளில் வரலாறு கற்பித்தலின் சிறப்பான நோக்கங்கள் பற்றி விளக்குக.

26. Explain the importance, types and effective functioning of teaching aids in teaching History.

வரலாறு கற்பித்தலில் கற்பித்தல் உபகரணங்களின் முக்கியத்துவம் , வகைகள் மற்றும் அதன் திறமையான செயல்பாடுகள் பற்றி விளக்குக.

27. Explain the basic assumptions and features of co – operative learning in teaching history.

வரலாறு கற்பித்தலில் ஒருங்கிணைந்து கற்றலின் அடிப்படை வியூகம் மற்றும் தனிச்சிறப்புகள் பற்றி விளக்குக.

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