TAMILNADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)
Chennai - 600 005.

Regulations and Syllabus
for the

Degree of
Bachelor of Education (B.Ed.)

from the academic year 2013 - 2014
TAMIL NADU TEACHERS EDUCATION UNIVERSITY

About the University

The Tamil Nadu Teachers Education University is one of the State Universities have been established by Act No.33 of 2008 by the Government of Tamil Nadu for promoting excellence in Teacher Education. This University is unique in nature relatively to that of other Universities since its assignment is to promote Excellence in Teacher Education and produce dynamic and smart teacher products for the benefit of Society and the Nation at large. This is an unique vision of the Government of Tamil Nadu. Without brilliant and dynamic teachers, the dissemination of knowledge in various fields of study is not possible. This is the only State University established for Teacher Education for the entire country. It is such a divine task and it is really proud that the University has to affiliate and monitor all the colleges of education including Government, Government Aided and Self-Financing Colleges in the whole of the Tamil Nadu. Presently 670 colleges of education all over the Tamil Nadu are affiliated to this University. His Excellency, the Governor of Tamilnadu will be the Chancellor and Minister for Higher Education will be the Pro-Chancellor of this University. The University strive hard to utilise the talented youth for teaching profession as one of the objectives of Vision 2023, document of the Government of Tamilnadu.

Vision

The unique vision of Tamil Nadu Teachers Education University is to promote excellence in teacher education for the benefit of Students, Society, Nation and Mankind at large.

The University’s vision is also to accomplish the ideal of Dr. S. Radhakrishnan, second President of India that the “Education should be imparted with a view to the type of society that we wish to build. We are working for a modern democracy built on the values of human dignity and equality. These are only ideals: we should make them living forces. Our vision of the future should include these great principles.”

Mission

The Mission of the University as per the Act is to produce brilliant, intelligent and dynamic teachers for the benefit of one and all. The teachers so produced will learn, realize and teach in accordance with the motto of the University “வேதியியல் தொற்றுக்கு விளையாட்டு வகை”.

In consonance with the motto of the University it is taking various efforts to improve the standard of teacher education to an international level.

VICE-CHANCELLOR
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<td>13. Innovations in the Teaching of History</td>
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<td>14.</td>
<td>Content and Methods of Teaching History (Hr. Sec. Level)</td>
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<tr>
<td>15.</td>
<td>Innovations in the Teaching of Geography</td>
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<td>16.</td>
<td>Content and Methods of Teaching Geography (Hr. Sec. Level)</td>
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<td>17.</td>
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<td>Innovations in the Teaching of Commerce and Accountancy</td>
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<td>20.</td>
<td>Content and Methods of Teaching Commerce and Accountancy (Hr. Sec. Level)</td>
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<td>21.</td>
<td>Innovations in the Teaching of Economics</td>
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<tr>
<td>22.</td>
<td>Content and Methods of Teaching Economics (Hr. Sec. Level)</td>
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<td>23.</td>
<td>Innovations in the Teaching of Computer Science</td>
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<td>24.</td>
<td>Content and Methods of Teaching Computer Science (Hr. Sec. Level)</td>
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<tr>
<td>25.</td>
<td>Innovations in the Teaching of Social Science</td>
</tr>
<tr>
<td>26.</td>
<td>Content and Methods of Teaching Social Science (Hr. Sec. Level)</td>
</tr>
</tbody>
</table>
1. ELIGIBILITY FOR ADMISSION TO THE COURSE:

A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education (B.Ed) provided:

(i) The candidates who had undergone 10+2+3 (15) or 11+1+3 (15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree examination of the UGC approved Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary/Higher Secondary Education level or its equivalent as it is decided by the Equivalence Committee appointed by Government of Tamilnadu from time to time.

(ii) The candidates who have passed the UG or PG degree in Open University System without qualifying in 11 years SSLC examination and 1 year of Pre-University Course (PUC) examination or 10+2 pattern of school education examination shall not be considered for admission.

(iii) However, the candidates not qualified in XII examination or PUC but possessing Two Years Bachelor Preparatory Programme Certificate / Two Years
Foundation Course Certificate/Two Years Diploma Course conducted by State Government/recognized Universities and qualified with three years UG Degree course are also considered to be eligible for admission.

(iv) The candidates who have studied more than one main subject in Part III (under Double/Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that Optional only. In such cases, marks obtained by the candidates in Two/Three major subjects shall be taken into account to arrive percentage of marks stipulated in item (viii).

(v) The candidates who have passed under Double Degree/Additional Degree Programme with less than three years of duration are not eligible for admission.

(vi) The candidates who have qualified in PG Degree (5 year integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary/allied subjects alone) of the course alone shall be taken into account for admission.

(vii) The candidates with the following marks(which is subject to the decision of Government of Tamilnadu from time to time) in the Bachelor's Degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture for which PG qualification is mandatory.

<table>
<thead>
<tr>
<th>Community / Category</th>
<th>Minimum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC</td>
<td>50%</td>
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<tr>
<td>BC</td>
<td>45%</td>
</tr>
<tr>
<td>MBC/DNC</td>
<td>43%</td>
</tr>
<tr>
<td>SC/ST</td>
<td>40%</td>
</tr>
</tbody>
</table>
**Note:**

(a) Marks obtained by the candidates in U.G. degree course Part III Major and Allied including Practicals (other than Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) alone shall be taken into account to arrive at the percentage of marks mentioned above.

(b) Marks obtained by the candidates in PG degree (other than Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) shall not be considered for admission.

(c) Rounding off of marks to the next higher integer will not be permitted.

(viii) Candidates who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education shall not be considered for admission.

(ix) In the case of Physically or Visually Challenged candidates, a minimum pass in the degree is enough.

(x) Post graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture with 50% (irrespective of their UG mark) of marks in PG Degree or in the interdisciplinary subjects which are being declared equivalent by the respective University/Equivalence Committee can apply.

However, the basis of selection shall be in accordance with the Regulations of the University/Government of Tamil Nadu Guidelines for admission to B.Ed course in force from time to time.
2. **DURATION OF THE B.Ed COURSE:**

The course of study shall be for duration of one academic year consisting of 200 working days/Curriculum transaction days of 1200 hours (6 days per week @ 6 hours per day) excluding admission and examination days. The 200 working days will include 148 curriculum transaction days, 40 teaching practice days, 7 revision examination days and 5 days as study holidays.

3. **PROGRAMME CONTENT**

The programme will consist of a theory component and a practicum component.

**THEORY COMPONENT**

Theory Component consists of three Core Courses, one Elective Course and two Optional Courses with the following descriptions.

L - Lecture; T - Tutorial; P - Practical / Project work

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Courses</th>
<th>L</th>
<th>T</th>
<th>P</th>
<th>Total Hours</th>
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<tr>
<td>I.</td>
<td>Core Courses</td>
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<td></td>
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<tr>
<td>1.</td>
<td>Education in the Emerging Indian Society</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Psychology of Learning and Human Development</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Educational Innovations and Curriculum Dev.</td>
<td>60</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Courses</td>
<td>L</td>
<td>T</td>
<td>P</td>
<td>Total Hours</td>
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<tr>
<td>II.</td>
<td>Elective Course</td>
<td>45</td>
<td>15</td>
<td>15</td>
<td>75</td>
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<td>III.</td>
<td>Optional Courses</td>
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<td>20</td>
<td>20</td>
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<td>2.</td>
<td>Optional II</td>
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<td>20</td>
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<td>IV.</td>
<td>General</td>
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<td>1.</td>
<td>Life Skills Course</td>
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<td>-</td>
<td>5</td>
<td>10</td>
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<tr>
<td>2.</td>
<td>First Aid</td>
<td>5</td>
<td>-</td>
<td>5</td>
<td>10</td>
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<tr>
<td>3.</td>
<td>Moral and Value Education</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>5</td>
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<td>Total for Theory Component</td>
<td>360</td>
<td>115</td>
<td>125</td>
<td>600</td>
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</table>

DETAILS OF COURSES INCLUDED IN THEORY COMPONENT

(I) CORE COURSES
1. Education in the Emerging Indian Society
2. Psychology of Learning and Human Development
3. Educational Innovations and Curriculum Development

(II) ELECTIVE COURSE
Each college will offer minimum of any FOUR elective courses from the list given below. A student shall choose any ONE of the elective courses offered by the respective college.
1. Early Childhood Education
2. Human Rights Education
3. Peace and Value Education
4. Environmental Education
5. Guidance and Counselling
6. Perspectives in Special Education
7. Computers in Education
8. Educational Administration and Management
9. Pre-primary Education
10. Physical and Health Education
11. Library and Information Resource Management
12. Safety and Disaster Management Education in Schools
13. Professional Course for Teacher Proficiency

**Note:**

For all the Elective courses opted by the students the concerned institution should conduct MINIMUM OF FIVE subject specific field based activities for each elective course during the course of study.

**(III) OPTIONAL COURSES**

Each undergraduate has to study 1st optional course based on their parent disciplines teaching methodologies. The 2nd optional course should be English / Tamil / Urdu.

However, in the case of English (B.A. and M.A. English literature), Tamil (B.A, B.Lit. & M.A. Tamil Literature) and Urdu (B.A. and M.A. Urdu) candidates, their optional I will be Innovations in Teaching English / Tamil and optional II will be Content and methods of Teaching English / Tamil / Urdu. Post Graduate candidate has to study Optional - I and Optional - II papers based on their major subjects in PG only.

**EXPLANATORY NOTE**

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<th>Optional subject -II</th>
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<td>இன்றிய குறிப்பிட்டிடல் பாடசைகள்</td>
<td>பாடப்பிரிவுக் மூலம் இன்றிய குறிப்பிட்டிடல்</td>
</tr>
<tr>
<td>B.A.</td>
<td>Tamil or its Equivalent</td>
<td>இன்றிய குறிப்பிட்டிடல் பாடசைகள்</td>
<td>பாடப்பிரிவுக் மூலம் இன்றிய குறிப்பிட்டிடல்</td>
</tr>
<tr>
<td>M.A.</td>
<td>Tamil or its Equivalent</td>
<td>இன்றிய குறிப்பிட்டிடல் பாடசைகள்</td>
<td>பாடப்பிரிவுக் மூலம் இன்றிய குறிப்பிட்டிடல்</td>
</tr>
<tr>
<td>Degree</td>
<td>Subject</td>
<td>Course Title</td>
<td>Language/Region</td>
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</tr>
<tr>
<td>B.A.</td>
<td>Urdu or its Equivalent</td>
<td>Innovations in the Teaching of Urdu</td>
<td>Content and Methods of Teaching Urdu</td>
</tr>
<tr>
<td>M.A.</td>
<td>Urdu or its Equivalent</td>
<td>Innovations in the Teaching of Urdu</td>
<td>Content and Methods of Teaching Urdu</td>
</tr>
<tr>
<td>B.A.</td>
<td>English or its Equivalent</td>
<td>Innovations in the Teaching of English</td>
<td>Content and Methods of Teaching English</td>
</tr>
<tr>
<td>M.A.</td>
<td>English or its Equivalent</td>
<td>Innovations in the Teaching of English</td>
<td>Content and Methods of Teaching English</td>
</tr>
<tr>
<td>B.Sc</td>
<td>Mathematics or its Equivalent</td>
<td>Content and Methods of Teaching Mathematics</td>
<td>Content and Methods of Teaching Mathematics</td>
</tr>
<tr>
<td>M.Sc</td>
<td>Mathematics or its Equivalent</td>
<td>Innovations in the Teaching of Mathematics</td>
<td>Content and Methods of Teaching Mathematics (H.S. Level)</td>
</tr>
<tr>
<td>B.Sc</td>
<td>Physics or its Equivalent</td>
<td>Content and Methods of Teaching Physical Science</td>
<td>Content and Methods of Teaching Tamil</td>
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<tr>
<td>M.Sc</td>
<td>Physics or its Equivalent</td>
<td>Innovations in the Teaching of Physical Science</td>
<td>Content and Methods of Teaching Physical Science (H.S. Level)</td>
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<tr>
<td>B.Sc</td>
<td>Chemistry or its Equivalent</td>
<td>Content and Methods of Teaching Physical Science</td>
<td>Content and Methods of Teaching Tamil</td>
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<tr>
<td>M.Sc</td>
<td>Chemistry or its Equivalent</td>
<td>Innovations in the Teaching of Physical Science</td>
<td>Content and Methods of Teaching Physical Science (H.S. Level)</td>
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<tr>
<td>Degree</td>
<td>Subject or Equivalent</td>
<td>Content and Methods of Teaching</td>
<td>Other Relevant Course Content</td>
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<tr>
<td>B.Sc</td>
<td>Botany or its Equivalent</td>
<td>Biological Science</td>
<td>English</td>
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<tr>
<td>M.Sc</td>
<td>Botany or its Equivalent</td>
<td>Innovations in Biological Science</td>
<td>Tamil</td>
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<td>B.Sc</td>
<td>Zoology or its Equivalent</td>
<td>Biological Science Paper I</td>
<td>English</td>
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<td>M.Sc</td>
<td>Zoology or its Equivalent</td>
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<tr>
<td>B.Sc</td>
<td>Computer Science or its Equivalent</td>
<td>Teaching Computer Science</td>
<td>English</td>
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<td>M.Sc</td>
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<td>Innovations in Computer Science</td>
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<tr>
<td>B.A</td>
<td>History or its equivalent</td>
<td>Teaching History</td>
<td>English</td>
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<tr>
<td>M.A</td>
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<td>Tamil</td>
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<td>Degree</td>
<td>Course or its Equivalent</td>
<td>Content and Methods of Teaching</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>Geography or its Equivalent</td>
<td>Innovations in the Teaching of Geography</td>
<td>Teaching Geography (H.S. Level)</td>
</tr>
<tr>
<td>M.A.</td>
<td>Economics or its Equivalent</td>
<td>Innovations in the Teaching of Economics</td>
<td>Teaching Economics</td>
</tr>
<tr>
<td>M.Com</td>
<td>Commerce or its Equivalent</td>
<td>Innovations in the Teaching of Commerce</td>
<td>Teaching Commerce</td>
</tr>
<tr>
<td>M.A.</td>
<td>Political Science/ Sociology, Psychology, Logic, Philosophy, Indian Culture or its Equivalent</td>
<td>Innovations in the Teaching of Social Science</td>
<td>Teaching Social Science</td>
</tr>
</tbody>
</table>
WEIGHTAGE GIVEN FOR THEORY COMPONENT

Mark wise weightage given to three Core Courses, two Optional Courses and one Elective Course is given below

<table>
<thead>
<tr>
<th>SI.No.</th>
<th>Theory Component</th>
<th>Title of the papers</th>
<th>Maximum Marks (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Courses</td>
<td></td>
<td>Internal Marks</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Education in the Emerging Indian Society</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Psychology of Learning and Human Development</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Educational Innovations and Curriculum Development</td>
<td>20</td>
</tr>
<tr>
<td>II</td>
<td>Elective Course</td>
<td>Any one of the Electives given in the list</td>
<td>20</td>
</tr>
<tr>
<td>III</td>
<td>Optional Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Optional I</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Optional II</td>
<td>20</td>
</tr>
<tr>
<td>IV</td>
<td>General</td>
<td>i) Life Skills Course ii) First Aid iii) Moral and Value Education</td>
<td>Mark wise weightage is not given. It is only for internalizing all the life related skills, First Aid, Moral and Value system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total weightage for Theory Component</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>
## COMPONENTS OF INTERNAL ASSESSMENT

<table>
<thead>
<tr>
<th>S.NO</th>
<th>COMPONENT</th>
<th>MAXIMUM MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>TESTS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(Aggregate of marks obtained by each candidate in minimum 3 class tests converted into 5)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ATTENDANCE</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(Weightage for Attendance: 85% and above - 5 marks 80% to 84% - 4 marks 75% to 79% - 3 marks Less than 75% - No marks)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>ASSIGNMENTS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(Aggregate of marks obtained by each candidate in minimum 2 Assignments converted into 5)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SEMINAR</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(Minimum one)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>20</td>
</tr>
</tbody>
</table>

### PRACTICUM COMPONENT

The Practicum Component consists of the following activities.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Activity</th>
<th>Name of the Files /Records to be prepared</th>
<th>No of Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observation for Optional I</td>
<td>Observation Record Optional I</td>
<td>175</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstration for Optional I</td>
<td>Demonstration Record Optional I</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Micro Teaching for Optional I</td>
<td>Micro Teaching Record Optional I</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Practice Teaching for Optional I</td>
<td>Lesson Plan Record-Optional I</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Preparation of Instructional Aids / Materials for Optional I</td>
<td>Instructional Material Record Optional I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity Description</td>
<td>Record Type</td>
<td>Weightage</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>6</td>
<td>Construction of an achievement test and interpretation of test scores for Optional I</td>
<td>Test and Measurement Record Optional I</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Observation for Optional II</td>
<td>Observation Record Optional II</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Demonstration for Optional II</td>
<td>Demonstration Record Optional II</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Micro Teaching for Optional II</td>
<td>Micro Teaching Record optional II</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Practice Teaching for Optional II</td>
<td>Lesson Plan Record optional II</td>
<td>175</td>
</tr>
<tr>
<td>11</td>
<td>Instructional Aids/ Materials for Optional II</td>
<td>Instructional Material Record Optional II</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Construction of an achievement test and interpretation of test scores for Optional II</td>
<td>Test and Measurement Record Optional II</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>Application of Educational Technology (Development of Multimedia Package in their Parent discipline)</td>
<td>Educational Technology Record</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>Case Study (Individual student case study)</td>
<td>Case study Record</td>
<td>13</td>
</tr>
<tr>
<td>15</td>
<td>Conducting Psychology Experiments</td>
<td>Psychology Experiments Record</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>Environmental Education Activities</td>
<td>Environmental Education Record</td>
<td>6</td>
</tr>
<tr>
<td>17</td>
<td>Citizenship Training Camp (CT Camp)</td>
<td>CT Camp Record</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>Physical Education</td>
<td>Physical Education Record</td>
<td>14</td>
</tr>
<tr>
<td>19</td>
<td>SUPW</td>
<td>SUPW Record and products</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>School Text Book Review pertaining to Optional I</td>
<td>Text Book Review Record for Optional I</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total hourwise Weightage for Practicum Component** 528
a) Description with reference to Practicum Components:

<table>
<thead>
<tr>
<th>Activity No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observation of relevant subject's Senior Teachers classroom teaching before the commencement of internship/teaching practice. (Minimum of 5 curriculum transaction periods/sessions for each optional course)</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstration by Subject Expert/Teacher Educator (Minimum of one class.</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching Skills development - Micro Teaching practice for developing 5 teaching skills in each optional.</td>
</tr>
<tr>
<td>4.</td>
<td>School based internship / teaching practice a. The practice teaching will have to be undergone in any one of the recognized schools approved by State/CBSE/ ICSE/or any other recognized Board for a continuous period of 40 working days inclusive of teaching of both the optionals. Medium of internship /teaching practice may be decided by the Principals of Colleges of Education in consultation with the respective teacher educators based on the communication abilities of student teachers in either English or Tamil. b. All graduates who obtained admission based on their UG mark should undergo Internship/Teaching Practice at upper elementary level classes i.e from Std. VI to VIII for all subjects and at secondary level classes i.e Std. IX and X for the relevant subject studied at the UG level. All Post Graduates in any one of the higher secondary level school subjects should undergo</td>
</tr>
</tbody>
</table>
the internship / Teaching Practice at upper elementary, secondary and higher secondary levels.

c. However, post graduates in Economics, Commerce and Accountancy, Home Science, Political Science, Sociology, Psychology, Logic, Philosophy and Indian Culture should undergo the internship / teaching practice only at the higher secondary level for their master subject.

**Teaching of Optional Course I**

i) Preparation of lesson plans (20 lesson plans)

ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)

iii) Preparation of Self-learning packages (Based on the principles of Linear programming-minimum of 25 frames)

iv) Downloading Web resources related to the optional course and evaluating the same.

**Teaching of Optional Course II**

i) Preparation of lesson plans (20 lesson plans)

ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)

iii) Preparation of Self-learning packages (Based on the principles of Branching programming-minimum of 15 frames)

iv) Downloading Web resources related to the optional course and evaluating the same.
5. Preparation of Instructional Material Record, Preparation and use of AV aids based on Edgar Dale's Cone of Experience.

6. Construction and Administration of Teacher made Achievement test, analysis and interpretation of test scores.

7 to 12. All these activities have to be carried out as above for optional II

13. Integrating Emerging Educational Technologies (Development of Multimedia Package in their Parent discipline only).

14. Case Study (Individual)

15. Conducting Psychological Experiments (Any six out of the following). Each student-teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Related to Adolescence)</em></td>
<td><em>(Related to Childhood)</em></td>
</tr>
<tr>
<td>1. Intelligence</td>
<td>1. Distraction of Attention</td>
</tr>
<tr>
<td>2. Learning</td>
<td>2. Division of Attention</td>
</tr>
<tr>
<td>3. Transfer of Training</td>
<td>3. Creativity</td>
</tr>
<tr>
<td>4. Aptitude</td>
<td>4. Piaget's task</td>
</tr>
<tr>
<td>5. Adjustment</td>
<td>5. Non-Verbal Intelligence Test</td>
</tr>
<tr>
<td>6. Concept Formation</td>
<td>6. Sociometry</td>
</tr>
<tr>
<td>7. Level of Aspiration</td>
<td>7. Measure of Anger</td>
</tr>
<tr>
<td>8. Interest</td>
<td>8. Emotional Stability</td>
</tr>
<tr>
<td>10. Attention</td>
<td>10. Motivation</td>
</tr>
<tr>
<td>11. Creativity</td>
<td>11. Span of Attention</td>
</tr>
</tbody>
</table>
16. Environmental Education related activities

17. **Camp**: A 5 day Citizenship Training Camp either inside or outside the campus including night stays which are different from Scout camp/Guides camp/NSS Camp should be organized. All activities conducted in the five day Citizenship Training Camp should help the student teachers to develop civic sense and social skills.

18. Physical Education related activities

19. **SUPW**: Each Student teacher should acquire experience in the preparation of any five socially useful products which are tangible

20. **Text book review**: Each Student teacher should review a school text book relevant to the subject of Optional I (Major Based Subject) and prepare a report.

**Life Skills Course:**

Life Skills Course should consist of experiences related to

a. Stress Coping Management
b. Transactional Analysis
c. Communication Skills Development
d. Self Awareness and Self Motivation
e. Positive-thinking
f. Emotional Intelligence
g. Time Management
h. Empowerment

This course should be organized as a bridge course soon after the commencement of the curricular transaction days.

**4. MEDIUM OF INSTRUCTION**

Each candidate admitted into B.Ed course in any one of the colleges of education affiliated to Tamil Nadu Teachers Education University needs to select the Medium of Instruction either as English or as Tamil (as per the availability of Medium of
Instruction in the College of Education). After the last date of admission, Principals of the Colleges of Education should submit the name list along with the Medium of Instruction opted by each candidate to Tamil Nadu Teachers Education University. In case, if the admitted candidates prefer to change their medium of instruction at later stage of the course it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll. Medium of instruction chosen by the candidate to pursue the B.Ed course will be indicated in the B.Ed course transfer certificate alone. Class room instruction shall be carried out separately for the different medium of instruction.

5. ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (i.e 170 days) of attendance, failing which they will not be permitted to appear for the B.Ed degree examination. However, as per the decision of the syndicate of Tamilnadu Teachers Education University in its meeting held on 10.08.2010 candidates who are able to gain attendance only upto 75% on medical ground will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamilnadu Teachers Education University.

6. EXAMINATIONS

Each candidate whose admission is approved by Tamilnadu Teachers Education University should apply for the practical examination and written examinations in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamilnadu Teachers Education University will not be permitted to appear for the written examination. Such candidates' appearance in the practical examination will stand cancelled automatically.
7. WRITTEN EXAMINATIONS

The written examinations will be conducted by the university after the completion of 200 working days. The written examinations will be held for three Core Courses, one Elective Course and two Optional Courses.

Each theory course question paper will be designed for 3 Hours duration which consists of Section A, Section B and Section C with the number of questions and allotment of marks as described below:

<table>
<thead>
<tr>
<th>Section</th>
<th>Type of Questions</th>
<th>Marks</th>
<th>Total Marks</th>
<th>Maximum word limit for each answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Very Short Answer Type Questions with open choice (Any Ten Questions out of Twelve Questions)</td>
<td>10 x 2</td>
<td>20</td>
<td>50 words for each question</td>
</tr>
<tr>
<td>B</td>
<td>Short Answer Type Questions with open choice (Any Six Questions out of Eight Questions)</td>
<td>6 x 5</td>
<td>30</td>
<td>200 words for each question</td>
</tr>
<tr>
<td>C</td>
<td>Essay Type Question with Internal Choice (Two Essay Questions)</td>
<td>2 x 15</td>
<td>30</td>
<td>600 words for each question</td>
</tr>
<tr>
<td>Total Marks</td>
<td></td>
<td></td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

Passing Minimum for Written Examination

Each candidate should apply for the written examination in the first attempt. A candidate shall be declared to have passed the Written Examination only if he or she secures not less than 50% in aggregate in each of the six courses, with a minimum of 45% in the external examination in each paper. All other candidates shall be deemed
to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which he/she failed.

**Revaluation / Retotalling**

A candidate applying for revaluation / retotalling should have secured a minimum of 18 marks and above in the External examination to become eligible for revaluation / retotalling (i.e. minimum of 18 marks which is 50% of 36 marks). Revaluation/ retotalling is permitted for those candidates who appear in the main examination only.

Candidates can apply for either retotalling or revaluation or both to the Tamilnadu Teachers Education University within 10 days after the publication of results by paying necessary fee prescribed by the University.

**Reappearance for Written Examination**

Each unsuccessful candidate shall be permitted to reappear for the written examinations within the next three consecutive academic years.

**8. PRACTICAL EXAMINATION**

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 40 working days teaching practice and three months prior to the commencement of written examination. A Panel consisting of three external members (one Convener, one member and one Headmaster/ Headmistress/ Assistant Headmaster/Headmistress serving in schools, situated near by the college concerned) appointed by the University will examine the teaching competency of each candidate and also his/ her practical works, records and instructional materials.

Students should develop and maintain Work Books, Record Note Books and Other Reports of the activities related to all practicum components bearing the following weightage:
<table>
<thead>
<tr>
<th>Activity No.</th>
<th>Name of the Record to be submitted</th>
<th>Marks allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART - A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Teaching Competency for Optional I</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>Lesson Plan Record for Optional I</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching Competency for Optional II</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>Lesson Plan Record for Optional II</td>
<td>20</td>
</tr>
<tr>
<td><strong>PART - A - Total</strong></td>
<td></td>
<td><strong>200</strong></td>
</tr>
<tr>
<td><strong>PART - B</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Observation Record for Optional I</td>
<td>05</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstration Record for Optional I</td>
<td>05</td>
</tr>
<tr>
<td>7.</td>
<td>Micro Teaching Record for Optional I</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Instructional Material Record for Optional I</td>
<td>15</td>
</tr>
<tr>
<td>9.</td>
<td>Test and Measurement Record for Optional I</td>
<td>15</td>
</tr>
<tr>
<td>10.</td>
<td>Test Book Review Records pertaining to Optional I</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td>Observation Record for Optional II</td>
<td>05</td>
</tr>
<tr>
<td>12.</td>
<td>Demonstration Record for Optional II</td>
<td>05</td>
</tr>
<tr>
<td>13.</td>
<td>Micro Teaching Record for Optional II</td>
<td>10</td>
</tr>
<tr>
<td>14.</td>
<td>Instructional Material Record for Optional II</td>
<td>15</td>
</tr>
<tr>
<td>15.</td>
<td>Test and Measurement Record for Optional II</td>
<td>15</td>
</tr>
</tbody>
</table>
16. Case study Record 20
17. Psychology Experiments Record 20
18. Educational Technology Record 10
19. Environmental Education Record 10
20. CT Camp Record 10
21. Physical Education Record 10
22. SUPW Record 10

| GROUP B-Total | 200 |

Passing Minimum for Practicum Components

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

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

Reappearance for Practicum Component

Each unsuccessful candidate shall be permitted to reappear for the practicum components examinations within the next three consecutive academic years in the main examinations only.
**Classification of Successful Candidates**

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

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

**CLASSIFICATION FOR WRITTEN EXAMINATION**

<table>
<thead>
<tr>
<th>Percentage of Marks</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 to 59</td>
<td>Second Class</td>
</tr>
<tr>
<td>60 to 74</td>
<td>First Class</td>
</tr>
<tr>
<td>75 and Above</td>
<td>Distinction</td>
</tr>
</tbody>
</table>

**CLASSIFICATION FOR PRACTICUM COMPONENTS**

<table>
<thead>
<tr>
<th>Percentage of Marks</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 to 59</td>
<td>Second Class</td>
</tr>
<tr>
<td>60 to 74</td>
<td>First Class</td>
</tr>
<tr>
<td>75 and Above</td>
<td>Distinction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks Secured in Activities GROUP A</th>
<th>Marks Secured in Activities GROUP B</th>
<th>Over all Classification for practicum components</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Class</td>
<td>I Class</td>
<td>I Class</td>
</tr>
<tr>
<td>II Class</td>
<td>I Class</td>
<td>II Class</td>
</tr>
<tr>
<td>I Class</td>
<td>II Class</td>
<td>II Class</td>
</tr>
<tr>
<td>Distinction</td>
<td>I Class</td>
<td>I Class</td>
</tr>
<tr>
<td>I Class</td>
<td>Distinction</td>
<td>I Class</td>
</tr>
<tr>
<td>Distinction</td>
<td>Distinction</td>
<td>Distinction</td>
</tr>
</tbody>
</table>
## OVERALL CLASSIFICATION

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practical</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Class</td>
<td>I Class</td>
<td>I Class</td>
</tr>
<tr>
<td>II Class</td>
<td>I Class</td>
<td>II Class</td>
</tr>
<tr>
<td>I Class</td>
<td>II Class</td>
<td>II Class</td>
</tr>
<tr>
<td>Distinction</td>
<td>I Class</td>
<td>I Class</td>
</tr>
<tr>
<td>I Class</td>
<td>Distinction</td>
<td>I Class</td>
</tr>
<tr>
<td>Distinction</td>
<td>Distinction</td>
<td>Distinction</td>
</tr>
</tbody>
</table>
CORE COURSES
CORE COURSE I
EDUCATION IN THE EMERGING INDIAN SOCIETY

OBJECTIVES:

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

1. Understand the concept of philosophy and education.
2. Understand the relationship between philosophy and education.
3. Understand the educational thoughts of great thinkers.
4. Understand the relationship between sociology and education.
5. Understand the role of different agencies in education.
6. Understand the issues and challenges in Indian society and educational solutions.
7. Understand the constitutional provisions for education.
8. Understand the role of various statutory bodies of education.
9. Understand the importance of value education.
10. Understand the importance of health and physical education.

UNIT I : Indian Schools of Philosophy and Education

(a) Education: Concept, Meaning, Definition, Purpose and Nature – Levels of Education: Pre-primary, Primary, Secondary and Higher Education.

(b) Philosophy: Concept, Meaning, and Definition. Focal areas of philosophy: Metaphysics, Epistemology and Auxiology.

(c) Relationship between Philosophy and Education.

(d) Indian Schools of Philosophy and Education: Educational implications of Vedanta, Buddhism and Jainism.

UNIT II : Western Schools of Philosophy and Education

Western Schools of Philosophy and Education: Educational implications of Idealism, Naturalism, Pragmatism, Realism, Eclecticism and Constructivism.

UNIT III : Indian and Western Educational Thinkers

UNIT IV : Sociology and Education

Sociology: Concept and Meaning - Relationship between Sociology and Education - Cultural heritage of India: Traditional, Modern and Post-modern - Cultural lag and cultural fusion - Social change: Concept and Meaning - Factors of social change - Education for social change and modernization of Indian society - Formation of casteless society.

UNIT V : Agencies of Education

Educational functions of Family, Peer group, Community, School and Mass Media - Lifelong Education: Mass education – Open and Distance Learning.

UNIT VI : Issues and Challenges in Indian Society and Education


UNIT VII : Education in the Indian Constitution


UNIT VIII : Indian Statutory Bodies and other Organizations in School Education

(a) Statutory Bodies: MHRD - CABE - NUEPA - NCERT - NCTE - RCI - UGC - NAAC.

(b) Organizations: Directorates of School Education - SCERTs - DTERTs - DIETs - SIEMAT - BRCs - CRCs.

(c) Central and State Boards of Education.

(d) RUSA, NIOS.
UNIT IX : Value Education

(a) Values: Concept and Meaning of Values – Types of Values: Personal, Democracy, Socialism, Secularism and Non-violence - Emotional balance and life skills.

(b) Value Education in schools – Teacher's personal values and code of conduct for teachers - Approach towards improving the psychological status of the students.

(c) Education for National, International and World Peace.

UNIT X : Health Education


(b) Health instruction, Health services, and Health supervision in Schools: Personal Hygiene-Sanitation - Safety and First Aid - Yoga and Physical fitness - Modified school Health programme.

SUGGESTED REFERENCE BOOKS:


CORE COURSE II
PSYCHOLOGY OF LEARNING AND HUMAN DEVELOPMENT

OBJECTIVES:

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

1. Apply methods of educational psychology for studying problems associated with education.

2. Comprehend and use the knowledge of educational psychology in fulfilling the obligations of a teacher.

3. Explain the basic concepts and principles associated with human development Explain the link between development and learning.

4. Applies theories of development in dealing with learning and behavior problems of his / her students.

5. Assess the personality of human beings using selected psychological tools of assessment. Examines the factors influencing her/his personality and that of the fellow trainees.

6. The adjustment problems of self, and others.

7. Understands and applies knowledge of Intelligence, motivation, attention, perception, learning theories, theories of memories, and transfer theories and tries to maximize learning in the classroom.

8. Identify the mental health problems of children in their practice teaching schools.

9. Studies the child rearing practices followed in her/his neighborhood and examines its impact on their academic achievement, creativity, and general achievement motivation.

10. Apply the principles of guidance and counseling in helping their wards in school.

11. Identify children with learning disabilities viz., dyslexia, autism, slow learners etc and interventions for learning.

UNIT 1: Introduction to Educational Psychology

UNIT 2: Growth and Development


UNIT 3: Personality and Human Adjustment


UNIT 4: Psychological assessment - Techniques and Tools


UNIT 5: Motivation


UNIT 6: Attention, Perception and Memory

UNIT 7: Learning and Learning Theories


UNIT 8: Thinking, Intelligence and Creativity


UNIT 9: Mental Health and special children

**Mental Health and Mental Hygiene:** Concepts, Meaning. Mental health Problems of Indian children – Child Rearing Practices in India with special reference to gender aspect - Mental health in Indian schools – Programmes to improve Mental health in Schools. Special children: types and characteristics Inclusive Education.

UNIT 10: Guidance and Counseling


**Practical oriented activities**

**Group discussion:** The trainees are to work in groups and produce the report.

a) Adjustment problems in school.

b) Adjustment problems at home.

c) Child rearing practices and its impact on mental health.
Case Study: Each teacher trainee shall select a student in the case category from his/her class during Practice Teaching phase, study and submits a case report on his / her social, emotional, moral, and cognitive development and its impact on his / her educational achievement.

Laboratory work

- The student trainees shall select any six of the following topics and conduct experiments using appropriate tools and prepare the report
  
  Personality
  Intelligence
  Memory
  Creativity
  Motivation
  Level of aspiration
  Aptitude
  Attitude
  Interest
  Problem solving ability
  Concept formation

SUGGESTED REFERENCE BOOKS:


Clifford.


Kuppuswamy, B. *Advanced Educational Psychology*, Sterling Brothers.


CORE COURSE III
EDUCATIONAL INNOVATIONS AND CURRICULUM DEVELOPMENT

OBJECTIVES:

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

1. acquire knowledge of the terms used in educational innovations and curriculum development
2. understand innovations in schools, teaching-learning process and principles of curriculum development;
3. apply the educational innovations and curriculum development in school practices
4. develop skills in employing and developing new educational innovations and curriculum development;
5. develop interest in the educational innovations and curriculum development techniques; and
6. develop desirable and positive attitude towards educational innovations and curriculum development.
7. Understand the need for promotion of innovations.
8. Understand the experiments conducted in schools.
9. Understand the importance of ICT in education.
10. Understand the need for innovations in evaluation.
11. Application of CCE with specific reference to Formative and summative Assessment.

(A) Educational Innovations

Unit I : Innovation


Unit II : Innovations and Experiments in Schools

De-schooling - Community School - Alternative School - Non-Graded School - Navodaya School - Sainik School - Initiatives of Government of India : SSA (Sarva Shiksha Abyan), RMSA (Rashtra Madhyamic Shiksha Abhiyam) - Initiatives of State Government : ABL (Activity Based Learning), SALM (Simplified Active Learning Methodology), ALM (Active Learning Methodology)
- CCE (Continuous and Comprehensive Methodology), ALM (Active Learning Methodology) - CCE (Continuous and comprehensive Evaluation), Trimester Pattern - Welfare schemes for quality enhancement - Virtual School - Mobile School - International Schools - Open School - Distance Learning - Floating University.

**Unit III: Innovations in Teaching and Learning Process**


**Unit IV: ICT in Education**

ICT in Education - Web based Education (Virtual) - e-learning - e-tutoring - Computer Assisted Instruction (CAI) - Tele/Video Conferencing - Interactive Video - Multimedia - SITE (Satellite Instruction Television Programme) - ETV (Educational Television) - Edusat - Reach the Unreach - e book - Digital Library.

**Unit V: Innovations in Evaluation**


**(B) Curriculum Development**

**Unit VI: Curriculum**

Curriculum - Its meaning, nature and scope concept of curriculum - Definition Scope - Sequence - Types - Balance in the curriculum - curriculum development - need - Determinants of curriculum - cultural and social changes - Value system.

**Unit VII: Bases of curriculum**

Philosophical bases of curriculum - Philosophy and Education - Schools of Philosophy and their impact on education - sociological and psychological bases of curriculum - curriculum content - curriculum organization.

**Unit VIII: Principles of curriculum construction**

Unit IX : Curriculum Change, Planning and Transaction


Unit X : Curriculum Evaluation


SUGGESTED REFERENCE BOOKS


ELECTIVE COURSES
ELECTIVE COURSE
TEACHING OF EARLY CHILDHOOD EDUCATION

OBJECTIVES:

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

1. enable the student-teacher to develop an awareness about the importance of Early Childhood Education.
2. acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education.
3. develop an understanding about organizing different types of early childhood education programmes.
4. acquire knowledge about various instructional strategies to teach young children.
5. develop an awareness about the various developmental aspects of children.
6. attain of various skills.
7. develop the ability to deal children with minor/major behavioural disorders.
8. develop various play way methods
9. familiarize with various evaluation techniques to assess the performance of preschool children.
10. assess the performance of preschool children
11. Familiarize with the concept of ABL.

UNIT I: History of Early Childhood Education in India.

   Concept of Early Childhood Education - Need and importance of Early childhood Education - Objectives - Early Childhood Education movement in India and Abroad - Problems of Early Childhood Education in India.

UNIT II: Contributions of philosophers to pre school education

   Contributions of Froebel- Rousseau-Montessori- Piaget- Comneius- Gandhiji-Tagore and Dhara Bai Modak.
UNIT III: Planning and Organization of pre schools

Planning of pre-school programmes - Yearly plan, Monthly plan, Weekly plan, Daily plan - Organisation of a pre-school - site, space, material, personal and time- Types of pre-school programmes - Nursery, Kindergarten, Montessori, pre-basic and Balwadi - Role of ICDS (Integrated Child Development Scheme).

UNIT IV: Growth and development of child

Developmental stages - parental period - factors affecting parental period - Birth - Birth hazards, immunization schedule - various aspects of development with special emphasis to early childhood period.

UNIT V: Special needs and problems of pre-school children


UNIT VI: Curriculum of Early Childhood Education

Principles of curriculum construction - Theme approach in curriculum construction. Activities and Methods for attaining various skills - gross motor skills. Manipulative skills. Interpersonal skills.

UNIT VII: Instructional strategies, Teacher and Evaluation

Sense training - Auditory, visual, olfactory, gustatory and tactual - play way method - music - story telling - role playing - field trip - creative activities. Indoor and out door games - corner arrangement - audio visual aids - evaluation of children’s competency - report card, personal data sheet - qualities and qualifications of pre-school teacher - Concept of ABL - Its implementation - School Readiness Programme - 'odivilayadu pappa'.

UNIT VIII: Parental involvement in pre-school education

Role of parents in pre-school education - Need for parental co-operation - Concept of parental education - Need for parental education - Methods and programmes of parental education.
UNIT IX: play way methods –Evaluation

Different Play way methods- Simple-Task based-Dictation-Repetitive words through songs, Rhymes- Identification of things, names, relations.

UNIT X: Assessment Techniques

Observation-Interaction-Words formation-sentence formation-questioning- verbal questioning- ways of answering

SUGGESTED REFERENCE BOOKS:


ELECTIVE COURSE
HUMAN RIGHTS EDUCATION

OBJECTIVES:
At the end of the course, the student-teachers will be able to
1. Understand the concept, meaning and theories of human rights.
2. Understand the role of UNO in human rights development
3. Understand the Indian Constitutional provision of human rights
4. Understand the role and functions of international institutions to enforce human rights.
5. Understand the power and functions of various Human right Commissions in India
6. Understand and analyze the issues related to human rights violations with regard to the marginalized sections.
7. Understand the common issues related to Human Rights violations
8. Understand the need for human rights education
9. Select and use the appropriate methods of teaching with respect to human rights education.
10. Understand the role of various agencies in promoting human rights education.

UNIT I: Historical background of Human Rights


UNIT II: UNO and Human Rights


UNIT III: Indian Constitution and Human Rights


UNIT IV: Human Rights and International Organisations

UNIT V : Human Rights Commissions in India


UNIT VI : Human Rights and Marginalised Sections


UNIT VII : Human Rights and Other Issues


UNIT – VIII Human Rights Education


UNIT IX : Methods of Teaching Human Rights


UNIT X : Agencies of Human Rights Education

Family, Peer-group, Religious and Social Organisations, Media, Educational Institutions - National and State organizations - NCPCR - SCPCR.

SUGGESTED REFERENCE BOOKS:


ELECTIVE COURSE
PEACE AND VALUE EDUCATION

OBJECTIVES:

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

1. Acquire the knowledge of Nature, concepts, aims and objectives of peace and value education.
2. Develop skill to integrate peace and value education in the present curriculum
3. Understand dimensions of culture of peace
4. Develop the attitude to appreciate the role of peace movement and contributions of world organizations
5. Understand the models of Conflict Resolutions
6. Understand indispensable features of character building
7. Appreciate the role of Parents, Teachers, Society, Government etc in fostering values
8. Develop skills to adopt different strategies in peace education
9. Understand some practical approaches to teach peace education
10. Develop attitude in promoting in value education
11. Showcase good practices of the State - Life Skill

UNIT I: Peace Education

Peace education – Meaning, Definition, Concepts, Scope; Aims and objectives— at different level of Education - its relevance to the present global scenario.

UNIT II: Integrating Peace Education in the curriculum

Major Media of Integration: Subject context, subject perspectives, Curricular and Co-Curricular activities, staff development, Class room and School management

UNIT III: Promoting Culture Of peace

UNIT IV: Education for culture of peace

- Knowledge, attitude and skills to be developed in the following
- Ecological thinking and respect for life (ages 8-12)
- Tolerance and respect for human rights (ages 11-16)
- Critical thinking and active Non – Violence (age 12+)
- Social Justice and civic responsibility (ages 14+)
- Leadership and global citizenship (ages 16+)

UNIT V: Peace Movement

- Gandhiji’s contributions to peace movement Non – Violence – Non – Aligned Movement – Nuclear Disarmament -Arms Reduction
- Role of world organization in promoting peace.
- UNO-UNDP (United Nation Development Programmes)
- UNICEF(United Nation Children’s Fund)
- UNEP (United Nation Environment Programmes)
- UNHCR (United Nation High Commissioner for Refugees High Commissioner for Human Rights)
- Amnesty International – International Committee of Red cross – NGOs

UNIT VI: Conflict Resolution

- Bases of conflicts – Positive and negative aspects of conflicts – Types of conflicts – Conflict Resolution – Conflict Management
- Model of Conflict Resolution:
  Dual Concern Model: A Concern for self (assertiveness) A Concern for others (empathy)
- Styles: Avoidance conflict – yielding conflict competitive conflict – co-operation conflict conciliation conflict
- Thomas and Kilmann’s style – Competitive collaborative, compromising – Accommodating Avoiding.
UNIT VII : Value Education

- Values: Meaning, definition, concepts - Classification sources of values – socio – cultural tradition Religion and Constitution
- Aims and objectives - status of value education in the curriculum - Need for value Education in global perspective.

UNIT VIII : Character Building


UNIT IX : Fostering Values


UNIT X : Approaches and Strategies in Peace and Value Education

- Approaches – Value inculcation Analysis and clarification
- Strategies – Curricular - co-curricular, personal examples
- Activities – Field Trip, Sports, NSS, NCC, YRC, Scouts etc, Curricular club activites Story telling, Dramatization, Episode writing Identification of values in learning Subject.

SUGGESTED REFERENCE BOOKS:


DBNI, NCERT, SLERT Dharma Bharti National Institute of peace and Value education, secunderabad 2002
Diwahar R.R. and Agarwal M (Ed) Peace Education (Special Issue) Gandhi Marg, New Delhi 1984
Galtung Johan., Peace by peaceful Means, sage publication, New Delhi, 1996
Shankara Rao, Sociology, New Delhi, S.Chand & Company Ltd, 1990.
Vanaja and Vijiya Bharathi, Value Oriented Education, Initiatives at the Teacher Education Level, New Delhi, Neelkamal Publications Pvt Ltd, 2011.

www.peace.Ca
www.unesdoc.unesco.org
En.wikipedia.org/peace education
OBJECTIVES:

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

1. Understand the objectives, scope and nature of environment education
2. Develop an understanding of natural resources
3. Understand the causes and remedies for environmental hazards and pollution
4. Understand the causes and control measures for environmental degradation
5. Understand the need for remedial ways to protect the environment in daily life
6. Acquire knowledge of environmental issues and policies in India
7. Acquire knowledge about the international efforts for environmental protection
8. Understand the need for inclusion of environmental education in school curriculum
9. Develop a sense of responsibility and favourable attitude towards conservation of environment, biodiversity and sustainable development
10. Understand environmental ethics.
11. Showcase the good practices of the State, Solar policy, rain - water harvesting.

UNIT I: Objectives, Scope and Nature of Environmental Education

- Meaning, definition, concept and objectives of environmental education.
- Need and significance of environmental education.
- Scope and guiding principles of environmental education.

UNIT II: Natural Resources and Associated Problems

- Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forests and tribal people.
- Water resources: Use and over-utilization of surface and ground water, floods, droughts, water disputes.
- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
• Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.

• Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.

• Land resources: Land as a resource, land degradation, man induced landslides, soil erosion, conversion of wet land into dry land.

• Equitable use of resources for sustainable lifestyles.

UNIT III: Environmental Hazards and Pollution

• Pollution: Meaning, Definition.

• Causes, effects and control measures of Air, Water, Soil, Marine, Noise, Thermal pollution and Nuclear hazards.

• Solid waste management- Causes, effects and control measures.

• Disaster management: Floods, earthquake, cyclone and tsunami - Causes, effects and control measures.

• Light Pollution

UNIT IV: Environmental issues and Policies


UNIT V: Environmental movements and developments

Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao Andolon. Sustainable development : Concept, meaning and strategies for sustainable development in India.

UNIT VI: International efforts for Environmental Protection

UNIT VII : Environmental management and Protection


UNIT VIII : Environmental Educational in the School Curriculum

Environmental education at Primary, Secondary and Higher Education level – Programmes: Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment day, saving energy, hygiene and sanitation programmes, eco-friendly behavior, organic farming, ‘clean and green campus’ programme. – Role of Teachers

UNIT IX : Environmental Education and Educational Technology

Impact of Science and technology on environment – degradation of resources – Role of individual in conservation of natural resources- Role of information technology in environmental and human health.

UNIT X: Environmental Ethics

Environmental ethics: Meaning, concept and Definition. Effects of Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and Promoting preventive measures.

SUGGESTED REFERENCE BOOKS:


Sharma, B. L., & Maheshwari, B. K. (2008). Education for Environmental and Human value. Meerut: 
R.Lall Books Depot.
Text Book of Environmental Education For Bed Students Of The Indian Universities by Surinder Singh Sirohi.
ELECTIVE COURSE
GUIDANCE AND COUNSELLING

OBJECTIVES:

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

1. recall the principles underlying guidance
2. recognize the need of guidance and counselling in schools
3. describe the different services in the school guidance programme
4. understand the various therapies in counselling
5. acquire the skills necessary to administer and interpret standardized tools
6. know the qualities required for a good counsellor
7. understand the various types of counseling
8. understand the group guidance and counseling.
9. describe the various testing devices in guidance
10. understand the guidance for exceptional children
11. Showcase good practices of the State like mobile counselling centers, State Resource centers for counselling children with disability.

UNIT I : Guidance


UNIT II : Counselling


UNIT III : Guidance Movement in India

Therapies in counseling-Psycho behavior therapy-Psychoanalytic therapy-Gestalt therapy – Stress and stress management History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.
UNIT IV: Qualities of a Counsellor

Counsellor – Qualities – Functions- Professional Ethics- Role of Teacher as counselor.

UNIT V: Group Guidance and Group Counselling


UNIT VI: Theories of Vocational Choice

Theories of Vocational Choice – Ginzberg, Super, Holland, Havighurst, Structural theory

UNIT VII: Testing Devices in Guidance

Testing devices in guidance-Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests-Mental health – frustration- conflict.

UNIT VIII: Non-Testing Devices in Guidance

Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

UNIT IX: Guidance Services in Schools


UNIT X: Guidance for Exceptional Children

SUGGESTED REFERENCE BOOKS:


ELECTIVE COURSE

PERSPECTIVES IN SPECIAL EDUCATION

OBJECTIVES:

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

1. have an overview of the concept of disabilities
2. acquire knowledge on the characteristics of children with disabilities
3. acquire knowledge on services and programmes available for families with special needs
4. acquaint with the policies and programmes for the disabled
5. Obtain knowledge on blindness and low vision
6. Have insight into incidence and prevalence of hearing impairment.
7. Recognize various locomotors disabilities and its incidence.
8. Possess knowledge on family and disability management.
9. Gain knowledge on various policies and legislation relating to disability.
10. Prepare students on various programme and media in creating awareness.
11. Acquire knowledge on inclusive education (IED) for elementary by SSA and IEDSS for secondary schools by Department of Schools Education (DSE)

UNIT I: Perspectives in Disability

Definition and classification of disabilities. History of special education. Concessions and rights of the disabled- Recent trends in the field of special education. Awareness and attitudinal changes towards the disabled.

UNIT II: Blindness and Low Vision

UNIT III: Hearing Impairment


UNIT IV: Mental Retardation and Mental Illness


UNIT V: Locomotor Disabilities

Definition and identification. Incidence and prevalence. Causes and prevention - Types, classification and characteristics - Intervention and educational programmes, cerebral palsy and barrier free environment

UNIT VI: Learning Disabilities, Autism and Other associated disorders

Definition and identification of learning disabilities. Autism and other associated disorders - epilepsy, behaviour disorders, emotional disorders and multiple disabilities - Incidence and Prevalence. Causes and prevention - Types and characteristics - Intervention and educational programmes - Dyslexia IED by SSA and IEDSS by DSE.

UNIT VII: Family and Disability Management:

Role of mothers, crisis management, counseling, intervention by multi-disciplinary team, referral services.

UNIT VIII: Vocational training and Community Based Rehabilitation

Concept of shelter workshops. Transitory employment - Self employment and extended employment and CBR

UNIT IX: Students Awareness on Disability

Planning, organizing and conducting programmes in the community, media selection for role play, drama, puppetry, dance, exhibition, postal display and folk arts- psychology of awareness - reporting - Awareness campaign to identify the children with learning disabilities in schools.
UNIT X: Policies and Legislation

Policies and legislative measures pertaining to the disabled - PWD Act, RCI Act, National Trust Act. Services and programmes for the disabled - IED by SSA and IEDSS by DSE.

SUGGESTED REFERENCE BOOKS:


ELECTIVE COURSE
COMPUTERS IN EDUCATION

OBJECTIVES:
At the end of the course, the student-teachers will be able to
1. acquire knowledge of computers, its accessories and software.
2. understand the application of computer in various domains of functioning of a school.
3. acquire the skills of operating a computer in multifarious activities pertaining to teaching.
4. understand features of MS Office and their operations.
5. develop skill in using MS-Word, Power points and Spread sheets.
6. apply the knowledge gained to process various data of students as well as simple library financial transaction of the school.
7. appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
8. acquire skill in accessing world wide web and Internet and global accessing of information.
9. integrate technology in to classroom teaching learning strategies.
10. understand the basics of web designing.

UNIT I: Basics of Computer

Computer: Definition, Historical evolution of Computers - characteristics – generation of computers – Types of computers – Types of memory – Low level and high level languages.

UNIT II Computer Hardware


Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB).
UNIT III : Computers in Education

Computer application in educational institutions – academic, administrative and research activities.

UNIT IV : ICTs Pedagogy in Teacher Education


UNIT V : MS-WINDOWS


Hands on Training

a) Administrative use – Letter correspondence and E-Mail

UNIT VI : MS-WORD


Hands on Training

b) Construction of a Question paper

c) Creating learning materials – handouts
UNIT VII : SPREADSHEET


Hands on training (i) Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.

b) Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.

c) Students progress record – Tabulation of results of an academic test.

UNIT VIII – PowerPoint and statistical packages

Basics of power point – creating a presentation, the slide manager preparation of different types of slides, slide design, colour and background, Manipulation and presentation of slides.

Hands on Training

a) Multimedia presentation on a topic relevant to the Optional Subject

b) Using of available CAI/CML package on topics relevant to optional subject.

c) Statistical packages – Statistical Package for Social Sciences (SPSS)

UNIT IX : Internet


UNIT X : Web Designing


Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.
SUGGESTED REFERENCE BOOKS:


ELECTIVE COURSE
EDUCATIONAL ADMINISTRATION AND MANAGEMENT

OBJECTIVES:

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

1. Acquire knowledge of the terms used in educational administration and management.
2. Understand the role of head master and its duties
3. Develop the mode of inspection and supervision of function
4. Know the role teacher in decision making
5. develop the skills in employing and developing new educational administration and management.
6. Develop interest in the educational administration and management techniques.
7. Understand the development the management resources
8. Develop appropriate skills for planning, decision making and leadership qualities
9. Apply the principles of classroom management and leadership styles
10. Promote total quality management in education

UNIT I - Educational Organization

Principles or criteria - Organizational structures - Administrative structures at Central and State levels.

UNIT II - Essential facets of Administration

Headmaster and Teacher’s duties and responsibilities. Role of the Head master - Parent Teacher Association-Time-Table- co-curricular activities - Discipline- Student evaluation.

UNIT III - Inspection and Supervision

Aim, Meaning, Modern concepts - Types of Inspection and Supervision - Functions and duties of inspector and supervisor.

UNIT IV - Decision Making in Administration

Meaning-Importance-Process-Decision making techniques- Teachers’ role in decision making - Involvement of pupils in decision making.
UNIT V - Management


UNIT VI - Areas of Educational Management

Administration and Management of Education - Maintenance (or Status quo) and Developmental (or Creative )Management.-Scope ,Human ,Material ,Time - Basic concepts of Management at different levels (Primary and Secondary) :Institutional Management, Financial Management Instructional management, Personnel Management, Material Management , and Management of Examination.

UNIT VII - Management of Resources

Management of Resources -Human, and material - Management Grid - Morale - Organizational commitments -Academic freedom -Professional development.

UNIT VIII - Educational Planning


UNIT IX - Classroom Management and Leadership


UNIT X - Quality in Education

Quality in Education- Input -Process -Output Analysis - Concept of Total Quality Management (T Q M) - Supervision and Inspection -functions - Accreditation and certification. Management organizations, linkage - role SMC, VEC, MTA for quality education.
SUGGESTED REFERENCE BOOKS:


Premila Chandrasekaran, Educational Planning and Management Sterling Publishers (1994)


Sachdeva M.S. School Management and Administration, Prakash Brothers & Publishers, New Delhi.


ELECTIVE COURSE
PRE – PRIMARY EDUCATION

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

1. gain the knowledge of the development of Pre-Primary education
2. be acquainted with the policy perspectives of ECCE in India and world
3. systematize experiences and strengthen the professional competencies of pre-school teachers;
4. enable teachers to organize meaningful learning experiences for pre-school children;
5. develop skills required in selecting and organizing learning experiences;
6. comprehend the developmental needs of pre-school children;
7. acquire knowledge and develop an understanding of various aspects of pre-school management.
8. recognize the need and significance of early childhood care and education
9. understand social and personal development of children (3-6 years).
10. understand the teacher trainee and parental education programme
11. Understanding the role of ICDs and Anganwadies in pre-primary education.

UNIT 1: Historical Approach

Contribution of great educators to the development of child education: Comenius, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Tagore and Gandhiji – Development of Pre – Primary and Primary Education in India – Brief survey of Ancient India: Moghal, British period and Independent India. Implications for Pre – Primary and Primary Education in our country – Reports of different Education commissions – Particularly the secondary education commission, the Kothari commission of 1964-66 and the new policy of education, 1986 – Development of Pre – Primary and Primary Education under the five year plans – the place of Pre- School and Primary education in the 10+2+3 pattern of education.

UNIT II: ECCE: Policy and Perspectives

Unit III: The Development of Children


UNIT IV: Pre-Primary Education

Principles involved in planning the programme of activities with reference to the aims and objectives of this stage - Basic schedule of activities - Planning and implementation, factors influencing planning - Importance of personal hygiene and environmental sanitation in the programme - Technique of developmental activities: Play, story telling, language games, number work, creative work and activities for self-expression, group and individuals activities. Role of ICDS - Functions of Anganwadi.

UNIT V: Strategies / Approaches and Resources

Characteristics of programmes for different settings – Pre-primary schoolers and early primary grade children – needed emphasis and rationale General principles to curricular approaches – activity based play-way, child-centred, theme-based, holistic, joyful, inclusive – meaning, rationale and practical implications in specific contexts; puppetry, musical and rhythmic exercises, dramatization, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, selection criteria, method of transaction Local specific community resources – human and material & their integration in curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes Informal evaluation through observation & remediation training of ECCE workers. exhibitions, parents day programmes etc.,

UNIT VI : Evaluation and Methods

Evaluation of pupils’ progress - area of internal assessment - patterns and techniques of evaluation - Recording and use of these for diagnostic and remedial work. Problems of wastage and stagnation - Rural class teaching - Free and compulsory primary education - Equalisation of educational opportunities – School complexes - Basic Education - Work experience - Motivating enrolment of pupils and retention - Out of School programmes for children - The primary school and the community - The primary school and the Inspectorate - Building and equipment – Staff pattern and content of teacher training of primary school teachers - In service programmes for professional growth - Code of professional conduct - Registers, records and reports to be maintained in primary schools.
UNIT VII: Administration and Organization of Pre – Primary Schools

Organization and administration of Pre – Primary schools - Building and Equipment - Site Special designs suited for pre-school centres- furniture for very young children - Equipments for sensorimotor development and play activities: Arrangement, maintenance and upkeep - Registers and Records; their purposes and functions: Their form and content: anecdotal record, health record, cumulative record, case study and development schedules. Staff Special qualifications for teacher at this stage - Teacher - pupil ratio -Teacher education: selection, training, supervision and guidance for primary teachers - Parent – Teacher Co-operation - Methods of securing this: meetings, home visits, interviews, festivals, exhibitions, Parents day programmes etc.,

UNIT VIII: Common ailments at the Pre-School age

Common ailments at the Pre – school age – types, symptoms, remedies and preventive measures. Adjustment problems of bedwetting, temper tantrum, anxiety, fear, aggression, crying, stealing, withdrawal- treatment methods.

Unit IX: Special Children

Need and care of children with special needs gifted, socially withdrawn, physically handicapped and mentally retarded.

UNIT X: Teacher training and parental education programmes

Staff qualification and teacher training – Special requisites, training teachers in supervision and guidance. Parental education programmes- Need, methods, parental involvement in school activities.

SUGGESTED REFERENCE BOOKS


ELECTIVE COURSE
PHYSICAL AND HEALTH EDUCATION

OBJECTIVES:

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

1. learn the importance and values of physical education and benefits of Physical Fitness.
2. learn the skills and rules of games
3. learn the various methods of teaching physical education and develop skills in organising competitions.
4. acquire the knowledge of yoga and exercise for stress management.
5. understand the nature of injuries and to take care during emergencies and provide first aid.
6. learn to distinguish ancient and modern Olympic games.
7. creation of awareness on healthy living among school children.
8. acquire the knowledge of posture defects and the ways of correcting them.
9. understand the diet modification in the treatment of under-weight and obesity.
10. acquire knowledge of communicable and life style diseases.
11. Showcase good practices of the state.

UNIT I : Introduction to Physical Education

Physical Education-Meaning: Definition- Aims and Objectives, Scope, Importance and values. Physical Fitness: Meaning, Definition, Health related Components and Benefits.

UNIT II : Track Layout, Basic Skills and Rules of few Games and Minor Games


UNIT III : Methods, Organization and Administration

UNIT IV : Yoga for Holistic Health


UNIT V : Athletic Injuries


UNIT VI : Olympic Games


UNIT VII : Health Education

Health Education: Meaning, Definition, Aims & Objectives. Methods of Imparting Health Education in Schools: Health Instruction, Health Services, Health Supervision. Safety Education: Play Field, Road, Home, School, First Aid and its importance.

UNIT VIII : Posture


UNIT IX : Food and Nutrition

UNIT X : Communicable and Life Style Diseases


SUGGESTED REFERENCE BOOKS:


Bhatt Dharmendra Prakash.(2008). Health education. New Delhi: Khel Sahitya Kendra,


Sachdeva, M. S. (2006). School organisation, administration and management. Ludhiana:


http://www.helpguide.org/mental/stress_relief_meditation_yoga_relaxation.htm

http://my.clevelandclinic.org/disorders/hypertension_high_blood_pressure/highblood_pressure_and_heart_attack.aspx

http://www.webmd.com/digestive-disorders/understanding-ulcers-basic-information

http://www.medicalnewstoday.com/info/diabetes/
ELECTIVE COURSE
LIBRARY AND INFORMATION RESOURCE MANAGEMENT

OBJECTIVES:
At the end of the course, the student – teachers will be able to
1. get familiar with the importance of library in the field of education,
2. become independent users of information by means of providing variety of Information sources which includes print, non print media (internet, CD Rom, Multimedia etc),
3. use the library and information resources in teaching and learning process effectively,
4. get familiar with the organization of library,
5. acquaint with the resources available in the library,
6. enable them to understand contemporary technologies like digital library, electronic library, virtual library and library networks,
7. understanding the user education and user needs.
8. Aware of various information services and its uses in teaching and learning process.
10. Acquaint in preparing bibliography and Indexes.
11. Understanding the library network and its uses in the state.

UNIT I : Library and Information Society

UNIT II : Information Sources

UNIT III : Information Services
UNIT IV : Organization of Information


UNIT V : Preparing Bibliography and Indexes


UNIT VI : Retrieval Techniques and Approaches


UNIT VII : Library Network


UNIT VIII : User Education

User education in academic libraries - Role of teachers in the use of library – Library Committee: Constitution and its functions.

UNIT IX : Information Literacy


UNIT X : Knowledge Management

Basics of Knowledge Management - Knowledge management tools – Knowledge Management application in teacher education - Total Quality management in libraries.
SUGGESTED REFERENCE BOOKS


ELECTIVE COURSE
SAFETY AND DISASTER MANAGEMENT EDUCATION IN SCHOOLS

OBJECTIVES:
At the end of the course, the student – teachers will be able to
1. acquire adequate knowledge about disasters and their impacts.
2. understand various types of disasters.
3. analyse the approaches to disaster risk reduction.
4. understand the students to gain knowledge on risk management process.
5. enable the teacher trainees / to compare the responsibilities of various agencies in disaster management.
6. evaluate the policy framework and plans in disaster management.
7. analyse the impact of natural disasters happened in India.
8. understand the relief measures of disaster management
9. familiarise with the technologies used in disaster management.
10. sensitise the Psychological response to Disaster management.
11. Understanding the good practices in State and latest notification of Government.

UNIT I - Introduction to Disasters

Unit II - Types of Disasters

Unit III: Approaches to Disaster Risk Reduction
Disaster Management Cycle – Prevention, Preparedness and Mitigation – Disaster preparedness plan for people and Infrastructure – Community based disaster preparedness plan – Institutional and Individual’s responsibilities during risk reduction.
Unit IV – Risk Management Process


Unit V - Role of Various Agencies in Disaster Management

- Central, State, District and Local Administration.
- Armed Forces, Police, Para Military Forces, Rescue and Fire Services and Health.
- International Agencies, Voluntary Organizations, NGOs, Community based Organizations and Charitable Trust
- Educational Institutions.

UNIT VI : Disaster Management Planning and Policy


Unit VII : Indian Case Studies on Nature Disasters


Unit VIII : Relief Measures


Unit IX : Human Behaviour and Response Management

Philosophy of coping with disasters – Psychological Response – Trauma and Stress management – Rumour and Panic Management – Medical health response to different disasters – Compensation – Role of information dissemination.

Unit X : Technologies for Disaster Management

Geographical Information System (GIS), Remote Sensing (RS), Global Positioning System (GPS), Data Mining (DM), Global Tele Communication System (GTS), Disaster Analyzer and Tracking Environment (DATE) Information Communication System (ICS) Weather Forecasting.
SUGGESTED REFERENCE BOOKS:


http://quake.usgs.gov

www.iirs.nrsar.org

www.gis.development.net
ELECTIVE COURSE
PROFESSIONAL COURSE FOR TEACHER PROFICIENCY

OBJECTIVES

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

1. Ascertain the knowledge of various concepts of Pedagogy
2. Extrapolate on various stages of developmental task
3. Acquire knowledge on various concepts in Tamil
4. Gain knowledge on various concepts in English
5. Acquaint information on Mathematics concepts prescribed by Government of Tamil Nadu
6. deduce evidence on various concepts of social science
7. Conclude on various aspects of guidance and counseling
8. Apprise on cognitive development and its aspects
9. Acquire mastery in the professional course for teacher proficiency
10. Familiarize on various types and models of question based on the syllabus

UNIT I : Child Development and Pedagogy


UNIT II : பெணு

அழகும் மகன், முழும் மகன், முடிக்கும் மகன் அதிக எண்களுள் கூட்டப்பட்டும் மாதிரியான கூட்டும் படிகைடு.

UNIT III : ENGLISH

English Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu
(From time to time)

UNIT IV : MATHEMATICS

Mathematics Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu
(From time to time)
UNIT V : SCIENCE

Science Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

UNIT VI : SOCIAL SCIENCE

Social Science Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

Note: 1. Unit I, II, and III are compulsory for all students

2. Mathematics and Science Graduate students must learn Unit IV and V.

3. Arts, Language and Literature Graduate students must learn Unit VI.

4. Post Graduate students who are willing to serve as secondary teachers shall also opt for this elective paper.

For detailed syllabus refer to the Website www.tnteu.in

SUGGESTED REFERENCE BOOKS


Aggarwal R.S. Dr. (2011). Objective arithmetic, New Delhi: S. Chand and Company Ltd.


Bathl B.S. et.al Essentials of Physical Chemistry S.Chand and Company Ltd.


Complete physics for IGCSE oxford publications Morton M. Sternhein et.al, General Physics E. Gamov et.al Physics Foundation and frontiers


David Halliday et.al - Fundamentals of Physics


Department of education (2009-2010), Hand book of Regulation and Syllabus of Degree of Bachelor of Education, Tamil Nadu teachers Education University, Chennai.


Jean B.Umland et.al General Chemistry (Second edition) west publication company.
Kalpana Rajaram, Constitutional of India and Indian Policy, 9th Edition-2012 Spectrum India Books Pvt. Ltd

Karpagam.M Environmental Economics, Sterling Publishers Private Limited


Prakash Chander, Encyclopaedia of Indian History, A.P.H. Publishing corporation


Richard T. Wright., Dorothy F. Boorse (2010). Environmental Science: Toward a sustainable future. Benjamin Cummings;


Satyaprapaksh, Atomic structure, advanced inorganic chemistry, S.Chand & Company Ltd.,


Soni Suttan chand P.L. et.al, Textbook of Inorganic Chemistry

Srinivasan C, Indian History, Orient Longmans

Subrahmanyam A.L., Indian History, Orient Longmans

Sung, Abraham (2004). New First Aid in English Grammar made simple, Malaysia, Minerva Publications Seeremban,


OPTIONAL COURSES
(GRADUATES)
OPTIONAL COURSE - I

(தொழில்நுட்பப் படிப்பு)

1. கல்வி கோட்பாடுகள் விளக்கம், மண்டலம், கல்விகதுணர் புரோத்தியம்
2. கல்வி கோட்பாடுகள் விளக்கம் புரோத்தியம்
3. விளக்கப்படுத்தல் புரோத்தியம்
4. விளக்கப்படுத்தல் கல்வி கோட்பாடுகளை வேளையாகத் தொண்டுவத்தின் புரோத்தியம்
5. கல்வி கோட்பாடு மண்டலம்
6. கல்வி கோட்பாடு விளக்கம் புரோத்தியம்
7. கல்வி கோட்பாடு விளக்கம்
8. விளக்கப்படுத்தல் மண்டலம்
9. கல்வி விளக்கப்படுத்தல்
10. விளக்கப்படுத்தல் விளக்கம்

1. விளக்கப்படுத்தல் விளக்கம், மண்டலம், கல்விகதுணர்:

   விளக்கம் – விளக்கப்படுத்தல் பண்டைய விளக்கம் – விளக்கப்படுத்தல் விளக்கம் – விளக்கப்படுத்தல் விளக்கம்
   விளக்கம் புரோத்தியம் – விளக்கம் புரோத்தியம் – விளக்கம் புரோத்தியம் – விளக்கம் புரோத்தியம்
   விளக்கம் புரோத்தியம் – விளக்கம்

   விளக்கப்படுத்தல் – விளக்கப்படுத்தல் கல்விகதுணர்

2. கோட்பாடுகள் விளக்கம்:

   கோட்பாடுகள் – கோட்பாடுகள் விளக்கம் விளக்கம் – கோட்பாடுகள் விளக்கம்
   கோட்பாடுகள் – கோட்பாடுகள் விளக்கம் – கோட்பாடுகள் விளக்கம் – விளக்கம்
   கோட்பாடுகள் – கோட்பாடுகள் விளக்கம் – விளக்கம்

3. விளக்கப்படுத்தல் விளக்கப்படுத்தல்:

   விளக்கப்படுத்தல் – விளக்கப்படுத்தல் விளக்கம் – விளக்கப்படுத்தல் விளக்கம் – விளக்கப்படுத்தல் விளக்கம் – விளக்கப்படுத்தல்
   விளக்கப்படுத்தல் – விளக்கப்படுத்தல்

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4. பிரார்த்தனை விளக்கக்கூறு, முடிவு: 

பிரார்த்தனைக் கல்வித் திட்டமிட்டு விளக்கத் தீர்மானம் - பிரார்த்தனை விளக்கக்கூறு சுருக்கம் - பிரார்த்தனைக் கல்விவகுரிய வெளிப்புக்கு பக்கங்கள் - பிரார்த்தனை கம்பிட்டகக்கூறு வெளிப்புக்கு விளக்கக்கூறு.


5. பட்டியல் விளக்கக்கூறு:

தீர்க்கையார் கால் - கதிக் பாபிலோன் நான் - தொண்டனர், சுருக்கக் கல்லுக்கு - பார்வெண்டுக்கு, புதுக் கல்லுக்கு. தீர்க்கையார் - தொண்டனாலைப்பு, தொண்டனாலைப் பத்துக்குக் கால் - பிரார்த்தனை கூட்டான். தீர்க்கையார் வட்டாட்சி - நான் காலம் (தீர்க்கும் தீர் - நான் மந்தரம் - விளக்கம் தன்மைக்கு குறிப்பிட்டு கால்.

6. தீர்க்கையார் விளக்கக்கூறு:

சிறுவரையாளின் தீர்க்கை - சிறுவரையாளின் தீர்க்கை - தொண்டனாலைப்பு மந்தரம் - தீர்க்கையார் அழக்காளின் விளக்கம் - புது, தொண்டனாலைப்பு, தொண்டனாலைப்பு, பாபிலோன் விளக்கம், பாபிலோன் விளக்கம் - பாபிலோன் விளக்கம்.

7. தீர்க்கையார் விளக்கம்:

பத்துக்குப் பொழுது - தொண்டனாலைப் பொழுது - தீர்க்கையார் வீரக்காண்டு வீரம் - தூய்மை வீரக்காண்டு வீரம் - தீர்க்கையார் அன்றியாளின் விளக்கம் - தீர்க்கையார் அன்றியாளின் விளக்கம் - தீர்க்கையார் அன்றியாளின் விளக்கம் - (பாபிலோன் பாபிலோன் விளக்கக்கூறு அமைவு.)

8. பிரார்த்தனை பாபிலோன் விளக்கக்கூறு:

பிரார்த்தனை பாபிலோன் பார்த்திக் - அல்லாஹ்வா - அல்லாஹ்வா - கல்விப்பொழுது - கல்விப்பொழுது - கல்விப்பொழுது - கல்விப்பொழுது - தீர்க்கையார் அன்றியாளின் விளக்கம் - தீர்க்கையார் அன்றியாளின் விளக்கம் - தீர்க்கையார் அன்றியாளின் விளக்கம் - தீர்க்கையார் அன்றியாளின் விளக்கம் - (பாபிலோன் பாபிலோன் விளக்கக்கூறு அமைவு.)

9. தீர்க்கையார் விளக்கம், முடிவு: 

10. வவுணவுக்கு கையலைம் வாய்ப்புகள்:

பெயர்ப்பற்றும் - வாய்ந்த கொண்டி சோதனை - கல்விக்கண்ட திருமலை - பெயர்ப்பற்றும்
காலமகாண் - வெம்பற்றுக்குரும் - குறுகை - பிறந்தகாண்ட காலமகாண்
- மிக கோட்டை திருமானத்துடன் - பெயர்ப்பற்றும் வாய்வுக்கண் - கல்விக்கண்ட திருமானம்
- பிறந்தகாண்ட காலமகாண், ப்பிப்புகாண் காலமகாண், 
 சிக்குவிய காலமகாண், சோதனையாக காலமகாண்ட பிறந்தத்துடன்

சிட்டற்ற விளக்க

1. குறியீட்டும் குறியீட்டும் தவற்குற்றை
2. பாடல்கள் குறுகை
3. பாடல்கள் சூழ்வு மூவல் பிரிவுகள்
4. பாடல்கள் சூழ்வுச் சூழ்வுகள் தவற்குற்றை
5. கிண்ணத்தும் துணையமை
6. மரபு கிண்ணம், புத்தகாம்பிகவள் பிரிவுகளின் அடுத்துவம்
7. கூட்ட சூழ்வுச் சூழ்வுகள் தவற்குற்றை
8. பிரிவுப்பாடுக் காலமகாண்டத்துக்
9. சிற்றுறுத்து சுற்றுத்து - காசுப்பி சுற்றுத்து காலமகாண்

சிற்றுறுத்து

காலமகாண். மி. பு. பிறந்தத்து (2005), குறியீட்டு புரித்தகம் வைத்தகம், விராசத்திர். டார்கு பொருட்பாட்டு.
காலமகாண். மி. (2004), குறியீட்டு பிறந்தத்து கிண்ணத் பதிகாகாயம், விராசத்திர், டார்கு பொருட்பாட்டு.

பொருட்பாடு கணவு கிண்ணகி. பம. (2008), கூற்றுப்பிப்பு புரித்தகம் கிண்ண, வம்சரியந்த, குறியீட்டு பொருட்பாடு.
பொருட்பாடு. மின்கியா பம. (2008), குறியீட்டு புரித்தகம், விராசத்திர், பொருட்பாடுப்பாடு.
பொருட்பாடு. மின்கியா பம. (2004), குறியீட்டும் குறியீட்டுப்பிப்பு புரித்தகம் காசுப்பி, விராசத்திர், 
 கவித்தப் பொருட்பாடு.

குரோளவாட்டு காலமகாண். பி (1997) பிறந்தத்து கட்சிய, விராசத்திர், டார்கு பொருட்பாட்டு.
காலமகாண் க. (2008), பதிகாயக்குருக்கு பிள்ளை, விராசத், டார்கு பொருட்பாட்டு.
சிற்றுறுத்து சுற்றுத்து (தீவியார்) (2004), பொருட்பாடு குறியீட்டுப்பிப்பு கணவு காலமகாண், விராசத்திர் - 
சிற்று பொருட்பாடு.
OPTIONAL COURSE - II

பண்பாட்டுக் குறிப்பிட்டிட்டு குறிக்கொள்வது

(சிறந்தக்கல்வி)

1. காம்பியம் குறிப்பிட்டிட்டு சிறந்தக்கல்வியை பார்க்கப்படும், இருக்கும் கல்வியை அறியும்.
2. காம்பியம் பாட்டும் பார்க்கும் கல்வியை அறியும்.
3. பார்க்கும் அமைய்குறிக்காத வகையிலை மற்றும் சிறந்தகல்வியை குறிக்கும் குறிக்கொள்வது
4. விளக்களவ், கைத்திய, விளக்கப்படும், விளக்கம் குறிக்கும் குறிக்கொள்வது
5. பொறியத்திலுள்ள கல்வியை
6. பொறியத்திலுள்ள கல்வியை வாசிப்பது சிறந்தகுறிக்கொள்வது
7. பாதுகாக்க குறிப்பிட்டிட்டு விளக்கம்
8. மின்னியக் குறிக்கொள்வது
9. குறிப்பிட்டிட்டு வாசிப்பது
10. குறிப்பிட்டிட்டு வாசிப்பது

பக்திக் கல்வியை

1. பாதுகாப்பு

இந்த கல்விக்குறிப்பிட்டிட்டு வாதனை வாதனை வாதனை வாதனை வாதனை. குறிப்பிட்டிட்டு வழக்கங்களே குறிப்பிட்டிட்டு வழக்கங்களே. இன்னும் அதிகமான

2. தமிழியக் கல்விக் குறிப்பிட்டிட்டு

தமிழியக் குறிப்பிட்டிட்டு வழக்கங்களே

3. பொறியத்திலுள்ள குறிப்பிட்டிட்டு வழக்கங்களே

4. பாராட்டியன் சிலையும் அனுமானத்திற்கான சி஦்ரமங்கலம், தெளிவுகள் குறிப்பிட்டு இடைநிலை:

குறிப்பிட்டு சிலையான புலம், நிலம்ப்பாடு, பாராட்டியன் சிலையும் - அனுமானத்திற்கான பாராட்டியன் சிலையும் தொடர்ச்சியாக தொடர்ந்துள்ளது - நிலைநாள், நிலைநாள் சிலையும் தொடர்ந்து - பாராட்டியன் சிலையும் அறிமுகம் குறிப்பிட்டு தொடர்ச்சியாக சி஦்ரமங்கலம்.

தெளிவுகள் குறிப்பிட்டு - பாராட்டியன், குறிப்பிட்டு - 1. வியப்புகள் சிலை 2. வியப்புகள் சிலை 3. வியப்புகள் சிலை 4. வியப்புகள் சிலை 5. வியப்புகள் சிலை 6. வியப்புகள் சிலை 7. வியப்புகள் சிலை - பாராட்டியன் சிலை - பாராட்டியன்.

5. பாராட்டியன், வியப்பு, தொடர்ச்சியும், சிதைவுப்பாடல் குறிப்பிட்டு:


6. புலவர்ச்சிக் கலசன் வைத்திருந்து:

செய் மூச்சுணை: - செய், குறுத்து தெய்யு, குறுத்து தெய்யு - செய் தெய்யு மரபுத்தியாகச் செய்யும்வருகின்றன செய்யும்வருகின்றன - மரபுத்தியாகச் செய்யும்வருகின்றன - மரபுத்தியாகச் செய்யும்வருகின்றன - மரபுத்தியாகச் செய்யும்வருகின்றன - மரபுத்தியாகச் செய்யும்வருகின்றன - மரபுத்தியாகச் செய்யும்வருகின்றன - மரபுத்தியாகச் செய்யும்வருகின்றன - மரபுத்தியாகச் செய்யும்வருகின்றன.

7. இராச்சியாளர்கள்:

கல்லறையில் - பாளிகை - பண்டுபணங்கள்:

இராச்சியவங்கு இராச்சிய இராச்சியம் பாலம், கார் பாலம் - கார் இராச்சியக் குழு -
இராச்சியக் குழுவை நோக்கம் - கார் பாலம் - பண்டுபணங்கள் - இராச்சியக் குழுக்கள் -
மறு கூட்டம் கூட்டம் - பண்டுபணங்கள் - இராச்சியக் குழுக்கள் -
அப்படி குழுக்கள், செயல்பாடுகள், செயல்பாடுகள்,

8. பார்க்கும் வரலாற்று:

பார்க்கும் வரலாற்று - தற்கால தொடர்பு, பார்க்கும் வரலாற்று - பார்க்கும் வரலாற்று
பார்க்கும் வரலாற்று கார்களை குறிப்பிட்டு பார்க்கும் வரலாற்று. பார்க்கும் வரலாற்று - பார்க்கும் வரலாற்று
- பார்க்கும் வரலாற்று - குறிப்பிட்டு பார்க்கும் வரலாற்று - பார்க்கும் வரலாற்று
- குறிப்பிட்டு பார்க்கும் வரலாற்று - பார்க்கும் வரலாற்று -

9. முப்புறசான்று, விழாசான்று:

முப்புறசான்று, விழாசான்று, பார்க்கும் விழாக்களில் குறிக்கும் விழாசான்று விழாசான்று
- அன்று, பெரும், அதுடன் - செய்வது விழாக்கள் - இராச்சியவங்கு இராச்சியக் குழுக்கள் -
தன் பதிவுபட்டு விழாக்கள் - இணையத்தில் பார்க்கும் விழாசான்று
- குறிப்பிட்டு கூறுவதற்கு, குறிப்பிட்டு பார்க்கும் விழாசான்று
- குறிப்பிட்டு கூறுவதற்கு, குறிப்பிட்டு கூறுவதற்கு

இராச்சியக் குழுப்பாடுகள்: - பார்க்கும், பார்க்கும் பார்க்கும், பார்க்கும், இராச்சியக் குழு -
பார்க்கும் பார்க்கும் பார்க்கும்

பார்க்கும் விழாசான்று - முப்புறசான்று - விழாசான்று - முப்புறசான்று
- விழாசான்று - விழாசான்று
- விழாசான்று - விழாசான்று
- விழாசான்று - விழாசான்று - விழாசான்று
10. பிரதான கருப்புத்தியம் ஆட்சிக் காலங்கள்:-

கருத்தர்கள் குறுக்கையல்துடி வடிவாக்குதலுக்கு முன்னேற்றத்தை எண்ணெடுத்து (பாதிக்கன்) பாதிகலை, துவாய் தாரம், துவாய் தாரம், நான்கு வகைகளுள், மூன்று பக்தங்காலத்துக் கால் - கொள்ளி பாதிகலை - விளக்குமுறை - ஜெட்செசெட்சு - ஜெட்செசெட்சு - பல வகையான - விளங்குதலாகும் - காலத்திலை.

முற்பாதும் புரோட்டம்

1. கலியப்பிருந்து பிரித் தபரிசை
2. கொழுவைதை தயாரிக்க செய்ய
3. பாதிகலை (டி) பாதிகலைகளுள் வடிவாக்குதல் வகையில் குறிப்பிட்டது
4. மூன்று வகைகள் தபரிசை
5. கொழுவைப் பல்லவம்
6. தானியப்பகுதியில் கூட்டும் கால் சுமார் தபரிசை
7. பல வகையான பாதிகலை
8. குருதுப்பாட்டு தபரிசை
9. ஆணி குருது தபரிசை

மூலிகைகளானால்

கலைநிலை (1997), நூற்றாண்டின் பண்டை குறிப்பிட்டது, நூற்றாண்டு தனியூர் பக்தங்காலம்.
கலைநிலை (1997) நூற்றாண்டு குறிப்பிட்டது, நூற்றாண்டு தனியூர் பக்தங்காலம்.
கலைநிலை (1997) நூற்றாண்டு புறக்குடும் நூற்றாண்டு தனியூர் பக்தங்காலம் - கொழுவைப் பாதிகலை.
கலைநிலை (1980), குறிப்பிட்டது பாதிகலையில் வடிவாக்கும், நூற்றாண்டு. கொழுவைப் பாதிகலை.

Mangal S.K. and Uma Mangal (2009), Essentials of Educational Technology, PHI learning private limited.

திட்டிக்கிள் கிழக்கு (1997), புறநோய்த்தாக்கும் கொழுவை, நூற்றாண்டு. குறிப்பிட்டது.
திட்டிக்கிள் கிழக்கு (1997), கொழுவைப் பாதிகலை, நூற்றாண்டு. குறிப்பிட்டது.
குருதுப்பாட்டு மற之一வு (2007) நூற்றாண்டின் குறிப்பிட்டு, நூற்றாண்டு. தனியூர் பக்தங்காலம்.
சோழனுர் சோழனுர் மறு. நல்லத் தாரம் பாதிகலை குறிப்பிட்டது.
முதுபாடு றெண் ல. அணுக்குப் பாதிகலை சுமார் நூற்றாண்டு. ஆணி பாதிகலை.
OPTIONAL COURSE - I
INNOVATIONS IN THE TEACHING OF ENGLISH
(FOR GRADUATES IN ENGLISH OR ITS EQUIVALENT)

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

1. acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.

2. understand the connections of English speech and to acquire good pronunciation and fluency of speech

3. get familiarized with the syllabi related to high School and higher Secondary classes.

4. acquire a working knowledge of the grammatical terminology and grammatical system in English

5. develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.

6. Differentiate among the consonants according to manner and place of articulation.

7. Distinguish between noun phrase and verb phrase

8. Describe the various devices of word formation in English

9. Explain the theoretical bases of teaching English grammar

10. Bring out the relative importance of teaching different study skills in the context of English Language Teaching.

UNIT I: Phonetics of English

1. Elements of English language - Phonology, morphology, lexis, grammar,

2. The different speech organs and their role.

3. The individual sounds- Vowels, Consonants, Semi vowels.

4. Pure vowels - The Cardinal Vowel Scale

5. Classification of Consonants according to Manner of articulation - Place of articulation.

6. Diphthongs - Closing Diphthongs - Centring Diphthongs
7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
10. Rhythm - Intonation - Tone group.
11. Phonetic Transcription.

UNIT II: Fluency
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed - construction - suggestion - prohibition - permission - probability - likelihood - possibility - obligation - necessity - concession.
4. Oral drills - Repetition drills - Mechanical drills - Substitution drills

UNIT III: Advanced Grammar
1. The Noun phrase - Modifier - Head word, Qualifier
2. The Verb phrase - Tense forms - Primary Auxiliaries - Modal Auxiliaries.
3. Types of Sentence - Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern - Active and Passive voice.
6. Direct and Indirect speech - Question forms - Tag questions.
7. Sentence Analysis- Transformation of sentences

UNIT IV: Lexis
1. Word formation - Affixation - Conversion - Compounding - Clipping - Port Manteau - Onomatopoeia - Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors - Devices for cohesion and coherence
UNIT V: Teaching Grammar
1. Prescriptive - Formal grammar
2. Descriptive - Functional grammar
3. Methods of teaching grammar - Deductive - inductive
4. Grammar Activities
5. Testing grammar - steps and usage

UNIT VI: Teaching Vocabulary
1. Nature of words.
2. Types of vocabulary - Active vocabulary - Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

UNIT VII: Types of courses
1. English for Global Purpose.
2. English for Specific Purpose - EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

UNIT VIII: Reference and Study Skills
1. SQR3 method of reading

UNIT IX: Composition
1. Types of composition – Controlled – Guided – Free
4. Summarizing – Abstracting – Translation – Comprehension
6. Correction of Composition exercise – correction symbols.
UNIT X: English Language Curriculum Transaction

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book
4. Professional Competencies of an English teacher - Programmes for quality improvement - Seminars, Workshops, Panel discussions, Field trips, Projects etc.,

Practical work:

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises
SUGGESTED REFERENCE BOOKS:


OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING ENGLISH
GENERAL ENGLISH
(FOR GRADUATES IN ENGLISH / OTHER SCHOOL SUBJECTS OR ITS EQUIVALENT EXCEPT TAMIL AND URDU)

OBJECTIVES:

At the end of the course, the student – teachers will be able to
1. Acquire an understanding of the status, role and the nature of English language learning in India
2. Develop an understanding of the objectives of teaching English
3. Design unit plans and lesson plans
4. Understand and execute the teaching skills
5. Acquire knowledge of the different resources to teach English
6. Acquire knowledge of the kinds of syllabus and the various methods and approaches of teaching English
7. Acquire knowledge of the methods of evaluation and statistical interpretation
8. Understand the techniques in teaching the four language skills
9. Acquire knowledge of remedial instruction
10. Comprehend the use of simple statistical method in the interpretation of data pertaining to English Language Teaching. (ELT)

UNIT I: Content

The syllabus for VI to X of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Need and Objectives of Teaching English
1. The status of English in India today - The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
5. Teaching the communication skills - Listening - Speaking - Reading - Writing
6. Teaching English as a skill rather than a knowledge subject.
7. Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue - Implications for teaching methods.
8. Planning for Instruction - Designing unit plans and lesson plans

UNIT III: Teaching Skills
1. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives.
3. Observation - Demonstration lesson - Teacher educator - guide teacher - Peer group - Feedback
4. Macro teaching
   Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader
   Teaching of Poetry - Method - Poetic forms - Poetic devices - Differences between teaching Prose and Poetry
   Teaching of Grammar - Method - Content - Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences Teaching of Composition - Oral and Written

UNIT IV: Resources in Teaching English
1. Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids - Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning - Language laboratory.
4. Computer assisted language learning - Power point presentation- identifying websites
5. Multi-media and Internet

UNIT V: Approaches and Methods of Teaching English
1. Method - Approach - Technique - Design
2. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.
3. Method - Grammar Translation Method - Bilingual method - Direct Method - Dr. West's new method - Merits and Demerits
5. Communicative approach
6. Eclectic approach
7. Recent trends in the teaching of English

UNIT VI: Tools of Evaluation
1. Difference between measurement and evaluation
2. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
3. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation - formative and summative assessment - Grading pattern.
4. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests.
5. Types of achievement tests - oral test - written test - teacher made test - standardized test.
7. Written test- Short answer type - Paragraph type - Essay type
8. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.
9. Item analysis - Item difficulty - Discriminative index.
10. Statistical interpretation of data - Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation; Graphical representation - Histogram - Frequency polygon - Cumulative frequency curve - OGIVE

UNIT VII: Listening Skill
1. Sub skills of listening - listening for perception - listening for comprehension.
2. The three phases of listening.
3. Listening material - listening to specific information, for general understanding, to deduce meaning, to infer opinion and attitude by using a tape recorder.
4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.
5. Testing Listening

UNIT VIII: Speaking Skill
1. Techniques in teaching speaking - The conversation class, the topic based discussion class - task centered fluency practice.
2. Tasks for developing speaking skill - Individual, pair and group work.
3. Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play.
4. Dramatization - Play Reading - Group Discussion.
5. Story telling - Narration - Description
6. Communication Game - Debate - Interview - Exttempore Speech.
7. Barriers for Effective Communication.
8. Testing Speaking.

UNIT IX: Reading Skill
1. Aims of teaching reading.
2. Process involved in reading - Symbol, sound, sense.
5. Criteria for selection of English reader
6. Reading for perception - Reading for comprehension
7. Testing Reading

UNIT X: Writing Skill
1. Mechanics of Writing.
2. Sub skills in writing - visual perception - syntax - organization - grammar - content purpose - relevance.
3. Writing skills - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills.

PRACTICAL WORK:
- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages, poetry and composition.
- Practice in quick black board sketches for the purpose of introducing new items. Preparation of material for role play and dramatization
Reading comprehension and note-making exercise. Preparation of different types of vocabulary exercise.
Examination of examples of controlled and guided composition tasks found in various course books
Preparation of material for teaching picture composition
Examination of poems prescribed for all three levels.
Practice in reading poems aloud.
Preparation of aids.
  i. An album of black board sketches.
  ii. An album of collected pictures
  iii. Picture set and
  iv. Composite scene
Practice in the use of CDs in English
Conducting a radio lesson
Development of VAI/CAI programme for a teaching item.
Preparation of a simple linear programme for a unit in grammar
Preparation of blue prints
Construction of test paper containing the different types of test items including objective type items.
Preparation of remedial material for one unit

SUGGESTED REFERENCE BOOKS:
Harcourt, Brace & World Inc.
(URDU - OPTIONAL PAPER - I)
OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF URDU
(FOR GRADUATES IN URDU OR ITS EQUIVALENT)

OBJECTIVES:

1. Knowing the importance of national educational policies.
2. Importance of teaching urdu and application of urdu in common ways.
3. Role of urdu in social affinity and religious unity.
5. Physical and psychological based teaching
6. To know different figure of speech
7. To know the origin and importance of urdu drama.
8. To comprehend the grammar and phonetics of urdu.
9. To know the various literary forms in urdu.
10. The role of language teachers in national policies.
11. The influence of society on urdu and their effects in development
12. To understand the importance of urdu and contributing for its immortality.

I) National Educational policy - Primary - Middle - High - Schools standard -quality education to achieve national literacy rate - Achieving educational target and objectives.

II) Urdu language part and speech structure - Grammar and their usage role of urdu in common life.
III) Learning social and cultural influence on language - role language and linguists - Role of Urdu language in education.

IV) Teaching and learning according to the principles of language popularizing urdu.

V) Origin and role of language and socio - cultural influence on language - Social changes, Emotional and occupational changes on Language and society - cultural influence on language.

VI) Detailed history of 19th and 20th century literature.

VII) Dramas - Influence on language.

VIII) Teaching urdu - evaluation and unique applicable approach.

1. Use of scientific and technical words in Urdu. Coining words from computer and software borrowed words from other languages.

2. Influence of Arabic, Sanskrit, Hindi, Persian and Western Languages on Urdu. Its effects.

3. Familiarizing urdu in soft skills.

4. Media - Public support - in developing urdu language - Electronic media (Radio, Movies, Television, News and Internet)

IX) Reviewing and publishing Grammar books - related to Schools and High Schools.

X) Knowing and learning the art of Poetry - language through Poetry.

XI) To know about Travelogue, Shortstoies, Novels, Fables, Tales and Patrol folk arts.

XII) Publishing and recommending magazines in schools - encouraging pupils for reading magazines.

XIII) Educating downtrodden, destitute and helping physically challenged person.
(<Practical Work>):

1. کلاسیفیکٹیوں کے نقصان
2. چیک ہوائی
3. کیتھرین کی انتخابات
4. فی/default کے کام
5. خصوصی جوابات کے سلسلہ
6. عوامی طور پر کیس
7. ٹکٹ کی بھری
8. پیش کردہ
9. تحریک انجینئری کی تاریخ
10. اساتذہ کے کریئٹور کو کیا پڑھا?
11. (Question Bank)
12. خواہش کے لیے پیش کیا جانے
13. فیز کی انتخابات

علی کام:

14. دوسرے میں بیل ہے دلی ریز چن مہا فیلم کا کام
15. دلی ریز چن کے کی سیکریٹری
XIV) Role of teachers in National educational policy - Women's education - Adult education - women's emancipation development of women's education social and moral effect of women's education on society.

XV) Teaching of language through computer and use of multimedia in teaching languages.

**Practical Work:**

1. Speech without topic.

2. Writing brief drama, encouraging students to participate in it.

3. Narrating (Radio information) to develop listening skill.

4. Reading composition and Comprehension.

5. Prescribing good poems.

6. Preparing teaching aids and lesson plans.


8. Understanding weakness and ignorance, offering suggestions to eliminate it.

9. Knowledge of regional language and vernacular, coining words which are used in day to day life.

10. Language practice and exercise.

11. Preparing Questions Bank
(URDU - OPTIONAL PAPER - II)
OBJECTIVES:

1. To enable the teacher trainees to acquire knowledge of mother tongue and to familiarize with the appropriate terminology.

2. To help teacher trainees acquire a working knowledge of the grammatical system in urdu.

3. To develop in the teacher trainees the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.


5. Importance of learning grammar.


7. Teaching of translations and the principles of translation.

8. Observation - Demonstration the basic principle of teaching skill.

9. Method of teaching reading to beginners and motivating reading habit.

Content - The syllabus for VI to X of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

Developing the writing skills to explain various methods of writing and to expose their difference.

Importance of references and study skills.

The sentences - Types of Sentences - Subordinate and Co-ordinate clauses and their teaching methods.

To prepare the lesson plans in innovative methods and understanding their usage. To prepare question paper to motivate students.
(Contribution of Mother Tongue in Educational System)

(Practical Experiences and Reactions)

(Teaching Objectives & Forming of Syllabus)

(Evaluation)

(Teaching Method)
To knowledge of lesson plans, to know how to prepare various lesson plans. Sources of teaching and importance of language. Speaking, reading and writing.

**Contribution of Mother tongue in Educational System:**

The role of mother tongue - The rationale for learning urdu - Aims and purpose, right ways to express thoughts, soft and elegant way of communicating - proper method of teaching - correct methods of teaching reading and writing narrating life experiences and examining the concept of philosophy. The best method of imparting education, to exploring and understanding the correct language to comprehend the social behavior, Needs and Importance of educational identifying and classifying grammatical errors from students works using grammatical terminology. To analyse the language revealing the effective atmosphere of learning, analyzing and evaluating life and language, correcting and shaping zeal of students.

**Teaching Objectives & Forming of Syllabus:**

- Bloom's taxonomy of educational objectives - Cognitive, Affective and Psychomotor domains - General and Specific Instructional objectives.

**Teaching Methods:**

Observation - Demonstration Lesson - Teacher Educator - Guide teacher - Peer group - Experimental method of teaching - Principles of child psychology and teaching psychology - Classroom situation - Strength of students and the observing capacity - Time Bound Teaching -
کتنہ کے مختلف
ابواب کی تمم کر فہرہ مکمل دی۔ اس میں کا مطلب کہ انشافی طریقہ قلم ہے۔ اور عوفی اور نظر ہے۔
طریقہ قلم کے دو انواع ہیں۔ دوڈریک بنزین کی ایک اور انسانی کی انسانی کے نواجہ کے ہیں۔ اکثریہ طریقہ قلم (Experimental method) کی جانب گا۔
طریقہ کے اہم قریبی جو کہ کرکے طریقہ ہے۔ اس کے نواجہ کے کام ہے۔
طریقہ قلم کی اہم جریان کی جانب گا۔
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طرحی طریقہ قلم کی اہم جریان ...
Dividing portions according to the lesson plan - Dalton's method of education - Teacher made aids - Flash Cards, Pictures, Charts, Models, Blackboard sketches. Computer assisted language learning - Group discussion - Group study - Power point Presentation - Identifying Websites.

1) Poetry & Prose Lessons:

Teaching of Prose and Poetry as an aspect of literary studies - Prose - Knowledge oriented - Treatment of new words structure and special references - Reading - Content to be taught - Material Demonstration - Actions or gestures - Pictures - Verbal context. Comprehension questions - Vocabulary and language work.

2) Grammar:

To enable pupils to construct correct and diomatic sentences - Grammar provides information about the language - Functional grammar - Forms of grammar - Deductive grammar. Teaching the parts of sentences - Importance of grammar and their usage - Pictures and games in the teaching of grammar - Oral drill Structures and grammatical plan - remedial work - Need for employing grammatical terminology.

3) Essay writing - objectives & Methods:

Writing, drills and exercise to develop writing habits - Progressive writing Programmes at various schools level - Mechanics of writing, its stages - General consideration while teaching writing - Characteristics of good handwriting, cause of bad handwriting, remedial measure.
(Excercise giving in Higher Secondary level)

Exercise: Give a letter in English and translate it into Urdu.

(Teaching of Translation)

The skills of teaching translation:

1. Fixed expressions.
2. Vocabulary.
4. Structure.

(Hearing)

Exercise: Write a paragraph in English and translate it into Urdu.
Exercise giving in Higher Secondary Level:

Collecting News - Distribution of Information in detailed ways - describing objects, places, festivals and events - writing simple sequences - Topic connected with the pupil's environmental and experience - paragraph writing - parrallel Paragraphs - Simple letter - kinds of letter - Picture composition, teaching of letter writing - need for systematic correction.

Teaching Skills:

Teaching of translation, its role, merits and limitations, utility of Translation, its process and usage.

Teaching Skills:


Hearing:

Understanding the various forms of literature - Learning through listening -developing listening habit - Loud Reading.
(Dialogue)

(Reading)

(Writing)
and forming brief questions - Listening to Radio programme - Purpose of observation and exercise - Paraphrasing and summarizing - specifying the theme - understanding the different kinds of advertisements and their meaning.

**Dialogue:**

The appropriate method of communication - Communication skill - Communicating without grammatical errors - using proverbs and phrases to teach initial level of conversation, debate according to grammar.

**Reading:**

Importance of reading in life - procedures of reading and gathering information - Types of reading - silent and loud reading - encouraging literary interest through reading - Motivating to read various literary books, daily, weekly and monthly magazines - reading exercises.

**Writing:**

Importance of writing - Value of writing in speech and drafting - The correct ways of using correct language - Correcting the written exercise of pupils - The level of students and homework, level of pupils and their comprehending ability in writing exercise. Keep the line straight, Follow -look - Say - Write method copy writing, transcription, dictation and composition provide opportunity for correct spelling. Vocabulary bound games - Knowing grammatical errors.
(Oral Exercise):

زبانی مشق:

会议、听话和写作是学习语言的三种主要方式。通过这样一些方式，可以全面地掌握语言。

(Lesson Planning):

تدوینی خاکر

规划课程时，首先需要确定课程的目标和内容。然后，需要设计一些活动来实现这些目标。最后，需要提供一些反馈和评估来检查课程的效果。

(Questions):

سوالات:

在课程中，学生需要回答一些问题。这些问题可以帮助他们更好地理解课程的内容。此外，这些问题也可以帮助教师了解学生的学习情况。

(Urdu-Language Teacher):

زبانی آرورا معلم:

在教学过程中，教师需要使用一些特定的语言。这些语言应该是清晰的、准确的，并且是适合学生的。

شکاری، اصول و ضوابط کی پانچی یا یوں ہیں کہ کسی بھی مکاتب، مدارس یا غیر بائضاء مکاتب کا شرط ہے کہ تعلیمی ملازمین نے ملایمین کی اپنی ملازمت، مسائل کی اپنی تعلیمی و خدمت او آداب کی ملازمت کا استعمال کیا جثیت کے لئے اپنا مدرس ہو سکتا ہے۔
Oral Exercise:

Loud reading - correcting the faulty pronunciations - Importance of memorization - Proper utterances of sentences Literary research, Drama and Oral Exercise.

Lesson Planning:

Lesson plans for various level Prose, Poetry, Non-detailed and Grammar. The Teacher should know the level, class and standard of his pupils. It helps in giving quality based education. It makes the class interesting. Proper lesson plan, chart, pictures, blackboard duster and chalk are important teaching aids.

Question:

Importance of question, Need of questioning - Procedures to frame questions - Kinds of questions - Question related to domestic life, educational background and examination point of view.

Urdu language Teacher:

Every Urdu Language teacher must possess these qualities in him/her:- excellent character and good conducts, pleasing personality, a very good common sense and presence of mind, service minded and Loyal to his/her duties, simple by nature and good academician. He / She qualified and trained teacher craving and yearning for knowledge.
(Rules and Regulations in development of educational system)

(Preparation of Syllabus & Teaching Books)

(Use of Educational Aid in Language Teaching)
Rules and Regulations in development of educational system:

Reading and prescribing good and standard books - Relevance of good books - extending help to needy and destitute - uniting people and giving the common platform - Helping to get decent and proper livelihood - motivating and popularizing urdu language and urdu books. Respecting human values.

Preparation of syllabus & Teaching books:

Role of Lesson plan for present condition - Syllabus and students status - Students psychology and emotional behavior - Importance and relevance of scientific outlook in syllabus - Making use of school library - Seeking help from virtual libraries.

Use of Educational Aid in Language Teaching:

Audio and Visual aids, chalkboard, Flannel Boards, Bulletin Boards, Plastigraph, Magnetic boards, meaning and their utilities, Pictures, Picture Cutouts, Poster, Charts, Comic, Cartoons, models Diorama and their uses. Activity Aids, their meaning types - Demonstration, meaning and significance - Dramatization, dramatized experience - Utility of projectors in classroom - motion picture and Television video cassettes, Application to teaching language.
(Examinations & Evaluation):

اضمانتات اورچچن:

اضمانتات کی ضرورت اورچچن کی ابتدا۔ اضمنantes کے اقسام، جو جنہوں ان اورچچن میں
اضمانتات کی معاونت، اضمنantes کا نظام، اصول اور عمل میں سوالات کی بنیاد۔ معاونت سوالات کی انتساب اور
اس کے لئے نشویش و مہارت کی ضرورت اضمنantes کی وجبہ بندی۔ سوالات کی انتساب اور تیزی کا اخلاق
جذبہ سے کہا جاسکتا ہے۔ جانشینی ملازمت، جو گنگ معاونت اورکھنے کے سامانہ سوان حیران دکھنے کے سوپر
بیان، ممتن عیسائیت و مزید کا جانے کے کام پری۔

معاون کے مہارت اورچچن کی افادہت:

(Co-curricular activities & its importance)

ہدایت و معاونت: کھلا کیدا اور ہامب، گھروں کے اپنے، سیرے میں، مشاور، اورکھنے، کھنے، ہندو اور
اورکھنے کی اپنی مہارت اورچچن سے ظاہر ہو سکتی ہے اورکھنے کی ہدایت۔ اورکھنے کی اہمیت

(PRACTICAL WORK):

ویک ہیں:

1. کتاب کے ساتھ دیکھ
2. درس کے لئے اورکھنے
3. جملہ کی تعلیم
4. درس کی اشاعت
5. سوالات کی اورکھنے
6. اورکھنے کے سامیل
7. معاون کے اقسام کے معاونت

متعلقہ معلومات کےے معاونت کی ذرائع۔
Examinations & Evaluation:

Meaning of corrective evaluation and its application to urdu teaching. Purpose of evaluation, its techniques and tools. Essentials of an effective evaluation Programmes - Aims of Evaluation. Identification of Objectives, their behavioral specification; learning experiences, assessment tools available, objective based test material; their pre-requisites; Forms of questions, detailed explanation. Blueprint how it helps in test-construction, objective - based tests and linguistic skills, unit test, its importance, planning and execution unit test and continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - in assessing language skills.

Co-curricular activities & its importance:

Conducting debate, literary and quiz competitions, participating in sports and encouraging sportsmanship among pupils - Taking students to educational tours, Cultural meeting, Seminars and literary plays.

Practical Work:

- Conducting seminars.
- Dramatization.
- Formation of sentences.
- Lesson plan based teaching.
- Using radio to develop listening habit.
- Understanding various types of compositions - choosing appropriate title to composition.
- Preparing a booklet and its uses.
کتابیات:

1- اسمبلی اردو (کتابی)
2- قلم فارسی
3- قلم اردو
4- مولوی ربی کتکی (اردو انسان)
5- کتب کرحوا مکی
6- وطن سلامت
7- مولوی مصطفی جلالی
8- یونس خان
9- میرزا ابراهیم فرخزاد
10- میرزا ابراهیم خان

Reference Books:

1- اسکریپت اردو
2- قلم اردو
3- قلم فارسی
4- مولوی مصطفی جلالی
5- کتب کرحوا مکی
6- وطن سلامت
7- مولوی مصطفی جلالی
8- یونس خان
9- میرزا ابراهیم فرخزاد
10- میرزا ابراهیم خان

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Eliminating common defects in pronunciation and style.

Preparing Question Bank.

Imparting the proper role.

Motivating language and taking educational tours.

Proverb according to region phrases and useful references from various sources.

Reference Books:

1. Teaching of Urdu                          Saleem Farani
2. Method of Teaching Urdu                  Fakarul Hasan
3. Teaching of Language                    Moulvi Abdul Hai
4. How to Teach?                           Dr. Salamathullah
5. How to teach Urdu?                      Moulvi Saleem Abdullah
6. How to write Urdu?                      Rasheed Hasan Khan
7. Poetry and Teaching of Poetry           Akthar Ansari
8. Urdu Sources                           Rasheed Hassan Khan

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OBJECTIVES:

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

1. Expertise on various teaching skills
2. Evolution and development in the field of mathematics
3. Comprehend individual differences in students
4. Understand the nature and development of mathematics
5. Understand the aims and objectives of teaching mathematics
6. Know the importance of teaching mathematics in relation to other subjects.
7. Formulate the general instructional objectives and specific learning outcomes
8. Acquire competence in teaching mathematics and structuring lesson plans
9. Apply methods of teaching of mathematics
10. Understand the various psychological aspects involved in teaching mathematics

UNIT I: Content

The syllabus for VI to X of Mathematics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Characteristics and Development of Mathematics and Mathematics Teacher

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines - Characteristics of a good mathematics teacher.

Contribution of eminent mathematicians to the development of mathematics - Aryabhatta, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss.
UNIT III: Aims and Objectives of Teaching Mathematics

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural - Instructional Objectives - General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains based on Bloom's Taxonomy of Educational Objectives.

UNIT IV: Teaching Skills

Micro teaching - origin, need, procedure, cycle of operation and uses - skill emphasis - explaining, questioning - Probing and Fluency in questioning, using black board, reinforcement, stimulus variation, introduction, Closure - Link Lesson.

UNIT V: Lesson planning and its uses

Macro teaching – Lesson plan, Unit plan & Year plan – Herbartian steps - Format of a typical lesson plan – G.I.O’s & S.I.O’s, teaching aids – motivation, presentation, application, recapitulation and assignment.

UNIT VI: Psychological Theories and factors influencing the Learning of Mathematics

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner - appropriateness of these types in learning mathematics. Psychological aspects - interest, attention - Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude - Divergent thinking in Mathematics - Creative thinking in Mathematics.

UNIT VII: Identification of Individual differences

Individual differences in mathematics - Causes for slow learning in mathematics and remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

UNIT VIII: Methods and Teaching Aids

Importance of teaching aids - projected and non-projected aids - improvised aids: Paper folding and paper cutting etc., criteria for selection of appropriate teaching aids - use of mass media in teaching mathematics - Field trip as a teaching technique, characteristics of a good mathematics textbook.

UNIT IX: Evaluation and Analysis of test scores

Different types of tests in Mathematics, achievement, diagnostic, prognostic - criterion and norm referenced evaluation - construction of achievement test - continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Statistical measures - mean, median, mode, range, average deviation, quartile deviation, standard deviation - rank correlation - Graphical representation of data - Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve and Ogive curve.

UNIT X: Analysis of Textbooks

Analysis of content available in Mathematics textbooks of IX to XII standards prescribed by Government of Tamil Nadu.

PRACTICALS

- Collection of Biographies of different mathematicians and history of symbols.
- Project on mathematics and its relationship with other disciplines
- Preparation of lesson plan, unit plan and year plan.
- Practice of skills in micro teaching
- Preparation of Improvised teaching aids
- Preparation of over head transparencies
- Test construction – Achievement and Diagnosis
- Critical analysis of content course of standard IX to XII syllabus.

SUGGESTED REFERENCE BOOKS:


OBJECTIVES:

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

1. understand the nature of science and the aims and objectives of teaching of Physical Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Physical Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory.
   understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content

The syllabus for VI to X of Physicals Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature of Science and Aims and Objectives of Teaching Physical Science

Science as a product and a process: a body of knowledge - a way of investigation-a way of thinking-Inter disciplinary approach- Implications. Aims and Objectives - Bloom’s Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) - General and Specific Objectives of teaching Physical Sciences- writing Instructional Objectives - writing the objectives in terms of learning outcomes - Aims and Objectives of teaching Physical Science at Primary, Secondary and Higher Secondary levels.
UNIT III: Micro Teaching

Microteaching -microteaching cycle-Relevant skills in Micro teaching- Skill of Reinforcement, Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of probing questioning, Skill of demonstration, Skill of using Blackboard, Skill of Achieving Closure- Need for link lessons in Microteaching.

UNIT IV: Lesson Planning and Unit Planning.

Lesson Planning-Essential features of Lesson Planning -Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans- Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan- Distinguishing Lesson Plan and unit Plan- Basic concepts in planning ABL method lesson.

UNIT V: Methods of Teaching Physical Science


UNIT VI: Science Text Book

Qualities of a good Science textbook-use of textbooks in teaching physical science - Evaluation of Science textbooks: Thunder's score card, Vogel’s check list- Critical analysis of the existing Tamil Nadu Science Text Book at the secondary level.

UNIT VII: Educational Technology


UNIT VIII: Evaluating outcomes of science teaching

Measurement and Evaluation-Qualities of a good test- Principles and steps in construction of an achievement test- Blue Print and Question Paper-Item analysis - Construction of multiple choice questions - Diagnostic test - Remedial teaching in physical science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

UNIT IX: Science Laboratory


UNIT X: Science Teacher

Academic and Professional qualification-competencies of a science teacher: Professional competencies, soft skills, technological skills -In-service training: need and importance - type of in-service programmes offered - Membership of professional organisations – Publications in science education journals.

PRACTICAL WORK
1. Construction and use of achievement test, analysis and interpretation of test scores.
3. Practising 5 micro lessons with 5 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.
7. Presenting a demonstration to the peers.
8. Creation of a PowerPoint presentation and presenting the materials.
9. Preparation of a programme of 20 linear frames on any topic in Physics or Chemistry.
11. 3 website reports relating to physical science.
12. Practice of minimum of 5 experiments in school syllabus.
SUGGESTED REFERENCE BOOKS:

Passi, B.K., Becoming a Better Teacher, Micro Teaching Approach.
Sonika Rajan (2012), Methodology of Teaching Science, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson Education in South Asia - Opetional 1 (Page 204)
OPTIONAL COURSE - I
CONTENT AND METHODS OF TEACHING BIOLOGICAL SCIENCE
(FOR GRADUATES IN BOTONY / ZOOLOGY / ITS EQUIVALENT)

OBJECTIVES:
At the end of the course, the student – teachers will be able to
1. understand the nature of science and the aims and objectives of teaching of Biological Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Biological Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory.
   understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content
   The syllabus for VI to X of Biological Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Aims and Objectives of Teaching Biological Science
   Biology in the School Curriculum-Its claims for inclusion-Interdisciplinary approaches in the School Curriculum-Various branches related to Life Science-Aims and Objectives -Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)-Aims of Teaching Biology at different levels -Primary, Secondary and Higher Secondary.

UNIT III: Lesson Planning and Unit Planning
   Lesson Planning-Essential features of Lesson Planning-Steps in Lesson Planning - Preparing Lesson Plan -Unit Plan - Steps in Unit Planning - Characteristics of Good Unit Plan- Distinguishing Lesson Plan and Unit Plan-Basic concept in Planning ABL Method Lesson.
UNIT IV : Micro Teaching

Micro Teaching - Definition - Micro Teaching Cycle-Types of Skills -Skill of Introduction-Skill of Explaining-Skill of Questioning-Skill of Demonstration -Skill of Reinforcement-Skill of Achieving Closure-Skill of Stimulus Variation - Link Lesson-Need for Link Lesson in Micro Teaching.

UNIT V : Methods of Teaching Biological Science


UNIT VI : Biology Laboratory

(i) Biological Science Laboratory-Structure and Design-Organization and Maintenance-Laboratory Indent -Maintenance of Various Register - Accidents and First Aid -Safety -Advantages of Laboratory.


UNIT VII: Curriculum in Biology and Science Text Book


UNIT VIII : Educational Technology

UNIT IX : Science Teacher


UNIT X : Measurement and Evaluation


PRACTICALS

2. Practice of a Minimum of 5 Skills under Microteaching (Proper Records to be maintained)
3. Preparation of Laboratory Instruction Cards.
4. Planning and Conducting any Four Practical Classes in Biology and Maintaining Record of Practical Work.
5. Preparation of Unit Test for a Unit in Biology.
7. Collecting and Preserving Biological Specimens.

SUGGESTED REFERENCE BOOKS


OBJECTIVES

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

1. acquire knowledge of the nature, scope, structure and concepts of history.
2. Understand the dimensions, classification, geographical foundation of history and its relation with other social science- subjects.
3. Realise and appreciate values of teaching history.
4. Develop effective teaching skills.
5. Perceive effective competency in the preparation of lesson and unit plan.
6. Practise the different teaching - learning strategies.
7. Understand the principles of curriculum construction.
8. Get familiarized with the various learning resources for professional effectiveness.
9. Understand the various methods of evaluating the classroom teaching.
10. Acquire knowledge about Teacher dominated methods

UNIT I: Content

The syllabus for VI to X of History text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature and Development of History - Dimensions and its Relationship with other subject

1. Defining History – Nature of History objectivity and scientific study of History – kinds of history
2. Logical sequence – structure and scope
3. Different conceptions of history – Biographical Evolutionary – Theistic – Cyclic Modern concepts
UNIT III: Aims and Values of Teaching History

1. General Aims and objectives of teaching history
2. Specific aims of teaching history at elementary High and Higher secondary stage
3. Values of teaching history

UNIT IV: Micro teaching

1. Micro- teaching – concepts, principles and phases of Micro – teaching
2. Developing the skill of introducing a lesson Explaining, probing Questioning, Stimulus variation, Reinforcement, Achieving closure, use of Teaching Aids and Black Board.
3. Link Lesson – Need and its importance

UNIT V: Objective based Instruction

1. Instructional objectives – Bloom’s taxonomy of objectives in specific behavioral terms – cognitive, Affective and Psycho – motor domain
2. Lesson plan – Need, Principles – steps
3. Concept Mapping – Map reading skill
4. Year plan, unit plan
5. Critical analysis of State Board syllabus for IX and X standard.

UNIT VI: Methods and Approaches in Teaching History

1. Teacher dominated Methods – Motivation in the class room context, Teaching for creativity – Lecture, story telling – Team Teaching Supervised study – Review and drill – source method
2. Group directed Instructional Inputs – Socialised recitation – debate, symposium Brain storming, seminar, workshop, Dramatisation
3. Learner Dominated methods – Heuristic, problem solving method, project method, field work
4. Dalton plan, Inductive, deductive

UNIT VII: Resources and Educational Technology
1. Projected and Non projected Aids
2. Utilisation of community resources Importance of Museum, Archives, Library Encyclopedias, Reference books, Historical fictions Mass Media- history Text Book
3. History classroom – Furniture, Equipment Improvising Learning environment
4. History club and its activities
5. History Teacher – Essential qualities – professional growth

UNIT VIII: Recent Trends and Research
2. Identifying learners' capacities – Enrichment programme for gifted – remedial programme for slow learners – Action Research
3. Teaching chronology, contemporary Affairs controversial issues – Developing National integration and international understanding

UNIT IX: Organisation of History Curriculum
1. Content, principles of selection - Individual social, National and Global needs
2. Methods of organization – Logical and psychological (Stages of development) chronological, periodical concentric and spiral, Regressive and progressive Methods.

UNIT X : Evaluation and Statistics
2. Collection and arrangement of test scores

4. Graphs – Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive, Percentile Ranks, Normal probability curve, kurtosis, skewness

PRACTICALS:

1. Visiting the identified local historical places and narrative reports
2. A creative write up for developing National Integration
3. Reporting of current events / Scrap Book
4. Preparing 10 slides in power point
5. Identification and cataloguing of three web – sites related to the State Board History curriculum
6. Preparing maps, charts, pictures, models etc
7. Writing historical stories/ Dramatization
8. Quiz programmes
9. Collection of historical quotations
10. Discussion and debates
11. Construction of Achievement Test
12. Practising 5 micro lessons with 5 different skills.

SUGGESTED REFERENCE BOOKS:


Bloom, Benjamin, taxonomy of educational objectives, cognitive Domain longman Green 1974
Chaudhary, L.P. The Effective teaching of History of India NCERT 1975 New Delhi.
Ghate, V.D: Teaching of History, Oxford University press, 1951


Text Book for Social Science IX and X std. Tamil Nadu Text Book Society.


OPTIONAL COURSE - I
CONTENT AND METHODS OF TEACHING GEOGRAPHY
(FOR GRADUATES IN GEOGRAPHY OR ITS EQUIVALENT)

OBJECTIVES:

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

1. gain the knowledge of nature and scope of geography
2. understand the importance and need of geographic literacy.
3. understand the instructional process in classroom teaching of geography.
4. apply the instructional objectives and specification in lesson plan writing.
5. develop the technique of lesson plan writing and apply the same in the classroom teaching process.
6. understand the utility value of micro teaching and teaching skills to be applied, suitable to the topic of the lesson.
7. develop the knowledge of different methods of geography teaching and learn the techniques of modern methods of geography teaching.
8. develop and apply the technique of multimedia in teaching of geography.
9. understand the comprehensive skills of classroom management, through proper classroom interaction approach.
10. develop the skill of constructing an achievement test and analyze the marks by applying suitable statistics methods.

UNIT I: Content

The syllabus for VI to X of Geography text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT – II : Nature and Scope of Geography

Meaning, Definition – Characteristics of geography – Scope of geography - Various branches of geography - correlation of geography with other school subjects.

Application of geography in understanding people and regions – geographic problems facing India at present – Geography as a tool to develop national integration and international understanding.
UNIT – III: Geography Literacy and Values of Teaching Geography

Geography Literacy: Need and Importance – Geographic Skills – Essential elements and standards of Geography - Goals, aims, objectives of studying geography at primary, secondary and higher secondary level – Values of teaching geography.

Creative teaching of geography – meaning, need for creative teaching of geography – classroom procedures for training to think in geography class.

UNIT – IV : Instructional Objectives and Instructional process in Geography Teaching

Classification of instructional objectives in geography - Instructional objectives and specifications of geography with special reference to cognitive, affective and psychomotor domain of Blooms Taxonomy.

Phases of teaching process in Geography - Pre-active stage – Interactive stage – Post active stage - Levels of Teaching - Teaching, learning at the memory level, teaching - learning at the understanding level – teaching - learning at the reflective level.

UNIT V : Lesson Plan Writing for Geography Teaching

Lesson plan – meaning - Importance of lesson planning - steps in a lesson plan - Herbartian steps – Planning the lesson – planning of a unit – format of a unit plan – weekly plan – year plan.

UNIT – VI : Micro Teaching

Micro teaching: Meaning, Definitions, Characteristics – Advantages and limitations – Micro teaching cycle - Skill of introducing the lesson, skill of reinforcement, skill of stimulus variation, skill of questioning, skill of closure, link lesson.

UNIT – VII : Methods of Teaching Geography


ii) Modern Methods of Teaching: Inductive and Deductive method

iii) Regional Method and Comparative Method of teaching geography.
Unit VIII: Instructional Media and Multimedia in Geography

Instructional media in geography teaching - Relia and diorama, models, charts, graphs, maps and globes - Edusat – Efforts of U.G.C.’s consortium for educational communication - Satellite instructional Television programme.


Unit IX: Classroom Management

Flander's interaction analysis: Classroom interaction and evaluation of teacher behavior and its implications in learning geography.


UNIT X: Evaluation and Statistics


Achievement test – Principles of test construction – Types of Test - Prognostic Test and Diagnostic Test – Blue print construction – qualities of a good test, Item analysis - Item difficulty, item discrimination – criterion and norm referenced test – continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.


PRACTICAL EXERCISES:

1. Analyzing the geographical literacy of the school students by gathering data and interview, conducting a small study with a Sample size of 50 to 100 students in each school.
2. Construction and administration of an achievement test in geography.
4. Preparation of $20 + 20 = 40$ lesson plan record work. (Optional I and Optional II )
5. Prepare a Unit plan for a topic.
6. Preparation of record with five micro teaching lessons.
7. Preparation of statistical record.

8. Identifying geographical problems of students’ locality – and submission of reports (sample size 50 students).

9. Preparation of album on different geographers.

10. Identifying the geographical problem of a place and finding out the steps to be applied in solving it.

SUGGESTED REFERENCE BOOKS:


Thralls, Z.A. The Teaching of Geography, New Delhi, Eurasia Publishing House, Pvt, Ltd.

WEB SITES:


Geo Teacher – Geography Education @ National Geography.com

Geo Resource Center – Geography Education
OPTIONAL COURSES
(POST GRADUATES)
OPTIONAL COURSE - I

துறை கணிப்தின் பொறியாளர்

(புதுக்கோட்டைப் பள்ளியில்)

சிற்றக்கணக்கள்:

1. முழு விளக்கப்பட்டியல் விளக்கம், மதாக்கி, துறைக் கலந்த புதிது அதிகாரங்கள்
2. கலந்திகள் விளக்கப்பட்டியல் விளக்கம் புதிது அதிகாரங்கள்
3. விளக்கப்பட்டியல் கலந்திகள் புதிது அதிகாரங்கள்
4. விளக்கப்பட்டியல் கலந்திகள் முன்னேற்ற அதிகாரங்கள் விளக்கப்பட்டியல் புதிது அதிகாரங்கள்
5. (முழு விளக்கப்பட்டியல் மதாக்கி)
6. சூறையாளர் கலந்திகள் புதிது அதிகாரங்கள்
7. சூறையாளர் அதிகார கலந்திகள்
8. விளக்கப்பட்டியல் பொது கலந்திகள் புதிது அதிகாரங்கள்
9. முழு விளக்கப்பட்டியல், மதாக்கி புதிது அதிகாரங்கள்
10. முழுப்பரிய கலந்திகள் விளக்கப்பட்டியல்.

சிற்றக்கண்கள்:

1. முழு விளக்கப்பட்டியல் விளக்கம், மதாக்கி, துறைக் கலந்திகள்:

   விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம்.

   பொது விளக்கம் - முழு விளக்கப்பட்டியல் கலந்திகள்.

2. கலந்திகள் விளக்கப்பட்டியல் விளக்கம்:


   பொது விளக்கம் - கலந்திகள் விளக்கப்பட்டியல் விளக்கம்

3. விளக்கப்பட்டியல் விளக்கப்பட்டியல்:

   விளக்கப்பட்டியல் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம் - விளக்கப்பட்டியல் விளக்கம்.
4. பொருளிக்குரிய நிறுவனங்கள், முழுமுறை வலுவாக்கங்கள்:

 பொருளிக் கல்விப் பள்ளிகள் தருமதிப்புப் பள்ளிகள் பொருளிழைத் துறையில் - பொருளியல் தருமைக்குரிய அறிவியல்பள்ளிகள் பல்கலைக்கழகம் - பொருளியல் கல்விக்குரிய முறையில் விளைந்து விளைந்து. 


5. புதுமையும் நாசத்தக் காதல்:

 புதுமையும் அகத் - குட்டி மார்பையும் நாகாண் - நெம்பவாசார், சில விளக்கங்கள் கிளையாள் - 
    புதுமையும் முறையும், புதுமையும் நேரான முறையும் - புதுமையும் சில விளக்கங்கள், சில விளக்கங்கள், சில விளக்கங்கள், சில விளக்கங்கள், சில விளக்கங்கள் - புதுமையும் நாசத்தாக்கிய காதல். 

6. புள்ளிக்குரிய குறுந்துப்புற காரணங்கள்:

 புள்ளிக்குரிய நோய்கள் - தோன்றும் குறுந்துப்புற நோய்கள் - குறுந்துப்புற நோய்கள் - புள்ளிக்குரிய நோய்கள் - புள்ளிக்குரிய நோய்கள், புள்ளிக்குரிய நோய்கள், புள்ளிக்குரிய நோய்கள், புள்ளிக்குரிய நோய்கள் - புள்ளிக்குரிய நோய்கள், புள்ளிக்குரிய நோய்கள், புள்ளிக்குரிய நோய்கள், புள்ளிக்குரிய நோய்கள் - (புள்ளிக்குரிய நோய்கள், புள்ளிக்குரிய நோய்கள்)

7. குறுந்துப்புற அரசு:

10. வட்டமானத் துணைக் கொள்ளும் பயிற்சிக்கள்:

பல்லவர்கள் - ஏராளம் வளம் செய்ய - குறுக்கக்கல் செய்தல் - பல்லவர்கள் குறுக்கக்கல் - விவசாயிக்குழால் - குடை - மணிகள் - பிரித்தலுக்குடன் - குடைகள் பல்வேறு - இல்லை குறுக்கக்கல் - பல்லவர்கள் மனைக்கல் - குடைப்பால் செய்தல், விலங்குகள் செய்தல், புரேஷ் வளம் செய்ய, பொழுது, பொழுது வளம், புரேஷ் செய்தல் - காட்சி, காட்சி, விலங்குகள் குடைகள் பற்றியவை, காட்சிகளாக காட்சிப்பிட்டும் பிரித்தல்.

முன்னணி விளக்க
1. கீழேளிக்கு குறுக்கக்கல் பயிற்சிக்கள்
2. படையுடை சரியம்
3. படையுடை குடை விளக்கம் பற்றியம்
4. பதிலோரிக் எகிப்பின் பயிற்சிக்கள்
5. திற்கும் குடைய பருந்தை
6. பதிலோரிக், புதுமையினர்கள் விளக்கம் ஆட்சிக்
7. காட்சி விளக்கத்திற்கு பற்றிய பயிற்சிக்கள்
8. விளக்கத்தின் காட்சிப்பிட்டும்
9. கீழேளிக் சுருக்கங்களும் - குடைய விளக்க காட்சி பயிற்சிக்கள்

முன்னணி விளக்கங்கள்

காலப்பிள்ளை. பி. சு. (2005), குறுக்கக்கல் குறுக்கக்கல் புரேஷ், விளக்கங்கள். தான் பொழுதுபொழுது. 
காலப்பிள்ளை. பி. (2004), குறுக்கக்கல் குறுக்கக்கல் ஆட்சிக்கள், விளக்கங்கள். தான் பொழுதுபொழுது. 


புதுமையினர் கேள்வி. என். (2008), புதுமையினர் குறுக்கக்கல் சுருக்க, விளக்கங்கள், குறுக்கக்கல் விளக்கம். 

புதுமையினர். பொழுதுபொழுது தி. (2008), குறுக்கக்கல் குறுக்கக்கல், விளக்கங்கள், பொழுதுபொழுது. 

புதுமையினர். பொழுதுபொழுது பி. (2004), பொழுதுபொழுது குறுக்கக்கல் பொழுது ஆட்சிக்கள் புரேஷ், விளக்கங்கள், காட்சி பற்றியம். 


காலப்பிள்ளை. ச. (2008), காட்சிகளின் காட்சி, விளக்கங்கள், தான் பொழுதுபொழுது. 

கித்தார்பாவு குறுக்கக்கல் (2004), ஆட்சிக்க குறுக்கக்கல் குறுக்க காட்சிகள், விளக்கங்கள் - காட்சி பற்றியம்.
OPTIONAL COURSE - II

பாண்டி பாழுறு களீடுகள்

(புனவன் பாலன்)

1. கால்பெருமை களிக்கைகள் திருநிலைக் கோட்டையில் பொருட்களை வணிகக் கோட்டைகளில் அமைக்கப்பட்டும்.
2. கால்பெருமைக் கழகம் பயிற்சி நுழைவு கட்டுப்பாடு அமைக்கப்பட்டும்.
3. பெருமைக் கழகத்தின் ஆலவியல் துறவுகள் மற்றும் துறவுகளின் கருத்துகள் திறக்கப்பட்டும்.
4. பி.பி., தாருமல், துவளிப்பல், துவளிப்பல் கருத்தின் திறக்கப்பட்டும் விளக்கம்.
5. பெருமைச் செயல்கள் விளக்கம்.
6. பெருமைச் சுருக்க கற்றிருப்பது துவளிப் துவளிக் கோட்டையில் மாற்றும்.
7. பெருமைக் கழகம் அமைப்பு விளக்கம்.
8. பெருமைச் செயல்கள் துவளிக்கோட்டை மாற்றும்.
9. துவளிக்கோட்டை விளக்கம் துவளிக்கோட்டை மாற்றும்.
10. கருத்துகள் துவளிக்கோட்டை மாற்றும்.

பாண்டி பாழுறு

1. பாண்டி பாழுறு

பெருமைக் கழகத்தின் புறம் முதல் பெருமைக் கழகத்தின் பின்னர் இடம் புறம் பாண்டி பாழுறு. பெருமைக் கழகத்தின் பின்னர் பெருமைச் செயல்களை தொடர்புச்செய்யும் பாண்டி பாழுறு.

2. பெருமைச் செயல்கள் கட்டுமானம் கிரிப்:

பெருமைச் செயல்கள் கட்டுமானம் திருநிலைக் கோட்டையில் பொருட்களை வணிகக் கோட்டைகளில் கைவைக்கப் பட்டும். கைவைக்கப் பட்டும் பெருமைச் செயல்களை நிறைவேற்றும் கட்டுமானம் அதிகாரத்துத் திறந்துபடுத்தும் கோட்டைகளும் கைவைக்கப் பட்டும் கைவைக்கப் பட்டும் பெருமைச் செயல்களை நிறைவேற்றும்.

3. பிற பாண்டி பாழுறு கோட்டைகள், துவளிக் கோட்டைகள்:

பிற பாண்டி பாழுறு கோட்டைகளும் பெருமைக் கோட்டைகளும் துவளிக் கோட்டைகளும்:

1. பிற பாண்டி பாழுறு 2. பெருமைக் கோட்டை
3. துவளிக் கோட்டை 4. துவளிக் கோட்டை 5. பெருமை 6. பாண்டி பாழுறு 7. துவளிக் கோட்டை
8. பெருமை - பாண்டி, துவளிக் கோட்டை.
4. பட்டு குறிப்பிட்டு தெளிவாக அவற்றின் விளக்கத்துடன் சீரானவை:

குறிப்பிட்டு ஒருகுறிப்பிட்டு புதுவா, குறுக்கூட்டு, பட்டு குறிப்பிட்டு தெளிவாக அவற்றின் விளக்கத்துடன் சீரானவை:

5. சிறு சிறு விளக்கத்துடன் சீரானவை:

சிறு சிறு விளக்கத்துடன் சீரானவை:

6. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

7. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

8. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

9. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

10. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

11. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

12. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

13. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

14. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

15. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

16. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

17. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

18. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

19. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

20. புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:

புரோட்டு புரோட்டு விளக்கத்துடன் சீரானவை:
7. வெளிப்படுத்தல்

வெளிப்படுத்தலில் - பல்வேறு - புதியப்படுத்தல்:

வெளிப்படுத்தலில் கணத்துணைப்பாடு பெண், கொத்தை கொத்தை - கொத்தை கணத்துணைப்பாடு - வெளிப்படுத்தலில் நோக்கு - வெளிப்படுத்தலில் நோக்கு - பல்வேறு நோக்கு - பல்வேறு நோக்கு - வெளிப்படுத்தலில் நோக்கு - வெளிப்படுத்தலில் நோக்கு - வெளிப்படுத்தலில் நோக்கு - வெளிப்படுத்தலில் நோக்கு - வெளிப்படுத்தலில் நோக்கு - வெளிப்படுத்தலில் நோக்கு.  

8. பார்வைப்படுத்தல்:

பார்வைப்படுத்தல்: கல்லறை - கல்லறை வல்லியல், ஓலி ஓலி கல்லறை - சுவாமி வேராநாயகியின் பார்வைப்படுத்தல், பாடல்கள் - பாடல்களில் வெளிப்படுத்தல் - பாடல்களில் வெளிப்படுத்தல் - பாடல்களில் வெளிப்படுத்தல் - பாடல்களில் வெளிப்படுத்தல் - பாடல்களில் வெளிப்படுத்தல் - பாடல்களில் வெளிப்படுத்தல் - பாடல்களில் வெளிப்படுத்தல் - பாடல்களில் வெளிப்படுத்தல் - பாடல்களில் வெளிப்படுத்தல் - பாடல்களில் வெளிப்படுத்தல். 

9. முனைப்படுத்தல், லீலாகாப்பு:


10. பதிப்பிக் குறிப்பிட்டியின் நூற்றாண்டுகள்:

குற்றுக்காட்சியில் பொருள் சம்பாதியுள்ளது - பதிப்பிக் குறிப்பிட்டியின் (பாலியல் விளக்கம்)
பாதுகாப்பு, துறைப்படுத்துபவர், துறைப்படுத்துபவர், துறைப்படுத்துபவர், பதிப்பிக் குறிப்பிட்டியின் கலந்த குறிப்பிட்டியின் - பாதுகாப்பு - பிறக்கும் - பிறக்கும் விளக்கம் - பாதுகாப்பு - பாதுகாப்பு - பாதுகாப்பு -
பாதுகாப்பு.

குறிப்பிட்டியின் செயற்பாடு:

1. குறிப்பிட்டியின் பிரதியாக்கம்
2. துறைப்படுத்துபவர்
3. பாதுகாப்பு (அ) இவ்வகைக் குறிப்பிட்டியின் விளக்கம் துளி குறிப்பிட்டியின்
4. பாதுகாப்பு துளி குறிப்பிட்டியின்
5. குறிப்பிட்டியின் பாதுகாப்பு
6. பாதுகாப்பு பாதுகாப்பு துளி குறிப்பிட்டியின் குறிப்பிட்டியின்
7. பாதுகாப்பு பாதுகாப்பு
8. பாதுகாப்பு பாதுகாப்பு
9. பாதுகாப்பு பாதுகாப்பு

புல்வானத்தில்

கலாச்சார் வ. பி திருக்கிளையார் பி. (2008), சேவைத்தொடர் குறிப்பிட்டியின், விளக்கம். ஸ்ரீட்ரா பாதுகாப்பு
கலாச்சார் வ. பி (1997) என்னும் குறிப்பிட்டியின் விளக்கம், விளக்கம், ஸ்ரீட்ரா பாதுகாப்பு
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திருக்கிளையார் பி. பி (1980), என்னும் குறிப்பிட்டியின் விளக்கம், விளக்கம், ஸ்ரீட்ரா பாதுகாப்பு

Mangal S.K. and Uma Mangal (2009), Essentials of Educational Technology, PHI learning private
limited

திருக்கிளையார் பி. பி (1997), என்னும் குறிப்பிட்டியின் பாதுகாப்பு, விளக்கம். ஸ்ரீட்ரா பாதுகாப்பு
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OBJECTIVES:

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

1. acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
2. understand the connections of English speech and to acquire good pronunciation and fluency of speech.
3. get familiarized with the syllabi related to high School and higher Secondary classes.
4. acquire a working knowledge of the grammatical terminology and grammatical system in English.
5. develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
6. Differentiate among the consonants according to manner and place of articulation.
7. Distinguish between noun phrase and verb phrase.
8. Describe the various devices of word formation in English.
9. Explain the theoretical bases of teaching English grammar.
10. Bring out the relative importance of teaching different study skills in the context of English Language Teaching.

UNIT I: Phonetics of English

1. Elements of English language - Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
5. Classification of Consonants according to Manner of articulation - Place of articulation.
7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
10. Rhythm - Intonation - Tone group.
11. Phonetic Transcription.

UNIT II: Fluency
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed - construction - suggestion - prohibition - permission - probability - likelihood - possibility - obligation - necessity - concession.
4. Oral drills - Repetition drills - Mechanical drills - Substitution drills

UNIT III: Advanced Grammar
1. The Noun phrase - Modifier - Head word, Qualifier
2. The Verb phrase - Tense forms - Primary Auxiliaries - Modal Auxiliaries.
3. Types of Sentence - Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern - Active and Passive voice.
6. Direct and Indirect speech - Question forms - Tag questions.
7. Sentence Analysis - Transformation of sentences

UNIT IV: Lexis
1. Word formation - Affixation - Conversion - Compounding - Clipping - Port Manteau - Onomatopoeia - Loan words - other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors - Devices for cohesion and coherence
UNIT V: Teaching Grammar
1. Prescriptive - Formal grammar
2. Descriptive - Functional grammar
3. Methods of teaching grammar - Deductive - inductive
4. Grammar Activities
5. Testing grammar - steps and usage

UNIT VI: Teaching Vocabulary
1. Nature of words.
2. Types of vocabulary - Active vocabulary - Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

UNIT VII: Types of courses
1. English for Global Purpose.
2. English for Specific Purpose - EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

UNIT VIII: Reference and Study Skills
1. SQR3 method of reading

UNIT IX: Composition
1. Types of composition – Controlled – Guided – Free
4. Summarizing – Abstracting – Translation – Comprehension
6. Correction of Composition exercise – correction symbols.
UNIT X: English Language Curriculum Transaction

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book
4. Professional Competencies of an English teacher - Programmes for quality improvement - Seminars, Workshops, Panel discussions, Field trips, Projects etc.,

Practical work:
1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises
**SUGGESTED REFERENCE BOOKS:**


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

1. Acquire an understanding of the status, role and the nature of English language learning in India
2. Develop an understanding of the objectives of teaching English
3. Design unit plans and lesson plans
4. Understand and execute the teaching skills
5. Acquire knowledge of the different resources to teach English
6. Acquire knowledge of the kinds of syllabus and the various methods and approaches of teaching English
7. Acquire knowledge of the methods of evaluation and statistical interpretation
8. Understand the techniques in teaching the four language skills
9. Acquire knowledge of remedial instruction
10. Comprehend the use of simple statistical method in the interpretation of data pertaining to English Language Teaching. (ELT)

UNIT I: Content
The syllabus for XI and XII of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Need and Objectives of Teaching English
1. The status of English in India today - The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
5. Teaching the communication skills - Listening - Speaking - Reading - Writing
6. Teaching English as a skill rather than a knowledge subject.
7. Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue - Implications for teaching methods.
8. Planning for Instruction - Designing unit plans and lesson plans

UNIT III: Teaching Skills
1. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives.
3. Observation - Demonstration lesson - Teacher educator - guide teacher - Peer group - Feedback
4. Macro teaching
   Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader
   Teaching of Poetry - Method - Poetic forms - Poetic devices - Differences between teaching Prose and Poetry
   Teaching of Grammar - Method - Content - Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences Teaching of Composition - Oral and Written

UNIT IV: Resources in Teaching English
1. Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids - Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning - Language laboratory.
4. Computer assisted language learning - Power point presentation- identifying websites
5. Multi-media and Internet

UNIT V: Approaches and Methods of Teaching English
1. Method - Approach - Technique - Design
2. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.
3 Method - Grammar Translation Method - Bilingual method - Direct Method - Dr.West's new method - Merits and Demerits
5. Communicative approach
6. Eclectic approach
7. Recent trends in the teaching of English

UNIT VI: Tools of Evaluation
1. Difference between measurement and evaluation
2. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
3. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation - formative and summative assessment - Grading pattern.
4. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests.
5. Types of achievement tests - oral test - written test - teacher made test - standardized test.
7. Written test- Short answer type - Paragraph type - Essay type
8. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.
9. Item analysis - Item difficulty - Discriminative index.
10. Statistical interpretation of data - Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation; Graphical representation - Histogram - Frequency polygon - Cumulative frequency curve - OGIVE

UNIT VII: Listening Skill
1. Sub skills of listening - listening for perception - listening for comprehension.
2. The three phases of listening.
3. Listening material - listening to specific information, for general understanding, to deduce meaning, to infer opinion and attitude by using a tape recorder.
4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.
5. Testing Listening

UNIT VIII: Speaking Skill
1. Techniques in teaching speaking - The conversation class, the topic based discussion class - task centered fluency practice.
2. Tasks for developing speaking skill - Individual, pair and group work.
3. Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play.
4. Dramatization - Play Reading - Group Discussion.
5. Story telling - Narration - Description
6. Communication Game - Debate - Interview - Extempore Speech.
7. Barriers for Effective Communication.
8. Testing Speaking.

UNIT IX: Reading Skill
1. Aims of teaching reading.
2. Process involved in reading - Symbol, sound, sense.
5. Criteria for selection of English reader
6. Reading for perception - Reading for comprehension
7. Testing Reading

UNIT X: Writing Skill
1. Mechanics of Writing.
2. Sub skills in writing - visual perception - syntax - organization - grammar - content purpose - relevance.
3. Writing skills - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills.

PRACTICAL WORK :
- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension
passages, poetry and composition.

- Practice in quick black board sketches for the purpose of introducing new items. Preparation of material for role play and dramatization
- Reading comprehension and note-making exercise. Preparation of different types of vocabulary exercise.
- Examination of examples of controlled and guided composition tasks found in various course books
- Preparation of material for teaching picture composition
- Examination of poems prescribed for all three levels.
- Practice in reading poems aloud.
- Preparation of aids.
  1. An album of black board sketches.
  2. An album of collected pictures
  3. Picture set and
  4. Composite scene
- Practice in the use of CDs in English
- Conducting a radio lesson
- Development of VAI/CAI programme for a teaching item.
- Preparation of a simple linear programme for a unit in grammar
- Preparation of blue prints
- Construction of test paper containing the different types of test items including objective type items.
- Preparation of remedial material for one unit

**SUGGESTED REFERENCE BOOKS:**


Harcourt, Brace & World Inc.
(Objectives)

مقاصر: 

1. تقوی تعلیماتی اوردو ادبیات کی مقاصر سے دوالفتہ کرنا۔
2. اوردو زبان کی ترتیب کی واقعیت کے ساتھ مضمون صحیح اور جدید کے لیے کمیکر کرنا۔
3. سازنے اور اوردو ادبیات کے ترتیب نے دوالفتہ کرنا۔
4. نیشنل اوردو ادبیاتی فیکٹری پر اثرات کی کے کرنا۔
5. زبان کے مفہوم بندرکیا سے دوالفتہ کرنا۔
6. اوردو زبان کے مفاهیم اور راجی کی ابتداء کرنا۔
7. زبان کے مفہوماں کا درکار ہوگیا کو جانا۔
8. ارب کے مفہوم کا نئے حیات میں مفت ہونے کو جانا۔
9. فن پروری کی ترقی کے لیے مفہوم کو کمیکر کرنا۔
10. ترقی کا ہدایتکار کی زبان کے ساتھ کرنا۔
11. انسانی شہری مفہوم اوردو زبان کی ترقی کے لیے کا کرنا۔
12. ایموز کن اوردو زبان کے مفہوم کے ترقی کا کام کرنا۔
13. ایموز کن اوردو زبان کے مفہوم کے ترقی کا کام کرنا۔

1. ایموز کن اوردو زبان کے مفہوم کے ترقی کا کام کرنا۔
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15. ایموز کن اوردو زبان کے مفہوم کے ترقی کا کام کرنا۔
16. ایموز کن اوردو زبان کے مفہوم کے ترقی کا کام کرنا。

(URDU - OPTIONAL PAPER - I)
OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF URDU

(FOR POST GRADUATES IN URDU OR ITS EQUIVALENT)

OBJECTIVES:

1. Knowing the importance of national educational policies.
2. Importance of teaching urdu and application of urdu in common ways.
3. Role of urdu in social affinity and religious unity.
5. Physical and psychological based teaching
6. To know different figure of speech
7. To know the origin and importance of urdu drama.
8. To comprehend the grammar and phonetics of urdu.
9. To know the various literary forms in urdu.
10. The role of language teachers in national policies.
11. The influence of society on urdu and their effects in development
12. To understand the importance of urdu and contributing for its immortality.

I) National Educational policy - Primary - Middle - High - Schools standard -quality education to achieve national literacy rate - Achieving educational target and objectives.

II) Urdu language part and speech structure - Grammar and their usage role of urdu in common life.
اسلام،

اےٰ کسی نے مطابق نہیں ہے کہ ہم امیر کا نام اور تاریخ اور دیکھنے کے لئے مثبت ہٹا کر جاتے ہیں۔ ہم کشیدگی کا عمل کرتے ہیں اور ہم چھوڑنے کی مثال کر لیتے ہیں۔

سہیل ہیں جب تھاں ہے۔ ہم امیر کا نام اور تاریخ اور دیکھنے کے لئے مثبت ہٹا کر جاتے ہیں۔ ہم کشیدگی کا عمل کرتے ہیں اور ہم چھوڑنے کی مثال کر لیتے ہیں۔

منفی اور مثبت ہٹا کر جاتے ہیں۔ ہم کشیدگی کا عمل کرتے ہیں اور ہم چھوڑنے کی مثال کر لیتے ہیں۔

میں ہیں۔ ہم امیر کا نام اور تاریخ اور دیکھنے کے لئے مثبت ہٹا کر جاتے ہیں۔ ہم کشیدگی کا عمل کرتے ہیں اور ہم چھوڑنے کی مثال کر لیتے ہیں۔

اسی سب کو ہم امیر کا نام اور تاریخ اور دیکھنے کے لئے مثبت ہٹا کر جاتے ہیں۔ ہم کشیدگی کا عمل کرتے ہیں اور ہم چھوڑنے کی مثال کر لیتے ہیں۔

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III) Learning social and cultural influence on language - role language and linguists - Role of Urdu language in education.

IV) Teaching and learning according to the principles of language popularizing urdu.

V) Origin and role of language and socio - cultural influence on language - Social changes, Emotional and occupational changes on Language and society -cultural influence on language.

VI) Detailed history of 19th and 20th century literature.

VII) Dramas - Influence on language.

VIII) Teaching urdu - evaluation and unique applicable approach.

1. Use of scientific and technical words in Urdu. Coining words from computer and software borrowed words form other languages.

2. Influence of Arabic, Sanskrit, Hindi, Persian and Western Languages on Urdu. Its effects.

3. Familiarizing urdu in soft skills.

4. Media - Public support - in developing urdu language - Electronic media (Radio, Movies, Television, News and Internet)

IX) Reviewing and publishing Grammar books - related to Schools and High Schools.

X) Knowing and learning the art of Poetry - language through Poetry.

XI) To know about Travelogue, Shortstoies, Novels, Fables, Tales and Patrol folk arts.

XII) Publishing and recommending magazines in schools - encouraging pupils for reading magazines.

XIII) Educating downtrodden, destitute and helping physically challenged person.
علامہ کامی میں دیکھیں۔

خاتم کے ساتھی ہو رہے ہیں۔

14 ہال میں پالیاپیری کے مضمون کے مطابق تعلیمی سامنا کے کسی بھی خاتم کے

حالات میں بندی دوسرے کے لئے انتظامات- خاتم کے ترتیب میں تزمیز تقریب کے لئے لگائے ہوئے-

کے بنا پر دور حاضری مرجع مدارا (Multi-media) کا استعمال کر کے کیمیا- سے پہلے-

اور مسکنی مدارا کا لکھ ہو گیا۔

(PRACTICAL WORK)

1. انیس معلومات کی تحریر
2. پھیل و ویئت
3. کتابیں کا انتخاب
4. گزارش مدارا کا کیمیا
5. پیپر پر کتابیں کی نما
6. مخلوط مدارا کے متعلق مدارا کی تحریر
7. اپنے شنیاں کی سپار
8. ثوابت کے
9. تدریسی چاپ کی تبدیلی- معاونت روضی کی چاپ
10. کتاب پر (Booklet)
11. سوالات نسیبی کی تحریر (Question Bank)
12. خاص کیپی چاپ کے اس کے کیمیا کا نیکن
13. چاپ کا نیک
14. خٴلی بھاپ کا چاپ کے کیمیا کا نیکن

(10) 20 ہال میں پالیاپیری کے مضمون کے مطابق تعلیمی سامنا کے کسی بھی خاتم کے

حالات میں بندی کے کیمیا کے لئے انتظامات- خاتم کے ترتیب میں تزمیز تقریب کے لئے لگائے ہوئے-

کے بنا پر دور حاضری مدارا (Multi-media) کا استعمال کر کے کیمیا- سے پہلے-

اور مسکنی مدارا کا لکھ ہو گیا۔

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XIV) Role of teachers in National educational policy - Women's education - Adult education - women's emancipation development of women's education social and moral effect of women's education on society.

XV) Teaching of language through computer and use of multimedia in teaching languages.

**Practical Work:**

1. Speech without topic.
2. Writing brief drama, encouraging students to participate in it.
3. Narrating (Radio information) to develop listening skill.
4. Reading composition and Comprehension.
5. Prescribing good poems.
6. Preparing teaching aids and lesson plans.
8. Understanding weakness and ignorance, offering suggestions to eliminate it.
9. Knowledge of regional language and vernacular, coining words which are used in day to day life.
10. Language practice and exercise.
11. Preparing Questions Bank
(URDU - OPTIONAL PAPER - II)
OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING URDU
(FOR POST GRADUATES IN URDU OR ITS EQUIVALENT)

OBJECTIVES:

1. To enable the teacher trainees to acquire knowledge of mother tongue and to familiarize with the appropriate terminology.
2. To help teacher trainees acquire a working knowledge of the grammatical system in urdu.
3. To develop in the teacher trainees the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
5. Importance of learning grammar.
7. Teaching of translations and the principles of translation.
8. Observation - Demonstration the basic principle of teaching skill.
9. Method of teaching reading to beginners and motivating reading habit.

Content - The syllabus for XI and XII of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

Developing the writing skills to explain various methods of writing and to expose their difference.

Importance of references and study skills.

The sentences - Types of Sentences - Subordinate and Co-ordinate clauses and their teaching methods.

To prepare the lesson plans in innovative methods and understanding their usage. To prepare question paper to motivate students.
نصابی کی تیاری ممکنہ رپورٹ میں برامج میں ہورہاں ولیم کی اعلانیت ہے۔

ضرورت تعلیم کے حیثیت سے دیکھی جا ہے کہ کہاں کی اہمیت ہے۔

مرکزی ذیلی کمیونٹی کرکے کی آمادہ کرتی ہے جس کہ اہمیت کر کے تعلیم کو فر رکھتا ہے۔

تیاری تعلیم میں خاطری کی اہمیت کا حصول:

(Contribution of Mother Tongue in Educational System)

ایفراز وصطری تجربے کی اہمیت کا فرض کرنا ہے۔ خیالات میں دیدہ نہیں کہ جدید کی کوشش سے تعلیمی تربیت کی جاگردانی کا اہم ہدف ہے۔ تعلیمی تربیت کی پرتوں کی اہمیت ہے۔ 

آگے آنے کے لیے تعلیم کی اہمیت کا ذکر ہے۔

تدریسی مقصد اور نصاب کی تیاری:

(Teaching Objectives & forming of Syllabus)

تدریسی مقصد اور نصاب کی تیاری (Bloom's Taxonomy) کے ذریعے اصول کے مطابق تعلیمی مقصد میں تبادلے اور کیے جاتے ہیں۔

تربیتی اور دوسرے پلانٹ (fields) کے لیے تربیت تکمیل کی ہے۔

دریں وچ تربیت کے کشفاتی اصول کا بنیاد ہے۔ 

میں اپنے پلانٹ کی کلیت نصاب کی اہمیت کا تبادلہ کے لیے ہے۔ 

ایپلی نصاب سالانہ نصاب کی تیاری میں تربیت کے ذریعے نصاب کی کلیت کے اصول کی تیاری ہے۔

تربیتی طریقہ:

(Teaching method)

تربیتی طریقہ کی جاگردانی کے ذریعے ہے کہ وہ تربیت کے ذریعے فوراً تعلیمیت کا ذکر ہے۔
To knowledge of lesson plans, to know how to prepare various lesson plans. Sources of teaching and importance of language. Speaking, reading and writing.

**Contribution of Mother tongue in Educational System:**

The role of mother tongue - The rationale for learning urdu - Aims and purpose, right ways to express thoughts, soft and elegant way of communicating - proper method of teaching - correct methods of teaching reading and writing narrating life experiences and examining the concept of philosophy. The best method of imparting education, to exploring and understanding the correct language to comprehend the social behavior, Needs and Importance of educational identifying and classifying grammatical errors from students works using grammatical terminology. To analyse the language revealing the effective atmosphere of learning, analyzing and evaluating life and language, correcting and shaping zeal of students.

**Teaching Objectives & Forming of Syllabus:**

- Bloom's taxonomy of educational objectives - Cognitive, Affective and Psychomotor domains - General and Specific Instructional objectives.

**Teaching Methods:**

Observation - Demonstration Lesson - Teacher Educator - Guide teacher - Peer group - Experimental method of teaching - Principles of child psychology and teaching psychology - Classroom situation - Strength of students and the observing capacity -Time Bound Teaching -
اہمہ کے مطالعہ۔

ابتدائی تعلیم کے دورے کے ابتدائی مطالعہ میں، اہمہ کے موضوع بندی،

طرز تعلیم کے ذریعہ، یورقی تعلیم، اہمہ کے موضوع، اہمہ کے مطالعہ کے سیستم

(Experimental method).

اسی طرح تعلیم کے ذریعہ، اہمہ کے موضوع، اہمہ کے مطالعہ کے سیستم

کے دویچہ۔

تعلیم کے ذریعہ، اہمہ کے موضوع، مطالعہ کے سیستم

(Prose & Poetry lessons)

ان کے موضوعات مطالعہ کے طریقہ کے ذریعہ، مطالعہ کے سیستم

(Grammar)

ان کے مطالعہ کے طریقہ کے ذریعہ، مطالعہ کے سیستم

(essay writing-objectives & Methods)

مطالعہ کے ذریعہ، اہمہ کے مطالعہ کے طریقہ کے ذریعہ، مطالعہ کے سیستم
Dividing portions according to the lesson plan - Dalton's method of education - Teacher made aids - Flash Cards, Pictures, Charts, Models, Blackboard sketches. Computer assisted language learning - Group discussion - Group study - Power point Presentation - Identifying Websites.

1) Poetry & Prose Lessons:

Teaching of Prose and Poetry as an aspect of literary studies - Prose - Knowledge oriented - Treatment of new words structure and special references - Reading - Content to be taught - Material Demonstration - Actions or gestures - Pictures - Verbal context. Comprehension questions - Vocabulary and language work.

2) Grammar:

To enable pupils to construct correct and idiomatic sentences - Grammar provides information about the language - Functional grammar - Forms of grammar - Deductive grammar. Teaching the parts of sentences - Importance of grammar and their usage - Pictures and games in the teaching of grammar - Oral drill Structures and grammatical plan - remedial work - Need for employing grammatical terminology.

3) Essay writing - objectives & Methods:

Writing, drills and exercise to develop writing habits - Progressive writing Programmes at various schools level - Mechanics of writing, its stages - General consideration while teaching writing - Characteristics of good handwriting, cause of bad handwriting, remedial measure.
(Teaching of Translation)

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Exercise giving in Higher Secondary Level:

Collecting News - Distribution of Information in detailed ways - describing objects, places, festivals and events - writing simple sequences - Topic connected with the pupil's environmental and experience - paragraph writing - parallel Paragraphs - Simple letter - kinds of letter - Picture composition, teaching of letter writing - need for systematic correction.

Teaching Skills:

Teaching of translation, its role, merits and limitations, utility of Translation, its process and usage.

Teaching Skills:


Hearing:

Understanding the various forms of literature - Learning through listening - developing listening habit - Loud Reading.
(Dialogue):

ائف تجربه کریں کہ لوگوں کی صلاحیت کے لئے استعمال، بھیج رہے ہیں مفادوں کے، کوئی مضمونی، حالیہ اور متعلقہ نئے ناہیں ہوتے ہیں معلوم کرنا۔

(Reading):

نئی مطالعے کی ایکیت، مطالعہ کی چکر، مطالعہ کے طریقے، کتلتی، نئی مطالعہ کے ذریعے اور مطالعہ کی اور مختص فنون کی کہاں کا مطالعہ، روزنامہ، بڑے جدید و کلاسک دیکھی کر ہمین مطالعہ۔

(Writing):

کتاب، دیکھی کی ایکیت میں ورکشن کی ایکیت، دیکھی کے لئے مطالبہ کے طریقے۔ کتاب، دیکھی اور مختص فنون کی کہاں کا مطالعہ، ہمین مطالعہ کے ذریعے

(Reading):

نئی مطالعے کی ایکیت، مطالعہ کی چکر، مطالعہ کے طریقے، کتلتی، نئی مطالعہ کے ذریعے اور مطالعہ کی اور مختص فنون کی کہاں کا مطالعہ، روزنامہ، بڑے جدید و کلاسک دیکھی کر ہمین مطالعہ۔
and forming brief questions - Listening to Radio programme - Purpose of observation and exercise
- Paraphrasing and summarizing - specifying the theme - understanding the different kinds of
advertisements and their meaning.

**Dialogue:**

The appropriate method of communication - Communication skill - Communicating without
grammatical errors - using proverbs and phrases to teach initial level of conversation, debate ac-
cording to grammar.

**Reading:**

Importance of reading in life - procedures of reading and gathering information - Types of
reading - silent and loud reading - encouraging literary interest through reading - Motivating to read
various literary books, daily, weekly and monthly magazines - reading exercises.

**Writing:**

Importance of writing - Value of writing in speech and drafting - The correct ways of using
correct language - Correcting the written exercise of pupils - The level of students and homework,
level of pupils and their comprehending ability in writing exercise. Keep the line straight, Follow -
look - Say - Write method copy writing, transcription, dictation and composition provide opportunity
for correct spelling. Vocabulary bound games - Knowing grammatical errors.
(Oral Excercise):

زبانی مشق

آمیزہ، محاصرہ، اور عورت میں کل چھ وظائف رفتاری کی اپنی کلکی، معاشرہ اور گئے
جبہ کا استعمال دستیاب ہوتے ہوئے کسی فیصلہ کے لیے کس کو کیا دوسری ہے اور یہ ہتیہت، دوبارہ زبانی مشق کے
فلتخیر طریقہ معاملہ جو روشن گیا

(Lesson Planning):

تدریسی خاک

تھریکنہ کا خاک کی اپنی طالب علم کے ساتھ مستوفی ہوتا ہے۔ اس کے معاصرہ میں اور پر قبضہ کے لیے اوہ ویڈیو میجیک، ویڈیو ڈیلی اور وائریو کا استعمال ہو رہا ہے۔ اور افراد نے کم کرنا کا اندازہ لگایا کہ اس کا استعمال چاہتے ہیں۔ تحریری، او گم، بلب بندی، ذہور وہاں کے

(Questions):

سوالات

سوالات کی اپنی ورک شراکت کے لیے ضرورت سوالات کا چیلنج ہے جون سوالات کے لیے کیا کام کیا

(Urdu-Language Teacher):

زبانی اوردو معلم

میتھی ہوئے زبانی اوردو سے منصفہ خاتمہ نہ ہیں۔ میتھا کرتی ہے۔ اس کی زبانیں اوردو اور ہندی کے

میتھی، اوردو اور ہندی کا بیانہ کے لوگ کے ساتھ مستوفی ہے۔ اس کے علاوہ اور ہندی اور ہوردو کے معاشرہ کا۔ چنانچہ معاشرہ کے ساتھ ہوردو کا ساتھ ہوردو کی صلاحیت جو ہے۔ جدید معاشرہ اور

نئے طریقہ علم سے نئی طرح مختلف ترقی پر اپنی کی صلاحیت، وہ معاشرہ کی اثر اندازی اور ہوردو کے ساتھ مختلف

ان اوردو کا اترتی پوری
Oral Exercise:

Loud reading - correcting the faulty pronunciations - Importance of memorization - Proper utterances of sentences Literary research, Drama and Oral Exercise.

Lesson Planning:

Lesson plans for various level Prose, Poetry, Non-detailed and Grammar. The Teacher should know the level, class and standard of his pupils. It helps in giving quality based education. It makes the class interesting. Proper lesson plan, chart, pictures, blackboard duster and chalk are important teaching aids.

Question:

Importance of question, Need of questioning - Procedures to frame questions -Kinds of questions - Question related to domestic life, educational background and examination point of view.

Urdu language Teacher:

Every Urdu Language teacher must possess these qualities in him/her:- excellent character and good conducts, pleasing personality, a very good common sense and presence of mind, service minded and Loyal to his/her duties, simple by nature and good academician. He / She qualified and trained teacher craving and yearning for knowledge.
(Rules and Regulations in development of educational system)

(Preparation of Syllabus & Teaching Books)

(Use of Educational Aid in Language Teaching)
Rules and Regulations in development of educational system:

Reading and prescribing good and standard books - Relevance of good books -extending help to needy and destitute - uniting people and giving the common platform -Helping to get decent and proper livelihood - motivating and popularizing urdu language and urdu books. Respecting human values.

Preparation of syllabus & Teaching books:

Role of Lesson plan for present condition - Syllabus and students status -Students psychology and emotional behavior - Importance and relevance of scientific outlook in syllabus - Making use of school library - Seeking help from virtual libraries.

Use of Educational Aid in Language Teaching:

Audio and Visual aids, chalkboard, Flannel Boards, Bulletin Boards, Plastigraph, Magnetic boards, meaning and their utilities, Pictures, Picture Cutouts, Poster, Charts, Comic, Cartoons, models Diorama and their uses. Activity Aids, their meaning types -Demonstration, meaning and significance - Dramatization, dramatized experience -Utility of projectors in classroom - motion picture and Television video cassettes, Application to teaching language.
(Examinations & Evaluation):

اسامیات اور جائزہ:

اسامیات کی ضرورت اور اس کی ایجادیت، اسامیات کے اقسام، ذیلی اور اصلی ظاہر کے کچھ میں اسامیات کی معاہدات، اسامیات کا قانون، اصول اور ضرورت سولہات کا چھیک، اصول سولہات کا اجسام اور اس کے لیے مشق و تربیت کی ضرورت، اسامیات کی ورڈ کے ضرورت، اسامیات کی ظاہر کے نسخے کی اچھائی ہے جہاں جائیں ہے کہ یہاں کچھ ہے۔ جوانی کی جوانی، جوانی کی نوازش، جوانی کے نوازش، جوانی کی جوانی، جوانی کے نوازش۔

معاونان سرگرمی اور اوران کی اہمیت:

(Co-curricular activities & its importance)

بیان، بیان، بیان، بیان، بیان، بیان، بیان، بیان، بیان، بیان، بیان، بیان۔

(PRACTICAL WORK):

1. کسی اور کسی کے علاوہ
2. دو کسی اور کسی کا
3. حالیہ پاہتی
4. متعداً اور متعداً کی تعلیم،
5. رہائے کے لیے اور معاونات کی تعلیم
6. سلسلے کی سرگرمی اور اوران کے کام
7. معاملاتی اور اوران کے معاملات کی تعلیم
8. معاملاتی اور اوران کے معاملات کی تعلیم

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Examinations & Evaluation:

Meaning of corrective evaluation and its application to urdu teaching. Purpose of evaluation, its techniques and tools. Essentials of an effective evaluation Programmes -Aims of Evaluation. Identification of Objectives, their behavioral specification; learning experiences, assessment tools available, objective based test material; their pre-requisites; Forms of questions, detailed explanation. Blueprint how it helps in test-construction, objective - based tests and linguistic skills, unit test, its importance, planning and execution unit test and continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - in assessing language skills.

Co-curricular activities & its importance:

Conducting debate, literary and quiz competitions, participating in sports and encouraging sportsmanship among pupils - Taking students to educational tours, Cultural meeting, Seminars and literary plays.

Practical Work:

- Conducting seminars.
- Dramatization.
- Formation of sentences.
- Lesson plan based teaching.
- Using radio to develop listening habit.
- Understanding various types of compositions - choosing appropriate title to composition.
- Preparing a booklet and its uses.
(Reference Books)

8. آدی ہندوستانی اور کاراکورمی شاریاری
7. سوالات ہمک (Question Bank)
6. خاکی میں جاہزیات کودنگ نئی ملکیت
5. مذکور کودنگ اور کارکر
4. لیاقت رضا کے مرکز اور سمندر
3. علاقائی اختیارات سے کیا خوشی، گاہوائی اور ضربۂ الامثال، اشیاروں کا اندازہ کیے افزا کیے
2. فراغت

************
Eliminating common defects in pronunciation and style.

Preparing Question Bank.

Imparting the proper role.

Motivating language and taking educational tours.

Proverb according to region phrases and useful references from various sources.

**Reference Books:**

1. Teaching of Urdu                      Saleem Farani
2. Method of Teaching Urdu               Fakarul Hasan
3. Teaching of Language                  Moulvi Abdul Hai
4. How to Teach?                        Dr. Salamathullah
5. How to teach Urdu?                   Moulvi Saleem Abdullah
6. How to write Urdu?                   Rasheed Hasan Khan
7. Poetry and Teaching of Poetry        Akthar Ansari
8. Urdu Sources                         Rasheed Hassan Khan

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OPTIONAL COURSE - I
INNOVATIONS IN THE TEACHING OF MATHEMATICS
(FOR POST GRADUATES IN MATHEMATICS OR ITS EQUIVALENT)

OBJECTIVES:

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

1. Explore the various resources in learning mathematics
2. Employ the various resources in organizing Maths laboratory
3. Explore e-resources in learning mathematics.
4. understand the curriculum development in mathematics.
5. understand the models of teaching mathematics
6. know the importance of learning theories and strategies in mathematics.
7. acquire the skills on the usage of learning theories in mathematics
8. acquire the skills of organising mathematical laboratory.
9. know the importance of aesthetic and recreational mathematics
10. know the importance of computers in teaching and learning of mathematics

UNIT I: Principles of Curriculum Development in Mathematics


UNIT II: Models of Teaching Mathematics and Class Room Interaction

Formation and application of mathematical concepts - Concept attainment model, Advanced organiser model, Jurisprudential Inquiry model. Classroom interaction analysis: Flanders Interaction Analysis Category System (FIACS), Reciprocal Category System (RCS) and Equivalent Talk Category System (ECTS) - Their implications in learning mathematics.

UNIT III: Learning Theories and Strategies - I

Individualised learning techniques – concept mapping, Keller plan and learning packages – Dalton plan – benefits, criticisms – supervised study - Programmed learning and computer assisted instruction.
UNIT IV: Learning Theories and Strategies - II

Group learning techniques – Cooperative learning, Buzz sessions, Group discussions – mathematical games.

UNIT V: Learning Resources


UNIT VI: Utilizing Additional Resources for learning Mathematics

Organising mathematics laboratory, library, club and Expo - its uses.

UNIT VII: Strategies for improving effective problem solving skills

Short cut methods – rapid calculation, simple multiplication – tests of divisibility – methods to develop speed and accuracy

UNIT VIII: Recreational Mathematics

Recreational mathematics – riddles, puzzles, paradoxes, beautiful number patterns, magic squares, unsolved problems.

UNIT IX: Computer in Mathematics Education


UNIT X: Application E-resources in Learning Mathematics

The uses of multimedia and internet - their applications in learning mathematics

PRACTICAL WORK

- Collection of mathematical puzzles, riddles etc.,
- Practising the models of teaching
- Preparation of concept mapping for particular learning units
- Participating in buzz sessions in class discussions
SUGGESTED REFERENCE BOOKS:


OBJECTIVES:

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

1. Expertise on various teaching skills
2. Evolution and development in the field of mathematics
3. Comprehend individual differences in students
4. Understand the nature and development of mathematics
5. Understand the aims and objectives of teaching mathematics
6. Know the importance of teaching mathematics in relation to other subjects.
7. Formulate the general instructional objectives and specific learning outcomes
8. Acquire competence in teaching mathematics and structuring lesson plans
9. Apply methods of teaching of mathematics
10. Understand the various psychological aspects involved in teaching mathematics

UNIT I: Content

The syllabus for XI and XII of Mathematics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Characteristics and Development of Mathematics and Mathematics Teacher

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines - Characteristics of a good mathematics teacher.

Contribution of eminent mathematicians to the development of mathematics - Aryabhatta, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss.
UNIT III: Aims and Objectives of Teaching Mathematics

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural - Instructional Objectives - General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains based on Bloom's Taxonomy of Educational Objectives.

UNIT IV: Teaching Skills

Micro teaching - origin, need, procedure, cycle of operation and uses - skill emphasis - explaining, questioning - Probing and Fluency in questioning, using black board, reinforcement, stimulus variation, introduction, Closure - Link Lesson.

UNIT V: Lesson planning and its uses

Macro teaching – Lesson plan, Unit plan & Year plan – Herbartian steps - Format of a typical lesson plan – G.I.O’s & S.I.O’s, teaching aids – motivation, presentation, application, recapitulation and assignment.

UNIT VI: Psychological Theories and factors influencing the Learning of Mathematics

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner - appropriateness of these types in learning mathematics. Psychological aspects - interest, attention - Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude-Divergent thinking in Mathematics - Creative thinking in Mathematics.

UNIT VII: Identification of Individual differences

Individual differences in mathematics - Causes for slow learning in mathematics and remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

UNIT VIII: Methods and Teaching Aids

Importance of teaching aids - projected and non-projected aids - improvised aids: Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids - use of mass media in teaching mathematics - Field trip as a teaching technique, characteristics of a good mathematics text book.

UNIT IX: Evaluation and Analysis of test scores

Different types of tests in Mathematics, achievement, diagnostic, prognostic - criterion and norm referenced evaluation - construction of achievement test - continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Statistical measures - mean, median, mode, range, average deviation, quartile deviation, standard deviation - rank correlation - Graphical representation of data - Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve and Ogive curve.

UNIT X: Analysis of Textbooks

Analysis of content available in Mathematics text books of IX to XII standards prescribed by Government of Tamil Nadu.

PRACTICALS

- Collection of Biographies of different mathematicians and history of symbols.
- Project on mathematics and its relationship with other disciplines
- Preparation of lesson plan, unit plan and year plan.
- Practice of skills in micro teaching
- Preparation of Improvised teaching aids
- Preparation of over head transparencies
- Test construction – Achievement and Diagnosis
- Critical analysis of content course of standard IX to XII syllabus.

SUGGESTED REFERENCE BOOKS:


OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF PHYSICAL SCIENCE
(FOR POST GRADUATES IN PHYSICS / CHEMISTRY OR ITS EQUIVALENT)

OBJECTIVES:

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

1. understand the new resources for teaching of Physics and Chemistry.
2. understand the principles of curriculum construction and organization of subject matter
3. apply the knowledge of various teaching models for teaching of Physics and Chemistry.
4. understand the psychological basis of modern trends in teaching Science and new techniques of teaching Science.
5. organize different co-curricular activities in Science with activity approach.
6. Cater to the needs of individual differences
7. Utilize the science library effectively
8. analyse and interprete the class room teaching.
9. understand the ways and means to solve social problems through Science teaching.
10. acquire knowledge of basic concepts in Physics and Chemistry.

UNIT I: New Resources in Physical Science Teaching:

Multi-media: meaning, types, advantages - Multi-media resource centre - Development and use of multi-media in the teaching of Physical Science- Open educational resources: meaning and importance- Massively Open Online courses (MOOCS)

UNIT II: Science Curriculum

Curriculum-General Principles of curriculum construction-Types of Organization of content matter-Critical evaluation of Tamil Nadu higher secondary school Science Curriculum-Curriculum-Improvement Projects in India-Role of NCERT – Curriculum improvement Projects in Abroad-CHEM Study, PSSC, CBA.
UNIT III: Models of Teaching Science

Models of teaching – Elements of a teaching model- Glaser’s basic teaching model- Types of teaching models – Bruner’s concept attainment model- Suchman’s inquiry training model.

UNIT IV: Modern Methods of Teaching Physical Science

Modern methods of Teaching Physical Science: Supervised Study, Seminar, Symposium, Workshop, Group Discussion, Panel Discussion, Team Teaching, computer assisted instruction- Web-based instruction: Web-assisted class room instruction, importance-

UNIT V: Co-Curricular Activities

Co-curricular Activities: Organization of Science Club - Science Exhibitions - Field trips and Excursions- Net club: Blogs.

UNIT VI: Individualization of Instruction

Catering to individual differences- Identification and care of the scientifically talented pupils, National Talent Search Examination- characteristics of Slow and Gifted learners- helping Slow and Gifted learners.

UNIT VII: Science Library


UNIT VIII: Class room interaction analysis

Teacher behaviour - class room interaction - interaction analysis - interaction analysis techniques – observation schedule and record- Flander’s interaction analysis technique: categories- observation and recording - interaction matrix- interpretation- advantages.

UNIT IX: Science teaching for social welfare

Science teaching for solving the problems of: Pollution – Spread of Diseases- Global warming, over population, malnutrition, superstitious beliefs- Role of science teacher in developing scientific temper in the society.
UNIT X: Theoretical knowledge of Physical Science:

Content of physics (for PG physics trainees) and content of chemistry (for PG chemistry trainees) related to XI and XII Std. prescribed by Tamil Nadu Text book society- Construction of multiple choice questions-Writing instructional objectives – Selecting suitable method for teaching a topic.

PRACTICAL WORK

1. Construction and standardization of diagnostic test in a Physics or Chemistry unit of Standard XI or XII.
2. Practising (3 sessions each of ten minutes) classroom interaction analysis and presenting the report.
3. Preparation of 20charts and 3 improvised apparatus that could be used for std XI or XII
4. Preparation of a lesson plan for Power Point presentation.
5. Evaluating reports of 3 websites in Science.
6. Preparation of work sheets

SUGGESTED REFERENCE BOOKS:


OBJECTIVES:

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

1. understand the nature of science and the aims and objectives of teaching of Physical Science.
2. understand the microteaching skills.
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Physical Science.
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory.
   understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content

The syllabus for XI and XII of Physics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature of Science and Aims and Objectives of Teaching Physical Science

Science as a product and a process: a body of knowledge - a way of investigation-a way of thinking-Inter disciplinary approach- Implications. Aims and Objectives - Bloom’s Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) - General and Specific Objectives of teaching Physical Sciences- writing Instructional Objectives - writing the objectives in terms of learning outcomes - Aims and Objectives of teaching Physical Science at Primary, Secondary and Higher Secondary levels.
UNIT III: Micro Teaching

Microteaching -microteaching cycle-Relevant skills in Micro teaching- Skill of Reinforcement, Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of probing questioning, Skill of demonstration, Skill of using Blackboard, Skill of Achieving Closure- Need for link lessons in Microteaching.

UNIT IV: Lesson Planning and Unit Planning.

Lesson Planning-Essential features of Lesson Planning -Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans- Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan- Distinguishing Lesson Plan and unit Plan- Basic concepts in planning ABL method lesson.

UNIT V: Methods of Teaching Physical Science


UNIT VI: Science Text Book

Qualities of a good Science textbook-use of textbooks in teaching physical science - Evaluation of Science textbooks: Thunder's score card, Vogel’s check list- Critical analysis of the existing Tamil Nadu Science Text Book at the secondary level.

UNIT VII: Educational Technology


UNIT VIII: Evaluating outcomes of science teaching

Measurement and Evaluation-Qualities of a good test- Principles and steps in construction of an achievement test- Blue Print and Question Paper-Item analysis - Construction of multiple choice questions - Diagnostic test - Remedial teaching in physical science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

UNIT IX: Science Laboratory


UNIT X: Science Teacher

Academic and Professional qualification-competencies of a science teacher: Professional competencies, soft skills, technological skills -In-service training: need and importance - type of in-service programmes offered - Membership of professional organisations – Publications in science education journals.

PRACTICAL WORK
1. Construction and use of achievement test, analysis and interpretation of test scores.
3. Practising 5 micro lessons with 5 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.
7. Presenting a demonstration to the peers.
8. Creation of a PowerPoint presentation and presenting the materials.
9. Preparation of a programme of 20 linear frames on any topic in Physics or Chemistry.
11. 3 website reports relating to physical science.
12. Practice of minimum of 5 experiments in school syllabus.
SUGGESTED REFERENCE BOOKS:

Passi, B.K., Becoming a Better Teacher, Micro Teaching Approach.
Sonika Rajan (2012), Methodology of Teaching Science, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson Education in South Asia - Opetional 1 (Page 204)
OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF BIOLOGICAL SCIENCE
(FOR POST GRADUATES IN BOTANY / ZOOLOGY / ITS EQUIVALENT)

OBJECTIVES:
At the end of the course, the student – teachers will be able to
1. understand the new resources for teaching of Botany and Zoology
2. understand the class room interaction analysis and Interpretation
3. apply the knowledge of various teaching models for teaching of Botany and Zoology
4. understand the Psychological basis of modern trends in teaching Science
5. organize different Co – Curricular activities in promoting Science learning
6. to utilize the science library effectively
7. analyze and interprete the class room teaching
8. understand the ways and means to solve social problems
9. develops the skill for preparing multi – media in teaching biological science
10. understand the content of Botany and Zoology at higher secondary level.

UNIT I: New Resources in Biological Science Teaching


UNIT II: Classroom Interaction Analysis

Teacher Behaviors - Class room interaction - Interaction Analysis - Interaction Analysis Technique - Observation schedule and record - Flanders Interaction Analysis Technique - categories - observation and recording - Interaction matrix - Interpretation - Advantages.

UNIT III: Models of Teaching Biological Science

Models of teaching - Elements of teaching model - Types of teaching model - Contribution of Plaget, Steps of intellectual growth - Gonne’s model of sequential learning - Bruners model of concept learning - Implication of teaching and learning science.
UNIT IV: Modern methods of Teaching Biological Science

Seminar - Symposium - Workshop - Group Discussion - Panel Discussion - Team Teaching - Computer Assisted Instruction - Web Based instruction - web assisted class room instruction.

UNIT V: Instructional Resource Materials


UNIT VI: Co - Curricular Activities in Biological Science.

Strengthening Science Education - Organization of Science club - Science Excursion - Science Exhibitions Science Fairs - Field trips and Nature calendar.


Science Teaching for solving problems of pollution - Global warming - Over population - Malnutrition Superstitious beliefs Role of science teacher in developing scientific temper in the society.

UNIT VIII: Team Teaching

Introduction - Origin and Growth of Team teaching - objectives of team teaching in Biological Science - Types of team teaching - organization, procedure - steps for team teaching - Planning, Execution, Evaluation, Advantages of team teaching, drawback and limitations of team teaching.

UNIT IX: Review and Assignment


UNIT X: New Developments

SUGGESTED REFERENCE BOOKS:


OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING BIOLOGICAL SCIENCE
(FOR POST GRADUATES IN BOTANY / ZOOLOGY / ITS EQUIVALENT)

OBJECTIVES:

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

1. understand the nature of science and the aims and objectives of teaching of Biological Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Biological Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory. understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content

The syllabus for XI and XII of Biological Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II : Aims and Objectives of Teaching Biological Science

Biology in the School Curriculum-Its claims for inclusion-Interdisciplinary approaches in the School Curriculum-Various branches related to Life Science-Aims and Objectives -Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)-Aims of Teaching Biology at different levels -Primary, Secondary and Higher Secondary.

UNIT III : Lesson Planning and Unit Planning

Lesson Planning-Essential features of Lesson Planning-Steps in Lesson Planning - Preparing Lesson Plan -Unit Plan - Steps in Unit Planning - Characteristics of Good Unit Plan- Distinguishing Lesson Plan and Unit Plan-Basic concept in Planning ABL Method Lesson.
UNIT IV: Micro Teaching

Micro Teaching - Definition - Micro Teaching Cycle - Types of Skills - Skill of Introduction - Skill of Explaining - Skill of Questioning - Skill of Demonstration - Skill of Reinforcement - Skill of Achieving Closure - Skill of Stimulus Variation - Link Lesson - Need for Link Lesson in Micro Teaching.

UNIT V: Methods of Teaching Biological Science


UNIT VI: Biology Laboratory

(i) Biological Science Laboratory - Structure and Design - Organization and Maintenance - Laboratory Indent - Maintenance of Various Register - Accidents and First Aid - Safety - Advantages of Laboratory.


UNIT VII: Curriculum in Biology and Science Text Book


UNIT VIII: Educational Technology

UNIT IX : Science Teacher


UNIT X : Measurement and Evaluation


PRACTICALS

2. Practice of a Minimum of 5 Skills under Microteaching (Proper Records to be maintained)
3. Preparation of Laboratory Instruction Cards.
4. Planning and Conducting any Four Practical Classes in Biology and Maintaining Record of Practical Work.
5. Preparation of Unit Test for a Unit in Biology.
7. Collecting and Preserving Biological Specimens.

SUGGESTED REFERENCE BOOKS


OBJECTIVES

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

1. acquire knowledge of contribution of eminent Historians to the Development of history.
2. Develop critical thinking in Curriculum Construction.
3. Develop effective skills in programmed learning and models of teaching.
4. Acquire skill in digitalized Technology
5. Understand reflective practices and its uses.
6. Attain professional growth.
7. Appreciate the need for Research in History education.
8. Understand the various dimensions of Historiography
9. Attain knowledge about Indian Historiography
10. Secure knowledge about digitalizing history classroom

UNIT 1: Contribution of Eminent Historians to the Development of History.

1. Greek Historiography – Herodotus, Thucydides, Xenophone, Polybius, Plutarch
2. Roman Historiography – Cato, Cicero, Livy, Tacitus.

UNIT II : Historiography

1. Renaissance – Reformation Historiography – Machiavelli, Erasmus, Thomas Moore, Sir Francis Bacon
2. Modern Historiography : Elphinstone, Macaulay, Vincent Smith
4. Romanticist Historiography : Rousseau, Kant, Hegel.


7. Scientific Socialism: Karl Marx.

8. Scientific Historiography: Leopold Von Ranke, Spengler, Collingwood, Toynbee.

UNIT III: Indian Historiography

1. Kalhana, Alberuni, Barani, Abdul Fazl.


UNIT IV: Theories Influencing Selection of History Materials and Curriculum in History


2. Culture Epoch Theory.

3. Proceeding from near to the remote.

4. Reconciliation of the Psychological development of the child with demands of the subject and time allotted.


6. Critical analysis of content course of History Standard XI & XII.

UNIT V: Instruction Methods for Individual Differences.

1. Individual differences in learning – concepts principles – Aptitude Treatment Interaction (A.T.I)


UNIT VI: Models of Teaching and Its Applications In Teaching of History


2. Advance Organiser Model.

UNIT VII: Digitalised Technology in Teaching History

2. Need and significance of Teaching history – challenges in Teaching history – History Teacher in urban and rural area, cultural Diversity, Linguistic differences, medium of Instruction, making teaching of history interesting.

UNIT VIII: Professional Growth

1. Need and importance of professional growth, programmes for professional growth, professional Ethics of History Teacher.
2. Class Room Climate - Autocratic, Democratic, Laissez - Faire – Class room management
3. Classroom Interaction analysis – Modification of teacher behavior with special reference to History teacher

UNIT IX: Reflective Practices and History Teacher


UNIT X: Research in History


PRACTICALS: Any Five

1. Lesson plan through power point.
2. Improvised Teaching Aids.
3. Preparing Biography
4. Practicing (2 session each of ten minutes) class room interaction analysis and presenting the Report.
5. Project Report (Field Visit)
7. Preparation of workbook for std XI and XII
8. A booklet showing current events of particular years
9. Collection of teaching – learning Materials from online and offline resources.

**SUGGESTED REFERENCE BOOKS:**


Bloom, Benjamin, Taxonomy of Educational objectives cognitive Domain longman Green 1974


Chaudhary, L.P. The Effective teaching of History of India NCERT 1975 New Delhi


OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING HISTORY
(FOR POST GRADUATES IN HISTORY OR ITS EQUIVALENT)

OBJECTIVES

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

1. acquire knowledge of the nature, scope, structure and concepts of history.

2. Understand the dimensions, classification, geographical foundation of history and its relation with other social science- subjects.

3. Realise and appreciate values of teaching history.

4. Develop effective teaching skills.

5. Perceive effective competency in the preparation of lesson and unit plan.

6. Practise the different teaching - learning strategies.

7. Understand the principles of curriculum construction.

8. Get familiarized with the various learning resources for professional effectiveness.

9. Understand the various methods of evaluating the classroom teaching.

10. Acquire knowledge about Teacher dominated methods

UNIT I: Content

The syllabus for XI and XII of History text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature and Development of History - Dimensions and its Relationship with other subject

1. Defining History – Nature of History objectivity and scientific study of History – kinds of history

2. Logical sequence – structure and scope

3. Different conceptions of history – Biographical Evolutionary – Theistic – Cyclic Modern concepts
4. Dimensions of History – Time, Place, Continuity and development
5. Relationship between History and other social sciences

UNIT III: Aims and Values of Teaching History

1. General Aims and objectives of teaching history
2. Specific aims of teaching history at elementary High and Higher secondary stage
3. Values of teaching history

UNIT IV: Micro teaching

1. Micro- teaching – concepts, principles and phases of Micro – teaching
2. Developing the skill of introducing a lesson Explaining, probing Questioning, Stimulus variation, Reinforcement, Achieving closure, use of Teaching Aids and Black Board.
3. Link Lesson – Need and its importance

UNIT V: Objective based Instruction

1. Instructional objectives – Bloom’s taxonomy of objectives in specific behavioral terms – cognitive, Affective and Psycho – motor domain
2. Lesson plan – Need, Principles – steps
3. Concept Mapping – Map reading skill
4. Year plan, unit plan
5. Critical analysis of State Board syllabus for IX and X standard.

UNIT VI: Methods and Approaches in Teaching History

1. Teacher dominated Methods – Motivation in the class room context, Teaching for creativity – Lecture, story telling – Team Teaching Supervised study – Review and drill – source method
2. Group directed Instructional Inputs – Socialised recitation – debate, symposium Brain storming, seminar, workshop, Dramatisation
3. Learner Dominated methods – Heuristic, problem solving method, project method, field work
4. Dalton plan, Inductive, deductive

UNIT VII: Resources and Educational Technology
1. Projected and Non projected Aids
2. Utilisation of community resources Importance of Museum, Archives, Library Encyclopedias, Reference books, Historical fictions Mass Media- history Text Book
3. History class room – Furniture, Equipment Improvising Learning environment
4. History club and its activities
5. History Teacher – Essential qualities – professional growth

UNIT VIII: Recent Trends and Research
2. Identifying learners' capacities – Enrichment programme for gifted – remedial programme for slow learners – Action Research
3. Teaching chronology, contemporary Affairs controversial issues – Developing National integration and international understanding

UNIT IX: Organisation of History Curriculum
1. Content, principles of selection - Individual social, National and Global needs
2. Methods of organization – Logical and psychological (Stages of development) chronological, periodical concentric and spiral, Regressive and progressive Methods.

UNIT X : Evaluation and Statistics
2. Collection and arrangement of test scores

4. Graphs – Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive, Percentile Ranks, Normal probability curve, kurtosis, skewness

PRACTICALS:

1. Visiting the identified local historical places and narrative reports

2. A creative write up for developing National Integration

3. Reporting of current events / Scrap Book

4. Preparing 10 slides in power point

5. Identification and cataloguing of three web – sites related to the State Board History curriculum

6. Preparing maps, charts, pictures, models etc

7. Writing historical stories/ Dramatization

8. Quiz programmes

9. Collection of historical quotations

10. Discussion and debates

11. Construction of Achievement Test

12. Practising 5 micro lessons with 5 different skills.

SUGGESTED REFERENCE BOOKS:


Bloom, Benjamin, taxonomy of educational objectives, cognitive Domain longman Green 1974
Chaudhary, L.P. The Effective teaching of History of India NCERT 1975 New Delhi.
Ghate, V.D: Teaching of History, Oxford University press, 1951


Text Book for Social Science IX and X std. Tamil Nadu Text Book Society.


Vijayakumar S. (2009) வாழ்க்கையை வகைக்கோள், இராச்சியப்பட்டம் இலி. பட்டியல்கள்


OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF GEOGRAPHY
(FOR POST GRADUATES IN GEOGRAPHY OR ITS EQUIVALENT)

OBJECTIVES:

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

1. understand the importance of local geography and its related problems and approaches to study the local geography through project work.

2. gain Knowledge of principles and organisation of Geography curriculum and learn to analyse critically the geography syllabi from VIII to XII.

3. apply knowledge of various types of learning resource materials in the classroom teaching of geography.

4. understand the role of geography teacher in overall building of the nation, and qualities of successful Geography teacher.

5. understand the importance of geography room and related equipments and materials to be placed in the geography laboratory.

6. understand the utility value of various types of teaching technology.

7. gain knowledge of modern concepts of geography and contributions of geographers to the field of geography.

8. apply the techniques of individualised instruction, to be applied in various types of learners.

9. understand technology based developments in geography and its utility value.

10. create awareness of utilizing community resources in Geography teaching.

UNIT – I : Direct Study of Geography


UNIT – II : Principles and Organization of Geography Curriculum

Meaning and definition – Need for geography curriculum - Characteristics of a modern geography curriculum – Principles and criteria for selection of the content for Geography curriculum – Principles of Organization of the content – critical evaluation of geography syllabus (VIII to XII).
UNIT – III Learning Resource Materials in Geography

A) Text books: Meaning – importance and characteristics of text books.

B) Programmed Learning: Meaning - Linear Programming and Branching Programming.

C) Collateral Reading: Meaning, Objectives, Types of reading - Intensive reading - Extensive reading.

   Teaching methods in collateral reading - subject method - problems and project method, outline method, oral method presentation, source method, writing quiz, note taking, classroom discussion, seminar presentation


E) Supplementary reading – subject books, Current events, newspaper, journals, encyclopedia and magazines etc.

UNIT – IV : Role of Geography Teachers

Role of school teachers in nation building, Teaching for character building, teacher as manager, norm builders, facilitator, maintaining community relations - guidance role.

Qualities of successful geography teacher – Traits of a Successful teacher – Personality of a teacher - professional efficiency of the teacher – code of conduct for the teachers.

UNIT – V : Geography Room

Need for a separate geography room – Minimum essential things in geography lab – Classification of things in geography room – Geography Museum – Geography Association – developing map reading skills – field trips.

UNIT - VI: Teaching Technology of Geography

Psychological bases for the use of hardware and software technologies – Edgar Dale’s Cone of experiences – Multi sensory instruction – steps and procedure for adopting multisensory approach.

Hardware Instructional Aids: Magic lantern, Epidiascope, Projectors, Radio, Tape Recorder, Television, Closed Circuit Television (CCTV), Video tape, or Cassette Recorder (VCR), Motion pictures, Computers.
Software Instructional Aids: Black board, Bulletin board, Flannel Board, Pictures, Graphs, Charts, Maps, Globes, Diagrams, Photography, Cartoons, Posters, Newspapers, Flash cards, Models, Diagrams, Slides, Film Strip, Transparencies, Programmed Learning Packages.

UNIT – VII: Modern Concepts of Geography

Astronomical Geography – Mathematical Geography – Feminist Geography – Perception Geography (Geography of Psychosphere) – Gender Geography.

Contributions of schools of Geography: Greeks, Romans, Arabs, Ancient India and Chinese, German, French, Soviet, British and American Schools of Geography.

UNIT – VIII: INDIVIDUALISED INSTRUCTION


Supervised study method – types of supervision – merits – demerits.


UNIT – IX: Technology based Geography


UNIT – X: Utilizing Community Resources in Geography


PRACTICAL EXERCISES:

1. Making of slides, Film strip, O.H.P transparencies
2. Collection of current events in geography
3. Preparation of charts (20+20) and models: 2 (Dummy + Working models)
4. Analysis of geography text book
5. Preparation of two improvised aids.
6. Prepare a list of teacher qualities observed by you in your schools.
7. Preparation of educational games in geography.
8. Analysis and evaluation of 3 years of question papers in geography.
10. Preparation of branched and linear programme material in geography.
11. Identification of two – web sites in geography, comparison, and evaluation.

**SUGGESTED REFERENCE BOOKS:**


Chandran S. A. Quality Circle United Printers M.G Road, Bangalore-560001.


Measurement and Evaluation, Bradfield and Moredock.
Simulation Games in Geography. Roger Dalton, Roger Min Shull Alan Robins on and Joan Garlick Loncoln.
Text Books Prescribed for Standard XI & XII, Tamil Nadu Text Book Society, Madras. (Samacheer Kalvi)
OBJECTIVES:

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

1. gain the knowledge of nature and scope of geography
2. understand the importance and need of geographic literacy.
3. understand the instructional process in classroom teaching of geography.
4. apply the instructional objectives and specification in lesson plan writing.
5. develop the technique of lesson plan writing and apply the same in the classroom teaching process.
6. understand the utility value of micro teaching and teaching skills to be applied, suitable to the topic of the lesson.
7. develop the knowledge of different methods of geography teaching and learn the techniques of modern methods of geography teaching.
8. develop and apply the technique of multimedia in teaching of geography.
9. understand the comprehensive skills of classroom management, through proper classroom interaction approach.
10. develop the skill of constructing an achievement test and analyze the marks by applying suitable statistics methods.

UNIT I: Content

The syllabus for XI and XII of Geography text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT – II: Nature and Scope of Geography

Meaning, Definition – Characteristics of geography – Scope of geography - Various branches of geography - correlation of geography with other school subjects.

Application of geography in understanding people and regions – geographic problems facing India at present – Geography as a tool to develop national integration and international understanding.
UNIT – III: Geography Literacy and Values of Teaching Geography

Geography Literacy: Need and Importance – Geographic Skills – Essential elements and standards of Geography - Goals, aims, objectives of studying geography at primary, secondary and higher secondary level – Values of teaching geography.

Creative teaching of geography – meaning, need for creative teaching of geography – classroom procedures for training to think in geography class.

UNIT – IV : Instructional Objectives and Instructional process in Geography Teaching

Classification of instructional objectives in geography - Instructional objectives and specifications of geography with special reference to cognitive, affective and psychomotor domain of Blooms Taxonomy.

Phases of teaching process in Geography - Pre-active stage – Interactive stage – Post active stage - Levels of Teaching - Teaching, learning at the memory level, teaching - learning at the understanding level – teaching - learning at the reflective level.

UNIT V : Lesson Plan Writing for Geography Teaching

Lesson plan – meaning - Importance of lesson planning - steps in a lesson plan - Herbartian steps – Planning the lesson – planning of a unit – format of a unit plan – weekly plan – year plan.

UNIT – VI : Micro Teaching

Micro teaching: Meaning, Definitions, Characteristics – Advantages and limitations – Micro teaching cycle - Skill of introducing the lesson, skill of reinforcement, skill of stimulus variation, skill of questioning, skill of closure, link lesson.

UNIT – VII : Methods of Teaching Geography

i) Traditional Methods of Teaching: Lecture Method, demonstration method,


ii) Modern Methods of Teaching: Inductive and Deductive method

iii) Regional Method and Comparative Method of teaching geography.
Unit VIII: Instructional Media and Multimedia in Geography

Instructional media in geography teaching - Relia and diorama, models, charts, graphs, maps and globes - Edusat – Efforts of U.G.C’s consortium for educational communication - Satellite instructional Television programme.


Unit IX: Classroom Management

Flander's interaction analysis: Classroom interaction and evaluation of teacher behavior and its implications in learning geography.


UNIT X: Evaluation and Statistics


Achievement test – Principles of test construction – Types of Test - Prognostic Test and Diagnostic Test – Blue print construction – qualities of a good test, Item analysis - Item difficulty, item discrimination – criterion and norm referenced test – continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.


PRACTICAL EXERCISES:

1. Analyzing the geographical literacy of the school students by gathering data and interview, conducting a small study with a Sample size of 50 to 100 students in each school.
2. Construction and administration of an achievement test in geography.
4. Preparation of 20 + 20 = 40 lesson plan record work. (Optional I and Optional II )
5. Prepare a Unit plan for a topic.
6. Preparation of record with five micro teaching lessons.
7. Preparation of statistical record.

8. Identifying geographical problems of students’ locality – and submission of reports (sample size 50 students).

9. Preparation of album on different geographers.

10. Identifying the geographical problem of a place and finding out the steps to be applied in solving it.

SUGGESTED REFERENCE BOOKS:


Thralls, Z.A. The Teaching of Geography, New Delhi, Eurasia Publishing House, Pvt, Ltd.

WEB SITES:


Geo Teacher – Geography Education @ National Geography.com

Geo Resource Center – Geography Education
OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF HOME SCIENCE
(FOR POST GRADUATES IN HOME SCIENCE OR ITS EQUIVALENT)

OBJECTIVES

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

1. Identify the need for home science education for women towards solving their problems.
2. Familiarize with the hazards of environmental pollution and contribute to protection of environment.
3. Analyze the critical problems faced by India.
4. Establish relationship between school and the community.
5. Understand the principles of family resource management.
6. Analyze the role of food technology in daily life.
7. Overcome the problems of housing.
8. Realize the role of clothing in the current situation.
9. Recognize the various nutritional programs.
10. Identify the steps in conducting research in Home science.

UNIT I: Home Science Education for Women

Need for Home Science Education for Women- Problems faced by women- Dowry- Sexual harassment- Dual role- Legal rights of women with reference to MTP Act and Dowry Prohibition Act.

UNIT II: Environmental Education

Environmental pollution- Health hazards- prevention and remedial measures- alternative sources of energy- solar and wind energy- role of home science education in protection of environment.

UNIT III: Social problems faced by India

Critical problems India is facing at present- malnutrition- overpopulation and communicable diseases-causes and prevention.
UNIT IV: Relationship between school and community

School as a community centre- adult literacy centre- social- recreational and cultural centre- teacher’s contribution to the school and community- Home science clubs.

UNIT V: Family Resource Management

Resources in the family- time, money and energy- conservation- recreational interest to enrich family life

UNIT VI: Food Technology


UNIT VII: Housing

Physical, psychological and social problems of housing- Solving Housing problems- planning homes to meet the present day crisis in space.

UNIT VIII: Clothing

Clothing and culture- influence of technology on clothing – clothing to promote the personality of an individual.

UNIT IX Extension Activities


UNIT X: Research in Home Science Education

Need for research- importance of action research- steps in conducting research – use of internet in research.

PRACTICAL WORK

1. Demonstration of any one topic in Home science.
2. Identifying an area prone to health hazard and suggesting remedial measures.
3. Preparation of any one improvised teaching aid.
4. Collection of information from internet, Organizing and presenting it.
5. Minor project / survey relating to nutrition, clothing, child development or housing.
SUGGESTED REFERENCE BOOKS:
OBJECTIVES

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

1. Understand the nature and scope of Home Science
2. Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
3. Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.
4. Understand the various methods and techniques that can be employed in teaching of Home Science and to afford them opportunities to employ the various techniques in the classroom teaching.
5. Develop a practical understanding in the use of the technology of teaching Home Science.
6. Understand the principles of curriculum construction and critically examine the Home Science syllabus of the secondary and higher secondary course.
7. Get familiarized with the laboratory organization and maintenance.
8. Know about the need, characteristics and selection of text books in Home science.
9. Familiarize with the principles of classroom management and classroom climate.

UNIT I: Content


UNIT II: Nature and Scope of Home Science

UNIT III: Microteaching

Principles of microteaching, cycle, uses, components- skill of motivation -skill of explaining- skill of stimulus variation- skill of reinforcement- skill of questioning- skill of blackboard writing, skill of demonstration- need for link lesson- practice in microteaching program.

UNIT IV: Teacher’s plan of action

Lesson planning – importance of lesson plan- writing instructional objectives- Need, preparation and format- characteristics of a good lesson plan- unit planning.

UNIT V: Methods of teaching Home Science


UNIT VI: Educational Technology

Hardware Educational technology- use and principles of hardware- T.V., film, slides, film strips, over-head projector, tape-recorder, radio. Software display items- use and principles of software- chalkboard, bulletin board, chart, posters, flannel board, magnetic board, models and improvised aids

UNIT VII: Home science laboratory

Home science laboratory – organization- equipment and furniture maintenance- planning of an all purpose room- Maintenance of records and registers, stock books and account books.


Text books- Criteria of good text books- Critical review of Home science text books used in Higher Secondary schools-home science library.

UNIT IX: Home Science Teacher

Competencies associated with success in teaching- Maintaining optimum physical and mental health- Acquiring breadth and depth in knowledge- teaching effectively- Accepting professional ethics and growth- Personality traits.
UNIT X: Examination and Evaluation


PRACTICAL WORK

1. Identification of 10 values from XI Standard Home Science text book.
2. Preparation of two overhead transparency sheets to teach Home science.
3. Preparation of 10 frames for linear programmed Instructional Material for a topic in Home science.
4. Preparation of objective type test items for a unit in Home science.

SUGGESTED REFERENCE BOOKS:


OPTIONAL COURSE - I
INNOVATIONS IN THE TEACHING OF
COMMERCE AND ACCOUNTANCY EDUCATION
(FOR POST GRADUATES IN COMMERCE AND
ACCOUNTANCY OR ITS EQUIVALENT)

OBJECTIVES:

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

1. Acquire knowledge of the terms and concepts used in various methods and techniques of technology and of education to teach Commerce and Accountancy.
2. Understand the different types of curriculum, and curriculum construction of different countries.
3. Apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy.
4. Make the Commerce and Accountancy education more teaching oriented.
5. Understand the techniques of classroom management and leadership styles in classroom activities.
6. Make them to prepare the instructional material suitable for Commerce and Accountancy.
7. Find out the sources of community resources suitable for Commerce and Accountancy teaching.
8. Acquire skill relating to formation of the commerce department and its activities
9. Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.
10. Acquire the research knowledge in commerce and accountancy education

UNIT I: Commerce Curriculum


UNIT II : Instructional Methods – I

UNIT III : Instructional Methods - II


UNIT IV : Educational Technology


UNIT V : Managing classroom

Classroom management – factors influencing classroom management-systems approach-input- process-output and feedback-aspects in commerce teaching – class room interaction analysis-class room climate-types of teachers based on leadership styles-teacher dominated pattern, laissez faire pattern and democratically planned pattern-significance.

UNIT VI : Instructional Materials

Textbook-reference books-periodicals-business journals, technical documents, survey reports-business documents-news papers-research journals and reports-e-resources-importance of collateral readings.

UNIT VII : Community Resources

Community resources – meaning – types – their uses in the teaching and learning of Commerce and Accountancy – establishing link between school and community-field trip-work experience – guest speakers-developing commercial interest and attitude activities.

UNIT VIII : Commerce Department

Commerce department-commerce laboratory – teacher’s diary – records and registers to be maintained-equipment-essentials and desirable-Commerce club or association activities-school bank –school co-operative society.

UNIT IX : Professional Development

Commerce teacher-professional growth of teacher – pre service and in service programme qualities required for a good teacher – ethics of teacher – social and environmental responsibilities of the commerce teacher-problems faced by the commerce teachers.
UNIT X : Research and Commerce Teacher

Need for research in commerce education – areas of research in commerce education -
current trends in research in commerce education – review of research in commerce education –
qualities of a good researcher in commerce – problems faced by the researcher in commerce
education.

PRACTICALS :
1. Collection of e-learning resources in Education, Accountancy and Commerce
2. Undertaking a project on the success story of a business establishment.
3. Constructing Commerce curriculum to enrich the present higher secondary education.
5. Observing and analysis of Classroom management in schools.

SUGGESTED REFERENCE BOOKS :
OBJECTIVES:

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

1. Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy.
2. Understand the native of Commerce and Accountancy and its relation to other subjects.
3. Understand the aims and objectives of teaching Commerce and Accountancy.
4. Develop skills in the preparation of lesson plan and construction of evaluation tools using suitable techniques.
5. Get familiarised with the preparation of good assignment.
6. Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy.
7. Acquire skill in digitalized technology.
8. Understand the need of evaluation and teachers role.
9. Develop the skill of constructing an achievement test and analyse the marks by applying suitable statistical methods.
10. Develop the skill of computer operation and modular preparation for e content.

UNIT I: Content

The syllabus for XI and XII of Commerce and Accountancy text books prescribed by the Textbook of the Government of Tamilnadu - time to time.

UNIT II: Commerce Education and its Nature


UNIT III : Aims and Objectives


UNIT IV : Planning for Instruction


UNIT V : Review and Assignment


UNIT VI : Organization of Content And Learning


UNIT VII : Instructional Aids

Teaching aids – classifications – two dimensional and three dimensional – projected and non-projected – aural, visual and activity aids – display boards-teaching aids for preparation, presentation and feedback-importance of teaching aids.

UNIT VIII: Evaluation


UNIT IX: Achievement Test

UNIT X : IT related professional Inputs

Computer aided teaching – meaning and role of computers in teaching Commerce – Multimedia approach – exploration of IT resources in commerce and accountancy – multimedia packages and learning objects – Module preparation for e-content development.

PRACTICALS

➢ Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
➢ Collection of business documents, newspaper and magazine articles (cuttings), business forms,
➢ Organizing and conducting commerce club activities.
➢ Commerce laboratory practices.
➢ Updating and contributing through bulletin boards.

SUGGESTED REFERENCE BOOKS:


OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING ECONOMICS
(FOR POST GRADUATES IN ECONOMICS OR ITS EQUIVALENT)

OBJECTIVES:

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

1. Understand the Economical problems facing India.
2. Understand the nature and scope of Economics.
3. Understand the Economical and civic realities.
4. Understand the achievement of planning.
5. Develop interest in adopting modern method technologies of teaching.
6. Develop competence in the preparation of programmed learning materials,
7. Understand the various methods of evaluating classroom teaching.
8. Recognize the special problems in teaching Economics in rural schools.
9. Know the latest developments in the subject Economics.
10. Extrapolate concepts in Economics.

UNIT I : Introduction:


UNIT II : Methods and Materials of Teaching Economics

Use of modern techniques in teaching Economics – Discussion – Seminar – Workshop – Supervised study. Scientific Attitudes and its importance to the individual and society – Catering to the individual differences – Learner Controlled Instruction- Instructional model and multimedia – self learning packages – Identification and care of the talented – helping the slow learners in Economics.

UNIT III : Organisation and Maintenance

Structure and design for schools –Classroom Management- principles, approaches techniques, role of a teacher. - Equipping the departmental libraries and museums.
UNIT IV : Research in Economics

Research in Economics Education – Action Research to resolve classroom problems in teaching Economics- Identifying problems in teaching of Economics – Techniques of conducting and evaluating research in Economics Education

UNIT V : Problems of Economics teaching and Global

Problems of Economics teaching in urban and rural areas – Global problems – pollution – Diseases – Global warming, over population, malnutrition, superstitious beliefs- Recession- condition of retail traders in India- Role of teacher in creating awareness.

UNIT VI : Economics Education and political Problems

An understanding of the political problems facing the country – How can political Science Education and Economics Education help in solving them – Comparison of political and economical problems among developed and developing countries.

UNIT VII : Educational technology

Clubs – Guest lectures – Exhibition – Computer assisted instruction – interactive boards- Cybernetics in Economics Education.

UNIT VIII : Knowledge of Economics

Knowledge of all the concepts in Economics of standard XI and XII- Contemporary issues in Economics.

UNIT IX : Evaluation of Textbooks and Websites


UNIT X : Evaluation of Economics Teachers

Classroom Climate – Types - Evaluation by pupils – Self evaluation – Rating by superiors or colleagues – classroom interaction analysis
PRACTICALS:

The following activities are suggested:

1. Maps of India can be drawn showing the following:
   a. Birth ratio
   b. Mortality
   c. Migration
   d. Industries

2. Survey on any one of the problems of the rural community.
   a. Poverty
   b. Saving habit
   c. Illiteracy
   d. Unemployment in local area
   e. Investment pattern in relation to Economics of Education

3. Construction and standardization of an achievement test in the subjects.

4. Guest lectures about marketing and other subjects of local and topical interest.

SUGGESTED REFERENCE BOOKS:


OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING ECONOMICS
(FOR POST GRADUATES IN ECONOMICS OR ITS EQUIVALENT)

OBJECTIVES:

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

1. Understand the value of discipline of Economics
2. Acquire knowledge of the nature, scope and development of economics.
3. Know the aims and objectives of teaching Economics.
4. Acquire awareness about economic problems and their impact on political, social, and cultural trends in Economics
5. Understand the need for implementing the methods of catering to individual differences in teaching of Economics
6. Acquire skills relating to planning lessons and presenting them effectively.
7. Develop the ability to prepare and use the audio and video effectively
8. Understand the principles of curriculum construction and organization of subject matter.
9. Understand the various evaluation techniques of assessing the Economics teachers

UNIT I: Content

The syllabus for XI and XII of Economics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II : Goals and Objectives

Nature and scope of economics-Aims and values of teaching economics-Objectives of teaching economics based on Bloom’s taxonomy-Recent trends in economics aspects: globalization, liberalization and privatization to economics.
UNIT III : Micro Teaching

Micro teaching- origin, need, procedure, cycle of operation and uses-Communication skills with reference to Micro teaching: Verbal and non-verbal communication-principles and steps in micro teaching- teaching of relevant skills: Skill of Introduction, explaining, demonstration, stimulus variation, reinforcement, questioning, blackboard writing, - need for link lesson in micro teaching programme.

UNIT IV : Methods of teaching economics

Method of organizing experiences in teaching lecture method, analytic and synthetic method, Symposia-discussion-workshop-Brain storming method-panel discussion-simulation workshop-seminar-Importance to individuals catering to individualized instruction- team teaching -computer assisted instruction-Programmed instruction-

UNIT V : Lesson and unit planning


UNIT VI : Instructional aids


UNIT VII : Evaluation and statistics

Tests and its types, diagnostic, prognostic and achievement tests –Criterion and norm referenced tests- Evaluating outcomes of economics teaching-Principles of test construction, Blue Print and question bank, Item Analysis, Reliability, Validity-Standardizing a test.

Construction, administration and uses of Achievement tests-Interpretation of test results. Diagnostic testing and Remedial teaching. Continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

Statistical tools-measures of central tendency-mean, median and mode-measures of variability-mean standard and quartile deviation, correlation co-efficient, rank order correlation- percentile ranks, normal probability curve, kurtosis, skeweness graphical representation of data-bar and pie diagram, histogram, frequency polygon-cumulative frequency curve, ogive.
UNIT VIII: Curriculum design

Curriculum construction in economics - principles of curriculum construction - criteria of selection of content matter - organization of content matter. Curriculum improvement projects in India (NCERT) and abroad.

UNIT IX: Modern electronic technology in teaching Economics

Instruction-objectives-future trends - emerging technologies in education - teletext - video text, audio conferencing - teleconferencing - computer conferencing - V-SAT (very small aperture terminals) - Internet and intranet - on line teaching. Virtual Classrooms in Economics.

UNIT X: The Teacher and Resources for teaching Economics

Economics teacher - academic, professional qualification and professional growth-special quality - Salient features intrinsic to the teaching of economics - the characteristic qualities to be looked for in a teacher of economics.

Special problems of economics teaching in rural schools, teacher preparation and in-service education - inculcating economic attitudes. Co curricular activities - types of co curricular activities - organization of economic club - economic exhibitions and fairs - field trips and excursions

PRACTICALS:

➢ Preparation of unit plans in economics.
➢ Preparation of programmed instruction file.
   a) linear programming (15) frames.
   b) Branched programming (10) frames.
➢ Construction and use of achievement test. Analysis and interpretation of test scores.
➢ Collection of year books, Newspaper, Magazines and articles clippings related to Economics.
➢ Collection of pictures for album related to economic concepts.
➢ Preparation of workshop files for
   a) Question Bank
   b) Instructional media
➢ Preparation of instructional material file
➢ Conducting economic survey in a locality with references to Population, Savings
- Preparation of display materials and maintaining bulletin board.
- Multimedia preparation (25 slides)

**SUGGESTED REFERENCE BOOKS:**


कार्तिक, भ. & शिक्षकीय समाज, पी (2008) शिक्षा के मूल साधन, दक्षिण कार्नाटक: शिक्षा प्रणाली.


OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF COMPUTER SCIENCE

(FOR POST GRADUATES IN COMPUTER SCIENCE OR ITS EQUIVALENT)

OBJECTIVES:

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

1. Develop interest and appreciate various pedagogical principles in teaching of computer science.
3. Acquire the knowledge relating to the organization and administration of computer laboratory.
4. Understand the need for methods of evaluating the classroom teaching behavior.
5. Acquire knowledge of computer software and growing capability of computer technology.
6. Acquire knowledge of latest trends in Information Technology and assessment techniques.
7. Develop qualities of a good computer science teacher.
8. Acquire knowledge in evaluating teachers.
9. Acquaint with fundamental knowledge of computer softwares.
10. Develop leadership qualities in classroom management.

UNIT I: Techniques in the Teaching of Computer Science

Brainstorming – Buzz session – Simulation - Seminar-symposium-group discussion – panel discussion-workshop techniques

Programmed learning: Characteristics of programmed learning – Principles of programmed learning – Styles of programmed learning: Linear or Extrinsic programmed learning, Branching or Intrinsic programmed learning – Comparison between linear and branching programming in computer science Team teaching.

UNIT II: Computer Science Teacher

Academic and professional qualification – special qualities required for a computer science teacher- Need and importance of In service training of a Computer Science teacher.

UNIT III: Evaluation Of Teachers

Rating by supervisor or colleagues-evaluation by pupils- self-evaluation-classroom interaction analysis.
UNIT IV: Planning And Maintenance of Computer Laboratory

Introduction - Need for planning the computer laboratory – Planning and maintenance of a computer laboratory - special features of computer laboratory – essential infrastructure- laboratory management – organization of practicals for pupils – maintenance of records- discipline rules in the laboratory for the teacher and laboratory staff – rules for the students in the laboratory – cybercrime.

UNIT V: Computer Education

Computer Software: Categories of software different procedures for acquiring software advantages – the ethical and practical issues involved in the software piracy

Computer Technology: The growing capability of computer technology- use of robots- artificial intelligence- office automation.

UNIT VI: Writing (CAI) Instructional Programmes

A systematic plan for developing CAI programmes. Designing a CAI lesson; specification of objectives – front-end analysis- outcome specification of lesson design- Lesson development- lesson validation.

Common CAI frames; Introduction- menu page- teaching frames- criterion test frame – feedback (remedial) frames- reinforcement frames- graphics frames.

UNIT VII: Classroom Management


UNIT VIII: ICTs Pedagogy in Teacher Education


UNIT IX: Latest Trends In Information Technology

UNIT X: New Developments In Evaluation


PRACTICALS:

- Construction of a diagnostic test
- Preparation of branched programme material consisting of twenty frames in Computer Science
- Preparation for lesson plan for power point presentation
- Evaluating reports of three web sites in Computer Science

SUGGESTED REFERENCE BOOKS:


Krishna Sagar, (2005) ICTs and Teacher Training, Printed in India at Tarum Offset, delhi.

OBJECTIVES:

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

1. Acquire knowledge of historical evolution of computer and its hardware, software components.
2. Acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
3. Acquire skills relating to planning lessons and presenting them effectively.
4. Familiarize with the various methods that can be employed for the teaching of computer science.
5. Understand the principles of curriculum construction.
6. Develop skill in constructing tests.
8. Acquire skills to evaluate text books.
9. know techniques in preparation of good assignment.
10. acquire skill in preparing unit plan.

UNIT I: Content

The syllabus for XI and XII of Computer Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Hardware and Software of Computers

UNIT III: Objectives of Teaching Computer Science

Aims and objectives of teaching Computer Science – Blooms taxonomy of Educational objectives – computer science teaching at different levels: primary, secondary, and higher secondary levels – Attainment of the objectives of computer science teaching.

UNIT IV: Micro Teaching

Micro teaching – origin, need, procedure, cycle of operation and uses – Communication skills with reference to Micro teaching: Verbal and non-verbal communication- principles and steps in micro teaching - teaching of relevant skills; Skill of Introduction, explaining, demonstration, stimulus variation, reinforcement, questioning, blackboard writing, - need for link lesson in micro teaching programme.

UNIT V: Lesson and Unit Planning

Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioural changes.

Unit planning: Preparation and use of unit plan, Yearly planning

UNIT VI: Instructional Methods


UNIT VII: Instructional Aids

UNIT VIII: Curriculum in Computer Science

Meaning of the term curriculum – Distinguishing curriculum from syllabus – principles of curriculum construction in computer science – Development of computer science curriculum – Approaches to the organization of computer science curriculum: correlated approach, Integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach – Evaluation of the existing computer science curriculum at the secondary stage.

UNIT IX: Evaluation in Computer Science


UNIT X: Text Books, Assignment and Review


PRACTICALS:

- Practice of a minimum of five skills on Micro teaching
- Preparation of Unit plan
- Preparation of teaching aids
- Preparation of Programmed Instruction Material
- Linear Programming (Minimum of 20 frames)
- Multimedia Presentation (Minimum of 20 slides)
- Preparation of transparencies
- Construction of an achievement test
- Critical analysis of content course of standard IX to XII syllabus.
- Identification and cataloguing of three websites relating to the prescribed school curriculum
- Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

**SUGGESTED REFERENCE BOOKS:**


OPTIONAL COURSE - I
INNOVATIONS IN THE TEACHING OF SOCIAL SCIENCE
(FOR POST GRADUATES IN POLITICAL SCIENCE, SOCIOLOGY, PSYCHOLOGY, LOGIC, PHILOSOPHY, INDIAN CULTURE OR ITS EQUIVALENT)

OBJECTIVES:
At the end of the course, the student – teachers will be able to
1. Promote and understand the process of continuity change and development which human society has evolved.
2. Develop an understanding of our nation’s natural resources and developments.
3. Understand Indian people living style, Indian Society and Culture.
4. Develop knowledge of India’s main thrust of freedom struggle.
5. Know the values enshrined in the Indian Constitution and to prepare them for exercising their rights and duties as informed citizens of a democratic society.
6. Develop an appreciation of the structure and working of civic and political institutions in the country.
7. Promote an understanding of the issues and major challenges of contemporary India.
8. Promote an understanding of India’s role in world affairs.
9. Know the Agriculture developments.
10. Know the Industrial developments.

UNIT - I: Evolution of human Society
Pre-historic society - Stone Age - Bronze age, Civilization - Harappan, Mesopotamian, Chinese and Egyptian Civilizations - Iron age Civilization - Indian, Greek, Roman and Iranian Civilization - Medieval world: Religious and cultural developments and the features of the feudal system.

UNIT - II: Modern World
Modern age - Rise of modern Science, Industrial revolution, American, French and Russian Revolution’s, Movements for Democracy - Colonialisation in Asia and Africa - The First World War, League of Nations, Rise of Fascism and Nazism, Second World War, the UNO.

UNIT –III: Indian Natural Environment, Resource and development
Physiographic - Geographical structure - Rivers and economy - Pollution of rivers - Climate: Factors influencing climate; Monsoon - Rainfall and Temperature - Climate and Human life Vegetation and Wild life - Soil-types and distribution - land degradation and conservation measures - water resources - water harvesting - conservation and management - Minerals: Types and distribution - power resources - conventional and non-conventional - conservation.
UNIT- IV: Indian People, Society and culture

Population as a resource; Social structure - caste, class, kinship and religion - Culture-Meaning of culture, factors influencing cultures, components of culture - Tradition, Aesthetics, art, architectures, literature, Science and technology, beliefs and practices, Unity in diversity – Heritage - Natural and cultural; Preserving Heritage - need and measures for their preservation.

Unit- V India’s Freedom Struggle


Unit – VI: The Indian Constitution, Citizenship and State Policy


UNIT –VII: Democracy at Work

Local Governments - Panchayat Raj System - Municipal Administration - District Administration - State Governments - Governor - Chief Ministers and council of Ministers - State Legislature - High Courts and State Secretariat - Union Government: President - Prime Minister and Council of Ministers - Supreme Court and Central Secretariat - People and Democracy - Political Parties - Electoral Processes and Universal adult Franchise.

UNIT –VIII: Contemporary India


UNIT –IX: Agriculture and Indian Economy


UNIT – X: Industries and Indian Economy


Practical:
2. Preparing improvised aids for teaching Social Science.
SUGGESTED REFERENCE BOOKS:
Basham A.L (2008) A Cultural history of India @ Claren don press.
Geetisen (c2003), India: A National Culture? @ Sage publications New Delhi.
Nilakanta Sastri, K.A.- Srinivasachari. G.-Advanced History of India-Published by Allied Publishers Private Limited.
Rajayyan, K. -A History of Freedom Struggle in India –Published by Madurai publishing House, Madurai.
Rajesh Basrur.M (c2009)Challenges to democracy in India. @ Oxford University press.
Rau’s I.A.S. Study Circle New Delhi-Studies in Indian History-Published by Bookhive Publishers and Book sellers, New Delhi-8
Southgate, GW - An Introduction to World History – Published by J.M. Dent and Sons Ltd., 10-13, Bedford St., London Wc 2.
Srinivasamurthy, A.P. - History of India’s Freedom Movement 1857 - 1947 Published by S. Chand and Company (prt) Ltd, Ram Nagar, New Delhi-110 055.
OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING SOCIAL SCIENCE
(FOR POST GRADUATES IN POLITICAL SCIENCE, SOCIOLOGY, PSYCHOLOGY, LOGIC, PHILOSOPHY, INDIAN CULTURE OR ITS EQUIVALENT)

OBJECTIVES:

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

1. Understand the nature, scope and concept of Social Science.
2. Understand the aims and objectives of teaching Social Science.
3. Get acquainted with various methods of teaching Social Science at various levels.
4. Understanding of the principles of curriculum development, its transaction and evaluation in Social Science Curriculum.
5. Develop certain professional skills useful for classroom teaching.
6. Get the knowledge of research in Social Science.
7. Equip with the evaluation skills.
8. Know & understand the methods of Educational Statistics.
9. Appreciate use of modern technology in teaching social science
10. Develop qualities to make use of resource in teaching social science

UNIT I: Content

The syllabus for VI and X of Social Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Aims and objectives of teaching Social Science:

Nature, Scope and concept of Social Science - Correlation with other subjects such as History, Geography, Civics and Economics Social Science books - its effective use - Qualities of a good Social Science Teacher - Status of Social Science Education in India.

UNIT III: Approaches and Modern Methods of Teaching Social Science:

Known to unknown, Simple to Complex, Concrete to Abstract - Lecture Method, Discussion Method, Problem solving Method, Story telling method, Observation method, Assignment Method, Illustration and Exposition - Bloom’s Taxonomy of directional objectives - Flander’s Interaction
Analysis - Dealing with Controversial issues in Social Science - Dramatisation, Role Play, Programmed learning self study, Micro Teaching, Team Teaching, Simulated Teaching, Multi-media in Social Science teaching and Power Point Preparation, Technology integrated learning – CAI.

UNIT IV : Resource and Equipment:


UNIT V : Social Science Curriculum:

Meaning, Importance and principles of designing a good curriculum - Development of social studies as school subjects - Approaches to organize social studies curriculum in terms of correlation, integration, concentric, spiral unit and chronological approaches.

UNIT VI : Instructional Planning:

Planning for effective instruction in Social Science - Concept and objectives of lesson planning, planning of Daily lesson plan - Unit plan and Yearly lesson plan - Meaning and importance of text books in teaching of Social Science.

UNIT VII : Transaction of Social Science / Instructional Aids - Techniques of Teaching


UNIT VIII : Concepts of Social Science

Developing and applying concepts - Generalization and Hypothesis in Social Science - Developing concept and Generalization - Concept formation and classification - Concept Mapping in Social Science – Instructional Strategies for Concept learning.
UNIT IX : Methods of Evaluation


UNIT X : Educational Statistics

Collection of test scores and interpretation: Arrangement of scores, Frequency distribution table, Measures of Central Tendency (Mean, Median, Mode), Measures of Variability (Range, Quantile Deviation, Average, Mean Deviation, Standard Deviation), Correlation (Rank order & Product Moment), Graphs (Histogram, Frequency Polygon, Cumulative Frequency Curve, Ogive), Percentile Ranks, Normal Probability Curve, Kurtosis, Skewness.

PRACTICAL:

1. Excursion and field trips.
2. Preparing maps, charts, pictures, models, etc.
3. Preparing a picture Album.
5. Identifying three websites related to the syllabus.

SUGGESTED REFERENCE BOOKS:


Preston, Ralph. C (1965) Handbook of Social Studies. .....Rhinehart and Company