

## General Tamil – I

(காலம்: 120 மணிகள்)

## நோக்கம்:

1. மரபுக் கவிதைகளின் மூலம் இலக்கிய நயங்களை அறிந்துகொள்ளல்.
2. புதுக்கவிதைகள் எழுதும் முறையை புரிந்துகொள்ளல்.
3. உரைநடை, சிறுகதை, நாடகங்களின் மூலம் சிந்தனையை வெளிப்படுத்தும் திறன்களை வளர்த்துக்கொள்ளல்.
4. வெற்றிப்புகள் என்ற தன் முன்னேற்ற நூலின் வழித் தன்னம்பிக்கை பெறல்
5. மொழித்திறன்களின் மூலம் இலக்கணங்களை நடைமுறையில் பயன்படுத்தல்.

## அலகு -1: மரபுக் கவிதைகள்.

1. தமிழ்த்தாய் வாழ்த்து - பேரா. சுந்தரம்பிள்ளை
  2. அ). மலரும் மாலையும்  
கோயில் வழிபாடு  
வாழ்க்கைத் தத்துவங்கள்.  
ஆ) ஆசிய ஜோதி  
புத்தர் மயங்கி விழுதல்
  3. செந்தமிழ் நாடென்னும்.....  
யாமறிந்த மொழிகளிலே.....  
கண்ணன் பாட்டு (இரண்டு தலைப்புகள்)  
கண்ணன் என் சேவகன்.  
கண்ணன் என் அரசன்.
  4. அழகின் சிரிப்பு – அழகு, நிலவு, புறாக்கள்,  
அரசியல் வகையில் அயல் மொழிப் பெயர்கள்,  
உலகம் உன்னுடையது,  
தமிழனுக்கு வீழ்ச்சியில்லை.
- கவிமணி தேசிய விநாயகம் பிள்ளை
- பாரதியார்
- பாரதிதாசன்

1. பட்டுக் கோட்டையார் பாடல்  
புது நாளினை எண்ணி உழைப்போம்  
கல்யாணசுந்தரம்  
தூங்காதே தம்பி தூங்காதே.....

} பட்டுக்கோட்டை

2. இயேசு காவியம்  
அ) ஊதாரிப்பிள்ளை  
ஆ) வள்ளல் அழகப்பா மறைந்தார்..

} கண்ணதாசன்.

**அலகு -2: புதுக்கவிதை, ஹைக்கூ, சென்றியு, லிமரிக் கவிதைகள்:**

7. அப்துல் ரகுமான் - அ) அன்பு ஆ) நெருப்பின் கிளை  
இ) குப்பையைக் கிளறும் சிறகுகள்.
8. மு. மேத்தா - அ) தீபங்கள், தீவைக்கலாமா?  
ஆ) தேசப்பிதாவுக்கு ஒரு தெருப்பாடகனின் அஞ்சலி.
9. வைரமுத்து - சுயகொள்ளி
10. அறிவுமதி - ஹைக்கூ கவிதைகள்.
11. தமிழ்ச்சி தங்கபாண்டியன் - எஞ்ச்சோட்டுப் பெண்
12. ஈரோடு தமிழன்பன் - ஒரு வண்டி சென்றியா
13. சிற்பி பால சுப்ரமணியன் - ஒரு கிராமத்து நதி
14. நிர்மலா சுரேஷ் & ஈரோடு தமிழன்பன் - லிமரிக் கவிதைகள்
15. நாஞ்சில் யோமா சேகர் - சிவப்புச் சீதனம்

**அலகு - 3**

இலக்கிய வரலாறு - 18,19,20 நூற்றாண்டு மரபு கவிதை,  
புதுக்கவிதை, உரைநடை, சிறுகதை,  
புதினம், நாடகம்.

**அலகு - 4** சிறுகதைத் தொகுப்பு :

வெற்றிப்படிகள் - தன் முன்னேற்ற நூல், தொகுப்பு.

**அலகு -5:** மொழித்திறன்

1. பிழை நீக்கி எழுதுதல்
2. பொருந்திய சொல்
3. கலைச் சொல்லாக்கம்.
4. மரபுத் தொடர்களை வாக்கியத்தில் அமைத்தல்
5. கடிதம் (உறவு முறை, அலுவலகக் கடிதம்)
6. நேர்காணல்
7. தமிழ்ப் பழமொழிகள்.

**தேர்வுமுறை**

**பகுதி -1**

1. அகமதிப்பீட்டுத் தேர்வு - 2
2. அகமதிப்பீட்டுத் தேர்வு - இரண்டாம் பகுதி  
நேர்காணல், கடிதம் எழுதல், கலைச் சொற்களைத் தொகுத்தல்

**பகுதி -2** - புறத் தேர்வு (பருவம் முடியும் போது)

**பார்வைநூல்கள்:**

1. கவிமணி தேசிக விநாயகம் பிள்ளை (1938), மலரும் மாலையும், சென்னை: பாரி நிலையம்.
2. பாரதியார் (1991), பாரதியார் கவிதைகள் (திருத்தமான பதிப்பு) சென்னை: சீனி விசுவநாதன் பதிப்பு.
3. பாரதிதாசன் (2005), பாரதிதாசன் கவிதைகள், திருச்சி: பாரதிதாசன் பல்கலைக்கழக உயராய்வு மையம்.
4. மு.அருணாசலம், (1975) தமிழ் இலக்கிய வரலாறு, சென்னை: தமிழியல் ஆய்வு மற்றும் வெளியீட்டு நிறுவனம்.
5. கவியரசு கண்ணதாசன் (1982), இயேசு காவியம், திருச்சிராப்பள்ளி: கலைக்காவிரி பதிப்பகம்.
6. <http://elthu.com/kavignar/kavimani-desigair>.
7. [books.tamilcube.com](http://books.tamilcube.com)>books.
8. <http://elthu.com/kavignar/Bharathidasan.php>

**PART -II****FOUNDATION ENGLISH- I****(100 Hours)****OBJECTIVES:**

- To promote competency in Language skills and strengthen the students knowledge in Vocabulary and Grammar.
- To teach them the basics in learning English.
- To enhance the reading and writing skills of the students.

**UNIT I: VOCABULARY**

1. Gender
2. Number
3. Misspelt Words

**UNIT II: GRAMMAR**

1. Common Errors
2. Spotting Errors

**UNIT III: STRUCTURES**

1. Word Formation
2. Sentence Formation

**UNIT IV: READING COMPREHENSION**

1. Comprehension
2. Close Reading

**UNIT V: NON-VERBAL COMMUNICATION**

1. Prose Comprehension
2. Jumbled Sentences
3. Filling Pay-in-slips
4. Precise Writing
5. Hints Developing

**REFERENCES**

1. Thomson, A. J and Martinet, A.V, (1986). *A practical grammar*. UK: Oxford University Press
2. Radha Krishna Pillai. G., K. Rajeev. K and Bhaskara Nair. P, (2008). *Written english for you*. New Delhi: Emerald Publications.

PART -III  
CORE - I

Subject Code :

**HISTORY OF INDIA UPTO A.D.1206**

**PROGRAMME SPECIFIC OUTCOMES (PSOs)**

After completion of the Specific programme, the student will.

**PSO1:** Expand the understanding of Historical knowledge at national and international level.

**PSO2:** Critically evaluate the administration and socio- economic development.

**PSO3:** Explore the Constitutional developments and inculcate values of Human Rights.

**PSO4:** Develop the principles and components of Historical research.

**PSO5:** Enhance their communicative and employability skills to suit the current scenario.

**COURSE OBJECTIVES:**

- To facilitate students to appreciate India's legacy.
- To infuse in students a sense of pride in Indian history and heritage.
- To create awareness on the kingdoms of ancient India

**UNIT I** : Geographical Features – Sources of Indian History – Indus Valley Civilization – Early Vedic Age - Later Vedic Age.

**UNIT II** : Buddhism and Jainism – Rise of Magadha – Alexander's Invasion – The Mauryas – Chandragupta Maurya – Asoka – Ashoka's Dhamma – Mauryan Administration – Art and Architecture.

**UNIT III** : Satavahanas – Kushanas – Kanishka — Administration – Social, Economic and Cultural Developments –The Age of the Guptas -Rise and consolidation of the Empire – Chandragupta – Samudragupta Administration – Social and Economic life – Revival of Hinduism – Arts – Decline of Guptas.

**UNIT IV:** Harshavardhana – Administration – Religious Contributions – Chalukyas – The Rajputs – Art and Architecture.

**UNIT V** : Arab Conquest of Sind –Foundation of Turkish rule in Northern India; Mahmud of Ghazni – Mahmud of Ghori.

**RECOMMENDED TEXT BOOKS:**

S.No.	Author	Title of the Book	Publisher	Year
1	Majumdar R.C.	Advanced History of India	Macmillan, London,	1946
2	Sharma L. P.	History of Ancient India	Vikas Publishing, New Delhi	1981
3	V.D. Mahajan	Ancient India	S.Chand &Company, New Delhi,	1960.

**BOOKS FOR REFERENCE**

S.No.	Author	Title and Publisher
1	R.C.Majumdar, H.C.Raychaudhuri & Datta	An Advanced History of India, Macmillan, Madras, 1994.
2	Majumdar R.C.	Advanced History of India, Macmillan, London, 1946
3	Sharma L. P.	History of Ancient India, Vikas Publishing, New Delhi, 1981
4	V.D. Mahajan	Ancient India, S.Chand &Company, New Delhi, 1960
5	Romila Thapar	Ancient India, Penguin Books, England, 1966.
6	N. Subramanian	Indiya Varalaru (Tamil), New Century Book House, Chennai, 2004.

**JOURNALS:**

1. **Journal of Ancient Indian History**, India: University of Calcutta, ISSN: 0075-4110.
2. **Journal of Ancient History and Archeology**, Romania: Mega Publishing House ISSN: 2360-266X

**E-LEARNING RESOURCES:**

1. <http://www.historydiscussion.net/articles/sources-of-ancient-indian-history-archaeological-and-literary-sources/2336>
2. [http://indohistory.com/vedic\\_period.html](http://indohistory.com/vedic_period.html)
3. <http://theindianhistory.org/Mauryan/mauryan-dynasty-timeline.html>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Examine the sources for the study of the history of India.
CO 2	Discuss characteristics of Indian culture.
CO 3	Demonstrate an understanding of evolution of ancient Indian History
CO 4	Analyse the administrative structure in Ancient India
CO 5	Widens the knowledge on Historical research

**Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Average</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>

**KEY:** Strongly Corelated-3; Moderately Corelated-2; Weakly Corelated-1; No Corelation-0

**HISTORY OF TAMILNADU UPTO A.D. 1565**

**COURSE OBJECTIVES:**

- To be acquainted with about the history of Sangam in Tamil Nadu
- To identify the contributions of Tamil kings to art and architecture
- To appreciate the rise and fall of Vijayanagar rule

**UNIT I** : Geographical features of Tamilnadu – Influence on the History of Tamilnadu – Sources: Archaeology – Antiquities – Epigraphs – Numismatics – Literature-Sangam Age -Socio-Economic and Cultural life

**UNIT II** : Kalabhras – Origin of the Pallavas –Mahendra Varman I, Narasimha Varman I Administration – Art and Architecture – Bhakti Movement- Alwars and Nayanmars.

**UNIT III** : Emergence of the Cholas – Rajaraja I – Rajendra I – Kulothunga I - Administration: Central, State and Local Administration – Art and Architecture – Society-Economy, Education and Religion.

**UNIT IV:** Second Pandyan Empire – Maravarman Sundara Pandyan, Maravarman Kulasekara Pandyan– advent of Muslims- Malik Kafur Invasion – Social, Economic and Cultural conditions.

**UNIT V** : Kumara Kampana’s invasion - Tamilaham under Vijayanagar rule – Administration –Religious and cultural life.

**RECOMMENDED TEXT BOOKS:**

S.No.	Author	Title of the Book	Publisher	Year
1	Rajayyan K	History of Tamilnadu	Raj Publishers, Madras	1982
2	Pillay K.K.	A Social History of the Tamils,	University of Madras, Madras	1969

**BOOKS FOR REFERENCE**

S.No.	Author	Title and Publisher
1	N. Subramaniam	Social and Cultural History of Tamil Nadu upto A.D. 1336, Ennes Publications, Udumalpet, 1973.
2	V.T. Chellam	A History of Tamilnad, Thirumalai Book House, 1985
3	A. Devanesan	History of Tamil Nadu (upto 1995), Renu Publications, Marthandam, 1997.
4	Rajayyan K	History of Tamilnadu, Raj Publishers, Madras, 1982
5	Pillay K.K.	A Social History of the Tamils, Madras, 1969

**JOURNALS:**



1. **Journal of Indian History and Culture**, CPR Institute of Indological Research, Chennai, ISSN 09757805
2. **Tamil Kalai**, Publication Department, Tamil University, Thanjavur

**E-LEARNING RESOURCES:**

1. [https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result-1530703827-1?itm\\_source=Oneplus3&itm\\_medium=CRE&itm\\_campaign=1](https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result-1530703827-1?itm_source=Oneplus3&itm_medium=CRE&itm_campaign=1)
2. <http://www.historydiscussion.net/history-of-india/pallavas-of-kanchi-society-polity-economy-and-culture/2012>
3. <https://www.globalsecurity.org/military/world/india/history-chola.htm>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Enables the student to analyse the sources for the study of History of Tamilnadu
CO 2	Understand the administration of the kingdoms which ruled Tamilagam
CO 3	Inspire the students to appreciate the importance of Pallava architecture
CO 4	Appreciate the social and cultural life of the ancient Tamils.
CO 5	Evaluate the contribution of Vijaya Nagar rulers in Tamilnadu

**Mapping of CO with PSO:**

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	2	3	3
CO 2	2	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	2	3	2	3	2
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

## **PART- III**

### **ALLIED - I**

#### **Principles of Political Theory**

##### **Objectives:**

This is an introductory course in Political Science which seeks to elucidate the evolution and usage of the concepts, ideas and theories both historically and analytically. The different ideological standpoints with regard to various concepts and theories are significantly explained with the purpose of highlighting the differences in their perspectives and in order to understand their continuity and change.

##### **Unit –I Introduction**

Meaning , nature and scope of Political Science - Importance of Political Theory - Relations between Political Science and other Social Sciences - Approaches to Political Science.

##### **Unit- II State**

Elements of State - Evolution of State -Theories of origin of State - Functions and Ends of State.

##### **Unit –III Concepts**

Constitution – Law - Liberty – Rights – Citizenship.

##### **Unit – IV Government**

Elements of Government – Forms of Government- Functions of Government- Democracy- Political Parties and Pressure Groups-

##### **Unit – V Political Ideologies**

Liberalism – Marxism – Socialism – Fascism - Gandhism.

##### **References :**

- 1) Amal Kumar Muldhopadhyay **An Introduction to Political Theory** New Delhi: Sage Publications,2017.
- 2) Appadorai,A. **The Substance of Politics**, New Delhi: Oxford University Press, 2010.
- 3) Gilchrist, R.N. **Principles of Political Science**, Bombay: Orient Longmans, 1952.

##### **Text Books :**

1. Agarwal, R.C. **Political Theory**, New Delhi: S.Chand & Co. 2008.
2. Eddy Asirwatham and KK Mishra, **Political Theory**, New Delhi: S.Chand & Co. 2007.
3. Rajeev Bhargava and Ashok Acharya **Political Theory : An Introduction** Delhi : Pearson ,2017

**EDUCATION**  
**CHILDHOOD AND GROWING UP- PART – I**  
**(Total: 60 Hrs)**

**COURSE OBJECTIVES**

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

1. understand the growth of child development
2. understand the stages and dimensions of child development
3. compare various theories and its contributions to child development
4. analyse the gender stereotyping and issues,
5. identify the various socializing agencies and their role on child development

**UNIT-I-GROWTH AND DEVELOPMENT OF CHILDHOOD**

Meaning and concepts of growth and development-Principles of growth and development- Difference between growth and development- Impact of nature and nurture on child development.

**(Suggested instructional approaches and methods:**

- i. Talk by teachers/experts on the principles of growth and development.
- ii. A debate on the influence of nature and nurture on individual development.)

**UNIT-II STAGES AND DIMENSIONS OF DEVELOPMENT**

Stages: infancy, early childhood and adolescence and their dimensions of development : physical, cognitive, moral , emotional and social.

**(Suggested instructional approaches and methods:**

- i. Talk by the teacher/psychologist on the various stages of child development.
- ii. Invited talk by experts on dimensions of child development.)

**UNIT-III THEORIES OF CHILD DEVELOPMENT**

Psycho-social stages (Erikson), Cognitive development (Piaget), Moral development (Kohlberg), Socio-cultural approach to cognitive development (Vygotsky), Ecological systems theory(Bronfenbrenner).

**(Suggested instructional approaches and methods:**

- i. Teacher talk on child development theories.
- ii. Student seminar on various theories of child development.)

#### **UNIT-IV SOCIALIZING AGENCIES OF CHILD DEVELOPMENT**

Agencies of socialization: Family, school, peer, and community

**(Suggested instructional approaches and methods:**

- i. Presentation of report based on field study/ case study on child rearing practices.
- ii. Seminar on family, school and peer influence on socializing process.)

#### **UNIT-V GENDER STEREOTYPES AND GENDER ROLES**

Gender stereotypes in early child, middle childhood and adolescence - Influences of gender stereotyping: biological, cultural and environmental -Gender identity in middle childhood and in adolescence - Gender schema theory- strategies for development non-gender – stereotyped children.

**(Suggested instructional approaches and methods:**

- i. Invited lecture by a Feminist on gender stereotypes.
- ii. Seminar on strategies for development of non-gender stereotyped children.)

#### **TASKS AND ASSIGNMENTS**

1. Submission of a case study report on an adolescent student in the practice teaching school.

#### **REFERENCES**

1. Anitha Woolfolk. (2004). Educational psychology. Singapore: Persion Education.
2. Baron.A. Robert (2000). Pshychology. New Delhi: Prentice-Hall of India.
3. Bert Laura. E. (2014). Child development. New Delhi: PHI Learning.
4. Hurlock, Elizabeth. B. (1980). Development Psychology. New Delhi: McGrawHill Education.
5. Hurlock, Elizabeth. B. (1980). Adolescent Development. New Delhi: Tata McGraw Hill.
6. Hurlock, Elizabeth. B. (2015). Child development. New Delhi: McGraw Hill Education.
7. Thangasamy, Kokila. (2014). Psychology of learning and human development. Madurai: MaaNila Publisher.
8. [www.simplypsychology.org](http://www.simplypsychology.org)
9. psychclassics.yorkn.ca
10. Psychology.wikia.com

**EDUCATION**  
**LANGUAGE ACROSS THE CURRICULUM**  
**(Total: 60 Hrs)**

**COURSE OBJECTIVES**

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

1. understand the language background of the learner,
2. know language diversity in the classroom,
3. understand the nature of communication process in the classroom,
4. understand the nature of reading comprehension in different content areas,
5. develop multilingual awareness among the learners.

**UNIT-I LANGUAGE AND SOCIETY**

Language: Meaning, concept and functions - Understanding of Home language and School Language - Understanding the language background of the learner - Developing oral and written language in the classroom - Language and Culture.

**(Suggested instructional approaches/methods:**

- i. Organise the students to participate in Discussion on Home Language Vs. School Language.
- ii. Visit a school in your neighbourhood and find out the language background of students and conduct a seminar highlighting the language diversity that exists in the classroom.)

**UNIT-II LANGUAGE DIVERSITY IN CLASSROOMS**

First Language and Second Language Acquisition - Using of First and Second Language in the classroom - Difference between language as a school subject and means of Communication. - Relationship between language mastery and subject mastery. - Mastery in first language and subject - mastery in second language and subject. - Understanding of multilingualism in classroom.

**(Suggested instructional approaches/methods:**

- i. Observe two Language classes of secondary schools (one rural and the other urban) and record the discipline-based language, teacher language and student language during interaction-Make a comparative analysis.
- ii. Conduct a seminar on: "Language is the vehicle that carries the content".)

**UNIT-III POSITION OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT**

Position of English as a second language in India – Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.

**(Suggested instructional approaches/methods:**

- i. Arrange an extempore speech competition regarding importance and development of language.
- ii. Discussion on common errors in pronunciation and its remedial exercises for students.)

#### **UNIT-IV LANGUAGE ACROSS CURRICULUM**

Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction – Factors related to poor reading comprehension - Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory - Educational implications of language - Understanding the nature of classroom interaction.

##### **(Suggested instructional approaches/methods:**

- i. Participation in two Extempore Presentations, one Debate, one Paragraph writing and one Application writing.(To be the basis of Evaluation after exhaustive sessions to improve communication skills.
- ii. Discussion on “Language development in the school is the responsibility of all the teachers”.)

#### **UNIT-V LANGUAGE RELATED ISSUES**

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom - Nature of reading comprehension in the content areas. - Developing writing skills for writing in specific content areas. - Strategies for developing oral language in the classroom that promotes learning in the subject areas. - Reading in the content areas – Social Sciences, Science and Mathematics; nature of expository texts Vs.narrative texts; transactional Vs. reflexive texts; Schema theory; text structures; examining content areas textbooks; reading strategies for note-making, summarizing; making reading-writing connections; process writing; analyzing children’s writing to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

##### **(Suggested instructional approaches/methods:**

- i. Talk to the students and find out the different languages that they speak. Prepare plan to use multilingualism as a strategy in the English classroom.
- ii. Interact with 5 student-teachers and present a paper on:
  - the structure of their language
  - pronunciation
  - vocabulary.)

#### **TASK AND ASSIGNMENTS**

Based on Eller Deficit Theory: Children’s from lower socioeconomic classes “cannot speak complete sentences, do not know the names of common objects, cannot form concepts or convey logical thoughts.”

Step-1: Student teachers have to find the students who are undergoing this type of problem.

Step-2: According to Eller theory, give a remedial treatment by teaching correct pronunciation.

Step-3: The pronunciation of the students before training and after training can be recorded to find the progress of the students.

2 . Take a few passages from Science, Social Science and Maths textbooks of Classes VI-VIII/ IX-X/ XI-XII and analyse on the following issues and offer your findings and suggestions.

How are the different registers of language have been introduced?

- a) Does the language clearly convey the meaning of the topic being discussed?
- b) Is the language learner-friendly?
- c) Is the language too technical?

## REFERENCES

1. Agnihotri, R.K. (1995), Multilingualism as a classroom resource. Heinemann Educational Books.
2. Earl Stevick.W.(1982), Teaching and Learning Languages. Cambridge: Cambridge University Press.
3. Krashen, S.D.(1981), The study of second language acquisition and secondlanguage learning. Oxford: Oxford University Press.
4. Richards,J.C.(2006), Communicative language teaching today. Cambridge: Cambridge University Press.
5. Thangasamy, Kokila (2016) Communicative English for College Students. Chennai: Pavai Publications.
6. Widdowson, H. (1978), Aspects of language teaching. Oxford: Oxford University Press.
7. Wallace, M.J. (1998). Study skills in English. Cambridge: Cambridge University Press.
8. Forum for across the curriculum teaching – <http://www.factworld.info/>
9. Language for understanding across the curriculum – [www.det.act.gov.au](http://www.det.act.gov.au)>LUACHandbook
10. Curriculum guide – Language arts language across the curriculum – [www.moe.gov.jm](http://www.moe.gov.jm)>sites>default>files.

**General Tamil – II**  
(காலம்: 120 மணிகள்)

**நோக்கம்**

1. பக்தி இலக்கியங்களை அறிந்து கொள்ளல்,
2. சிற்றிலக்கியங்களின் பொருளை புரிந்துகொள்ளல் ,
3. இலக்கிய வரலாற்றில், சைவ, வைணவ, கிறிஸ்துவ, இஸ்லாமிய இலக்கியங்களின் வளர்ச்சியை அறிந்துகொள்ளல் ,
4. தமிழ் அறிவியல் கட்டுரைகளின் மூலம் சிந்தித்து எழுதும் திறன் வளர்த்தல் ,
5. பயன்பாட்டுத் தமிழின் மூலம் இலக்கணங்களை வாழ்வில் பயன்படுத்தல்.

**அலகு- 1 செய்யுள் - பக்தி இலக்கியங்கள்**

1. திருமூலர் - திருமந்திரம் 5 பாடல்கள் மட்டும்
2. தேவாரம் - திருஞானசம்பந்தர் பாடல்கள் (5 பாடல்கள்)
3. அப்பர் தேவாரம் - மறுமாற்றத் திருத்தாண்டகம்
4. மாணிக்கவாசகர் - திருவாசகம் (முத்திக்கலம் புரைத்தல்)
5. ஆண்டாள் - திருப்பாவை ( பத்துபாடல்கள்)
6. குலசேகர் ஆழ்வார் - பெருமாள் திருமொழி
7. எச்.ஏ. கிருஷ்ணபிள்ளை - இரட்சணிய யாத்திரிகம்
8. பட்டினத்தார் - தாய்மரித்த போது பாடியது
9. குணங்குடி மஸ்தான் சாகிபு-நந்தீஸ்வரக் கண்ணி

**அலகு- 2 சிற்றிலக்கியங்கள்**

10. முக்கூடற்பள்ளு - நாட்டுவளம் (மூத்தபள்ளி)
11. குற்றாலக் குறவஞ்சி - நாட்டுவளம், மலைவளம்-திரிகூடராசப்பக் கவிராயர்
12. மீனாட்சியம்மை பிள்ளைத்தமிழ் - குமரகுருபரர்
13. நந்திக் கலம்பகம் - கையறு நிலைப்பாடல்
14. தனிப்பாடல்கள் - காளமேகப் புலவர் & ஓளவையார் பாடல்கள்
15. இராலிங்க அடிகளார் (வள்ளலார்) - திருவருட்பா ஆறாம் திருமுறை கோடையிலே இளப்பாறிக்.....(5 பாடல்கள்)

**அலகு- 3 இலக்கிய வரலாறு - பக்தி இலக்கியங்கள், சைவம், வைணவம், கிறித்தவம், இஸ்லாம்.**

சிற்றிலக்கியங்கள் - குறவஞ்சி, பள்ளு, பரணி, கலம்பகம், பிள்ளைத்தமிழ்

**அலகு- 4 தமிழில் அறிவியல் கட்டுரைகள் (தொகுப்பு)****அலகு- 5 பயன்பாட்டுத் தமிழ்**

1. ஆகர வரிசைப்படுத்துதல்
2. ஒருபொருள் குறித்த பல சொற்கள்
3. பல பொருள் குறித்த ஒரு சொல்
4. எழுத்துப் பிழை நீக்கி எழுதுதல்
5. ஒற்றுப் பிழை நீக்கி எழுதுதல்
6. தொடர் பிழை நீக்கம்
7. பிறமொழிச் சொற்களை நீக்கி எழுதுதல்

**தேர்வுமுறை**

**முதல் பருவத் தேர்வு முறையைப் பின்பற்றுக**

**பார்வை நூல்கள்**

1. ஜெகதீசகன்.எல்(1993), நாலாயிரத்திவ்ய பிரபந்தம், சென்னை: ஆழ்வார்கள் ஆய்வு மையம்.
2. திருஞான சம்பந்தர் மூர்த்தி நாயனார் (1955), தேவாரப் பதிகங்கள், தருமபுர ஆதினம் உரிமை பதிப்பு.



3. குணங்குடி மஸ்தான் சாகிபு , திருப்பாடற்றிரட்டு, சென்னை: வெளியீட்டாளர் இரத்தின நாயகர் அண்ட் சன்ஸ்.
4. பட்டினத்தார்(1967), பட்டினத்துப் பிள்ளையார் திருப்பாடல்கள், திருநெல்வேலி: தென்னிந்திய சைவ பதிப்பகம்.
5. மு.அருணாசலம், (1975) தமிழ் இலக்கிய வரலாறு, சென்னை: தமிழியல் ஆய்வு மற்றும் வெளியீட்டு நிறுவனம்.

## PART - II

Subject Code :

### FOUNDATION ENGLISH - II (Total: 120 Hrs)

#### OBJECTIVES

- To provide practical, functional hands-on-learning experience to students in essential English grammar and usage.

#### UNIT-I WORD POWER

1. Synonyms
2. Antonyms
3. Prefixes and Suffixes

#### UNIT- II KNOWLEDGE OF BASIC GRAMMAR

1. Articles
2. Preposition
3. Question Tag

#### UNIT-III KNOWLEDGE OF BASIC GRAMMAR

1. Voice
2. Infinitive gerund and participle

#### UNIT-IV APPLICATION OF ENGLISH GRAMMAR

1. Errors in the use of Articles
2. Errors in the use of Preposition
3. Errors in the use of Verbs

#### UNIT-V SENTENCE WRITING AND UNDERSTANDING

1. Sentence Pattern
2. Writing a Correct Sentence
3. Comprehension

#### REFERENCES

1. Luca Konig, (2016). *Correction of errors in written and spoken English*. UK: Oxford Press
2. Geoffrey Leech and John Svart, (2003). *Communicative grammar of English*. UK: Pearson Longman.
3. Agarwala N.K, (2014). *English grammar and composition*. New Delhi: Goyal Brothers Prakhasan.
4. Kokila S.Thangasamy, (2014). *Communicative English for college students*. Gandhigram (T.N): Arichum Blooms.

## PART -III

### CORE - III

Subject Code :

### HISTORY OF INDIA (A.D. 1206 – 1707)

#### COURSE OBJECTIVES:

- To understand the foundation of the Muslim and Mughal Rule in India
- To study the administrative system of rulers of Medieval India
- To assess the contribution of Marathas.

**UNIT I** : Establishment of Muslim Rule in India – Slave Dynasty – Qutbuddin Aibak – Iltutmish – Raziya – Balban – Khilji Dynasty – Jalaluddin Khilji – Alauddin Khilji – Malik Kafur's Invasions

**UNIT II** : Tughlaq Dynasty – Mohammed-bin-Tughlaq- Feroz Shah Tughlaq- The Sayyids and Lodis –Administrative System under Delhi Sultanate- Bahmini Kingdom – Mohammad Gawan – Vijayanagar Empire.

**UNIT III** : Advent of Mughals- Babur- Humayun- Shersha- Akbar- conquests- Administration- Revenue and military reforms.

**UNIT IV** : Jehangir –Shah Jahan – The Golden Age of the Mughals – Aurangzeb – Deccan Policy

**UNIT V** : Administration of the Mughals – Social and Economic Conditions – Art and Architecture – Rise of the Marathas – Life and Career of Shivaji – Shivaji's Administration

#### RECOMMENDED TEXT BOOKS:

S.No.	Author	Title of the Book	Publisher	Year
1	Majumdar R.C. Roy Chaudhry & Dutta K.K.	An Advanced History of India Vol. II	London, Mac Millan	1961
3	Sharma L.P.	History of Medieval India	Vikas Publishing, New Delhi	1981

#### BOOKS FOR REFERENCE:

1	Usman Sheriff	Indian History from 1206 to 1707 (Tamil), Tamil Nadu Text Book Society, Chennai, 1972
2	A.L. Srivastava	History of India 1000 – 1707, Shiva Lal Agarwal Publishers, Agra, 1984.
3	Ishwari Prasad	History of Medieval India from 647 to 1526, The Indian Press (Publications), Allahabad, 1976
4	N. Subramanian	Indiya Varalaru (Tamil), New Century Book House, Chennai, 2004.

## JOURNALS:

1. **The Medieval History Journal**, Delhi: Sage Publications, ISSN: 09719458.
2. **Journal of Medieval History**, Netherlands: Elsevier Publishing Company, ISSN: 0304-4181

## E-LEARNING RESOURCES:

- 1) <https://www.britannica.com/topic/Slave-dynasty>
- 2) <https://www.mapsofindia.com/history/khilji-dynasty.html>
- 3) <https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-tughlaq-dynasty-a-complete-overview-1491890278-1>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Understand the establishment of Muslim rule
CO 2	Evaluate the administrative system of various dynasties in medieval India
CO 3	Acquire the knowledge on the architecture of the Muslim and Mughalm rulers
CO 4	Assess the rule of Vijaya Nagar and Bahmini Kingdom.
CO 5	Appreciate the Maratha rule under Shivaji.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	2	2	2
CO 2	3	3	3	2	2
CO 3	2	2	3	1	2
CO 4	2	2	3	1	2
CO 5	2	2	2	2	2
Average	2.2	2.2	2.6	1.6	2

**PART - III**

**CORE - IV**

Subject Code :

**HISTORY OF TAMILNADU (A.D. 1565 - 1947)**

**COURSE OBJECTIVES:**

- Appraise the socio-economic condition to Tamil Nadu under Nayaks of Madura.
- Evaluate the establishment of the British rule in Tamilagam
- Analyse the role of Tamil Nadu in Freedom movement

**UNIT I** : Tamilaham under Nayaks, Tirumalai Nayak, Rani Mangammal – Poligar System – Marathas of Tanjore – Society and Culture.

**UNIT II** : Advent of the Europeans - The Carnatic Wars – Rise of Poligars: Pulithevar, Veerapandya Kattabomman - South Indian Rebellion of 1801- Maruthu Brothers - Vellore Mutiny of 1806.

**UNIT III** : Socio-Religious Reform Movement – Vaikunthaswami Movement – Vallalar: Samarsa Suddha Sanmarga Sangam – EVR: Self Respect Movement – Temple Entry Movement.

**UNIT IV** : Tamil Nadu under the British Rule – Land Revenue Administration – Ryotwari System – Growth of Western Education - Justice Party – Congress Ministry 1937-39.

**UNIT V** : Role of Tamil Nadu in the Freedom Struggle –Swadeshi Movement - Non Co-operation Movement – Civil Disobedience Movement – Vedaranyam March - Quit India Movement – VOC, Subramania Bharathi, Vanchinathan and Tiruppur Kumaran.

**RECOMMENDED TEXT BOOKS:**

S.No.	Author	Title and Publisher
1	N. Subramanian	Social and Cultural History of Tamil Nadu (A.D. 1336 – 1984), Ennes Publications, Udumulpet, 1973.
2	K. Rajayyan	History of Tamil Nadu, Raj Publishers, Madras, 1982

**BOOKS FOR REFERENCE:**

1	V.T. Chellam	A History of Tamilnad, Thirumalai Book House, Madras, 1985
2	N. Subramaniam	Social and Cultural History of Tamil Nadu upto A.D. 1336, Ennes Publications, Udumalpet, 1973.
3	K. Rajayyan	History of Tamil Nadu
4	A. Devanesan	History of Tamil Nadu (upto 1995), Renu Publications, Marthandam, 1997.
5	Pillay, K.K.	A Social History of the Tamils, University of Madras,

**JOURNALS:**

1. **Journal of Indian History and Culture**, CPR Institute of Indological Research, Chennai, ISSN 09757805
2. **Tamil Kalai**, Publication Department, Tamil University, Thanjavur

**E-LEARNING RESOURCES:**

1. [https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result-1530703827-1?itm\\_source=Oneplus3&itm\\_medium=CRE&itm\\_campaign=1](https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result-1530703827-1?itm_source=Oneplus3&itm_medium=CRE&itm_campaign=1)
2. <http://www.historydiscussion.net/history-of-india/pallavas-of-kanchi-society-polity-economy-and-culture/2012>
3. <https://www.globalsecurity.org/military/world/india/history-chola.htm>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Appreciate the cultural contribution of Nayaks
CO 2	Evaluate the causes and effects of the Poligars' rebellion in Tamilnadu
CO 3	Assess the impact of socio- religious reform movements in Tamil Nadu.
CO 4	Identify different stages through which Tamil Nadu came under the British rule.
CO 5	Examine the role of Tamilnadu in Freedom struggle.

**Mapping of CO with PSO:**

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	1	3	3	1	2
CO 2	2	2	3	2	2
CO 3	2	3	3	2	2
CO 4	2	3	2	1	2
CO 5	2	3	3	2	2
<b>Average</b>	<b>1.8</b>	<b>2.8</b>	<b>2.8</b>	<b>1.6</b>	<b>2</b>

## **PART - III**

### **ALLIED -II**

#### **History of Science and Technology since Independence of India**

##### **Course objectives:**

The course intends to provide the students with a deep understanding of multiple dimensions of science and technology in modern India with an emphasis on the debates in social history of S&T in India. The students will be introduced to the historical evolution of S&T in the modern Indian context and the emergence of the national S&T system with unique characteristics and cultural dynamics.

##### **Unit –I Introductions**

Origin and Development of Modern Science- Scientific and industrial revolutions in Europe and its impact on India - Universities , Colleges and Missionary initiatives for Science and Technology - National Planning Committee (1938) - Bombay Plan and AV Hill report (1944) - Nehru and Scientific Temper - Establishment of Ministry Science and Technology.

##### **Unit – III Science and Scientists:**

Social history of M.N. Saha , S.S. Bhatnagar , C.V. Raman, H.J. Bhabha S.Chandrasekhar – Role of Scientists is establishment of various research institutes such as CSIR, BARC, AIIMS, ICAR, IITs NITs.

##### **Unit –IV Planning for Science, Technology and Economic development:**

The Five year plans for development of Science and Technology in specific areas: Space technology, Nuclear technology, Bio-technology and Renewable energy- Science and Technology Policy documents: 1958, 1983, 2003, and 2013 - Peoples’ Science Movement - S&T after Economic Reforms-Globalization, Liberalization Privatization - Science, Technology and Innovation in India.

##### **Unit V Five Year Plans and Globalization on Science, Technology**

Features and Impact of various Five Year Plans and Liberalization on R&D and non-R&D based innovations in Indian enterprises - S&T strategies for poverty alleviation and rural development - S&T and Democratization-Civil Society initiatives in S&T issues in India---S&T

### **Reference**

- 1) Anderson, R. S. (2010). Nucleus and Nation: Scientists, International Networks, and Power in India. Chicago and London: The University of Chicago Press.
- 2) Arnold, David 2000. The New Cambridge History of India III-5: Science, Technology and Medicine in Colonial India. Cambridge: Cambridge University Press.
- 3) Inkster, Ian 1991. Science and Technology in History. London: Macmillan. International Biotechnology Handbook. London, Euromonitor Publication, 1988.

### **Text Books**

- 1) Chakrabarti, Pratik 2004. Western Science in Modern India: Metropolitan Methods, Colonial Practices. New Delhi: Permanent Black.
- 2) Raina, Dhruv 2003. Images and Contexts: The Historiography of Science and Modernity in India. New Delhi: Oxford University Press.
- 3) Sur, Abha 2011. Dispersed Radiance: Caste, Gender and Modern Science in India, New Delhi:



**EDUCATION****CHILDHOOD AND GROWING UP –PART – II****(Total: 40 Hrs)****COURSE OBJECTIVES**

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

1. analyse the concerns of marginalized children
2. understand the adolescent behaviours
3. comprehend the role of play on child development
4. comprehend the role of media on child development
5. examine the impact of urbanization and economic change on child development.

**UNIT-I MARGINALIZED CHILDREN: ISSUES AND CONCERNS**

Meaning and concept of marginalized children – Children living in urban slum; deprived; socially deprived girls (Dalit and Tribal girls); abused child; children growing up in poverty, street children, HIV affected children and children working in unorganized sectors – child labour - Measures to promote the status of marginalized children.

**(Suggested instructional approaches and methods:**

- i. Presentation of report of the problems of marginalized children based on field study.
- ii. Seminar on the problems of marginalized children and the measures to be taken.)

**UNIT-II UNDERSTANDING ADOLESCENCE**

Meaning of adolescence – study of adolescent behavior in their natural settings – at play or in school settings – using observation, interview schedules, case study method and interacting with them – understanding of the physical, social and moral behaviours of children and adolescents

**(Suggested instructional approaches and methods:**

- i. Teacher talk/ Group discussion on the influences of play on child and adolescent development.
- ii. Presentation of report of the adolescent behavior using observation and other techniques.)

**UNIT-III PLAY AND CHILD DEVELOPMENT**

Meaning and characteristics of play - kinds of play and their role in child development – play activities of childhood – factors influencing children’s play –contribution of play to children’s physical, social, emotional and cognitive development

**(Suggested instructional approaches and methods:**

- a. Teacher talk / Group discussion on kinds of play and child development.
- b. Invited lecture by an expert or psychologist on various aspects of children’s development.)

**UNIT-IV MEDIA AND CHILD DEVELOPMENT**

Impact of media on early childhood experiences and development – impact of mass media and social media on adolescent development – Influence of media violence on children’s and adolescent’s behaviour - effects of media on racial and gender stereotyping – regulating healthy media use

**(Suggested instructional approaches and methods:**

- i. Make a short film on the impact of mass media on children/ adolescents.
- ii. Group discussion on media violence on children).

**UNIT-V URBANISATION AND ECONOMIC CHANGE ON CHILD DEVELOPMENT**

Impact of urban culture, population density, migration of family, and environmental effects (air, water, noise) on child development - effects of liberalization, privatization, and globalization (LPG) on child development with special reference to India.

**(Suggested instructional approaches and methods:**

- i. Invited talk/teacher talk on urbanization and child development.
- ii. Report presentation based on the group discussion about the impact of liberalization, privatization, and globalization on child development.)

**TASKS AND ASSIGNMENTS**

1. Contact various socializing agencies and submit a detailed report on their role on child development.

**REFERENCES**

1. AnithaWoolfolk. (2004). Educational psychology. Singapore: Persion Education.
2. Baron.A. Robert (2000). Pshychology. New Delhi: Prentice-Hall of India.
3. Bert Laura. E. (2014). Child development. New Delhi: PHI Learning.
4. Hurlock, Elizabeth. B. (1980). Development Psychology. New Delhi: McGraw Hill Education.
5. Hurlock, Elizabeth. B. (1980). Adolescent Development. New Delhi: Tata McGraw Hill.
6. Hurlock, Elizabeth. B. (2015). Child development. New Delhi: McGraw Hill Education.

7. Thangasamy, Kokila. (2014). Psychology of learning and human development. Madurai: MaaNila Publisher.
8. [www.simplypsychology.org](http://www.simplypsychology.org)
9. [psychclassics.yorkn.ca](http://psychclassics.yorkn.ca)
10. [psychology.wikia.com](http://psychology.wikia.com)

**PART -IV**  
**EDUCATION**

Subject Code :
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**UNDERSTANDING DISCIPLINES AND SUBJECTS**

**(Total: 40 Hrs)**

**COURSE OBJECTIVES**

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

1. reflect on the role of disciplines and subjects in school curriculum.
2. acquaint with the development of curriculum with social, political and intellectual contexts.
3. understand the paradigm shift in selection of content.
4. analyze the advantages of learner centered curriculum.
5. explore the aspects of life oriented curriculum.

**UNIT-IDISCIPLINES AND SUBJECTS**

Disciplines and subjects- meaning, definition and concepts – Distinction between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects - Need and importance of studying school subjects - Curriculum content – meaning, definitions and importance - John Dewey's ideas on disciplinary knowledge and curriculum - Relationship between school subjects and academic discipline

**(Suggested Instructional Approaches/ Methods:**

- i. Teacher talk on meaning and concepts of three different school subjects.
- ii. Small group discussion on differences of any three school subjects.)

**UNIT-II DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES**

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics - Concepts of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - Redefinitions of school subject from socio-cultural perspectives - School subjects and social justice

**(Suggested Instructional Approaches/ Methods:**

- i. Discussion about the historical and cultural influences in any one of your school subjects.
- ii. Group discussion on the redefinition of school subject from socio-cultural perspectives.)

### **UNIT-III SELECTION OF CONTENT**

Selection of subject-matter or content of the curriculum: self-sufficiency, significance, validity, interest, utility, learn ability and feasibility - Reasons for inclusion or exclusion of a subject from the school curriculum – Recent developments in school subject.

#### **(Suggested Instructional Approaches/ Methods:**

- i. Student seminar on selection of content.
- ii. Seminar on recent developments in school subjects.)

### **UNIT-IV LEARNER ORIENTED CURRICULUM**

Disadvantages of discipline oriented Curriculum - Advantages of learner oriented curriculum - Social oriented curriculum for social reconstruction - Designing learner centered curriculum, syllabus and textbooks

#### **(Suggested Instructional Approaches/ Methods:**

- i. Teacher talk on learner oriented curriculum.
- ii. Discussion on the social oriented curriculum for social reconstruction.)

### **UNIT-V LIFE-ORIENTED CURRICULUM**

Life-oriented curriculum – Inter-disciplinary curriculum: the growing need for inter-disciplinary curriculum- Broad field curriculum- Need for curriculum integration - Teaching of science and mathematics for national development - Selection of content- Based on the experiences of children-communities- their natural curiosities- their subjects.

#### **(Suggested Instructional Approaches/ Methods:**

- a. Discussion on life-oriented curriculum.
- b. Student seminar on disciplinary approach to school subjects.)

### **TASKS AND ASSIGNMENTS**

1. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.
2. Critically evaluate the relevance of school subject for social justice and social reconstruction.

### **REFERENCES**

1. Carl, Arend E. (2009). Teacher empowerment through curriculum development. South Africa: Juta and Company.
2. Cullen, Roxanne.,Haris, Michael and Hill, Reinhold, R. (2012). The learnercentered curriculum. San Francisco: Jossey-Boss.

3. Ellis, Arthur K. (2013). Exemplars of Curriculum. New York: Routledge.
4. Hodson. (1987). Science curriculum change in Victorian England: A case study of the Science common things In I Goodson (Ed). Inter National perspectives in curriculum history. Croom Helm.
5. Ivor F. Goodson and Colin J. Marsh (1996). Studying school subjects: A guide. New York: Routledge.
6. Kelly.A.V. (2009) The curriculum: Theory and practice. New Delhi: Sage Publications.
7. Kridel, Craig. (2010). The encyclopedia of curriculum studies. New Delhi: Sage Publications.
8. Leask, Betty. (2015). Internationalizing the Curriculum. New York: Routledge.
9. [www.students notes.in/b.ed/.../understand/20school/20/subject.pdf](http://www.studentsnotes.in/b.ed/.../understand/20school/20/subject.pdf).
10. [www.pcer.ac.in/wp\\_content/uploads/2015/12/understanding\\_disciplinesand-school-subjects.pdf](http://www.pcer.ac.in/wp_content/uploads/2015/12/understanding_disciplinesand-school-subjects.pdf).

## **PART -IV**

Subject Code :

### **EDUCATION**

#### **EPC 1: READING AND REFLECTING ON TEXTS**

**(Total: 40 Hrs)**

The aim of this course is to enhance the professional capacities of a student-teacher, specifically reading and writing skills.

#### **COURSE OBJECTIVES**

To enable student-teachers:

1. To enhance their capacities as readers and writers by becoming participants in the process of reading.
2. To read diverse texts/books and learn to think together.
3. To use their reading and writing skills for effective preparation for the other courses.

#### **TEACHER/LEARNER ACTIVITIES FOR TRANSACTION OF THE COURSE**

To translate these objectives into practice, the teachers in colleges of education should:

1. Engage the student-teachers in reading interactively - individually and in small groups.
2. Offer opportunities to the student-teachers to read wide variety of texts (such as empirical, conceptual and historical texts, policy documents, studies about schools, teaching and learning, texts about people's experiences relating to teaching, learning and schools.
3. Engage the student-teachers in reading the autobiographical narratives, field notes, ethnographies (scientific description of different races cultures), etc. and develop different types of reading skills and strategies
4. Engage the student-teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.
5. Engage the student-teachers to analyses various text structures and develop comprehension of them.
6. Engage the student-teachers in developing their writing skill by providing various contexts for writing.
7. Prepare the student-teachers for selected readings and writings required for other courses.

8. Train the student-teachers, through structured tasks, in writing with of sense of purpose and audience and responding to a text with one's own opinion or writing within the context of others' ideas.
9. Train the student-teachers to learn to combine both reading and writing that leads to the development of critical skills.
10. Read any three books related to education and make a critical a presentation.

### TASKS AND ASSIGNMENTS:

Preparing a Record on "Reading and Reflecting on Texts".

1. Every student-teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course for his/her teacher's feedback and evaluation.
2. Read any three books related to education and submit a review of them.

### RECOMMENDED BOOKS FOR READING AND REFLECTING

1. வரதராசன், மு. (1979). கல்வி. சென்னை: பாரிநிலையம்
2. அமனஷ்வீலி. (2006). குழந்தைகளின் எதிர்காலம். சென்னை: அறிவுப் பதிப்பகம். (044 2848 2441.2848 2973).
3. உதயமூர்த்தி,எம்.எஸ்.(2015). வெற்றிக்கு முதல் படி. சென்னை: கங்கை புத்தக நிலையம் (044 - 2434 2810).
4. அப்துல் கலாம்,ஆ.ப.ஜெ. (2006). கலாமைக் கேளுங்கள். சென்னை: நியூசெஞ்சுரிபுக்ஹவுஸ் (044 - 2625 8410).
5. சுவாமிவிவோனந்தர். (1997). புதிய இந்தியாவைப் படைப்போம். சென்னை:ஸ்ரீராமகிருஷ்ண மடம்.
6. கோகிலாதங்கசாமி.(2016). சிறந்தஆசிரியராக. சென்னை: பாவைபதிப்பகம்,(9443323840).
7. சோமவள்ளியப்பன். (2013). நல்லதாகநாலுவார்த்தை. சென்னை: ஆப்பிள் பப்ளிஷிங் இண்டர் நேஷனல், (044 -32440099.33464677).
8. அழகியநாதன்,எம்.பி.(2008). அறிவுகமேதைஆல்பர்ட் ஜன்ஸ்டீன். சென்னை:அறிவுப் பதிப்பகம். (044 -2848 244.2848 2973).
9. ஜெயசீலன்,சூ.ம.(2015). இதுநம் குழந்தைகளின் வகுப்பறை. சென்னை: அரும்பு பதிப்பகம். (94870 36865 .: 90429 82821)
10. குப்புசாமி.பி.ச.(2015). ஓர் ஆரம்பப் பள்ளிஆசிரியரின் குறிப்புகள்: கோவை: விஜயா பதிப்பகம், (0422-2382614).
11. நடராஜன் ஆயிஷா. (2013). இது யாருடைய வகுப்பறை? சென்னை: புகள் .:பார் சில்ரன், (044 -2433 2424)
12. சுவாமி மூர்த்தானந்தர். வி. (2015) ஆசிரியர்களே அச்சாணிகள். சென்னை: ஸ்ரீராமகிருஷ்ண மடம் (email: [mail@chennaiath.org](mailto:mail@chennaiath.org)).
13. இறையன்பு.வெ. (2008). ஏழாவது அறிவு. சென்னை: நியூசெஞ்சுரி புக்ஹவுஸ் (044 - 2625 8410 .: 2625 1968).
14. கமலா கந்தசாமி. (2012). சீனத்து ஞானிகள்.:புவியஸ் சிந்தனைகள். சென்னை: நர்மதாபதிப்பகம், (98402 26661).
15. தோப்பில் முஹம்மதுமீரான். (2013). துறைமுகம்.புத்தாநத்தம்: அடையாளம்: (044332 -273 444).
16. ஸ்ரீதர். (2015). ஒரு பிடி மண்.சென்னை: விஜயா பப்ளிகேஷன்ஸ் (044-2481 0501).

17. Allen, James. (2016). As a man Thinketh. Noida, UP: Om Books International. (+911 20477 4100).
18. Arden, Paul (2003). It's not how good you are, its how good you want to be. New York: Phaidon ([www.phaidon.com](http://www.phaidon.com)).
19. Dyer, W. Wayne. (2005). Co-creating at its best. Australia: Hay House of India. (email: contact @hayhouse.co.in).
20. Goldsmith, Marshall(2013). What got you here, won't get you there. London: Profile Book. ([www.profilebooks.com](http://www.profilebooks.com)).
21. Jayaraman, Chindhai. (2007). Turtles in Schools. Chennai: Vinodh Publishers (044 -2639 0525).
22. Kokila Thangasamy, (2010). 100 Inspirational Quotes for Teachers. Gandhigram: Anichum Blooms, (90033 58873).
23. Shiv Khera. (2014). Freedom is not free. New Delhi: Bloomsbury Publishing India, ([www.bloomsbury.com](http://www.bloomsbury.com)).
24. Swami Sachidananda Bharathi. (2013). The Second Freedom of Struggle. Nagpur: Navastrugsti Publications (086005 67232 / 091201 37984).



## PART - I

## GENERAL TAMIL - III

## பாடவேளை - 120 மணிகள்

## பொதுநோக்கம்:

1. இக்கால இலக்கியங்களின் சிறப்பினை அறிந்து கொள்ளல்
2. தொடர்நிலைச் செய்யுளில் கூறப்பட்ட நயத்தை புரிந்துகொள்ளல்
3. சமயப்புலவர்கள் இயற்றிய புராணங்களின் பொருளினை அறிந்து கொள்ளல்.
4. காப்பியங்களின் வழிக் கூறப்படும் நடைமுறைத் தத்துவத்தை பயன்படுத்தல்.
5. கட்டுரை, அறிக்கை எழுதும் திறன் வளர்த்தல்.

## அலகு - 1

- சிலப்பதிகாரம் - கொலைக்களக் காதை  
மணிமேகலை - ஆதிரை பிச்சையிட்ட காதை

## அலகு - 2

- சீவகசிந்தாமணி - கேமசரியார் இலம்பகம்.  
கம்பராமாயணம் - குகப்படலம்.

## அலகு - 3

- பெரியபுராணம் - கண்ணப்பநாயனார்.  
தேம்பாவணி - வளன் சளித்த படலம்.  
சீறாப்புராணம் - மானுக்குப் பிணை நின்ற படலம்.

## அலகு - 4

- இலக்கியவரலாறு - ஐம்பெருங்காப்பியம்  
இரட்டைக் காப்பியம்  
சோழர்காலக் காப்பியங்கள்.  
சைவ, வைணவபக்தி இலக்கியங்கள்.  
சமணர், பௌத்தர் தமிழ்த் தொண்டு.

## அலகு - 5

கட்டுரைகல் - கம்பலைமானுடம் - சிற்பி பாலசுப்பிரமணியம், வானதி பதிப்பகம், சென்னை - 600 017.

## அலகு - 6

பண்பலை வானொலி நிகழ்ச்சித் தொகுப்பு.

சுற்றுலா வழி காட்டிப் பயிற்சி முறைகள்.

பொதுக் கூட்டம் (அ) விழாவில் குறிப்பு எடுத்தல்.

### பார்வை நூல்கள்:

1. டாக்டர்.உ.வே.சா. (2008), சிலப்பதிகாரம், சென்னை: டாக்டர் உ.வே.சா பதிப்பகம்.
2. புலியூர்க்கேசிகள், (2010), மணிமேகலை, சென்னை: செண்பகா பதிப்பகம்.
3. பள்ளத்தூர் பழ. பழனியப்பன்(2015), கம்பராமாயணம், சென்னை: வானதி பதிப்பகம்.
4. ஷேரீப்.மு.(1992) சீறாப்புராணம், சென்னை: சீதக்காதி நூல் வெளியீட்டகம்.
5. நச்சினார்க்கினியர், (1987) சீவகசிந்தாமணி, தஞ்சாவூர்: தமிழ்ப் பல்கலைக்கழகம்.
6. இராமசுப்பிரமணியம்.வ.த.(2004), பெரிய புராணம், சென்னை: திருமகள் நிலையம்.
7. மரிய அந்தோணி(1982), தேம்பாவணி, பாலையங்கோட்டை: வீரமாமுனிவர் ஆய்வுக்கழகம்
8. சிற்பி பாலசுப்பிரமணியம், கம்பலைமானுடம், சென்னை: வானதி பதிப்பகம்

**PART -II**  
**FOUNDATION ENGLISH – III**

**OBJECTIVE**

To promote competency in language skills.

**UNIT I – PROSE**

1. Bookshop Memories - George Orwell
2. On Marriage - Ernest Barker

**UNIT II – POETRY**

1. Let me Not To the Marriage of True Minds - William Shakespeare
2. Sonnet on His Blindness - John Milton

**UNIT III – TALES**

1. Taming of the Shrew
2. Julius Caesar

**UNIT – IV – SPOKEN ENGLISH**

1. Greeting
2. Introducing
3. Making request
4. Seeking Permission
5. Expressing Gratitude
6. Complementing / Congratulating

**UNIT - V**

1. Letter Writing  
Application for Job  
Letters of Inquiry and Complaint
2. Situational Messages.

**REFERENCES**

1. Menon K.P.K, (2005). *Prose in practice*. Chennai: Macmillan India.
2. Natarajan. K, (2011). *The musical thought*. Chennai: New Century Book House.
3. Dodd. E.F, (2011). *Six tales from shakespeare*. Chennai: Macmillan India.
4. Radhakrishna Pillai.G & Rajeevan.K, (2014) *Spoken english for you*. New Delhi: Emerald Publishers.
5. Thangasamy, S. Kokila, (2011). *Polite English*. Gandhigram (T.N): Anichum Blooms Publishers.

**HISTORY OF INDIA (A.D. 1707 – 1885)****COURSE OBJECTIVES:**

- To analyse the establishment of colonial rule in India.
- To evaluate administrative changes under British from 1858.
- To understand the impact of socio-Religious reform Movements.

**UNIT I** : Disintegration of the Mughal Empire – Advent of the Europeans – Establishment of British Power in Bengal – Robert Clive – Dual Government

**UNIT II** : Career and Achievements of Warren Hastings – Lord Cornwallis – Permanent Revenue Settlement – Lord Wellesley – Subsidiary Alliance System

**UNIT III** : Lord Hastings — Lord William Bentinck – Lord Dalhousie- Administrative and Social Reforms

**UNIT IV** : Great Revolt of 1857: Causes, Course and Results- Queen Victoria's Proclamation – India under the Crown- Lord Canning to Ripon

**UNIT V** : Socio-religious reform movements – Brahmo Samaj – Prarthana Samaj – Arya Samaj – The Ramakrishna Movement – The Theosophical Movement – Muslim Reform Movements – Depressed Class Movements

**RECOMMENDED TEXT BOOKS:**

S.No.	Author	Title and Publisher
1	B.L.Grover & S. Grover	A New Look on Modern Indian History, S.Chand & Company Ltd , New Delhi, 1986.
2	K.B. Keswani	History of Modern India (1800 -1984) , Himalaya Publishing House, New Delhi, 1985

**BOOKS FOR REFERENCE:**

1	D. Sadasivam	History of India from 1773 to the Present Day (Tamil)
2	G.S. Chhabra	Advanced Study in the History of Modern India Vol.1, Lotus press, New Delhi,2011.
3	K. Thangavelu	Indiya Varalaru (1526 Muthal Indru varai) (Tamil), Palaniyappa, Chennai, 1971

**JOURNALS:**

1. **Journal of Indian History**, Kerala, 1991.
2. **The Indian Economic Social History Review**, Sage Publications
3. **Journal of Indian History and Culture**, CPR Institute of Indological Research, Chennai, ISSN 09757805

**E-LEARNING RESOURCES:**

1. [http://m.kkhsou.in/EBIDYA/HISTORY/MODIFY\\_europeans.html](http://m.kkhsou.in/EBIDYA/HISTORY/MODIFY_europeans.html)
2. <https://www.historyextra.com/period/tudor/the-east-india-company-how-a-trading-corporation-became-an-imperial-ruler/>
3. <http://pubs.socialistreviewindex.org.uk/isj77/ashman.htm>

**COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the Advent of the Europeans to India.
CO 2	Examine the growth of British East India Company
CO 3	Appraise the administrative changes under the British
CO 4	Understand the significance of the Revolt of 1857.
CO 5	Evaluate the contribution of social reformers.

**Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	1	3
<b>CO 2</b>	2	3	3	2	2
<b>CO 3</b>	2	3	2	2	2
<b>CO 4</b>	1	3	3	2	3
<b>CO 5</b>	2	2	3	1	3
<b>Average</b>	<b>1.8</b>	<b>2.8</b>	<b>2.8</b>	<b>1.6</b>	<b>2.6</b>

**HISTORY OF INDIA (A.D. 1885– 1947)****COURSE OBJECTIVES:**

- To evaluate administrative changes under British from 1858.
- To understand the impact of socio-Religious reform Movements.
- To inspire students to appreciate and respect the national leaders

**UNIT I :** Rise of Indian Nationalism –Socio - Religious and Political conditions of India in 19th Century- Emergence of Indian National Congress Aims and Objectives of Indian National Congress

**UNIT II :** Early Phases of Congress involvement in Freedom Struggle -1885 to 1905 - Dadhabhai Navroji — Gopal Krishna Gokhale — Achievements of Moderates

**UNIT III:** Rise of Extremism: Tilak, B.C. Pal, Lala Lajpat Rai – Minto-Morley Reforms, 1909 – Annie Besant and Home Rule Movement – Indian Council Act of 1919.

**UNIT IV:** First world war and its impact on Indian freedom movement — Montague and Chelmsford Reforms — working of Dyarchy — Advent of Gandhi — Non Co-operation Movement – — Swarajists -Civil Disobedience Movement

**UNIT V :** Round Table Conferences – Government of India Act of 1935 – Cripps Mission — Quit India Movement — Cabinet Mission — Partition of India — Birth of Free India and Pakistan 1947.

**RECOMMENDED TEXT BOOKS:**

S.No.	Author	Title and Publisher
1	K.B. Keswani	History of Modern India (1800 -1984), Himalaya Publishing House, New Delhi, 1985
2	Sumit Sarkar	Modern India 1885 – 1947, Macmillan, Madras, 1983.

**BOOKS FOR REFERENCE:**

1	B.L.Grover & S. Grover	A New Look on Modern Indian History, S.Chand & Company Ltd., New Delhi, 1986.
2	Braham Singh, H.C. Sharma	History of Modern India, Omega Publication, New Delhi, 2008.
3	G.S. Chhabra	Advanced Study in the History of Modern India Vol.2, Lotus Press, New Delhi, 2011.
4	A.R. Desai	Social Background of Indian Nationalism, Lawrence Verry Incorporated, 1979

## JOURNALS:

1. **Journal of Indian History**, Kerala, 1991.
2. **The Indian Economic Social History Review**, Sage Publications
3. **Journal of Indian History and Culture**, CPR Institute of Indological Research, Chennai, ISSN 09757805

## E-LEARNING RESOURCES:

1. <http://www.historydiscussion.net/history-of-india/growth-of-indian-nationalism-10-factors/3184>
2. <http://www.historydiscussion.net/history-of-india/rise-of-nationalism-in-india-indian-history/648>
3. [http://www.mentorstudypoint.in/downloads/\(Bipan\\_Chandra.pdf](http://www.mentorstudypoint.in/downloads/(Bipan_Chandra.pdf)

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Acquire knowledge on the Emergence and growth of Indian Nationalism
CO 2	Analyse the different phases of Indian National Movement
CO 3	Differentiate the ideologies of Moderates and Extremists
CO 4	Estimate the role of Gandhi and other national leaders in the Freedom struggle.
CO 5	Evaluate the events that led to the partition of India

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	3	3	1	3
CO 2	2	3	3	2	3
CO 3	1	1	3	2	2
CO 4	2	3	3	1	2
CO 5	1	2	2	2	3
Average	2	2.4	2.8	1.6	2.6

## **PART - III**

### **Allied - III**

Subject Code :

#### **INDIAN ECONOMY – I**

After Completion of the Specific Programme, the student will

**POS1:** Acquire knowledge about the Indian economy.

**POS2:** Critically examine the issues, policies and programmes.

**POS3:** To understand economic way of thinking.

**POS4:** Develop skill on preparation of planning and prospects of the economy

**POS5:** Enhance knowledge on identification of issues and remedial measures of the Indian economy.

#### **Course Objectives**

1. To understand the features of the Indian economy
2. To develop the students, an awareness of the basic issues and problems of Indian economy
3. To inculcate knowledge on components of human capital
4. To evaluate Indian planning
5. To examine the development of agricultural sector in India.

#### **Unit –I**

Concept of Economic Development – Features of Developing of Economy – Factors in Economic Development – Obstacles to Economic Development.

#### **Unit -II**

National Income – Methods, Trends, Limitation – Distribution – Poverty in India- Anti-poverty measures.

#### **Unite – III**

Population growth-Population Policy-Human Capital Formation, Health and Educational Policy- Demographic Dividend .

#### **Unit – IV**

Strategy of Indian Planning- Public and Private Sectors in India – 12<sup>th</sup> Five Year Plan-NITI Aayog, its powers and functions.

#### **Unit-V**

Agriculture –Its importance –Land reforms – Green revolution – Food policy – Public distribution system.

#### **Recommended Text Books**

1. Ramesh Sing (2018): “Indian Economy”, McGraw Hill Education (India) Private Limited, New Delhi.



- Gaurav Datt & Ashwani Mahajan (2018:) “ Indian Economy”, S Chand and Company Limited, New Delhi.
- Puri.. V.K., & S.K.Mishra (2018): “Indian Economy”, Himalaya Publishing House, New Delhi.

### Journals

- Economic & Politically Weekly, India, India (Mumbai), ISSN-0012-9976 (print), ISSN - 2349-8846 (online).
- The Indian Economic & Social History Review, India, Sege publication, ISSN: 00194646.
- Indian Economic Review, Springer publication , ISSN: 0019-4670

### Books for Reference:

- Ashma Goyal (2014): “The Indian Economy in the 21<sup>st</sup> Century”, Oxford University Press, New Delhi.
- Bipan Chandra (2000): “India since Independence”, Penguin India, New Delhi
- Government of India Finance Commission Report (Latest)
- Government of India, Economic Survey (2019)
- Uma Kapila, (2008): “India’s Economic Development Since 1947”, Academic Foundation, New Delhi.
- Uma Kapila (2017): “Indian Economy Performance and Policies”, Academic Foundation, New Delhi.

### E-Learning Resources

- <https://www.india.gov.in/topics/finance-taxes/economy>
- <https://data.gov.in/dataset-group-name/indian-economy>
- <https://www.indiabudget.gov.in/economicsurvey/>
- <https://www.ibef.org/economy.aspx>
- <https://niti.gov.in/>

### Course Outcome

- CO1: Understand of various aspects of Indian economy  
 CO2: Visualize the issues and problems faced by the economy  
 CO3: Exposure to analyse the human development in India  
 CO4: Critically evaluate the Indian Planning  
 CO5: Understand the agricultural economy in India in recent decades

### Mapping of CO with PSO:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3
CO2	3	3	2	2	3
CO3	2	2	3	3	3
CO4	2	3	2	3	3
CO5	3	3	2	3	2
Average	2.6	2.8	2.4	2.6	2.8

KEY: Strongly Correlated-3; Moderately correlated -2, Weakly Correlated -1: No correlation-0

EDUCATION

CONTEMPORARY INDIA AND EDUCATION - PART I  
(60 Hours)

**OBJECTIVES**

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

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalisation in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

**Unit - I Understanding the social diversity**

Social diversity: Meaning and definition - Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Education for understanding the social diversity in India.

***Suggested instructional approaches/methods:***

- i. Invited talk on the social diversity of Indian society.
- ii. Report presentation based on the group discussion on the role of education to understand the social diversity in India.

**Unit - II Educational demands of individuals and diverse communities**

Universalisation of primary education - Programmes to achieve universalisation of education: SSA, RMSA, RUSA, integrated education and inclusive education - Challenges in achieving universalisation of education - Education for collective living and peaceful living: Four pillars of education as viewed by Delor's Commission Report.

***Suggested instructional approaches/methods:***

- i. Report presentation based on the group discussion/student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalisation of education.
- ii. Report presentation based on the group discussion/student seminar suggesting the curriculum for collective and peaceful living of people

### **Unit - III Indian Constitutional values on education**

Preamble of the constitution - Fundamental rights and duties of citizens - Directive principles of State policy and education - Challenges to fulfill the constitutional obligations: freedom, justice, equality, fraternity and education - Right to Education Act.

#### ***Suggested instructional approaches/methods:***

- i. Invited talk/teacher talk on the constitutional provisions to enjoy freedom, justice, equality in education.
- ii. Invited talk /legal expert(s) talk on the salient features of Right to Education Act.

### **Unit - IV Inequality, discrimination and marginalisation in education**

Social inequity in society - Causes for inequality, discrimination and marginalization in education - Types of inequity: caste, class, gender, regions - Elimination of social inequities through education - Education for marginalized groups: Dalits, tribals, and women.

#### ***Suggested instructional approaches/methods:***

- i. Report presentation based on the field study /observation about the difficulties of tribals and dalits in accessing education.
- ii. Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities

### **Unit - V Policy frameworks on education: Pre-independent India**

Salient features of Vedic, Buddhist and Jain system of education – Development of education during the pre-independent period – Characteristics of Basic education and its relevance to the present day context.

#### ***Suggested instructional approaches/methods:***

- i. Report presentation based on the group discussion/student seminar about the relevance of basic education to the present day context.
- ii. Report presentation based on the group discussion/student seminar on the impact of pre-independent period education on Indian society.

### **REFERENCES**

1. Freire, Paulo. (2014). *Pedagogy of the oppressed*. New Delhi: Bloomsbury Publishing.
2. Ghosh, S.C. (2007). *History of education in India*. The University of Michigan: Rawat Publications.
3. Government of India.(2007). *National Knowledge Commission Report*. New Delhi.
4. Kumar, K. (2014). *Politics of education in colonial India*. New Delhi: Routledge.

5. Naik, J.P., Andrew, Vereker., & Nurullah, S. (2000). *A student's history of education in India (1800-1973)*.UK: Macmillan.
6. National Council for Educational Research and Training. (2005). *National curriculum framework*. New Delhi: NCERT.
7. Sedwal, M. & Kamat, S. (2008). *Education and social equity: With a special focus on scheduled castes and tribes in elementary education*. New Delhi: NUEPA.
8. [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf)
9. [http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08\\_chapter3.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf)
10. [http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11\\_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%202.pdf)

**EDUCATION**

**GENDER, SCHOOL AND SOCIETY**

**(60 Hours)**

**OBJECTIVES**

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

1. understand the concept of gender roles in society
2. explain the gender identity and socialization process
3. identify gender roles in textbooks and curriculum
4. discuss safety of girls and women at school, home and workplace
5. understand the representation of gender in various mass media.

**UNIT - I GENDER ROLES IN SOCIETY**

Gender: Meaning and definition - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) - Reasons for gender inequalities - Gender-just education outside school settings.

***Suggested instructional approaches/ methods:***

- i) Seminar on reasons for gender inequalities.
- ii) Discussion the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.

**UNIT - II GENDER IDENTITY AND SOCIALIZATION PROCESS**

Gender identity and socialization practices in family, school and organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity - Actual gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines - Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.

***Suggested instructional approaches/ methods:***

- i) Presentation of a paper on gender roles based on the visit of students in a school.
- ii) Seminar on the processes of disciplining techniques for boys and girls after visiting schools/ home.

**UNIT - III GENDER AND SCHOOL CURRICULUM**

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing or challenging young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender issues in diverse cultural constraints: Teacher's role - Developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: providing opportunities for education, employment and life skills - Developing school curriculum for gender equality.

***Suggested instructional approaches/ methods:***

- i. Student seminar on representation of gender roles in textbooks and curriculum.
- ii. Workshop on developing school curriculum for equality and gender- just society.

**UNIT - IV VIOLENCE ON SAFETY OF GIRLS AND WOMEN**

Safety of girls and women at school, home and workplace - Sexual abuse and violence: Role of education in preventing them - Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents.

***Suggested instructional approaches/ methods:***

- i) Brainstorming session on safety of girls at school, home and workplace.
- i) Teacher talk on role of teachers and parents in combating female body objectification.

**UNIT - V MASS MEDIA AND GENDER**

Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.

***Suggested instructional approaches/ methods:***

- ii) Student seminar on gender stereotypes in mass media.
- iii) Poster show presentation on gender in media.

## TASKS AND ASSIGNMENTS

1. Prepare a report on different roles of adolescents (boys and girls) in the context of emerging society.
2. Prepare a report on child abuse/violation of girl's rights by collecting data from various media resources.

## REFERENCES

1. NCERT. (2006). *Gender Issues in Education*. New Delhi: Publications Division.
2. Kosut, Mary. (2012). *Encyclopedia of gender in media*. New Delhi: Sage Publications.
3. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through textbooks*. Paris: UNESCO Publications Division.
4. Byerly, C. M. (2011). *Global report on the status of women in the news media*. Washington DC: International Women's Media Foundation.
5. Fredrick Luic Aldama. (2005). *Brown on brown: Chicapola representations of gender, sexuality, and ethnicity*. University of Texas Press.
6. Hurlock, Elizabeth.B.(1974) *Personality development*. New Delhi: McGraw Hill Education.
7. Jayaraman, Chindai (2016). *Understanding the schools*. Chennai: Vinodh Publishers.
8. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). *Discipline, moral regulations and schooling: A social history*. New York: Routledge.
9. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society*. Patiala: Twenty first century publications.
10. www. academia. edu.

## GENERAL TAMIL - IV

(பாடவேளை - 120 மணிகள்)

பொதுநோக்கம்:

1. எட்டுத்தொகை நூல்களின் பாடப்பொருளை அறிந்துகொள்ளல்,
2. பத்துப்பாட்டு நூல்களின் பட்டினப்பாலை, சிறுபானாற்றுப்படையின் கருத்தினை புரிந்துகொள்ளல்,
3. திருக்குறளின் கருத்தினை வாழ்வில் பயன்படுத்தல்,
4. சங்க இலக்கியங்களின் சிறப்பியல்புகளை அறிந்துகொள்ளல்,
5. மொழிபெயர்ப்புத் திறன்களை வளர்த்தல்,

அலகு- 1

புறநானூறு	-	பாடல் எண் :	18 நீரும் நிலமும்.....
			91 எமக்கு ஈத்தனையே.....
			74 குழவி இறப்பினும்.....
			216 கேட்டல் மாத்திரை....
அகநானூறு	-	பாடல் எண் :	34 சிறுகரும்பிடவின்...(முல்லை)
			124 நன்கலம் களிற்றொடு...(முல்லை)
			134 வானம் வாய்ப்ப...
நற்றிணை	-	பாடல் எண் :	01 நின்றசொல்லர்..
			110 பரசங் கலந்த...
			172 விளையாடுஆயமொடு..
குறுந்தொகை	-	பாடல் எண் :	03 நிலத்தினும் பெரிதே...
			25 யாரும் இல்லைதானேகள்வின்..
			38 கானமஞ்சைஅறை..
			40 யாயும் ஞாயும்...
			58 இடிக்குங் கேளிர்..!



ஐங்குநூறு - பாடல் எண் : வேட்கை பத்து  
கலித்தொகை - பாடல் எண் : 09 எறித் தருகதிதாங்கி  
11 அரிதாயஅறனெய்தி...

#### அலகு- 2

பட்டினப்பாலை - (120 முதல் 220 வரிகள் வரை)  
சிறுபாணாற்றுப்படை - (கடையெடுவள்ளல்களின் சிறப்பு,  
நல்லியக் கோடனின் தலைமைச் சிறப்பு  
மட்டும்)

#### அலகு- 3

திருக்குறள் - அறிவுடைமை  
நட்பிராய்தல்  
ஆள்வினை உடைமை  
கள் உண்ணாமை  
பொழுதுகண்டு இரங்குதல்

#### அலகு- 4

இலக்கியவரலாறு - 1. சங்க இலக்கியமும் அதன்  
சிறப்பியல்புகளும்  
2. திருக்குறளின் அமைப்பும் சிறப்பும்.

#### அலகு- 5

நாடகம் - மனோன்மணியம் - நாடகம் - ஆசிரியர்-  
சுந்தரம்பிள்ளை

#### அலகு- 6

- 1. மொழிபெயர்ப்பு(ஆங்கிலத்திலிருந்து தமிழுக்கு)
- 2. மொழித்திறன் - நிறுத்தக்குறிகள்.
- 3. தன்விவரப் படிவம் தயாரித்தல்.
- 4. செய்திசேகரித்தல், நேர்காணல்.

**பார்வை நூல்கள்:**

1. துரைசாமிப்பிள்ளை.சு.ஓளவை (1951), புறநானூறு, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
2. வேங்கடசாமிப்பிள்ளை, (2008), அகநானூறு, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
3. நாராயணசாமி ஐயர்.அ. (1952), நற்றிணை, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
4. சோமசுந்தரனார். பொ.வே. (2007), குறுந்தொகை, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
5. சோமசுந்தரனார். பொ.வே.(1961), ஐங்குறுநூறு, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
6. நச்சினார்க்கினியார், (1943), கலித்தொகை, சென்னை: சைவ சித்தாந்த பதிப்பகம்.
7. சோமசுந்தரனார். பொ.வே.(2008), பத்துப்பாட்டு, சென்னை: சைவ சித்தாந்த பதிப்பகம்
8. தேவநேய பாவனார் (2000), திருக்குறள் , சென்னை: இந்து பப்ளிகேஷன்.
9. பெ.சுந்தரம் பிள்ளை (1950), மனோன்மணியம், சென்னை: சைவ சித்தாந்த பதிப்பகம்.

**PART - II****FOUNDATION ENGLISH – IV****OBJECTIVE**

To attain proficiency in communication skills.

**UNIT I – PROSE**

1. Thoughts at the Ferry - E.V. Lucas
2. A Disappointed Man - Robert Lynd

**UNIT II – POETRY**

1. Thou Art Indeed Just, Lord - Gerard Manley Hopkins
2. Hawk Roosting - Ted Hughes

**UNIT III – SHORT STORIES**

1. After Twenty Years - O. Henry
2. The Shephere’s Daughter - William Saroyan

**UNIT – IV – SPOKEN ENLGIHS**

1. Offering help
2. Apologizing
3. Making suggestions
4. Expressing likes and dislikes
5. Leave taking
6. Agreeing and disagreeing

**UNIT - V**

1. Developing hints into a paragraph.
2. Write a dialogue based on the given situation

**References**

1. “Menon K.P.K, (2005). *Prose in practice*. Chennai: Macmillan India.
2. Natarajan. K, (2011). *The musical thought*. Chennai: New Century Book House.
3. Radhakrishna Pillai.G & Rajeevan.K, (2014). *Spoken english for you*. New Delhi: Emerald Publishers.

## PART - III

### CORE – VII

#### HISTORY OF INDIA (A.D. 1947 – 2000)

##### COURSE OBJECTIVES:

- To help the students understand India's foreign policy after independence
- To know about the administrative reforms under Congress rule.
- To inculcate the knowledge on the domestic and foreign policy of the National Front Government.

**UNIT I** : The Nehruvian Era: Economic Policy – Five Year Plans – Social Welfare Programmes – Foreign Policy: Non-Alignment Policy, Panchasheel – India and the UNO – Lal Bahadur Sastri – Domestic and Foreign Policies.

**UNIT II** : Indira Gandhi: Life and Career – Administrative Reforms – Indo-Pakistan War – Declaration of Emergency in India – Foreign Policy – Twenty Point Programme – Janata Government.

**UNIT III** : Rajiv Gandhi– Internal and Foreign Policy — Era of Economic Reforms –New Education Policy.

**UNIT IV** : V.P. Singh – Mandal Commission – Chandrasekar – P.V. Narasimha Rao – Foreign Policy- New Economic Policy.

**UNIT V** : The National Democratic Alliance Government: Vajpayee – Domestic and Foreign Policies – United Progressive Alliance Government – Manmohan Singh – Economic Reforms.

##### RECOMMENDED TEXT BOOKS:

S.No.	Author	Title of the Book	Publisher	Year
1	Chandra,Bipin., Aditya Mukherjee And Mridula Mukherjee	India After Independence 1947-2000	South Asia Books, 2 <sup>nd</sup> Edition	2002
2	John Webster, C.B	History And Contemporary India	Asia Publishing House	1971
3	Spear, Percival	The Oxford History of Modern India	Oxford University Press	1990

**BOOKS FOR REFERENCE:**

1	B. Chandra et.al	India Since Independence, Penguin Books, New Delhi, 2008.
2	K.B. Keswani	History of Modern India (1800 - 1984), Himalaya Publishing House, New Delhi, 1985
3	G.Venkatesan	History of Contemporary India, VC Publications, Sivakasi, 2010
4	V.K. Anand	India Since Independence: Making Sense of South Indian Politics, Longman, Delhi, 2010.
5	Ramachandra Guha	India after Gandhi, Harper Perennial, New Delhi, 2008.

**JOURNALS:**

1. **Indian Historical Review**, Delhi: Sage Publications, ISSN NO: 0975-5977.
2. **Journal for Peace and Nuclear Disarmament**, Japan: Nagasaki University, ISSN: 2575-1654

**E-LEARNING RESOURCES:**

1. <https://www.thehindubusinessline.com/opinion/The-foundations-of-our-democracy/article20500893.ece>
2. <https://erenow.net/exams/indiasinceindependence/18.php>
3. <https://www.toppr.com/guides/economics/liberalization-privatisation-and-globalisation/indian-economy-during-reforms/>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Assess the important principles of India's foreign policy.
CO 2	Analyse the nature and impact of Indo- Pak War.
CO 3	Acquire knowledge on various domestic and foreign policies of India.
CO 4	Acquaint information on the contemporary issues
CO 5	Understand the Socio- economic development of the Country.

**Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	1	2	3	2	3
<b>CO 2</b>	2	1	3	2	2
<b>CO 3</b>	2	2	3	1	3
<b>CO 4</b>	1	3	3	1	3
<b>CO 5</b>	2	2	3	2	3
<b>Average</b>	<b>1.6</b>	<b>2</b>	<b>3</b>	<b>1.6</b>	<b>2.8</b>

**CONTEMPORARY HISTORY OF TAMILNADU (A.D.1947-2016)****COURSE OBJECTIVES:**

- To study the genesis and role of political parties in Tamil Nadu.
- To evaluate the policies introduced by each Prime Minister and its effects on the development of India.
- To highlight the social, political, economic and cultural development of Tamil Nadu

**UNIT I** : Tamilnadu under Congress Rule – Rajaji – Kula Kalvi Thittam - Kamaraj as Chief Minister – Kamaraj Plan- M. Bhaktavatsalam.

**UNIT II** : Emergence of Dravidian Movement – Rise of DMK: C.N. Annadurai. M. Karunanidhi- Welfare Schemes – Socio-Economic and Educational Developments during DMK regime.

**UNIT III** : Emergence of AIADMK: Career and Achievements - M.G.Ramachandran – Administration and Achievements- J. Jayalalitha –Developmental Schemes - Social, Economic and Educational developments.

**UNIT IV** : Economic Development in Tamilnadu – Five Year Plans – Growth of Industries and Agriculture.

**UNIT V** : Education Policies –Primary, Secondary and Higher Education- Professional and Technical Education – Development in Science and Technology – Art, Literature and Culture.

**RECOMMENDED TEXT BOOKS:**

S.No.	Author	Title and Publisher
1	C.J. Baker & D.A. Washbrooke	South Indian Political Institutions and Political Change 1880 – 1940, Delhi, 1975
2	Eugene F. Irshick	Politics and Social Conflict in South India – The Non-Brahmin Movement and Tamil Separatism, University of California Press Ltd., 1969

**BOOKS FOR REFERENCE:**

1	R.L. Hardgrave	The Dravidian Movement, Popular Prakashan, Bombay, 1969.
2	R. Suntharalingam	Politics and National Awakening in South India 1852-1891, University of Arizona Press, Tuscon, 1974
3	K. Nambi Arooran	Tamil Renaissance and Dravidian Nationalism 1905-1944, Koodal, Madras, 1980

**JOURNALS:**

1. **Journal of Indian History and Culture**, CPR Institute of Indological Research, Chennai, ISSN 09757805
2. **Tamil Kalai**, Publication Department, Tamil University, Thanjavur

**E-LEARNING RESOURCES:**

1. <https://www.msuniv.ac.in/Download/Pdf/1f609326fa7146b>
2. <https://www.gktoday.in/gk/fact-sheet-dravidian-movement>
3. [https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt)

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Examine the political parties and their rule in Contemporary Tamil Nadu.
CO 2	Evaluate the industrial development in Tamil Nadu.
CO 3	Analyse welfare schemes introduced by the Government of Tamil Nadu.
CO 4	Comprehends the Economic History of Tamil Nadu.
CO 5	Explores the progress of Education and technology of Tamil Nadu

**Mapping of CO with PSO:**

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	3	2	3	2
CO 2	2	3	3	2	2
CO 3	1	2	3	2	2
CO 4	1	2	3	1	2
CO 5	2	2	3	1	2
<b>Average</b>	<b>1.6</b>	<b>2.4</b>	<b>2.8</b>	<b>1.8</b>	<b>2</b>



**INDIAN ECONOMY – II**

**Course Objectives**

1. To understand the manufacturing sector of the economy.
2. To equip knowledge on labour movement and employment generation.
3. To explain the role of infrastructure in economic development.
4. To explore the trade activities.
5. To acquire knowledge on revenue and expenditure.

**Unit –I**

Industries –Role of Industries in Economic Development- Micro, Small and Medium Enterprises (MSME) – Large Scale Industries – Industrial Policy.

**Unit -II**

Labour-Trade Unions-Labour Problems-Government Policy on Labour, Employment and Unemployment- Employment Programmes (MGNREGA).

**Unit – III**

Infrastructure – Energy- Transport – Road, Railways, water and Civil Aviation – government Policy.

**Unit – IV**

Foreign Trade in India – trade directions and composition – Indian Trade Policy – World Trade Organization (WTO) – UNCTAD- Merchandised Trade in India.

**Unit-V**

Public Finance Tax Structure –Expenditure –Debt - Union-State Relations-Finance Commissions – GST- Union Budget.

**Recommended Text Books**

1. Ramesh Sing (2018): “Indian Economy”, McGraw Hill Education (India) Private Limited, New Delhi.
2. Gaurav Datt & Ashwani Mahajan (2018): “ Indian Economy”, S Chand and Company Limited, New Delhi.
3. Singh,S.K.(2010): “Public Finance in Theory and Practice”, S.Chand Publication, New Delhi.

**Journals**

1. Economic & Politically Weekly, India, India (Mumbai), ISSN-0012-9976 (print), ISSN - 2349-8846 (online).
2. The Indian Economic & Social History Review, India, Sege publication, ISSN: 00194646.
3. Indian Economic Review, Springer publication , ISSN: 0019-4670

### Books for Reference

1. Ashma Goyal (2014): “The Indian Economy in the 21<sup>st</sup> Century”, Oxford University Press, New Delhi.
2. Bipan Chandra (2000): “India since Independence”, Penguin India, New Delhi
3. Government of India Finance Commission Report (Latest)
4. Government of India, Economic Survey (2019)
5. Reddy, Y.V & G.R Reddy (2019):”Indian Fiscal Federalism”, Oxford University Press, New Delhi.
6. Anup Chatterjee & K.Narindar Je (2009): “Industry and Infrastructure Development in India- Since 1947”, New Century Publication, New Delhi.
7. Uma Kapila (2017): “Indian Economy Performance and Policies”, Academic Foundation, New Delhi.

### E-Learning Resources

1. <https://www.india.gov.in/topics/finance-taxes/economy>
2. <https://data.gov.in/dataset-group-name/indian-economy>
3. <https://www.indiabudget.gov.in/economicsurvey/>
4. <https://www.ibef.org/economy.aspx>
5. <https://niti.gov.in/>
6. <https://www.rbi.org.in/>

### Course Outcome

CO1: To analyse the industrial development in India

CO2: To know about various aspects of labour and employment

CO3: To understand the economic infrastructure development

CO4: To enhance knowledge on trade activities of the India

CO5: To update the knowledge on public finance.

### Mapping of CO with PSO:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	3
CO2	3	3	3	3	3
CO3	3	2	3	3	3
CO4	2	2	2	2	3
CO5	2	3	2	3	2
<b>Average</b>	2.4	2.6	2.6	2.8	2.8

KEY: Strongly Correlated-3; Moderately correlated -2, Weakly Correlated -1: No correlation-0

## EDUCATION

CONTEMPORARY INDIA AND EDUCATION - PART II  
(60 Hours)

## OBJECTIVES

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

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalisation in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

**Unit - I Policy frameworks on education: Post-independent India**

Major recommendations of Kothari Commission (1964-1966) - Iswar Bhai Patel Committee (1977)- Malcom Adishesiah Committee (1978)- New Education Policy (1986) - Programme of Action (1992)- Sachar Committee (2005) - Salient features of National Curriculum Framework (2005)- National Knowledge Commission (2005).

***Suggested instructional approaches/methods:***

- i. Student seminar/ Teacher talk on the major recommendations of different Education Committees/Commissions.
- ii. Report presentation based on the group discussion/student seminar on the salient fractures of National Curriculum Framework (2005) and National Knowledge Commission - 2005

**Unit - II Educational planning and financing**

Five year plans: Educational policy making and budgeting - Funding systems of education: Public, fees, students' loans, education cess and external aids.

***Suggested instructional approaches/methods:***

- i. Invited talk/teacher talk on the Indian educational funding systems and its implications.
- ii. Report presentation based on student seminar/ brainstorming session suggesting alternative funding systems in education.

**Unit - III Language policy in education**

Language policy during the pre-independent and post-independent India - Language policy as specified in Indian Constitution - Views of great thinkers on medium of instruction: Views of great thinkers-Tagore, Gandhi and Vivekananda.

***Suggested instructional approaches/methods:***

- i. Report presentation based on the student seminar on the advantages and disadvantages of learning through mother tongue in relation to great education thinkers.
- ii. Teacher talk/student seminar on the advantages and disadvantages of the three language formula.

**Unit - IV Midday meal scheme as a socialisation process**

Objectives of midday meal scheme – Benefits of midday meal scheme on education - Midday meal scheme as a socialization process with special reference to Tamil Nadu.

***Suggested instructional approaches/methods:***

- i. Report presentation based on the field study on the impact of midday meal scheme in rural area.
- ii. Report presentation based on the debate: “Midday meal scheme is an effective tool for socialisation of children”.

**Unit - V Emerging trends in education**

Impact of globalization, liberalization and privatization on education - Life-long learning and on-line education.

***Suggested instructional approaches/methods:***

- i. Invited talk/teacher talk on the impact of globalization, liberalization and privatization on education.
- ii. Invited talk/teacher talk on the importance of life-long learning.

**Tasks and Assignments:**

1. Prepare a report based on the interaction/interview with legal expert(s) for the effective implementation of constitutional provisions to eliminate inequality, discrimination and marginalisation in education.
2. Write a detailed report on the five year plans implications of universalisation of education.

**REFERENCES**

1. Freire, Paulo. (2014). *Pedagogy of the oppressed*. New Delhi: Bloomsbury Publishing.
2. Ghosh, S.C. (2007). *History of education in India*. The University of Michigan: Rawat Publications.
3. Government of India.(2007). *National Knowledge Commission Report*. New Delhi.
4. Kumar, K. (2014). *Politics of education in colonial India*. New Delhi: Routledge.
5. Naik, J.P., Andrew, Vereker., & Nurullah, S. (2000). *A student’s history of education in India (1800-1973)*.UK: Macmillan.
6. National Council for Educational Research and Training. (2005). *National curriculum framework*. New Delhi: NCERT.
7. Sedwal, M. & Kamat, S. (2008). *Education and social equity: With a special focus on scheduled castes and tribes in elementary education*. New Delhi: NUEPA.
8. [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf)
9. [http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08\\_chapter3.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf)
10. [http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11\\_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%202.pdf)

## PART - IV

## EDUCATION

## EPC 2: DRAMA AND ARTS IN EDUCATION

(60 Hours)

The aim of this course is to enhance the professional capacities of a student-teacher, specifically his/ her creativities and aesthetic sensibilities.

**OBJECTIVES** To enable the student-teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.
2. To use art, music and drama for enhancing one's self, expression and creativity.
3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

**How to use art, music and drama in Education.**

The teachers in Colleges of Education should:

1. With fine arts experts, engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/ a rough sketch, in painting a picture/landscape/mural/in oils/in water colours/ draw a picture /a protract /a cartoon / a line / a figure / a human form/ in charcoal /in ink.
2. Engage the student-teachers in visiting art galleries /art exhibitions and cultural festivals
3. Encourage the student-teachers to understand local culture and art forms and interpret art works, movies and other media.
4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of 'discomfort' and 'confusion' to them (such as completely segregated social environments, bounded by caste, class, religions or gender, etc).
5. Train the students-teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.
6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.

7. Guide the student-teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.
8. Motivate the student-teachers to use drama as a '**critical pedagogy**' moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.
9. Guide the student-teachers to experience and stage different kinds of drama/skits/street plays /folk and contemporary traditions relating to day-to-day problems of people of different walks of life.
10. Invite local experts in music and explore the possibilities of teaching certain contents in school subjects through music.

**Tasks and Assignments:**

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.
2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.

**HISTORY OF ANCIENT CIVILIZATION**

**COURSE OBJECTIVES:**

- To understand the meaning and importance of civilization and Culture.
- To comprehend ancient civilizations and its contributions to science, administration and legal systems
- To value the glory of art, architecture philosophy and the religion of various civilizations
- To study about the importance and the impact of Renaissance
- To appreciate the significance of Reformation and Counter Reformation

**Unit I:** Civilization: Introduction – Definition – Factors influencing the Growth of Civilization – Comparison between Culture and Civilization – River Valley Civilizations.

**Unit II:** Egypt: Society, Religion, Culture, Art and Architecture – Mesopotamia: Sumeria – Babylonia: Government, Society, Code of Hammurabi, Religion, Art and Architecture – Persian civilization.

**Unit III:** Ancient Greek Civilization – Hellenic – Hellenistic – Legacy in the fields of Science and Philosophy – Ancient Rome: Society, Government, Law and Architecture.

**Unit IV:** Middle Ages – Rise and Spread of Christianity – Byzantine Civilization – Rise and Spread of Islam – Feudalism – Merits and Demerits – Crusades.

**Unit V:** Transition to Modern Age – Renaissances in Italy – Causes and Results – Geographical Discoveries of 15<sup>th</sup> and 16<sup>th</sup> Centuries – Reformation and Counter Reformation.

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1.	India and World Civilization	Singhal, D.P	Michigan State University Press	1969
2.	A History of World Civilization	Swain J.E.,	Eurasia Publishing House, New Delhi	1994

**BOOKS FOR REFERENCE:**

S.No.	Author	Title and Publisher
1	Swain J.E.	A History of World Civilization, Eurasia Publishing House, New Delhi, 1984
2	Barnes H.E.	The History of Western Civilization, Harcourt, New York, 1935
3	Hedger G.A and Others	An Introduction to Western Civilization, University of Cincinnati, USA, 1931
4	Joshi P.S.	History of Civilization, S. Chand, Delhi, 1975
5	Dharam Singh	Ancient and Modern Civilizations, Alpha Publications, New Delhi, 2008.

**JOURNALS:**

1. **Journal of World Prehistory**, Springer, ISSN: 08927537
2. **The Biblical Archaeologist**, The University of Chicago Press, ISSN: 00060895
3. **Journal of Contemporary History**, Sage Publications, Ltd., ISSN: 00220094
4. **The Journal of Asian Studies**, Association for Asian Studies, ISSN: 00219118

**E-LEARNING RESOURCES:**

1. [www.ancient.eu/egypt](http://www.ancient.eu/egypt)
2. <https://www.history.com/topics/ancient-middle-east/mesopotamia>
3. <http://www.china.org.cn/e-gudai/index-1.htm>
4. <https://www.history.com/topics/ancient-history/ancient-greece>
5. <https://www.britannica.com/place/Roman-Empire>

**COURSE OUTCOMES:**

CO Number	CO STATEMENT
CO 1	Appraise the contributions of ancient civilizations and culture
CO 2	Appreciate the role of the science, legal and administrative systems in the ancient civilizations



CO 3	Understand the socio-cultural aspects of the ancient civilizations
CO 4	Assess the importance and the impact of Renaissance
CO 5	Evaluate the significance of Reformation and Counter Reformation

**MAPPING OF CO WITH PSO:**

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	1	2	1
CO 2	3	3	1	2	1
CO 3	3	3	1	2	1
CO 4	3	3	1	3	2
CO 5	2	3	2	2	1
<b>Average</b>	<b>2.8</b>	<b>3</b>	<b>1.2</b>	<b>2.2</b>	<b>1.2</b>

**Part -III**

**CORE – X**

Subject Code :

**HISTORY OF USA (1776 - 1919)**

**COURSE OBJECTIVES:**

- To evaluate the British Colonization and War of Independence in America
- To identify the causes, course and the results of the Civil War
- To estimate the domestic and foreign policies of American Presidents from 1776- 1919.
- To understand causes and results of Spanish American War

**UNIT I** : Colonization - Establishment of the Colonies - Anglo-French Rivalry - War of Independence- Making of the Constitution.

**UNITII:** Presidency of Washington - Jeffersonian Revolution - Monroe Doctrine - Jacksonian Principles - Westward Expansion.

**UNIT III** : Civil War – Causes, Course and Results – Significance – Reconstruction – Agricultural Expansion – Rise of Big Business – Farmer’s Movements – Labour Movements.

**UNIT IV** : Growth of Imperialism – Sherman Anti-Trust Act of 1890 – Spanish American War – Annexation of Hawaii, Philippines & Caribbean islands.

**UNIT V** : Rise of Progressivism – Theodore Roosevelt – Square Deal and Domestic Policy – Big Stick Policy – William Taft and Dollar Diplomacy – Role of USA in the First World War – Woodrow Wilson – Fourteen Points – New Diplomacy.

**RECOMMENDED TEXT BOOKS:**

<b>S.No.</b>	<b>Author</b>	<b>Title and Publisher</b>
1	Philip Jenkins	A History of the United States, St. Martin’s Press, New York, 1997.
2	R.K. Majumdar & A.N. Srivastva	History of United States of America, Surjeet Book Depot, Delhi, 1983.
3	K. Rajayyan	History of USA, Ratna Publications, Madurai, 1992.

**BOOKS FOR REFERENCE:**

1	N. Subramanian	A History of the USA, N.S. Publications, Madurai, 1986.
2	H.B. Parkes	American History, Harvard University Press, USA, 1967
3	K. Nambi Arooran	A History of the USA (Tamil)
4	Dr. J. Thiyagarajan	A History of the USA (Tamil)

**JOURNALS:**

1. **Journal of Modern American History**, Netherland: Brill Publisher, ISSN: 1877 0223.
2. **American Research Journal of History and Culture**, USA, ISSN: 2379-2914.

**E-LEARNING RESOURCES:**

1. [https://en.wikipedia.org/wiki/History\\_of\\_education\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/History_of_education_in_the_United_States)
2. <https://www.edx.org/learn/us-history>
3. <http://besthistorysites.net/american-history/>
4. <https://study.com/academy/course/us-history-ii-course.html>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Assess the significance and impact of the American war of independence
CO 2	Estimate the administration of American presidents
CO 3	Understand the growth of imperialism in USA
CO 4	Evaluate the impact of various programmes of Reconstruction in USA
CO 5	Appraise the role of USA in First World war

**Mapping of CO with PSO:**

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	1	2	3	1	3
CO 2	2	2	3	2	3
CO 3	2	3	3	1	2
CO 4	2	2	3	1	3
CO 5	1	2	3	2	3
<b>Average</b>	<b>1.6</b>	<b>2.2</b>	<b>3</b>	<b>1.4</b>	<b>2.8</b>

**Part -III****CORE – XI****INTERNATIONAL RELATIONS****COURSE OBJECTIVES:**

- Present a overview of the major political developments and events of the modern international politics
- To learn the emergence of peace organisation and efforts to disarmament
- To furnish with the tools to understand and analyse the growth of international and regional organisations
- Explain the students on the problems and perspectives of world arena and its impact

**Unit I** : Meaning, Nature and Scope of International Relations - Nature of Power Politics- Theoretical Approaches to International Relations – Diplomacy – Diplomats and their Services .

**Unit II** : United Nations Organisation: Special Organisations, Achievements– Emergence of Power Blocs-Cold War: Causes and results of Cold War.

**Unit III** : Disarmament – Efforts of UNO towards Disarmament: NTBT-NPT-SALT-Helsinki Conference- CTBT.

**Unit IV** : Commonwealth of Nations – Non-Aligned Movement – European Union — Regional Organisations: SAARC, AU, The Arab League, ASEAN.

**Unit V** : Palestine Problem – Arab-Israel Wars –Oil Diplomacy –Gulf War: Causes, Course and Results – Disintegration of USSR.

**RECOMMENDED TEXTBOOKS:**

<b>S.No.</b>	<b>Author</b>	<b>Title and Publisher</b>
1	Stephonic Lawson	International Relations and Politics, Polity Press, Cambridge, 2003
2	J.C. Johari	International Relations and Politics, Sterling Publishers, New Delhi, 2011

## BOOKS FOR REFERENCE:

S.No.	Author	Title and Publisher
1	Palmer and Perkins	International Relations, AITBS Publishers, Delhi, 2007
2	S.P. Nanda	History of Modern World, Anmol Pulishers, New Delhi, 1998
3	Peu Ghosh	International Relations, PHI Learning Pvt. Ltd., Delhi, 2013
4	Paul Wilkinson	International Relations, Sterling Publishing Co., New York, 2010
5	K.L. Khurana	World History, Lakshmi Narain Agarwal Publishers, Agra, 2009.

## JOURNALS

1. International Studies Quarterly, OUP, ISSN: 1468-2478
2. European Journal of International Relations, Sage Publications, ISSN: 1460-3713

## E-LEARNING RESOURCES

1. <https://www.internationalrelationsedu.org>
2. [http:// www.britannica.com](http://www.britannica.com)
3. <https://internationalrelations.sfsu.edu>
4. <https://www.e.ir.info>.
5. <https://www.orfoline.org>

## COURSE OUTCOME:

CO Number	CO STATEMENT
CO 1	Observe the expansion of world society and determinants of power in world
CO 2	Analyse the theoretical approaches to international relations
CO 3	Assess the impact of the Gulf war and oil diplomacy
CO 4	Review the role of regional and international organizations
CO 5	Evaluate the importance of Non-Aligned Movement and the disarmament

## MAPPING OF CO WITH PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	1	1
CO 2	3	3	3	2	2

<b>CO 3</b>	2	2	2	1	1
<b>CO 4</b>	3	3	3	1	2
<b>CO 5</b>	2	3	3	2	2
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>	<b>1.4</b>	<b>1.6</b>

**HISTORY OF EUROPE (1789 - 1945)****COURSE OBJECTIVES:**

- To motivate the students to know about the causes, course and the results of the French Revolution.
- To evaluate the historical importance of the pre-modern Europe.
- To appraise the historical significance of Modern Europe in the global arena.

**UNIT I** : French Revolution – Causes, Course and Results – Napoleon I – Domestic and Foreign Policy- Congress of Vienna

**UNIT II** : Revolutions of 1830 and 1848 – Napoleon III- Rise of Nationalism- Unification of Italy and Germany

**UNIT III** : Beginning of the National movement in Germany

**UNIT IV:** Europe on the eve of First World War – Balkan Crisis – Causes for World War – Results of War –Treaty of Versailles

**UNIT V** :

**RECOMMENDED TEXT BOOKS:**

S.No.	Author	Title and Publisher
1	G.W. Southgate	A Textbook on Modern European History 1789 -1960, Dent, 1964
2	Stephen J. Lee	Aspects of European History (1789 – 1980), Routledge Publishers, London, 1980

**BOOKS FOR REFERENCE:**

1	A.J. Grant	Europe in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries (1789-1939), Longmans Green & Co., London, 1944.
2	C.D.M. Ketelbey	A History of Modern Times from 1789, OUP, London, 1976
3	Asa Briggs & Patricia Clavin	Modern Europe: 1789 – Present, Routledge Publishers, London, 2014.
4	H.A.L. Fisher	A History of Europe: From the Earliest Times to 1773, Eyre & Spottiswoode, 1957
5	Norman Davies	Europe: A History, OUP, 1996

**JOURNALS:**

1. **European History Quarterly**, UK: Sage Journals, ISSN: 0265 6914.
2. **Journal of Political Communication**, Netherland: Taylor & Francis, ISSN: 1058-4609.

**E-LEARNING RESOURCES:**

1. <https://www.history.com/topics/france/french-revolution>
2. <https://www.history.com/topics/france/napoleon>
3. <https://www.encyclopedia.com/history/modern-europe/turkish-and-ottoman-history/eastern-question>
4. <http://www.markedbyteachers.com/international-baccalaureate/history/napoleon-iii-contributions-to-the-italian-unification.html>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Review the significance and impact of French revolution.
CO 2	Evaluate the contribution of Metternich
CO 3	Acquire knowledge on the administration of Napoleon.
CO 4	Analyse the different phases of unification of Italy and Germany.
CO 5	Examine the causes , course and results of the First World war

**Mapping of CO with PSO:**

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	1	3	3	1	3
CO 2	2	2	3	1	3
CO 3	2	2	3	2	2
CO 4	2	2	3	2	3
CO 5	2	2	3	2	3
<b>Average</b>	<b>1.8</b>	<b>2.2</b>	<b>3</b>	<b>1.6</b>	<b>2.8</b>



## CORE- XIII

## INDIA AND HER NEIGHBOURS

## COURSE OBJECTIVES:

- To understand the uniqueness of India's Foreign Policy
- To learn the ethnic problems in Sri Lanka
- To analyse the role of NAM and SAARC

- UNIT I** : Historical Perspective – Decolonization - Emergence of New Neighbours - Evolution of India's Foreign Policy – Basic Principles - Panchasheel.
- UNIT II** : India and Pakistan – Areas of Conflict – Kashmir and Border Issues – India and Bangladesh – Mujibur Rahman –War of Liberation - Farakka Barrage Dispute.
- UNIT III** : India and China – Tibetan Issue – India-China war of 1962 – Strains and Process of Normalisation – India and Nepal -Treaty of Peace and Friendship - Ethnic Issues - End of Monarchy and Dynamics in Indo-Nepal Relations.
- UNIT IV** : India and Sri Lanka – Constitutional Amendments – Ethnic Problems of Sri Lanka – IPKF – India and Maldives – Political and Cultural Ties.
- UNIT V** : India's role in the NAM – SAARC – Formation, Activities and Achievements – Nuclearisation of South Asia and its Impact.

## RECOMMENDED TEXT BOOKS:

S.No.	Author	Title and Publisher
1	Bipan Chandra	India Since Independence, Penguin Books, New Delhi, 2000
2	N.Jayapalan	India and Her Neighbours, Atlantic publishers & Distributors, New Delhi, 2000

## BOOKS FOR REFERENCE

S.No.	Author	Title and Publisher
1	V.P. Dutt	India's Foreign Policy, Vikas Publisher, New Delhi , 1994
2	Hussain, T. Karki	Sino-Indian Conflict and International Politics in the Indian Sub-continent, Haryana.
3	B.K.Tewari	India's Neighbours past and future, Spellbound Publication Rohtak, 1997.

**COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Understand the ideology and elements of National Power
CO 2	Evaluate the Indo-Pak relations and Cross border Terrorism
CO 3	Assess the India's relations with China and Nepal
CO 4	Examine the causes and impact of Ethnic conflict in Srilanka
CO 5	Appreciate the role of NAM and SAARC in world politics

**Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>CO 2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>CO 3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO 4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>Average</b>	<b>1.8</b>	<b>2.2</b>	<b>3</b>	<b>1.6</b>	<b>2.8</b>

**ENVIRONMENTAL STUDIES  
(60 Hours)**

**Unit I:**

Multi disciplinary nature of environmental studies - Definition, scope and importance, need for public awareness.

**Natural Resources:**

Renewable and non-renewable resources:

- a) Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.
- e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources.
- f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

**Unit II**

- **Ecosystems**
  - a. Concept of an ecosystem.
  - b. Structure and function of an ecosystem.
  - c. Producers, consumers and decomposers.
  - d. Energy flow in the ecosystem.
  - e. Ecological succession.
  - f. Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem
  - a. Forest ecosystem
  - b. Grassland ecosystem
  - c. Desert ecosystem
  - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

## **Unit III**

### **Biodiversity and its conservation**

- Introduction – Definition: genetic, species and ecosystem diversity.
- Bio geographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
  
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

## **Unit IV**

### **Environmental Pollution**

#### **Definition**

- Cause, effects and control measures of :-
  - a. Air pollution
  - b. Water pollution
  - c. Soil pollution
  - d. Marine pollution
  - e. Noise pollution
  - f. Thermal pollution
  - g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Disaster management: floods, earthquake, cyclone and landslides.

## **Unit V**

### **Social Issues and the Environment**

- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns.
- Environmental ethics : Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion.
- Wasteland reclamation.
- Consumerism and waste products.

- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation.
- Public awareness.

### **Human Population and the Environment**

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.
- Environment and human health.
- Human Rights.
- Women and Child Welfare.

### **REFERENCES**

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N.(eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8<sup>th</sup> Edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. Environmental law and policy in India. Tripathi 1992.
14. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.

15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.
19. Wilson, E.O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.

**EPC 3 -CRITICAL UNDERSTANDING OF ICT  
(60 Hours)**

The aim of this course is to enhance the professional capacities of a student teacher in integrating Information and Communication Technologies (ICTs) with effective teaching and learning in a classroom.

**Course objectives:** To enable the student-teachers:

1. To teach effectively in a “technology enhanced classroom” (previously referred to as “smart classroom”).
2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

**How to prepare a student teacher for a technology enhanced classroom?**

The teachers in Colleges of Education should train the student- teachers:

1. To operate /use various ICT tools such as computer, laptop/Internet, Interactive whiteboard, Tablet PC, iPad, iPhone, Mobile phones, Digital cameras, Multimedia equipments (audio/video), Skype and video -conferencing.
2. To browse the Internet, using a computer /laptop, identify and use education related websites and video/audio resources in teaching- learning.
3. To prepare teaching material/learning resource materials: e-content, e-booklet for selected school subject areas and to create edu(cational) blogs for individual/ group students for strengthening sharing and learning.
4. To use a laptop /PC for preparing slides for PowerPoint presentations/ lectures and also download the video resources available on the internet and use them embedded with slide presentations.
5. To teach a content /lesson using an Interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it).
6. To use a visualizer/document camera (visual projector) to display and share an information to the whole class.

7. To use a mobile device/a camera phone to take a series of snapshots of children's actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.
8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.
9. Organize a few video-conferencing classes (organize Skype-based video conferencing) inviting experts in school subjects and encourage the students to share the learning experiences through WhatsApp with their classmates and others.
10. To create educational blogs (Edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments and participating in active blogging community.

### **Tasks and Assignments**

1. Write a report based on your preparation of e-content and presentation of it to the class with different ICT tools.
2. Write a report on the organization of video-conferencing with an educational expert.



**CORE- XIV**

**ARCHAEOLOGY**

**COURSE OBJECTIVES**

- To bring awareness on the value of Archaeology.
- To know the methods of Archaeological exploration and excavation.
- To understand the preservation of archaeological antiquities.

**Unit – I** : Definition, Scope and Value of Archaeology – Kinds of Archaeology – Economic Archaeology, Ethno Archaeology, Marine Archaeology, Aerial Archaeology and Salvage Archaeology – Archaeology and Other Disciplines – History of Archaeology in India.

**Unit – II** : Surface Exploration – Methods of Site Survey – Map Reading – Analysing the Physical Features – Ethnographic Data – Historical Literature – Field Observation and Ceramic Survey – Scientific Aids in Exploration – Proton Magneto Metre, Thermo-Remnant Magnetic Survey, Electricity Resistivity Survey, Chemical Method, Aerial Survey and Photography.

**Unit – III** : Excavation – Staff, equipments, principles and Methods of Excavation – Stratigraphy – Kinds of Excavation – Vertical, Horizontal and Quardrant Method – Excavation of Towns and Burials – Documentation – Plan and Section – Drawings – Photographic Documentation.

**Unit – IV** : Dating Methods – Relative Dating and Scientific Dating – Radio Carbon Dating – Thermo luminescence Dating – Potassium Argon Dating – Fluorine Dating – Nitrogen Dating – Pollen Analysis – Dendrochronology.

**Unit – V** : Report writing - Conservation and preservation of Antiquities –Museum Display.

## RECOMMENDED TEXT BOOKS

S.No.	Author	Title and Publisher
1.	Chakrabarti, K.,	India : An Archaeological History, Oxford University Press, New Delhi, 2008.
2.	Paul Bahn,	Archaeology – A Very Short Introduction, Oxford University Press, New Delhi, 2006.
3.	Dikshit, S.K.,	Introduction to Archaeology, Asian Publishing House, Bombay, 1943.
4.	Rajan, K.,	Archaeology : Principles and Methods, Thanjavur, 2002.
5.	Raman, K.V.,	Principles and Methods of Archaeology, Madras, 1989.
6.	Venkatraman, R.,	Indian Archaeology – A Survey, Udumalpet, 1995.

## BOOK FOR REFERENCE

S.No.	Author	Title and Publisher
1.	Barker, P.,	Techniques of Archaeological Excavation, London, 1977.
2.	Cookson, M.B.,	Photography for Archaeologists, London, 1954.
3.	Dowman and Elizabeth, A	Conservation in Field Archaeology, London, 1970.
4.	Fleming and Stuart, L.,	Dating in Archaeology, London, 1977.
5.	Piggot, S.,	Approach to Archaeology, Harward University Press, Cambridge, 1965.

## Journals

1. *Indian Journal of Archaeology*, National Trust, ISSN: 2455-2798
2. *Indian Journal of Archaeological Science*, Elsevier, ISSN: 0305-4403.
3. *Journal of Archaeological Research*, Kluwer Academic/Plerum Publishers, USA, ISSN: 1573-7556, 1059-0161.

## E-Learning Resource

<https://www.worldcat.org>> title>ocic.

<https://www.algappauniversity.ac.in>>icignca.gov.in>asi.

## COURSE OUTCOMES

<b>CO No.</b>	<b>CO Statement</b>
<b>CO1</b>	Understand properly the aspects and value of archaeology.
<b>CO2</b>	Aware of origin and development of archaeology tracing archaeological excavations in India
<b>CO3</b>	Know the methods of exploration and excavation along with conservation techniques.
<b>CO4</b>	Explore the possibilities and scope for further excavations in Tamilnadu for Reconstructing its history.
<b>CO5</b>	Appreciate the conservation of Archaeological sites.

#### Mapping of CO with PSO

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO 1</b>	2	3	3	1	3
<b>CO 2</b>	2	2	2	2	2
<b>CO 3</b>	2	3	3	3	3
<b>CO 4</b>	2	1	3	2	3
<b>CO 5</b>	2	2	2	2	3
<b>Average</b>	<b>2.0</b>	<b>2.2</b>	<b>2.4</b>	<b>2.0</b>	<b>2.8</b>

**Part - III****CORE- XV****HISTORIOGRAPHY****COURSE OBJECTIVES**

- To train the students to learn the historical research and methods.
- To enable the students to develop interest in contemporary development of historical writings in India and the rest of the world.
- To expand the knowledge in modern techniques in Historical research.

**UNIT I** : Definition and Meaning – Nature and Scope – Value of History – History as Science and Art - History and other Social Sciences .

**UNIT II** : Ancient Greeco Roman Tradition - Herodotus – Thucydides – Livy – Tacitus – Medieval Western Historiography – St.Augustine – Modern Historiography – L.V Ranke – A.J.Toynbee – Indian Tradition – Kalkana – J.N. Sarkar – R.C.Majumdar – S.Krishnaswamy Iyengar - K.A. Nilakanta Sastri – R.Sathianathaier.

**UNIT III** : Theological – Orientalist – Positivist - Nationalist - Subaltern – Progressive Theory – Deterministic Theory – Annals - Post Modernist.

**UNIT IV** : Selection of Research Topics – Requisite of a Researcher – Historical Method – Objectivity – Internal and External Criticism.

**UNIT V** : Collection of Data – Analysis– Documentation – Foot Notes – Bibliography - Thesis Arrangements.

**RECOMMENDED TEXT BOOKS**

S.No.	Author	Title and Publisher
1	Sheik Ali B.,	History: Its Thoery and Method, Macmillan India Limited, Madras, 1984.
2.	Rajayyan, K	<i>History in Theory and Method</i> , Madurai

		Publishing House, Madurai, 1977
3.	Subramanian.N,	Historical Research Methodology, Ennes Publications, Madurai, 1980
4	Venkatesan G.,	Historiography, V.C. Publications, Rajapalayam, 1994.

### BOOKS FOR REFERENCE

S.No.	Author	Title and Publisher
1.	Carr. E.H.,	What is History? Macmillan & Co Limited, London, 1961.
2.	Manickam S.,	Theory of History and Methods of Research (Select Themes), Madurai, 2000.
3.	Sreedharan. E,	A Text Book of Historiography, Orient Black Swan, New Delhi, 2009
4.	Colingwood R.G.	<i>The Principles of History and Writings in Philosophy of History</i> , London, Oxford University Press, 1999.

### Journals

1. *International Journal of History and Research (IJHR)*, ISSN: 2249-6963.
2. *Journal of History and Theory*, Wesleyan University, Middletown, U.S.A.

### E-Learning Resource

<https://www.jstor.org/stable/pdf>

<https://study.com/academy/lesson>

### COURSE OUTCOMES

CO No.	CO Statement
CO1	Exhibit the importance of Historical research.
CO2	Extract evidence from primary sources by analyzing and evaluating to build and support an argument.
CO3	Evaluate the contribution of Historians.
CO4	Demonstrate the characteristics of a Researcher.

<b>CO5</b>	Acquire the knowledge of documentation.
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### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	2	2	3	2	3
CO 2	2	2	3	2	2
CO 3	2	1	2	1	3
CO 4	2	2	3	2	3
CO 5	2	2	2	2	3
<b>Average</b>	<b>2.0</b>	<b>1.8</b>	<b>2.6</b>	<b>1.8</b>	<b>2.8</b>

**Part -III**

**CORE- XVI**

Subject Code :

**HUMAN RIGHTS**

**COURSE OBJECTIVES:**

To be familiar with the basic concept of human rights

- To understand the constitutional protection given to Human Rights
- To comprehend the role of International Covenants and the Organizations for the protection of human rights
- To study the challenges and barriers to Human Rights

**UNIT I** : Introduction – Definition and Characteristics of Human Rights – Theories on Human Rights – Historical Evolution of Human Rights – Classification of Human Rights.

**UNIT II** : The Universal Declaration of Human Rights – Preamble – The International Covenants on Human Rights – International Covenants on Economic, Social and Cultural Rights – Educational Rights – International Covenants on Civil and Political Rights.

**UNIT III** : Human Rights and International Organisations – Role of UNO – Role of NGO's in the protection of Human Rights – Amnesty International – Helsinki Declaration.

**UNIT IV** : Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions.

**UNIT V** : Contemporary Issues in Human Rights – Women and Child Rights Violation – Minority Rights – Dalits and Tribals – Bonded Labour and Wages – Problems of Refugees – Capital Punishment.

**RECOMMENDED TEXTBOOKS:**

S.No.	Author	Title and Publisher
1	Gopal Bhargava	Human Rights – Concern of the Future, Kalpaz Publications, Delhi, 2001
2	G.S. Bajwa	Human Rights in India, Anmol Publications, New Delhi, 1995

## BOOKS FOR REFERENCE:

S.No.	Author	Title and Publisher
1.	Sathish Chandra	International Documents on Human Rights, Mittal Publications, New Delhi, 1990
2.	S. Mehartaj Begum (Ed.)	Human Rights in India – Issues and Perspectives, A.P.H. Publishing Corporation, New Delhi, 2000
3.	Adil-ul-Yasin and Archana Upadhyay	Human Rights, Akansha Publishing House, New Delhi, 2004
4.	A. Subbaiyan 1	Manitha Kudumbathin Matra Mudiyaatha Urimaigal, Mangayarkarasi Publications, Chidambaram, 1984 (Tamil)
5.	Sivagami Paramasivam	Manitha Urimaaigal, Thai Publications, Salem, 1996 (Tamil)

## JOURNALS:

1. **The International Journal of Human Rights**, Taylor & Francis (Routledge), ISSN: 1364-2987
2. **Journal of Human Rights Practice**, OUP, ISSN: 1757-9619
3. **The International Migration Review**, Sage Publications, ISSN: 01979183
4. The Indian Journal of Political Science, Indian Political Science Association, ISSN: 00195510

## E-LEARNING RESOURCES:

1. <http://www.nwmindia.org/>
2. [https://shodhganga.inflibnet.ac.in/bitstream/10603/1349/10/10\\_chapter5.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/1349/10/10_chapter5.pdf)
3. <https://www.equalityhumanrights.com/en/our-human-rights-work/monitoring-and-promoting-un-treaties/international-covenant-civil-and>
4. <https://www.hrw.org/tag/amnesty-international>
5. <https://www.ohchr.org/documents/publications/training11add3en.pdf>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Understand the evolution of Human Rights
CO 2	Recognize the universal nature of Human Rights documents.
CO 3	Review various Human Rights protecting mechanisms and



	Organizations.
<b>CO 4</b>	Analyse the functions of Human Rights Commissions.
<b>CO 5</b>	Evaluate contemporary issues in Human Rights.

**MAPPING OF CO WITH PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	1	2	1
<b>CO 2</b>	2	3	2	3	2
<b>CO 3</b>	3	3	1	2	1
<b>CO 4</b>	2	3	2	3	3
<b>CO 5</b>	2	3	3	2	3
<b>Average</b>	<b>2.6</b>	<b>3</b>	<b>1.8</b>	<b>2.4</b>	<b>2</b>

**Part -III****CORE- XVII****CONSTITUTIONAL HISTORY OF INDIA****COURSE OBJECTIVES:**

- To impart knowledge of the history of constitutional development in India.
- To provide an understanding on the features on Republican Constitution of India
- To imbibe the values of constitutional safeguards

**UNIT-I :** Growth of Constitution- Constitutional Government in Ancient India - Regulating Act of 1773 - Charter Acts 1793 and 1793 - The Act of 1858 and its impact – Indian Council Acts 1861 and 1892.

**UNIT-II :** Growth of Representative Institutions- The Act of 1909 (Minto-Morely Reforms) – The Act of 1919 (Montague-Chelmsford Reforms) - Nehru Report – Government of India Act, 1935 - Wavell Plan and Simla Conference (1945) - Mountbatten Plan (June 1947) – Indian Independence Act.

**UNIT III:** Vital Provisions- Preamble of Indian Constitution- Citizenship - Fundamental Rights and Duties – Directive Principles of State Policy.

**UNIT IV:** Union Government and State Governments- Powers and functions of President and Prime Minister – Parliament – Supreme Court - Governor - Chief Minister - State Legislature – High Court.

**UNIT V:** Dynamics of Constitutional Provisions- Elections- Emergency Provisions – Constitutional Commissions -Challenges of Indian Constitution.

**RECOMMENDED TEXTBOOKS:**

S.No.	Author	Title and Publisher
1	Agarwal.R.C	Constitutional Development and National Movement in India, New Delhi : S.Chand & Company, 1994.
2.	D.D.Basu	Introduction to Indian Constitution, New Delhi : Prentice Hall of India, 2016
3.	M.V.Pylee	Introduction to the Constitution of India, New Delhi :Vikas Publishing House,2016.

**BOOKS FOR REFERENCE:**

S.No.	Author	Title and Publisher
1	Subhash Kashyap	Our Constitution, New Delhi: National Book Trust, 2018
2	Austin , Granville	Indian Constitution: Corner Stone of a Nation. London: Clarendon Press,1966
3	Jagadish Swanup	Constitution of India Vol- I, II, III, New Delhi, Deep& Deep Publication, 2006
4	D.C.Gupta	Indian Government and Politics, New Delhi : Vikas Publishing House 2010.

**JOURNALS:**

1. **The Indian Journal of Political Science**, Indian Political Science Association, ISSN: 00195510
2. Indian Journal of Constitutional and administrative Law
3. Indian Constitutional Law Review.

**E-LEARNIG RESOURCES:**

1. <https://www.india.gov.in>
2. [http:// www .iitk.ac.in](http://www.iitk.ac.in)
3. <https://www.reserachgate.net>

**COURSE OUTCOME:**

CO Number	CO STATEMENT
CO 1	Assess the evolution of Indian Constitution
CO 2	Evaluate the importance of Growth of Representative Institutions
CO 3	Familiar with Fundamental Rights and Duties of Indian citizen
CO 4	Understand the powers and functions of the Indian President and Prime Minister
CO 5	Realise the challenges of a Constitution

**MAPPING OF CO WITH PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	1	2	2
<b>CO 2</b>	3	3	2	2	2
<b>CO 3</b>	2	3	2	2	2
<b>CO 4</b>	3	2	2	2	3
<b>CO 5</b>	2	3	2	2	3
<b>Average</b>	<b>2.2</b>	<b>2.8</b>	<b>1.8</b>	<b>2</b>	<b>2.2</b>

**Part -III****CORE- XVIII****INTELLECTUAL HISTORY OF INDIA****COURSE OBJECTIVES:**

- To know about the contribution of intellectuals through philosophy of literature towards transition in Indian society.
- To provide an understanding of the socio political and religious ideologies
- To imbibe the values as propounded by Intellectual thinkers

**UNIT I** : Definition of Intellectual History – Nature- Scope - Importance of Intellectual History- Modernization Process in India - The impact of Intellectuals on Modernization

**UNIT II** : Political ideology: M.G. Ranade – S. N. Banerjee – G.K. Gokhale – Mahatma Gandhi – Jawaharlal Nehru –B.G.Tilak – Lajpat Rai – B.C. Pal.

**UNIT III** : Social Reformers: Rajaram Mohan Roy- Ishwar Chandra Vidyasagar – Veerasalingam Panthulu - E.V. Ramaswamy Periyar –Muthulakshmi Reddy- B.R. Ambedkar.

**UNIT IV** : Religion and Philosophy: Ramalinga Adigal-Swami Vivekananda – Aurobindo Ghosh - Annie Besant.

**UNIT V** : Literary thoughts: Rabindranath Tagore – Subramania Bharathi – Thiru-vi-ka – Sarojini Naidu – Bharathidasan.

**RECOMMENDED TEXTBOOKS:**

S.No.	Author	Title and Publisher
1	Vishnoo Bagwan	Indian Political Thinkers , Atma Ram & Sons, 1996
2.	Ramachandra Guha	Makers of Modern India , Harvard University Press, 2011
3.	Urmila Sharma, S.K.Sharma	Indian Political Thought , Atlantic Publishers & Distributors, 2001

**BOOKS FOR REFERENCE:**

S.No.	Author	Title and Publisher
1	A. Appadorai	Indian Political Thinking: Through the Ages, Khama Publishers, Delhi, 1992
2	N. Jayapalan	Indian Political Thinkers: Modern Indian Political Thought, Atlantic Publishers and Distributors, New Delhi, 2003
3	National Book Trust	National Biographies, NBT, New Delhi, India
4	S. Naravane	Modern Indian Thought, Orient Longman, Delhi, 1978
5	H.R. Mukhi	Modern Indian Thought, SBD Enterprises, Delhi, 1986

**JOURNALS:**

4. **The Indian Journal of Political Science**, Indian Political Science Association, ISSN: 00195510
5. **Studies in Indian Politics**, Sage Publications.

**E-LEARNIG RESOURCES:**

4. <https://www.sociologyguide.com/indian-thinkers/index.php>
5. <http://hss.iitd.ac.in/course/philosophy-and-intellectual-history-india>
6. [https://www.indianetzone.com/39/history\\_indian\\_religion.htm](https://www.indianetzone.com/39/history_indian_religion.htm)

**COURSE OUTCOME:**

CO Number	CO STATEMENT
CO 1	Assess the contribution of intellectuals for the process of modernisation
CO 2	Evaluate the impact of ideologies of the intellectual thinkers in the society
CO 3	Examine the contribution of social reformers
CO 4	Familiar with the life, career, ideals and principles of intellectuals
CO 5	Understand the role of literary revivalism in modern India.

**MAPPING OF CO WITH PSO:**

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	3	1	2	1

<b>CO 2</b>	3	3	2	2	1
<b>CO 3</b>	2	3	2	2	2
<b>CO 4</b>	3	2	1	2	3
<b>CO 5</b>	2	3	2	2	2
<b>Average</b>	<b>2.2</b>	<b>2.8</b>	<b>1.6</b>	<b>2</b>	<b>1.8</b>

**PART - IV**

Subject Code :

**EDUCATION**

**LEARNING AND TEACHING  
(60 Hours)**

**Course objectives:**

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

1. develop an understanding of the nature of learning and teaching.
2. develop an understanding of the behavioural theories, cognitive and humanistic theory.
3. critically evaluate the theory of constructivism.
4. understanding the teaching diverse classroom.
5. identify the need and importance of teacher student relationship
6. discuss the importance of teaching as a profession.

**Unit I Nature of learning**

Learning: meaning and definition - elements of learning – basic principles of learning and their implications – rote learning vs. meaningful learning – principles and techniques of active learning and their implications – self learning.

*(Suggested Instructional approaches/ methods:*

- i) Student seminar on principles of active learning.
- ii) Invited talk by experts based on the nature of learning.)

**Unit II Nature of Teaching**

Teaching: Definition and meaning – Characteristics of good teaching – Views of great thinkers and philosophers on teaching - Becoming a reflective teacher and his characteristics - My goals as a teacher.

*(Suggested Instructional approaches/ methods:*

- i) Group discussion on characteristic of a good teacher.
- ii) Student seminar on becoming a reflective teacher.)



### **Unit III Behavioral Theories of Learning**

Learning - meaning of learning as defined by behaviourists - classical conditioning (Pavlov) - Law of effect (Thorndike) - operant conditioning and shaping (Skinner) - social learning (Bandura) - Basic assumptions of behavioural theory - strengths and limitations.

*(Suggested Instructional approaches/ methods:*

- i) Invited talk by the experts on the behavioural theories of learning.
- ii) Student seminar on basic assumptions of behavioural theory.)

### **Unit IV Cognitive and humanistic theories of learning**

Learning - meaning of learning as defined by cognitive psychologists - Insight learning (Kohlberg) - Modes of cognitive development (Bruner) - Stages of intellectual development (Piaget) - Learning styles (Kolb) - Self-actualization( Maslow) - Theory of a fully functioning person ( Carl Rogers).

*(Suggested Instructional approaches/ methods:*

- i) Student seminar on the cognitive theories of learning.
- ii) Invited talk by experts on the humanistic theory of learning.)

### **Unit V Theory of Constructivism**

Constructivism - meaning and definitions - The nature of constructivist learners the role of teachers, the nature of learning process, collaboration among learners and pedagogical approaches to constructivism - Gagne's eight levels of learning.

*(Suggested Instructional approaches/ methods:*

- i) Presentation of a report based on the group discussion on constructivism.
- ii) Group discussion on Gagne's eight levels of learning.)

## **Unit VI Learner- centered teaching**

Meaning - characteristics of learner-centered teaching/learner-centered learning. Need for learner-centered approaches in teaching advantages of learner-centered teaching vs teacher-centered learning, teaching – Learner - centered techniques of teaching and their advantages.

*(Suggested Instructional approaches/ methods:*

- i) Student seminar on learner - centered teaching.
- ii) A debate on learner-centered teaching vs teacher-centered learning.)

## **Unit VII Teaching in Diverse classrooms**

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-preparations of teachers of diverse classroom-Techniques of teaching in a diverse classroom/Diverse teaching strategies for diverse learners-effective teaching in a diverse class room-Diversity in the classroom.

*(Suggested Instructional approaches/ methods:*

- i) Talk by the expert on preparation of teachers for diverse classroom.
- ii) Student seminar on effective teaching in a diverse classroom.)

## **Unit VIII Learning in and out of School**

Purpose of learning in and out of school: what we know? and what we need to know? Importance of observation learning out of school- out of school learning: extending curriculum learning to the local area -approaches to learning outside the class room- learning for outside the classroom-advantages of learning outside the classroom.

*(Suggested Instructional approaches/ methods:*

- i) Teacher talk on importance of observation learning.
- ii) Discussion on approaches to learning outside the school.)

## **Unit IX Teacher- Student Relationship**

Meaning - Need for maintaining teacher-student relationship -inter-personal approach in classroom management - strategies for improving student engagement in learning - Healthy classroom management and academic achievement.

*(Suggested Instructional approaches/ methods:*

- i) Invited talk by experts on the effective teacher student relationship.
- ii) Seminar on healthy classroom management and academic achievement.

## **Unit X Teaching as a profession**

Nature of teaching - Teaching as a profession - characteristics of effective and ineffective teaching - why teaching is the most important profession -Attitude of student-teachers towards teaching profession - Qualities of a professional teacher - Faculty development programmes - Teaching and Learning for sustainable future.

*(Suggested Instructional approaches/ methods:*

- i) Teacher talk on qualities of a good teacher.
- ii) Student seminar on “teaching as the noblest profession”.)

### **Tasks and Assignments:**

1. Prepare a report based on the interaction/interview with expert(s) for the theories of learning and teaching, teaching as a profession.
2. Prepare records that capture a variety of images of learning and teaching.

### **REFERENCES**

1. Bandura, A., & Walters, R. H. (1963). *Social learning and personality development*. New York: Holt, Rinehart, & Winston.
2. Bruner, J.S. (1971). The process of education revisited. *Phi Delta Kappan*, 53, 18-21.
3. Gropper, G.L. (1987). A lesson based on a behavioral approach to instructional design. In C.M. Reigeluth (Ed.), *Instructional theories in action* (pp. 45-112).

4. Jayaraman, Chindhai.(2005). *School days: In Children's Perspective*. Chennai: Vinodh publications.
5. Thangasamy,Kokila. (2016). *Teach Gently*. Chennai : PavaiPathippagam.
6. Thorndike, E. L. (1905). *The elements of psychology*. New York: A. G. Seiler.
7. Vygotsky's (2004) philosophy: Constructivism and its criticisms examined Liu &Matthews,*International Education Journal*, 2005, 6(3), 386-399.
8. <http://www.businessdictionary.com/definition/conservatism.html>
9. <https://www.oecd.org/edu/ceri/50300814.pdf>
10. <http://www.psychologydiscussion.net/learning/learning-meaning-nature-types-and-theories-of-learning/652>

## **COURSE 7(a): PEDAGOGY OF A SCHOOL SUBJECT**

### **(PART I - METHODOLOGY)**

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level -I is pertaining to standard VI to VIII and is compulsory for all the student- teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

Level II is pertaining to standard IX & X and is compulsory for all the student- teachers. At level-II, the student-teachers should get mastery in their own chosen and related school subject.

#### **Note:**

The content for Level I (Std. VI to VIII) and Level II (Std. IX to X ) are as per the syllabus prescribed by the Government of Tamil Nadu.

**PART - IV**  
**EDUCATION**  
**COURSE 7(a): PEDAGOGY OF HISTORY**  
**(Part - I Methodology)**

**Course objectives:**

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

1. understand the aims and objectives of teaching History.
2. formulate instructional objectives for a lesson .
3. gain mastery of the teaching skills.
4. apply various methods in teaching History.
5. use various resources in teaching History.

**Unit I Aims and objectives of teaching History**

History : Meaning - nature – scope - Aims and objectives of teaching History in schools – Need and significance of teaching History - Values of teaching History.

***(Suggested instructional approaches/ methods:***

- i) Teacher talk / Invited lecture on the place of History in school curriculum.
- ii) Student seminar on the need, significance and values of teaching History.)

**UNIT II Planning for Instruction**

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

***(Suggested instructional approaches/methods:***

- i) Write instructional objectives for a lesson in History for Levels I & II.

- ii) Prepare a model lesson plan in History lessons for Levels I & II).

### **UNIT III Practising the Teaching Skills in History**

Meaning of teaching – Understanding major teaching skills: Introducing - explaining -questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising mini-lesson (for 20 minutes); Observation and feedback on mini-teaching. *(Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

*(Suggested instructional approaches/methods:*

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

### **Unit IV Methods of Teaching History**

**Teacher-centered methods:** Lecture method - Demonstration method - Dramatization method - Team-teaching –Source method. **Learner-centered methods:** Project method - Peer tutoring / teaching by students - Individual activities - experimental learning - Teacher-guided learning - Small group / whole-class interactive learning: Student seminar - Group discussion - Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

*(Suggested instructional approaches/methods*

- i) Teacher talk / Invited lecture on different methods of teaching History at Level I & II.
- ii) Preparation and presentation of a report on different methods of teaching History.)

### **Unit V Recourses for Teaching History**

**Print resources:** Newspapers - Journals - Magazines - Reference books - History /Humanities Encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs / CDs. **Visual resources:** Cartoons - Charts - Comics - Flash cards - Graphs - Maps- Photographs - Pictures - Posters - Diagrams - Models - Specimens. **ICT resource:** Radio – TV – Internet – Multimedia - Interactive whiteboard. **Community resources:** Fieldtrips - museum - archives - library - excavated archeological sites - monuments- History resource centre - History club - Characteristics of a good History textbook - Qualities of a History teacher.

#### ***(Suggested instructional approaches/methods:***

- i) Teacher talk / Invited lecture on different resources for teaching History.
- ii) Preparation and presentation of a report on different resources for teaching History.)

#### **Tasks and Assignments:**

1. Prepare and submit an evaluative report on different methods of teaching History.
2. Prepare and submit a report on History resource center.

#### **References:**

1. Burton, W.H. (1972). *Principles of history teaching*, London: Methuen.
2. Chaudhary, K. P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
3. Dhaniya Neelam (1993). *Multimedia approaches in teaching social studies*. New



Delhi: Harman Publishing House.

4. Gunning, Dennis. (1978). *The teaching of history*. London: Goom Helm.
5. Kochar, S. K. (1972). *The teaching of history*. Delhi: Sterling Publishers.
6. Lewis, E.M. (1960). *Teaching history in secondary schools*. Delhi: Sterling Publishers.
7. <http://www.anselm.edu/internet/ces/index.html>
8. <http://www.decwise.com/>
9. <http://www.mindtools.com>
10. [http:// nrld.org/edu/](http://nrld.org/edu/)

**PART - IV**  
**EDUCATION**  
**KNOWLEDGE AND CURRICULUM**  
**(120 Hours)**

**OBJECTIVES**

The student teachers will be able to:

1. explain the epistemological and sociological bases of education
2. explain the nature and principles of child-centered curriculum
3. describe the relationship of nationalism, universalism and secularism with education
4. understand the principles of democratic curriculum
5. discuss the educational thoughts of great educational thinkers on child-centered education
6. discuss the nature, principles and resources of curriculum
7. comprehend curriculum process and practice
8. explain the need for hidden curriculum

**Unit I: Epistemological Bases of Education**

Epistemology: Type of knowledge - Meaning of knowledge, skill, teaching, training, information, reason and belief- Distinction between knowledge and skill – Distinction between teaching and training - Distinction between knowledge and information - Distinction between reason and belief

*(Suggested instructional approaches/methods:*

- i) Talk by teacher on the Epistemological bases of education
- ii) Group discussion on the distinction of the epistemological bases of education .)

**Unit II: Social Bases of Education**

Influence of society, culture and modernity on education – Influence of industrialization and democracy – Influence of individual autonomy and reason on education – Understanding education in relation to modern values: equity and equality, individual opportunity – Understanding social justice and dignity with special reference to Ambedkar.

*(Suggested instructional approaches/methods:*

- i) Seminar on the influence of society, culture and modernity on education
- ii) Group discussion on social justice and dignity with special reference to Ambedkar.)

**Unit III: Child-Centered Education**

Meaning and characteristics of child-centered education - Educational Thoughts of Mahatma Gandhi, Rabindranath Tagore, John Dewey, Plato, Martin Buber, Paulo Freire with

special reference to the three concepts: activity, discovery and dialogue relating to child-centered education.

***(Suggested instructional approaches/methods:***

- i) Group discussion on nature and principles of child-centered education.
- ii) Student Seminar on educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire.)

#### **Unit IV: Nationalism, Universalism, Secularism and Education**

Meaning and definitions and concepts of nationalism, universalism and secularism – Relationship of nationalism, universalism and secularism with education with special reference to Tagore and Krishnamoorthy.

***(Suggested instructional approaches/methods:***

- i) Teacher talk or Expert's talk on nationalism, universalism, secularism and education.
- ii) Seminar on the ideas of Tagore and Krishnamoorthy about universalism and secularism.)

#### **Unit V: Education and Democracy**

Meaning of democracy – Dewey's concept of democracy and education – meaning of democratic education – Democratic practices in education – Education in a democratic society – Training for democratic citizenship – multiculturalism and education.

***(Suggested instructional approaches/methods:***

- i) Teacher talk on Dewey's concept of democracy and education.
- ii) Student seminar on training for democratic citizenship.)

#### **Unit VI: Meaning and Nature of Curriculum**

Meaning, definition and concept of curriculum – structure of curriculum – Dynamics of curriculum - Changing concepts of curriculum.

***(Suggested instructional approaches/methods:***

- i) Teacher talk the meaning and nature of curriculum.
- ii) Group discussion on the changing concepts of curriculum.)

#### **Unit VII : Principles of Curriculum Development**

Need for curriculum development - Principles and stages of curriculum development – Types of curriculum : Subject centered curriculum, student-centered curriculum, society-centered curriculum and life-centered curriculum-models of curriculum development : Tyler's model and Hilda Tabal's model.

*(Suggested instructional approaches/methods:*

- i) Teacher talk on the principles of curriculum development.
- ii) Panel discussion on different types of curriculum.)

### **Unit VIII: Resources of Curriculum**

Curriculum based on a thorough knowledge of the students and their communities; their values, their language, and their educational goals – Time table, syllabus, textbooks and co-curricular activities – a critical analysis of various samples of textbooks, children’s literature and teachers’ handbook.

*(Suggested instructional approaches/methods:*

- i) Teacher talk on resources of curriculum.
- ii) Presentation based on the critical analysis of various samples of children’s literature.)

### **Unit IX: Curriculum Implementation**

Curriculum as an enacted process – curriculum as process and practices - Personnel participated in development of curriculum - Role of the state in the development of curriculum – curriculum from the top to down and curriculum for down to top – Meritocracy and its impact on curriculum – Valuing of rituals in schools and its celebrations – recreation of norms in society – relationship between power, ideology and the curriculum.

*(Suggested instructional approaches/methods:*

- i) Teacher talk on curriculum as an enacted process and practice.
- ii) Debate on the impact of Meritocracy on curriculum –factors influencing curriculum implementation.)

### **Unit X: Curriculum change and Innovation**

Need-based curriculum – factors related to development and assessment – Meaning of hidden curriculum – Role of hidden curriculum in developing resilience in children – Teaching strategies for developing resilience in children. Curriculum revision and evaluation – Tyler’s objective-centered evaluation model-Stufflebeam’s CIPP evaluation model -Curriculum and research- curriculum change and innovation – Need and importance

*(Suggested instructional approaches/methods:*

- i) Group discussion on hidden curriculum practices for developing resilience in children.
- ii) Teacher talk on Role of research and revision on need based curriculum.)

## Tasks and Assignments

1. Prepare a report after critically evaluating the views of at least any three educational thinkers on child-centered education.
2. Prepare a society centered and life centered curriculum for the emerging Indian society.

## REFERENCES

1. Ornstein A.C and Hunkins F.P(1988). Curriculum: Foundations, Principles and Issues. New Jersey; Prentice Hall.
2. Dewey, John(1996). The Child and the Curriculum, Chicago: The University of Chicago Press.
3. Diamond Robert, M. Designing and Improving Course in Higher Education: A Systemic Approach, California: Jossey.
4. Doll Ronal. C. Curriculum Improvement: Decision Making Process London: Allyon and Bacon.
5. Saylor, G.J and Alexander, W(1965) Planning Curriculum of school, New York: Holt Richard and Winston.
6. Taba, Hilda(1962) . Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanvich.
7. Tanner, D and Tanner, L.N(1975) Curriculum Development: Theory and Practice New York: Mac Millan.
8. Thangasamy, Kokila (2016), gs;spfspy; Foe;ijikaf; fy;tp. Chennai : Pavai Publications.
9. [www.ncde.go.ug](http://www.ncde.go.ug)
10. [www.wcedcurriculum.westerncap.gov](http://www.wcedcurriculum.westerncap.gov).
11. [www.ccsdli.org](http://www.ccsdli.org).

**PART - IV**  
**EDUCATION**  
**ASSESSMENT FOR LEARNING**  
**(120 Hours)**

**OBJECTIVES**

On completion of this course, the students will be able to:

1. Describe the meaning and role of assessment in learning.
2. Know the principles of assessment practices.
3. Understand the assessment practices in various approaches of teaching
4. Differentiate different types of assessment
5. Identify tools and techniques for classroom assessment
6. Develop necessary skills for preparation of achievement test and diagnostic tests
7. Point out key issues in classroom assessment
8. Understand how assessment can be possible in inclusive settings
9. Master various statistical techniques for reporting quantitative data

**Unit I BASICS OF ASSESSMENT**

Meaning and definition - measurement, assessment and evaluation - Role of Assessment in Learning- as learning, for learning, of learning - Formative and Summative assessment - Purposes of Assessment -Principles of Assessment Practices –principles related to selection of methods for assessment, collection of assessment information, judging and scoring of student performance, summarization and interpretation of results, reporting of assessment findings.

*(Suggested instructional approaches/ methods:*

- iii) Identify the formative and summative assessments in a course.
- iv) Organize a debate on the purpose of assessment.
- v) Conduct a brainstorming session on principles of assessment.)

**Unit II Assessment for Learning in Classroom**

Student evaluation in transmission-reception (behaviourist) model of education- drawbacks - Changing assessment practices- assessment in constructivist approach Continuous and Comprehensive evaluation- projects, seminars, assignments, portfolios; Grading - Types of assessment- practice based, evidence based, performance based, examination based - Practices of assessment- dialogue, feedback through marking, peer and self - assessment, formative use of summative tests.

*(Suggested instructional approaches/ methods:*

- i) Discuss the criteria for student evaluation
- ii) Conduct seminar on changing assessment practices
- iii) Prepare power point presentation on types of assessment
- iv) Group discussion on practices of assessment.)

### **Unit –III TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT**

Tools & techniques for classroom assessment- observation, Self reporting, anecdotal records, check lists, rating scale, types of tests - Rubrics- meaning, importance - Assessment Tools for affective domain- Attitude scales, motivation scales- interest inventory - Types of test items-principles for constructing test items

*(Suggested instructional approaches/ methods:*

- i) Conduct a workshop on tools & techniques for classroom assessment.
- ii) Discussion on rubrics of assessment
- iii) Workshop on types of test items.)

### **Unit IV ISSUES IN CLASSROOM ASSESSMENT**

Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - Reforms in assessment-open book and on line - Examination reform reports.

*(Suggested instructional approaches/ methods:*

- i) Debate major issues on commercialization of assessment
- ii) Seminar on reforms in assessment.)

### **Unit V ASSESSMENT IN INCLUSIVE PRACTICES**

Differentiated assessment- culturally responsive assessment - Use of tests for learner appraisal- Achievement test, Diagnostic test construction scoring key- marking scheme - question wise analysis - Quality of a good test -Ensuring fairness in assessment -Assessment for enhancing confidence in learning- Relationship of assessment with self-confidence, self-esteem, motivation.

*(Suggested instructional approaches/ methods:*

- i) Prepare an achievement test and present in the classroom.
- ii) Discussion on quality of a good test.
- iii) Debate on fairness in assessment.)

#### **Unit VI ASSESSMENT FOR INCLUSIVE SCHOOL**

Assessing the disabled and performance outcomes of diverse learners -Assessment and feedback -Process of feedback.

*(Suggested instructional approaches/ methods:*

- i) Visit an Inclusive school and prepare a report on mechanisms available for assessment.
- ii) Discussion on role of feedback on learning.)

#### **Unit VII PHILOSOPHICAL AND EDUCATIONAL UNDERPINNINGS OF ASSESSMENT**

No Competitive exams and non – detention policies -RTE act and its relationship with curriculum, pedagogy and teachers - Psycho-social and political dimensions of assessment.

*(Suggested instructional approaches/ methods:*

- i) Discuss the merits and demerits of Competitive exams
- ii) Organize the debate on non-detention policy whether it promotes learning society or not
- iii) Organize a talk on RTE act 2009 by an expert.)

#### **Unit VIII PARTICIPATORY ASSESSMENT**

Processes of Participatory assessment - Community monitoring of assessment -Teachers autonomy in assessment.

*(Suggested instructional approaches/ methods:*

- i) Brainstorming session on ways and measures for participatory assessment.
- ii) How can community monitor assessment – Discuss.
- iii) Do teachers have autonomy in assessment – Debate.)

#### **Unit IX PREVALENT PRACTICES OF ASSESSMENT**

Drawbacks of present assessment system - Assessment for better learning - Assessment for confident building - Assessment for creative learners.



*(Suggested instructional approaches/ methods:*

- i) Buzz session on demerits of present assessment system.
- ii) Workshop on devising mechanisms of assessment for confident learning and creative learning.)

### **Unit X : REPORTING QUANTITATIVE ASSESSMENT OF DATA**

Reflective journal- Student portfolio - Statistical techniques for interpreting and reporting quantitative data - Measures of central tendency - Measures of dispersion – Correlation - Graphs & Diagrams

*(Suggested instructional approaches/ methods:*

- i) Work out examples for central tendency, dispersion and correlation.
- ii) Present different Graphs and Diagrams used for various data.)

### **Tasks and Assignments**

1. Find out measures of central tendency and measure of dispersion for the students scores.

Or

Find out the correlation of the scores secured by the pupil in a subject.

### **REFERENCES**

1. Baker, E.L and Quellmalz, E.S Ed. (1980) Educational Testing and Evaluation. London:SagePublications.
2. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative andSummativeEvaluation of student Learning.New York: McGraw – Hill Book Co.
3. Dave, R.H. and Patel, P.M. (1972) Educational Evaluation and Assessment, New Delhi:NCERT.
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6. Gronlund, E.N. (1965) Measurement and Evaluation in Teaching. London: Collier – MacmillanLtd.
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8. Linn, R. L.&Gronlund, N.E.(2003).Measurement and Assessment in Teaching. NewDelhi  
Pearson Education Pvt. Ltd. Camberwell:ACER
9. Stella, A. (2001). Quality Assessment in Indian Higher Education: Issues of  
FuturePerspectives. Bangalore: Allied Publishers Ltd.
10. Thangasamy, Kokila (2016), Teach Gently, Chennai : Pawai Publications.

**CREATING AN INCLUSIVE SCHOOL**

**(120 Hours)**

**Objectives:**

The student-teachers will be able to:

1. develop an understanding of the concept of disability
2. develop an understanding of the concept of learning disabilities
3. critically evaluate the models of disability
4. identify the need and importance of inclusive education
5. discuss the contributions of national and international agencies to inclusive education.

**Unit I Understanding the disability**

Meaning and definition of disability - Meaning and definition of impairment - Differences between disability and impairment - Characteristics of disabilities -Causes of disabilities - Types of disabilities: Hearing impairment, speech impairment, visual impairment, morbidity/physically challenged, psychological disorders, mentally retarded, cerebral palsy, multiple disability.

***(Suggested instructional approaches and methods:***

- i) Students read the autobiography /biography of disabled persons.
- ii) Invited talk by a /some disabled person(s) to share his /her/their personal experiences and expectations from the community.)

**Unit II Understanding the learning disabilities**

Meaning and definition of learning disabilities - Kinds of learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia - Approaches to identifying children with disabilities: Cognitive approach, sensory approach, disability-based approach, society-based approach - Role of teachers in managing students with learning disabilities.

***(Suggested instructional approaches and methods:***

- i) Invited talk by expert(s) /talk by teacher(s) on the different kinds of learning disabilities.
- ii) Student seminar on the importance and means of identifying the learning disabilities of students.)

**Unit III Models of disability**

Salient features of different models of disability: Individual model, social model, medical model, Nagi model, Quebec disability production process model, human rights model, professional model, transactional model, charity model, functional model rehabilitation model.

***(Suggested instructional approaches and methods:***

- i) Student seminar on the merits and demerits of different models of disability.
- ii) Invited talk by expert(s)/talk by teacher(s) on the issues in implementing the models of disability.)

**Unit IV Inclusive education**

Meaning of inclusive education - UNESCO's definition of inclusive education -Inclusive education and education for all - Barriers to inclusive education- Overcoming barriers in inclusive education - Promoting inclusive education- Mixed-ability grouping and teaching - Differences between inclusive, integrated and special education - Teacher development initiatives for inclusive schooling.

***(Suggested instructional approaches and methods:***

- i) Teacher(s) talk on the issues related to inclusive classroom.
- ii) Presentation of report based on the observation of an inclusive classroom setting.)

**Unit V Policies and programmes of inclusive education**

Global policies and programmes on inclusive education - Inclusive education policies and programmes in India.

***(Suggested instructional approaches and methods:***

- i) Student seminar/Teacher talk on the UNESCO's initiatives for inclusive education.
- ii) Presentation of report based on group discussion with respect to the Government of India and State Governments' initiatives for inclusive education.)

## Tasks and Assignments

1. Prepare a report on the contributions of National Resource Centre for Inclusion-India.
2. Write a detailed report on the best practices of inclusive education/models of inclusive education in India other countries.

## REFERENCES

1. Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for inclusion developing learning and participation in schools*. UK: Centre for Studies on Inclusive Education.
2. Deshprabu, Suchitra. (2014). *Inclusive education in India*. New Delhi: Kanishka Publishers.
3. Nambissan, G.B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. New Delhi: Indian Institute of Dalit Studies and UNICEF.
4. National Council for Educational Research and Training. (2006a). *Position paper-National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT.
5. National Council for Educational Research and Training. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
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7. UNESCO. (2009). *Policy guidelines on inclusion in education*. France: United Nations Educational Scientific and Cultural Organisation.

## Web Resources

<http://www.pbs.org/parents/education/learning-disabilities/inclusive-education/>

<http://www.copower.org/leadership/models-of-disability>

[http://www.who.int/disabilities/world\\_report/2011/chapter1.pdf](http://www.who.int/disabilities/world_report/2011/chapter1.pdf)

**PART - IV  
EDUCATION**

Subject Code :

**OPTIONAL COURSE  
YOGA, HEALTH AND PHYSICAL EDUCATION  
(60 Hours)**

**OBJECTIVES:**

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

1. understand the concepts of Yoga and Asanas
2. comprehend the methods of imparting health education.
3. list out the communicable diseases and life style disorders
4. explain the Physical Education concepts and its scope
5. practice the various physical exercises
6. acquire skills to organise and conduct sports in schools.

**UNIT- I: YOGA AND ASANAS**

Meaning and concept of Yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, Psychological, Therapeutic and Physical.- Meaning, Methods and benefits of Asanas – Sitting posture-Standing posture and Lying Posture - Surya namaskar: Meaning, Twelve stages of Surya namaskar, Benefits, Preventive and curative effects of asanas.

*(Suggested instructional approaches/ methods:*

- i. Teacher talk on the concept of Yoga
- ii. Demonstration by teacher on different postures of Yoga.)

**UNIT - II: HEALTH EDUCATION**

Meaning, aims and objectives - scope of Health Education - Methods of Imparting Health Education in Schools – Health Instruction – Health Services – Health Supervision - Posture – meaning, causes, defects and prevention - First Aid – Meaning, Principles of first aid, Need and importance of first aid.

*(Suggested instructional approaches/ methods:*

- i. Group discussion on health services in schools
- ii. Seminar on methods of imparting health education in school.)

### **UNIT – III: COMMUNICABLE DISEASES AND LIFE STYLE DISORDER**

Communicable diseases: Meaning – Types: Malaria, Typhoid, Tuberculosis, Cholera, Diarrhoea and AIDS – Causes, symptoms and treatment - Life style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer – Causes, Symptoms and treatment.

*(Suggested instructional approaches/ methods:*

- i. Panel discussion on different types of communicable diseases
- ii. Talk by expert / doctor on preventive measures of communicable diseases.)

### **UNIT – IV: PHYSICAL EDUCATION AND PHYSICAL EXERCISE**

Concept and Meaning, Definition - Aims and Objectives of Physical Education - Scope, Need and Importance of Physical Education - Physical Fitness: Meaning, Definition, and Health related components of Physical fitness: Muscular Strength, Muscular Endurance, Flexibility, Cardio respiratory endurance and Body composition, benefits of Physical fitness.

Meaning - Need and Importance of Physical Exercise - Effects of exercise on the various systems – Muscular, Circulatory, Digestive, Nervous and Respiratory systems.

*(Suggested instructional approaches/ methods:*

- i. Group discussion on the need and importance of Physical education
- ii. Demonstration by Physical director on different type of physical exercise and practice by the student.)

### **UNIT – V: ORGANISING COMPETITIONS**

Intramural and extramural competitions – Meaning, Definition - Organising and Conducting - Sports meet – types: Standard, Non-standard, Organising and Conducting, Tournaments: Single league and Single League and Single Knock Out– Preparation and drawing fixtures, merits and demerits.

*(Suggested instructional approaches/ methods:*

- i. Seminar on Intramural and Extramural Competitions
- ii. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.)

### **TASKS AND ASSIGNMENTS**

1. Prepare a report after critically evaluating the views of at least any three Physical directors on importance of Yoga for health life.
1. Plan a state level sports and cultural meet and prepare a programme schedule.

### **SUGGESTED READINGS:**

1. Gupta D.K. (2005). Health Education for Children, New Delhi; KheelSahitya Kendra.
2. Nagendra H.R. and Nagaratna, R. (2008). Yoga Prctices. Bangalure: Swami Vivekananda Yoga Prakashana,
3. Swami Satyananda. (1999). Four Chapters on Freedom. Commentary on Yoga Sutras of Patanjali Saraswathi. Munger:Bihar school of Yoga.
4. Thomas.J. P. (1967). Physical Education Lesson. Chennai: Gnanodaya Press.
5. Venugopal B and Dr.Ranganayaki. (2010). Yoga and Yoga Practices, Hyderabad: Neelkamal Publications.
6. Yoga Education (Bachelor of Education B.Ed). (2015). National Council for Teacher Education, New Delhi: St. Josheph Press.
7. Pandit Lakshmi Doss. (2002) Yogasana for Everybody, Chennai: Balaji Publications.
8. <http://www.tutorvista.com/content/biology/biology-i/food-nutrition-health/classification-food.php>.
9. <http://www.redcross.ca/training-and-certification/first-aid-tips-and-resources-/first-aid-tips/Kit-contents>.
10. <http://www.glopalhealth.gov/global-health-topics/communicable> diseases.



PART - IV  
EDUCATION

Subject Code :

**OPTIONAL COURSE**  
**ENVIRONMENTAL EDUCATION**  
**(60 Hours)**

**OBJECTIVES**

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

1. realize the importance of environmental education;
2. list out the natural resources and its associated problems;
3. appreciate the international initiatives to protect the environment;
4. realize the importance of management and protection environment;
5. develop curriculum for environmental education;

**UNIT 1 - ENVIRONMENTAL EDUCATION**

Concept and meaning of Environment – Focal aspects of Environmental Education - Goals and Objectives of Environmental Education – Need and Importance of Environmental Education – Core Themes of Environmental Education – Scope of Environmental Education.

**( Suggested instructional approaches/methods:**

1. Teacher talk on Need and importance of Environmental Education
2. Seminar on Focal aspects and Functions of environmental Education)

**UNIT 2 - NATURAL RESOURCES, PROBLEMS AND SOLUTIONS**

Natural Resources: Land Resources, Prevention of Soil Erosion – Forest Resources, Prevention of Deforestation – Water Resources, Prevention of Water Scarcity – Mineral Resources, Prevention of Exploitation of Minerals – Food Resources, Food Crisis and Increasing Food Production – Energy Resources – Alternative Energy Resources.

**( Suggested instructional approaches/methods**

- i. Discussion on Land resources, Forest resources and Water resources.
- ii. Seminar on Mineral and Energy resources.)

**UNIT 3 - INTERNATIONAL EFFORTS FOR ENVIRONMENTAL  
PROTECTION**

Environmental Issues and Global Community: Stockholm Conference (1972) – Brundtland Commission (1983) – The Earth Summit or Rio Conference (1992) – Kyoto Conference (1997) – Copenhagen UN Climate Change Conference (2009) – Doha Climate Change Conference (2012).

( Suggested instructional approaches/methods:

- i. Talk by experts on Efforts for Environmental Protection by international communities.
- ii. Seminar on the outcomes of Environmental Conferences. )

#### **UNIT 4 - MANAGEMENT AND PROTECTION OF ENVIRONMENT**

Environmental Management: Need, Dimensions, Approaches – Impact of Human Activities on Environment – International NGOs and Environmental Protection: Environmental Foundation for Africa, World Wide Fund for Nature, Conservation International, Green Peace – [International Union for Conservation of Nature](#) (IUCN) - Environmental Protection Strategies initiated in India: National Green Tribunal – Central and State Pollution Control Board.

(Suggested instructional approaches/methods:

- i. Discussion on Need, Dimensions and Approaches to Environment Management
- ii. Seminar on Environmental protection initiatives in India.)

#### **UNIT 5 - ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM**

Status of Environmental Education in School Curriculum – Environmental Education at different levels of School Education -- Innovative Methods of Teaching Environmental Education – Problems faced in Teaching Environmental Education – Role of UNEP, CEE and NCERT in Promoting Environmental Education.

( Suggested instructional approaches/methods

- i. Seminar on Role of different agencies in promoting Environmental Education
- ii. Seminar on innovative methods of teaching Environmental Education)

#### **Tasks & Assignments**

1. Prepare a study report on Clean and Safe Environment of Your locality
2. Prepare a study report on Reducing the effects of Pollution in your village/community

#### **REFERENCES**

1. Archana Tomar. (2011). *Environmental education*. Delhi: Kalpaz Publications.
2. Goleman, Daniel. (2012). *Eco literate*. United States: Jossey-Bass.
3. Gruenewald, D.A. (2004). A foucauldian analysis of environmental education: Toward the socioecological challenge of the earth charter. *Curriculum Inquiry*, 34(1): 71-107.
4. Joshi, P.C., & Namita Joshi. (2012). *A text book of environmental science*, New Delhi: A.P.H. Publishing Corporation.
5. Palmer, J.A. (1998). *Environmental education in the 21st century: Theory, practice, progress, and promise*. [Routledge](#).

6. Patil, C. S. & Prabhu M. Biradar. (2013). *Environmental education*. New Delhi: A.P.H. Publishing Corporation.
7. Sony Havilah, N. (2013). *Environmental education*. New Delhi: A.P.H. Publishing Corporation.
8. Trivedi, P.R. (2011). *Environmental education*. New Delhi: A.P.H. Publishing Corporation.

## **WEB RESOURCES**

1. <http://www.conserve-energy-future.com/current-environmental-issues>
2. [www.ewindia.com/internationalconferencesonenvironmenthtml/](http://www.ewindia.com/internationalconferencesonenvironmenthtml/)
3. <http://www.yourarticlelibrary.com/environment/forest/forest-resources-in-india-use-over-exploitation-causes-and-effects/28196/>

**PART - IV****EDUCATION**

**OPTIONAL COURSE  
VALUES AND PEACE EDUCATION  
(60 Hours)**

**OBJECTIVES:**

The student teachers will be able to:

1. understand the concept of values education.
2. explain the role of values.
3. understand the concepts and importance of Peace education.
4. discuss the ways of fostering culture of peace through education.
5. identify and apply the practices for value inculcation and clarification.

**UNIT I: Values Education**

Values: meaning and definitions-Values of development: periods of development- Kohlberg's stages of moral development – Aims of Value education -Types of values - Need and importance of Value education- Sources of Values- Socio-cultural traditions, religion and constitution - Values education in school curriculum

(Suggested instructional approaches /methods

- i. Teacher talk on Kohlberg's stages of moral development
- ii. Talk by experts on values education in school curriculum.)

**UNIT II: Fostering values**

Development of Values: Attitudes and personal qualities- core values- ways of fostering values in children and Role of parents – Teachers Society – Peer groups, Religion – Government – Mass media – Voluntary organization – Rath's process of valuing-Methods of fostering values: storytelling, dramatization-Role plays –Personal examples-value crisis - value development and clarification- Family values- character education- science of living

(Suggested instructional approaches /methods

- i. Group discussion on fostering values in children
- ii. Teacher talk on Rath's process of valuing.)

**UNIT III: Peace Education**

Peace education: meaning and definition, concepts, aims and objectives of Peace Education - at different level of Education – Importance of Peace Education in the present scenario - Peace education as conflict resolution training-democracy education- human rights education.

*(Suggested instructional approaches /methods*

- i. Seminar on aims and objectives of peace education
- ii. Seminar on Human rights Education.)

#### **UNIT IV: Promoting Culture of Peace**

Meaning of culture of peace and non-violence- conflict prevention and resolution –Fostering culture of peace through education - promoting inner peace, understanding, tolerance, solidarity –Education for non-violence- UNESCO culture of peace programmes- International peace and security.

*(Suggested instructional approaches /methods*

- i. Seminar on Education for non-violence and international peace and security
- ii. Seminar on methods of fostering values)

#### **UNIT V: Approaches and strategies**

Approaches to values development– Values inculcation, analysis and clarification –Strategies: Curricular and co-curricular activities – Field trips, Curricular club activities- whole school approach- pedagogy of values-Role plays – Stories –Anecdotes – Group singing – Group activities- questioning, reflective process.

*(Suggested instructional approaches /methods*

- i. Discussion on different approaches to value development
- ii. Teacher talk on Pedagogy of values and Whole school approach)

#### **Tasks & Assignments**

1. Prepare a school curriculum for development of values education
2. Prepare a school curriculum for promoting peace education

#### **REFERENCES**

1. Chadha, S.C. (2008) Education Value& Value Education, Meerut: R. Lall Books.
2. Chand, J. (2007) Value Education, Delhi: Anshah Publishing House.
3. Gavriel Solomon; Baruch Nevo ( 2002) Peace Education : The concept, Principles and Practices around the World, Lawrence Erlbaum Associates.
4. Lincoln, Melinda G. (2001) Conflict Resolution Education : A Solution for Peace, Communications and the Law, vol.23, No.1.
5. Page, James S. (2008) Peace Education: Exploring Ethical and Philosophical Foundations. Chapter 1. Charlotte: Information Age Publishing.
6. [www.ncert.nic.in](http://www.ncert.nic.in)
7. <http://www.ei.ie.org/en/websections/content-detail/5411>
8. <http://en.wikipedia.org/wiki/value>

PART - IV  
EDUCATION

**EPC 4 - UNDERSTANDING THE SELF**  
**(60 Hours)**

The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious ongoing reflections.

**OBJECTIVES:**

To enable the student-teachers:

1. to develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.
2. to develop social-relational sensitivity and effective communication skill such as listening and observing.
3. to develop a holistic and integrated understanding of the human self and personalities.

**How to Prepare a Student-teacher for understanding the self**

The teachers in the College of Education should:

1. provide opportunities to listen to case studies / biographies / stories of different children who raised in different circumstances and how this affected their sense of self and identity formation.
2. screening movies / documents where the protagonists (the main character in play, film, movie and book) undergoes trials and finally discovers her / his potential despite odds.
3. discuss the issues of contemporary adolescents / youths to enable the student-teachers to understand themselves, with students and classroom situations.
4. provide opportunities to student-teachers to express themselves through different modes that they are comfortable with them.
5. arrange sessions for resource persons / experts and the family to reflect back whether all modes of expression have been used by the student-teachers to express themselves.
6. give exercises to the student-teachers for 'developing reflective journals' and providing regular feedback on those reflective thoughts and experiences.
7. provide opportunities to student-teachers for story making to reflect their self.
8. encourage student-teachers to disclose their self, through art, dance and theatre exercises.
9. conduct nature walk / field visit / adventure to enable the student-teachers to realise the importance of team work.

10. conduct small group interactions on a task with people to enable the student-teachers to understand the social structure and role of individuals and to participate and / or lead in the activities of the family, college and community.

### **Tasks and Assignments**

1. Every student-teacher should write one's autobiography, and biography of a child who has grown up in different socio-economic and cultural backgrounds.
2. Every student-teacher should write a report on their experiences gained through art, dance and theatre exercises undertaken by them.

**PART - IV**  
**EDUCATION**  
**INTERNSHIP (4 WEEKS)**  
**(144 Hours)**

**SUBJECT CODE:**

- |  |         |
|--|---------|
| 1. Lesson plan writing and Achievement Test construction | 2 weeks |
| 2. Teaching skills Practice (Mini Teaching)              | 1 Week  |
| 3. Visit to Innovative schools                           | 1 Week  |
|  | 4 weeks |



**PART - IV**  
**EDUCATION**  
**PEDAGOGY OF A SCHOOL SUBJECT – PART II HISTORY**  
**(CONTENT MASTERY)**  
**(60 Hours)**

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level -I is pertaining to standard VI to VIII and is compulsory for all the student- teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

Level II is pertaining to standard IX & X and is compulsory for all the student- teachers. At level-II, the student-teachers should get mastery in their own chosen and related school subject.

**Note:**

The content for Level I (Std. VI to VIII) and Level II (Std. IX to X ) are as per the syllabus prescribed by the Government of Tamil Nadu.

**PART - IV**  
**EDUCATION**

**SCHOOL INTERNSHIP (16 WEEKS)**  
**(576 Hours)**

**SUBJECT CODE:**

- |   |   |          |
|---|---|----------|
| 1 | Observation of Regular class Teacher in Regular classroom   | 1 week   |
| 2 | Intensive teaching practice (Teaching 30 lessons, lesson plan preparation, preparation of teaching-learning materials, conducting test & measurement, knowing the self / psychological tests, conduct of school assembly, organization of PTA meeting, conducting case study) | 15 weeks |

16 weeks

**SPLIT OFF MARKS FOR PRACTICAL EXAMINATION**

<b>PART- A</b>		
<b>Activity No.</b>	<b>Assessment of Teaching Competency</b>	<b>Marks</b>
1.	Teaching Competency Level I	150
2.	Teaching Competency Level II	150
<b>Total</b>		<b>300</b>

<b>PART- B</b>		
<b>Activity No.</b>	<b>Assessment of Teaching Competency</b>	<b>Marks</b>
1.	Observation Record Level I	20
2.	Demonstration Record Level I	25
3.	Lesson Plan Record Level I ( 30 lesson Plans)	45
4.	Instructional Materials Record Level I	30
5.	Test and Measurement Record Level I	30
6.	Observation Record Level II	20
7.	Demonstration Record Level II	25
8.	Lesson Plan Record Level II (30 lesson Plans)	45
9.	Instructional Materials Record Level II	30

10.	Test and Measurement Record Level II	30
11.	Teaching Skills (Mini-teaching) Practice Record	25
12.	Visit to Innovative schools and Healthy Practices	25
13.	Students Portfolios / CCE Record	25
14.	Reflective Journal - Diary	25
15.	Environmental Education Record	25
16.	Community based Engagement/ Skill Development Record	25
<b>Total</b>		<b>450</b>
<b>Grand Total (300 + 450)</b>		<b>750</b>



# தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

**INTERGRATED B.A., B.Ed. (2019 - 2020 Batch)**

**Time: 3 Hours**

**Max. Marks: 70**

## **Part – A**

**Answer ALL the questions (10 x 1 = 10 Marks)**

(Multiple Choice Questions)

(Two Questions from each Unit)

## **Part –B**

**Answer ALL the questions (5 x 4 = 20 Marks)**

(Five out of Eight Question)

(A Unit should not have more than 2 Questions)

## **Part –C**

**Answer any FIVE questions (5 x 8 = 40 Marks)**

(Five out of Eight Question)

(A Unit should not have more than 2 Questions)

## **INTERNAL MARKS: 30 MARKS**

Continuous Internal Assessment I	= 30%
Continuous Internal Assessment II	= 30%
Assignment	= 20%
Seminar/ Classroom Activities/ Quiz	= 20%
Total	= 100%

**100% of weightage marks should be converted to 30 Marks.**



# தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

**INTERGRATED B.A., B.Ed. (2019 - 2020 Batch)**

**Time: 1(1/2) Hours**

**Max. Marks: 35**

## **Part – A**

**Answer ALL the questions (5 x 1 = 5 Marks)**

(Multiple Choice Questions)

(One Question from each Unit)

## **Part –B**

**Answer any FIVE questions (5 x 6 = 30 Marks)**

(Five out of Eight Question)

(A Unit should not have more than 2 Questions)

## **INTERNAL MARKS: 15 MARKS**

Continuous Internal Assessment I	= 30%
Continuous Internal Assessment II	= 30%
Assignment	= 20%
Seminar/ Classroom Activities/ Quiz	= 20%
Total	= 100%

**100% of weightage marks should be converted to 15 Marks.**