ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

(Re-accredited with 'A' Grade by NAAC) Palayamkottai - 627 002.

Affiliated to

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097.

Regulations and Syllabus for

Degree of

Bachelor of Education (B.Ed.)

for the Academic Year

2017 - 2019

B.Ed. Syllabus

CONTENTS

	ELECTIVES 1. Physical and Health Education 2. Guidance and Counselling 3. Environmental Education 4. Value and Peace Education	134

DISTRIBUTION OF CREDITS – B.Ed. (2017-2019)

First Semester

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

SL. No.	Courses	Credit	L	T	P/PW	Total
I	*Core Courses*					
1.	*Core Course – 1:* Psychology of Learners	3	45	1	20	75
2.	*Core Course – 2 :* Education In Emerging Indian Society	2	30	1	10	50
II	Curriculum and Pedagogic Studies					
1.	Content and Pedagogy of Optional Courses	3	45	1	20	75
2.	Pedagogy of Language	2	30	1	10	50
2.	Strengthening Language Proficiency and Managerial Skills	2	30	1	10	50
IV	**EPC Courses (Courses on Enhancing Professional Capacities)**					
1.	Physical Education and Yoga	1	15	5	5	25
2.	Library and Information Science	1	15	5	5	25
3.	Arts and Craft	1	15	5	5	25
	Grand Total (Theory)	15	225	6	85	375

L-Lecture

T-Tutorial

P/PW-Practical/Project Work

EPC Courses   Internal Evaluation
(Courses on Enhancing Professional Capacities)

S. No	EPC Courses	Physical Education and	Performance Test	Viva – Voce	Total Marks
1	Physical Education and Yoga	20	20	10	50
2	Library and Information Science	Library and Information	Performance Test	Viva – Voce	Total Marks
		20	20	10	50
3	Arts and Craft	Preparation of Collage	Performance Test	Viva – Voce	Total Marks
		20	20	10	50

Second Semester

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

(i) Theory component

SL.	Courses	Credit	L	T	P/PW	Total
I	*Core Courses*					
1	*Core Course – 1:* Psychology of Teaching and Learning	3	45	1	20	75
2.	*Core Course – 2:* Curriculum Development in the Knowledge era	3	45	1	20	75
3.	*Core Course – 3:* Assessment of Learning	3	45		20	75
II	**Curriculum and Pedagogic Studies**					
1.	Content and Pedagogy of Optional *Courses*	3	45	1	20	75
2.	Pedagogy of Language	2	30	1	10	50
	Grand Total (Theory)	14	210	5	90	350

L-Lecture

T-Tutorial

P/PW-Practical/Project Work.

Third Semester – Internship

Fourth Semester

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

(ii) Theory component

SL. No.	Courses	Credit	L	T	P/PW	Total
I	*Core Courses*					
1	*Core Course – 1:* Gender, School and Society	4	55	1	30	100
2.		4	55	1	30	100
3.	*Core Course – 2:* Inclusive Education	4	55	1	30	100
4.	**Core Course – 3:** Information and Communication Technology in Education	3	45		20	75
	Core *Course – 4 Self Science Education			1		
II	**Curriculum and Pedagogic Studies**					
1.	Content and Pedagogy of Optional *Courses*	3	45	1	20	75
2.	Pedagogy of Language	2	30	1	10	50
III.	*Elective Paper (any one of the Following elective paper)*	3	45	1	20	75
	a) Physical and Health Education					
	b) Guidance and Counselling					
	c) Environmental Education					
	d) Value and Peace Education					
	Grand Total (Theory)	23	330	8	160	575

L-Lecture

T-Tutorial

P/PW-Practical/Project Work.

L-Lecture, T-Tutorial, P/PW-Practical/Project Work.

S.No	Components	Credit	L	T	P/PW	Total
	Group 'A' Teaching Competency					
1.	Teaching Competence – Level – I	8	-	-	200	200
2.	Teaching Competence – Level – II	8	-	-	200	200
3.	Teaching Competence – Tamil/English	8	-	-	200	200
	Group 'B' Teaching Based Records Criticism Record – Level – I Criticism Record – Level – II Criticism Record - Tamil/English Observation Record – Level – I, Observation Record – Level – II, Observation Record – Tamil/ English Microteaching – Level – I, Microteaching – Level – II, Microteaching – Tamil/English Projects on Identifying and Analysing the Diverse Needs of Learners – Level –I, Teaching learning Materials– Level –I, Teaching learning Materials – Level –II, Teaching learning Materials Pedagogy of Language Tamil/English Test and Measurement– Level – I, Test and Measurement – Level – II, Reflective Record on Continuous and Comprehensive Evaluation Level – I (or) Level – II, Reading and Reflecting on School Text Books, Website Analysis Report Level – II and Educational Technology Kit Psychology Experiments, Action Research, Case Study- Level-II	12		75	225	300
	Group 'C' School and Community Based activities Arts & Craft and S.U.P.W. Record C.T. Camp Record Physical Education, Yoga & Health Album	5	3	30	65	125

	Educational Tour and Field Trip Record Report on Organisation of Non-Scholastic Activities Report on Maintenance of Records and Registers in Schools Environmental Education Record Library usage Record					
	GROUP 'D' PRACTICUM	**3**	**4**	**10**	**20**	**75**
	Grand Total	**44**	**7**	**115**	**910**	**1100**

L-Lecture, T-Tutorial, P/P/W-Practical/Project Work.

Note: Internal Evaluation of Practical Work will be based on practical assignments, Performance of school and community activities and evaluation of teaching practice including submission of Reports/Records Pertaining to these activities.

(iii)   Summary

Sl.No	Courses	Credit	L	T	P/PW	Total
I	*Theory Component*					
1.	Core Courses (9)	29	375	125	225	725
2.	Content and Pedagogy of Optional Courses	9	125	25	75	225
3.	Pedagogy of Language	8	100	25	75	200
4.	Elective Paper (1)	3	45	10	20	75
5.	EPC	3	45	10	20	75
	Total (Theory)	52	690	195	415	1300
II	*Practicum Component*					
1.	Group 'A'	24	-	225	375	600
2.	Group 'B'	12	-	125	175	300
3.	Group 'C'	5	-	25	100	125
4.	Group 'D'	3	10	20	45	75
	Total (Practicum)	44	10	395	695	1100
	Grand Total	96				2400

4. SCHEME OF EXAMINATION

Examination (Theory)

(i)   Theory – First Semester

SL. No	Courses	Duration	Internal Marks	External Marks	Total Marks
1	Psychology of Learners	3 hours	25	75	100
2	Education in Emerging Indian Society	3 hours	25	75	100
3	Content and Pedagogy of Optional Courses	3 hours	25	75	100
4	Pedagogy of Language	3 hours	25	75	100
5	Strengthening Language Proficiency and Managerial Skills	3 hours	25	75	100
				Total	**500**

(ii)   Theory – Second Semester

SL. No	Courses	Duration	Internal Marks	External Marks	Total Marks
1	Psychology of Teaching and Learning	3 hours	25	75	100
2	Curriculum Development in the Knowledge era	3 hours	25	75	100
3	Assessment of Learning	3 hours	25	75	100
4	Content and Pedagogy of Optional Courses	3 hours	25	75	100
5	Pedagogy of Language	3 hours	25	75	100
				Total	**500**

(iii) *Theory – Fourth Semester*

SL. No	Courses	Duration	Internal Mark	External	Total M
1	Gender, School and Society	3 hours	25	75	100
2	Inclusive Education	3 hours	25	75	100
3	Information and Communication Technology in Education	3 hours	25	75	100
4	Self Science Education	3 hours	25	75	100
5	Content and Pedagogy of Optional Courses	3 hours	25	75	100
6	Pedagogy of Language	3 hours	25	75	100
7	Elective	3 hours	25	75	100
				Total	**700**

Internal Assessment (Theory)

The student teachers are evaluated according to their performance in

a) Preparation and Presentation of Assignment	:	10 marks
b) Two Tests	:	15 marks

Total : **25** Marks

S.No	Practical Activities 2017-	MARKS
GROUP – A –TEACHING COMPETENCE		
1.	Teaching Competence – Level – I	100
2.	Teaching Competence – Level – II	100
3.	Teaching Competence – Tamil/English	100
	Total	**300**
GROUP – B –TEACHING BASED RECORDS		
1.	Criticism Record – Level – I	5
2.	Criticism Record – Level– II	5
3.	Criticism Record –Tamil/ English	5
4.	Observation Record – Level- I	10
5.	Observation Record – Level – II	10
6.	Observation Record – Tamil/ English	10
7.	Microteaching – Level - I	10
8.	Microteaching – Level - II	10
9.	Microteaching – Tamil/ English	10
10.	Projects on Identifying and Analysing the Diverse Needs of Learners – Level - I	10
11.	Teaching learning Materials – Level –I	15
12.	Teaching learning Materials – Level –II	15
13.	Teaching learning Materials Pedagogy of Language Tamil/English	15
14	Test and Measurement– Level – I	10
15.	Test and Measurement – Level – II	10
16.	Reflective Record on Continuous and Comprehensive Evaluation Level – I (or) Level – II	10
17.	Reading and Reflecting on School Text books	5
18.	Website Analysis Report – Level – II and Educational Technology Kit	5
19.	Psychology Experiments	15
20.	Action Research	5
21.	Case Study – Level – II	10
	Total	**200**

**GROUP – C- SCHOOL AND COMMUNITY BASED ACTIVITIES
& PRACTICUM RECORD**

Arts & Craft and S.U.P.W. Record	20
C.T. Camp Record	20
Physical Education, Yoga & Health Education Album	20
Educational Tour and Field Trip Record	5
Report on Organisation of Non-Scholastic Activities	10
Report on Maintenance of Records and Registers in Schools	10
Environmental Education Record	10
Library Usage Record	5
Total	**100**
Group – D - Practicum Record	**50**
Total	
(**Group A = 300 + Group B =200 + Group C = 100 + Group D = 50**) **Grand**	**650**

Therefore, total marks for Practical is   ***650and***

Total for Theory   **=**   **1850 Marks**

Grand Total   **2500 Marks**

Practical Examination

The External board (appointed by the Controller of Examinations in consultation with the Principal) will examine the teaching competence of the candidates and their practical work. The Board will examine the teaching competency of Group A in Level I Level II and Pedagogy of language and other practical aspects. The teaching competency of Group A carries 100 marks for each Level and 100 marks for Pedagogy of language – Tamil/English bringing to a total of 300 marks. The other practical aspects in group B carries 200 marks and group C carries 100 marks and Group D carries 50 marks in total. **So total marks for practical is 300+200+100+50 = 650** Marks. For the practical, a minimum of 50% marks for each category is required for pass.

The grand total for theory and practical examination is 650+650+500+700 =2500 marks.

Passing minimum and Award of Class

For each theory paper the minimum marks required for pass is 50% of the aggregate of internal and external marks. (For each paper the minimum marks for pass in the external examinations is 45%). For practical activities also the required minimum for pass is 50%. In practical for every activity the student should obtain 50% marks.

Class is awarded separately for theory and practical.

75% and above	-	Distinction
60% and above but less than 75%	-	First Class
50% and above but less than 60%	-	Second Class
Less than 50%	-	Reappear

Core, Content and Pedagogic Studies, Pedagogy of Language.		
Semester I		
Paper	**Title**	**Sub.Code**
Core Courses	1. Psychology of Learners	FBEC1
	2. Education in Emerging Indian Society	FBEC2
Content and Pedagogy of Optional Courses	1. Content and Pedagogy of Special Tamil - I	FCPTA
	2. Content and Pedagogy of Special English – I	FCPEN
	3. Content and Pedagogy of Mathematics – I	FCPMA
	4. Content and Pedagogy of Physical Science – I	FCPPS
	5. Content and Pedagogy of Biological Science –I	FCPBS
	6. Content and Pedagogy of Social Science – I	FCPSS
	7. Content and Pedagogy of Computer Science – I	FCPCS
	8. Content and Pedagogy of Commerce and Accountancy - I	FCPCA
	9. Content and Pedagogy of Economics - I	FCPEE
Pedagogy of Language	1. Pedagogy of Language – Tamil - I	FCPLT
	2. Pedagogy of Language – English - I	FCPLE
	3. Strengthening Language Proficiency and Managerial Skills	FCPSL
EPC	1. Physical Education and Yoga	FEPCP
	2. Library and Information Science	FEPCL
	3. Arts and Craft	FEPCA
Semester II		
Core Courses	1. Psychology of Teaching and Learning	SBEC3
	2. Curriculum Development in the Knowledge Era	SBEC4
	3. Assessment of Learning	SBEC5
Content and Pedagogy of Optional Courses	1. Content and Pedagogy of Special Tamil – II	SCPTA
	2. Content and Pedagogy of Special English – II	SCPEN
	3. Content and Pedagogy of Mathematics – II	SCPMA
	4. Content and Pedagogy of Physical Science – II	SCPPS
	5. Content and Pedagogy of Biological Science – II	SCPBS
	6. Content and Pedagogy of Social Science – II	SCPSS
	7. Content and Pedagogy of Computer Science – II	SCPCS
	8. Content and Pedagogy of Commerce and Accountancy – II	SCPCA
	9. Content and Pedagogy of Economics – II	SCPEE
Pedagogy of Language	1. Pedagogy of Language – Tamil - II	SCPLT
	2. Pedagogy of Language – English - II	SCPLE
Semester III - Internship		
Semester IV		
Core Courses	1.Gender, School and Society	LBEC6
	2. Inclusive Education	LBEC7
	3. Information and Communication Technology in Education	LBEC8
	4. Self Science Education	LBEC9

Content and Pedagogy of Optional Courses	1. Content and Pedagogy of Special Tamil - IV	LCPTA
	2. Content and Pedagogy of Special English – IV	LCPEN
	3. Content and Pedagogy of Mathematics – IV	LCPMA
	4. Content and Pedagogy of Physical Science – IV	LCPPS
	5. Content and Pedagogy of Biological Science –IV	LCPBS
	6. Content and Pedagogy of Social Science – IV	LCPSS
	7.Content and Pedagogy of Computer Science – IV	LCPCS
	8.Content and Pedagogy of Commerce and Accountancy - IV	LCPCA
	9.Content and Pedagogy of Economics - IV	LCPEE
Pedagogy of Language	1. Pedagogy of Language – Tamil - IV	LCPLT
	2. Pedagogy of Language – English - IV	LCPLE
Electives	1. Physical and Health Education	LBEPE
	2. Guidance and Counseling	LBEGC
	3. Environmental Education	LBEEE
	4. Value and Peace Education	LBEVE

SEMESTER - I

CORE – I - PSYCHOLOGY OF LEARNERS
[SEMESTER - I]

Sub Code: FBEC1

Objectives

The student teacher will be able to

- understand the concepts and principles of Educational Psychology,
- understand various dimensions of development.
- acquaint the process of development and assessment of various abilities and traits,
- acquire knowledge about the dimensions and determinants of personality,
- understand the importance of mental health and hygiene and

Unit I - Educational Psychology

Psychology: meaning, definition, branches - Methods of Psychology: Introspection, Observation, Interview, Case-study, Experimental method - Educational psychology: meaning, definition nature and Scope - Contribution of Psychology to education.

Unit II - Growth and Development

Growth and Development: meaning, concept, principles, stages and factors related to growth and development (heredity and environment) – Characteristic features and problems of various stages and dimensions of growth and development – Infancy, Childhood and Adolescence - Developmental tasks and Role of teachers.

Unit III - Dimensions of Development

Cognitive Development – Sensation and perception, Attention – factors related to attention-kinds of attention – inattention, distraction and division of attention. - Piaget and Bruner's theory of cognitive development - Social development - Erickson's stages of social development - Emotional development – Goleman's theory of Emotional Intelligence and its Educational Significance - Significance of Emotional Intelligence, Moral development – Kohlberg's stages of Moral Development.

Unit IV - Development of Personality

Personality : Definition, meaning and nature- Development of personality - Theories of personality – Eysenck, Cattell and Freud (Id, Ego, Super Ego) - Assessment of Personality – Projective and Non-Projective techniques - Integrated Personality and teachers' role in shaping the students.

Unit V - Mental Health

Concept of Mental Health and Hygiene – Purposes of Mental Hygiene – adjustment and mal adjustment, factors influencing adjustment of students, Conflict and Frustration – Defense Mechanisms: Identification, Rationalisation, Compensation, Projection, Aggression, Reaction formation - Stress and Stress coping behaviour - Role of teachers in the Promotion of Mental health among Students.

Task Assessment

1. Prepare a PPT slide on the cognitive stages enumerated by Piaget.
2. Identify the symptoms of mal adjustment among school children and suggest means to promote adjustment among students.
3. Prepare a plan of activities for students of various levels which will promote ego - strength among students.

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CORE – II - EDUCATION IN EMERGING INDIAN SOCIETY [SEMESTER I]

Sub Code :FBEC2

Objectives

The student teacher is enabled to

- acquire the knowledge of the concepts and principles of Education and Philosophy,
- understand the relationship between Philosophy and Education and the implication of Philosophy on education,
- analyse the contributions of educational thinkers to education and their impact on education,
- understand and appreciate the role of education in social and national reconstruction and
- familiarize them with the forces that operate in Contemporary Indian Society.

Unit I - Education

Education: Meaning, Definition, Aims, Function, Nature, Types of Education (Formal, Non-Formal, Informal) - Agencies of Education- New Approach to Education - Difference among the following concepts - Instruction - Teaching - Training – Indoctrination - UNESCO's Four Pillars of Education.

Unit II - Philosophical bases of Education

Philosophy - Concept of Philosophy - Definition, Meaning, and Scope of Philosophy - Philosophy of Education and Educational Philosophy - Relationship between Education and Philosophy.

Unit III - Educational implications of Schools of Philosophy

Idealism – Realism - Naturalism – Pragmatism – Humanism and its Educational Implications.

Educational Thinkers: Plato - Rousseau – Dewey - Mahatma Gandhi - Rabindranath Tagore - A.P.J Abdul Kalam and Ignatius Loyola and their relevance to Modern Education.

Unit IV - Education in Traditional and Contemporary Indian Society

Education in Traditional India: Vedic Education, Buddhist Education, Education during Medieval and British periods with special reference to Lord Macaulay's Minute and Wood's despatch.

Education in Contemporary India: National Education Commissions: Mudaliar Commission (1954) – Kothari Commission (1964-66) – National Policy on Education (1986) - Rama moorthy revised Education Policy - POA -1992 – National Curricular Framework (NCF 2005).

Unit V - Emerging Trends in Learning Environment and its impact

Three Moments in the History of Mankind - Traditional, Modern and Post modern society - Features and impact on education - Major Global trends: Liberalisation, Privatization and Globalisation – Consumerism –Technology and Media as a prime mover of social change. Adaptive Demands on Society on Individual and on education in the Global village – Changes in the teacher's role, learner participation, learning resources and physical space.

Task Assessment

1. Conduct a discussion on the strategies to be followed in the classroom to develop the spirit of 'learning to live together'.
2. Conduct a symposium on the topic, "Is privatization a boon or bane for Quality enhancement of education in India about law enacted for private employees?"
3. Conduct of an Elocution competition on the topic, "The legacy DR.A.P.J. Abdul Kalam has left"

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பாடப்பொருள் மற்றும் சிறப்புத்தமிழ் கற்பித்தல் - I
(முதல் பருவம்)

நோக்கங்கள்
ஆசிரிய மாணவர்கள்

* தமிழ்பாடப் பகுதிகளை கற்பித்தலை அறிதல்
* மொழியின் சிறப்புகளை அறிதல்.
* கற்பித்தல் நோக்கங்களையும், பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவத்தையும் அறிதல்
* உயிர் மெய்யொலிகளின் சிறப்பு பற்றி அறிந்து சரியாக உச்சரித்தல்
* தமிழ் கற்பிக்கும் திறனை வளர்த்தல்

அலகு – 1 தமிழ்ப் பாடப்பொருள் கற்பித்தல்

ஒன்பதாம் வகுப்பு இலக்கணம் - எழுத்து - ஆகுபெயர் - பெயர்ச்சொல்: தொழில், பண்பு, மூவிடப்பெயர்கள் - சொல்: பகுபதம், பகாபதம் - வழாநிலை, வழு, வழுவமைதி - பொருள்கோள் - புணர்ச்சி - யாப்பு: செய்யுள் உறுப்புகள் (எழுத்து, அசை, சீர், தளை) - யாப்பு: செய்யுள் உறுப்புகள் (அடி, தொடை) - அணி.

அலகு - 2 மொழியின் சிறப்புகள்

மொழியின் அமைப்பு — மொழியின் பண்புகள் - மொழி வளர்ச்சி - மொழி வளர்ச்சிக் கொள்கை - மொழியின் தொன்மை — மொழியின் தோற்றக்கொள்கை - தாய்மொழியின் கிளைமொழிகள் - மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு - சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல்- மொழியும் சமூக சூழ்நிலையும் - மொழியும் பொருளாதாரமும் - தனிச்செம்மொழி சிறப்பு.

அலகு - 3 - நுண்ணிலைக் கற்பித்தல், கற்பித்தல் திட்டமிடுதல்

நுண்ணிலைக் கற்பித்தல் - விளக்கம் - படிகள் - சுழற்சி - நன்மைகள் - பயிற்சி பெறும் திறன்கள் - பாடம் தொடங்கும் திறன் - விளக்குதல்திறன் - பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன் - எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன்- வலுவூட்டிகளை பயன்படுத்தும் திறன் - இணைப்புக் கற்பித்தல்.

வருடபாடத்திட்டம் - பயன்கள் - அலகு திட்டம்- விளக்கம் - தேவை - முக்கியத்துவம் - படிநிலைகள் - கற்பித்தல் நோக்கங்கள் - புளுமின் கற்பித்தல் நோக்க வகை தொகை - தொடக்கநிலை, உயர்நிலை, மேல்நிலை கற்பித்தலுக்கான பொது சிறப்பு நோக்கங்கள் - பாடத்திட்டம் - விளக்கம் - பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவம் பாடத்திட்டம் தயாரிக்கும் போது ஆசிரியர் மனதில் கொள்ளத்தக்கன - பாடத்திட்டம், கற்பித்தல் திட்டம் - வேறுபாடு - பாடத்திட்ட படிவம் தயாரித்தல் - செய்யுள் - உரைநடை - இலக்கணம் - துணைப்பாடம் - கட்டுரை.

அலகு - 4 - மொழியியல்

ஒலி மொழியாதல் - தமிழ்மொழிகளின் பிறப்பு - உயிர், மெய்யொலிகளின் பிறப்பு - பேச்சு உறுப்புகளும் அதன் செயல்பாடுகளும் - தமிழ்மொழியின் அமைப்பு - அடைப்பொலி - உரசொலி - மூக்கொலி - ஆடொலி - மருங்கொலி - ஒலியன்கள்- ஒலியன்களை கண்டறியும் கொள்கைகள்.

அலகு - 5 – தமிழ் கற்பிக்கும் முறைகள்

மரபுவழி கற்பிக்கும் முறை - விளக்கம் - வகைகள்- புதுமைமிகு கற்பிக்கும் முறைகள் - விளையாட்டு முறை - நடிப்பு முறை - செயல்திட்ட முறை - மேற்பார்வை படிப்பு முறை - விளக்கம் - சிறப்பியல்புகள் - ஒப்படைப்பு முறை - விளக்கம் - முக்கியத்துவம்.

செய்முறை மதிப்பீடு:-

1. சொற்களஞ்சியத் தொகுப்பு வரைவுத்தாள் தயாரித்தல்
2. ஒரு சொல் பல பொருள் படத்தொகுப்பு தயாரித்தல்
3. இணையதள பகுப்பாய்வு

பார்வை நூல்கள்

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வேணுகோபால், பா (2009) கே.சாந்தகுமாரி, சிறப்புத்தமிழ்கற்பித்தல், சாரதா பதிப்பகம், சென்னை

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CONTENT AND PEDAGOGY OF SPECIAL ENGLISH - I
[SEMESTER - I]

Sub Code : FCPEN

Objectives

The student teacher is enabled to

- acquire the characteristics of English Language ,
- acquire the knowledge of the sound system of English,
- develop competency in skills of preparing lesson plans and present them effectively,
- evolve a working knowledge of the grammatical terminology and the grammatical system in English and
- imbibe good pronunciation and fluency of speech and also to develop legible writing skills.

Unit-I Content (Std. IX syllabus)

Grammatical items - Phrasal Verbs - Sentence Pattern-Tenses -Voice (active voice, passive voice)- Direct to Indirect speech – Gerund - The description of speech sounds, vowels and consonants – classification of consonants – vowels and diphthongs – Phonetic symbols –Transcription – stress, word stress and sentence stress - Intonation – four basic patterns - Teaching of vocabulary – Active and passive vocabulary.

Unit - II Aims and objectives

Aims and objectives of teaching English at primary, secondary and higher secondary levels – Bloom's Taxonomy of Instructional objectives – cognitive, affective and psychomotor Domain – Four skills of English - various strategies to develop the listening, speaking, reading and writing skills.

Unit - III Microteaching

Microteaching – Meaning , Definition and Characteristics – Microteaching process - Microteaching cycle - skills of introducing the lesson, probing questioning, explaining, illustrating with examples, stimulus variation and reinforcement – Advantages of Microteaching – Link Lesson

Unit - IV Planning for Teaching

Year plan - advantage of year plan – Unit Plan- definition- need and importance – steps in Unit plan - Lesson Plan – Definition, components of a good lesson plan – need, format of macro lesson plan – Teaching of prose – Teaching of poetry – Difference between teaching of prose and poetry – Teaching of grammar

- Teaching of composition –characteristics of good lesson plan – Importance of lesson plan - steps involved in lesson plan.

Unit -V Instructional strategies

Methods – Grammar Translation Method - Bilingual Method - Direct Method – Audio-Lingual Method – Difference between translation and direct methods – Approaches – structural, situational, communicative and eclectic – Differences between method and approach.

Task Assessment

1. Prepare of labelled diagram of speech organs.
2. Prepare of vowel and consonant chart.
3. An oral test assessing the teacher trainee's knowledge and mastery of the various areas in Grammar.

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CONTENT AND PEDAGOGY OF MATHEMATICS - I
[SEMESTER – I]

Sub Code : FCPMA

Objectives

The student teacher is enabled to

- develop insight into the meaning, nature and objective of mathematics education,
- prepare micro lesson plan for developing various skill,
- develop knowledge in planning and teaching mathematics,
- develop knowledge and skill of applying various instructional approaches in teaching mathematics and
- stimulate curiosity, creativity and inventiveness in mathematics.

Unit I – Content

Real numbers – Surds – Basic operations - Sets – Different kinds of sets – Set operations – Representation using Venn diagram - Practical Geometry – Special line segments within triangles – Perpendicular bisector to a given line segment – Perpendicular from an external point to a given line – Bisector of a given angle – Line joining a given external point and the midpoint of a given line segment - The points of concurrency of a triangle – Circumcentre – Orthocentre – Incentre – Centroid.

Unit II - Objectives and Values

Objectives of teaching Mathematics – Bloom's Taxonomy of Instructional Objectives, Framing instructional objectives of teaching Mathematics in behavioural terms - Values of teaching Mathematics: practical, social, cultural, disciplinary and recreational values.

Unit III - Microteaching

Microteaching – meaning, definition and characteristics- Microteaching process – Microteaching cycle – skill of set induction, stimulus variation, probing, explaining, illustrating with examples, skill of using of black board writing, reinforcement - Uses of Microteaching - Link lesson.

Unit IV – Planning for Teaching

Year Plan – advantage of year plan - Unit plan – Definition – Need and importance – Steps in Unit plan- Lesson plan – definition – components of a lesson plan – Need for writing a lesson plan – characteristics of a good lesson plan – Herbartiansteps.

Unit V - Instructional Strategies

Lecture cum demonstration method – Inductive method, Deductive Method, Analytic method, Synthetic method, Problem solving approach, Computer Assisted Instruction (CAI), Active Learning Method (ALM) – TIGER Method, Constructive approach – 5E Model.

Task Assessment

1. Prepare a booklet on tangram & paper folding.
2. Prepare a mathematical album.
3. Prepare a CAI Packages.

References

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CONTENT AND PEDAGOGY OF
PHYSICAL SCIENCE - I [SEMESTER-I]

Sub Code : FCPPS

Objectives

The student teacher is enabled to

- understand the nature and scope of Physical Science,
- appreciate the values of science teaching,
- equip themselves with aims and objectives of teaching Physical Science,
- develop competency in skills of preparing lesson plans and present them effectively and
- develop an understanding of various methods and techniques of teaching Physical Science.

Unit I Content

Light- Laws of reflection - Regular and irregular reflections -Multiple reflections - Multiple images- Refraction (Snell's law not included). - Dispersion – using prism- Total internal reflection- Human eye – Image formation – Sound: Sound propagation - Sound produced by human - Human ear and Hearing- Amplitude, Time period and frequency of vibration- Audible and Inaudible sounds. - Noise - Noise pollution- Science today – Fiber optics – sending message by light.- Chemical Bonds - Octet rule- Types of Chemical bond Formation of Ionic And Covalent bond- Common Properties of ionic compounds - Common Properties of covalent compounds - Differences between Ionic and covalent compounds – Co-ordinate covalent bond - Common properties of coordinate compounds.

Unit II - Aims and Objectives

Aims and objectives of teaching physical science at different levels – Primary, Secondary and higher secondary - Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor domains - Framing Instructional Objectives of teaching Physical Science in behavioural terms - Maxims of teaching Science – Known to unknown, part to whole, concrete to abstract - Nature and Scope of Science : Meaning, Definition and Nature of Science (product and process) – A body of knowledge – A way of thinking – Contribution of scientists to nation – Values of Science Teaching.

Unit III - Microteaching

Microteaching - Concept, Principles, Procedures - Teaching Skills – Skill of set induction - skill of explaining - skill of probing questioning - skill of illustrating with examples - skill of stimulus variation - skill of reinforcement and Skill of using blackboard – Skill of closure - Link lessons.

Unit IV – Lesson Planning

Year plan – advantages year plan - unit plan – need and importance of unit plan – steps in unit plan - lesson plan– importance and Characteristics of lesson plan – Steps involved in lesson planning- Herbartian steps.

Unit V –Instructional strategies

General methods of teaching physical science – lecture method - lecture cum Demonstration method - Individual Practical method - assignment method - Heuristic method - Biographical method - ALM method - Problem solving method - Project method - Computer Assisted Instruction - Recent trends : flipped classroom – web based teaching.

Task Assessment

1. Prepare improvised aids in Physics or Chemistry.
2. List out latest discoveries in physical science.
3. Prepare a Powerpoint Presentation with animation for a given topic.

References

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Gupta, S.K. (1981). *Teaching Physical Science in Secondary School*. New Delhi: Sterling Publications.

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CONTENT AND PEDAGOGY OF
BIOLOGICAL SCIENCE – I [SEMESTER – I]

Sub Code : FCPBS

Objectives

The student teacher is enabled to

- understand the nature and scope of Biological Science,
- understand the objectives of teaching Biological Science,
- prepare micro lesson plan for developing various skills,
- acquire skills relating to planning for teaching in Biological Science and
- familiarize with the various methods and techniques of Biological Science.

Unit I - Content

Cells Biology – Cell as a basic unit of live - Prokaryotic and Eukaryotic cells - Cell membrane and Cell wall – Cytoplasm – Cell organelles & their functions - Endoplasmic reticulum – Lysomomes – Ribosome – Mitochondria – Nucleus.

Unit II - Aims and Objectives

Aims & Objectives of teaching Biological Science at different levels – Primary, Secondary and Higher Secondary – Benjamin Blooms taxonomy- Relationship of Biology with other branches of Science - Impact of Biological Science on modern communities - Values of teaching Biological Science.

Unit III - Microteaching

Microteaching - Need for microteaching – Principles underlying in micro teaching– Microteaching cycle – Steps in microteaching - A plan of action - Micro teaching skills - Skills of probing questioning, explaining, stimulus variation, reinforcement, illustrating with example and skill of using black board writing - Need for a link lesson – Advantages of microteaching.

Unit IV – Planning for Teaching

Year plan – Unit plan: Characteristics of a good unit, steps in developing a unit plan – Lesson plan: Definition – Components of a lesson plan , J.H. Herbartian steps in writing a lesson plan , Advantages of lesson planning , Criteria of a good lesson plan.

Unit V - Methods of Teaching

Lecture method – Lecture cum-demonstration method – Biographical method – Project method - Scientific method - Inductive and Deductive method - ALM method - Programmed learning : Linear and Branching - Computer Assisted Instruction - Team teaching - Seminar – Symposium - Panel discussion.

Task Assessment

1. Prepare a project report
2. Develop power point slides on any two Micro skills
3. Prepare herbarium.

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CONTENT AND PEDAGOGY OF SOCIAL SCIENCE - I
[SEMESTER I]

Sub Code : FCPSS

Objectives

On completion of the course the student teacher is enabled to

- understand the content of Social Science,
- understand the aims, objectives and skills of teaching Social Science,
- enable to develop knowledge in planning for teaching,
- formulate instructional objectives and,
- understand the various strategies of teaching Social Science.

Unit I – Content (IX syllabus)

World civilizations, Industrial revolution, world wars Revolt of 1857, Struggle for Indian independence, Africa – Geographical features, Natural Resourses, America – Geographical features, Natural Resourses, Human Resourses.

Unit II - Aims and Objectives

Aims and Importance of History and History Education, General and specific aims of teaching History, Objectives of teaching History, Blooms Taxonomy, values of teaching History : Practical, social, Intellectual, Disciplinary and Cultural.

Unit III - Microteaching

Microteaching – meaning, definition and characteristics, Microteaching process – Microteaching cycle – Skill of Introduction, Skill of Explaining, Stimulus Variation, Illustrating with examples,Skill of using Black board and Reinforcement, Link lesson – Differences of micro and macroteaching.

Unit IV - Planning for teaching

Year plan, Unit plan and Lesson plan, principles of lesson plan, features of lesson plan, various approaches to lesson planning- Herbartian steps, selection and organisation of concepts, instructional aids, learning experiences, evaluation, review and home task – Features of good lesson plan, Preparation of lesson plan.

Unit V - Instructional Strategies

Teacher directed- Lecture, demonstration, story telling, source method, team teaching.

Learner directed- Individualised instruction- PSI, Programmed instruction, CAI, Project, Problem solving, Dramatisation and Heuristic.

Group Directed- Seminar, discussion, symposia, debates, panel discussion, work-shop, brain storming.

Task Assessment

1. Prepare a ppt for any topic given in the unit.
2. Prepare a PLM Material.
3. Compile a story book for teaching Social Science.

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CONTENT AND PEDAGOGY OF COMPUTER SCIENCE – I
[SEMESTER – I]

Sub Code : FCPCS

Objectives

The student teacher is enabled to

- acquire knowledge on historical evaluation of computer and its hardware, soft-ware components,
- understand the aims and objectives of teaching computer science,
- acquire microteaching skills,
- acquire skills related to planning lessons and presenting them effectively and
- familiarize the various methods that can be employed for the teaching of computer science.

Unit – I – Content

Introduction to Computers: History of Computers, Hardware and Software, Types of Computers - Computer Organization: Basic Components of a Digital Computer, Functional Units of a Computer System: Central Processing Unit, Arithmetic and Logic Unit (ALU), Memory Unit, Input and Output Devices.

Unit II - Aims and Objectives

Aims and objectives of Teaching Computer Science at different levels: Primary, Secondary and Higher Secondary - Blooms Taxonomy of Educational objectives - Writing instructional objectives and planning for specific behavioural changes, - Nature and scope of computer science– Values of teaching computer science.

Unit III – Microteaching

Microteaching – Meaning, Definition, Objectives of micro teaching - Micro teaching cycle – Phases of micro teaching – Difference between microteaching and Traditional classroom teaching - Skill of explaining, skill of probing questioning illustrating with example, skill of stimulus variation, skill of reinforcement, skill of using black board -Link practice teaching.

Unit IV – Planning for Teaching

Year Plan: importance of year plan, Steps in Making Year Plan, – Unit Plan: steps in unit plan, Advantages and Disadvantages of unit plan -Lesson Plan: Need of lesson plan, principles of lesson plan, Herbartian Steps in writing lesson plans

Unit V - Methods of Teaching

Lecture methods – lecture-cum-demonstration - Heuristic method - project method –Inductive - deductive - programmed learning – Intelligent Tutoring system(ITS) – Intelligent Computer Assisted Instruction(ICAI) – constructivism Approach - Computer Assisted Instruction - develop CAI package.

Task Assessment

1. Prepare a CAI package.
2. Design a branching program for any one topic.
3. Prepare of PowerPoint presentation for Digital Lesson Plan.

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CONTENT AND PEDAGOGY OF COMMERCE AND ACCOUNTANCY – I
[SEMESTER – I]

Sub Code : FCPCA

Objectives

The student teacher is enabled to

- sensitize the school content in their respective subjects pertaining to state board syllabus at higher secondary I year (XI standard),
- internalise the aims and objectives of teaching Commerce and Accountancy,
- understand the concept of microteaching and to master the micro skills,
- develop competency in skills of preparing unit plans and lesson plans and present them effectively and
- understand the instructional strategies employed in teaching Commerce and Accountancy .

Unit - I State board syllabus

Prescribed for Higher Secondary I year

Unit - II Meaning aims and objectives and Nature

Commerce and Accountancy meaning - Aims and objectives of teaching commerce and Accountancy – Bloom's taxonomy, cognitive, affective and psycho motor domains – Specifications – principles – importance and relationship of commerce with other subjects.

Unit - III Microteaching

Microteaching – meaning, definition and characteristics.Microteaching process – Microteaching cycle – skill of set induction, probing, Explaining, Illustrating with examples, Blackboard writing, Reinforcement - Uses of Microteaching.

Unit - IV Planning for Teaching

Year plan – Advantages of year plan - Unit plan - definition – Need and importance - Steps in Unit plan - lesson plan – definition - Need for writing a lesson plan – characteristics of a good lesson plan - Herbartian steps – Link lesson.

Unit -V Instructional Methods

Lecture method, demonstration method, problem solving method – Project method- Inductive Method - Deductive Method - Analytic and Synthetic Method –

Individualized instructional methods – Programmed learning - Computer Assisted Instruction (CAI), Activity Based Learning (ABL), Active Learning Method (ALM).

Task Assessment
1. Prepare 10 frames for any one.
2. Prepare a Commerce Album topic following linear programming.
3. Prepare a PowerPoint presentation for any one topic in Commerce or Accountancy.

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CONTENT AND PEDAGOGY OF ECONOMICS –I
[SEMESTER–I]

Sub Code : FCPEE

Objectives

The Prospective teacher is enabled to

- understand the value of the discipline of Economics,
- acquire knowledge of the nature, scope and development of economics,
- know the aims and objectives of Teaching Economics,
- understand the need for implementing the methods of catering to individual differences in Economics teaching and
- develop knowledge and skill of applying various instructional strategies in teaching Economics Education.

Unit I - Nature of Economics Education

Nature and scope of Economics of Education – Aims and values of teaching economics – Objectives of teaching economics - Correlation of economics with other subjects - Recent trends in economics – Aspects of globalization, liberalization and privatization in relation to economics.

Unit II - Aims, Objectives and Values

Teaching and Learning – effective teaching – Aims, Objectives and Values of learning, Economics – Objective based instruction (OBI) - Bloom's Taxonomy – cognitive, affective and Psycho motor domains -Specification – meaning – principles – Importance - use of blackboard and increasing pupil participation.

Unit III - Microteaching

Microteaching – meaning, definition and characteristics. Microteaching process – Microteaching cycle – skill of set induction, probing, explaining, illustrating with examples, blackboard writing, reinforcement - uses of Microteaching.

Unit IV –Planning for Teaching

Unit Plan – Definition – Need and importance – Steps in Unit plan – Year Plan - Advantages of year plan - Lesson plan – definition – components of a lesson plan – Need for writing a lesson plan – characteristics of a good lesson plan Herbatian steps – Link lesson.

Unit V - Instructional Strategies

Lecture cum demonstration method – Inductive Method, Deductive Method, Analytic Method, Synthetic Method, Heuristic Method, Laboratory Method, Project Method - Problem solving Approach - Computer Assisted Instruction (CAI) - Activity Based Learning (ABL) - Active Learning Method (ALM).

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மொழிக் கற்பித்தல் - தமிழ் - **I** [முதல்பருவம்]

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

- தாய்மொழி பயிற்றுதலின் நோக்கங்களை அறிதல்
- உரைநடை கற்பிக்கும்முறை அறிதல்
- செய்யுள்கற்பிக்கும்முறை அறிதல்
- இலக்கணம்கற்பிக்கும்முறை அறிதல்
- கட்டுரை, துணைப்பாடம் கற்பிக்கும்முறை அறிதல்

அலகு– 1 தாய்மொழி பயிற்றுதலின் நோக்கங்கள்

மொழியின் தோற்றம் - மொழியின் இன்றியமையாமை - மொழிப்பயிற்றலின் நோக்கங்கள் - மொழி கற்றலின் பயன்கள் - கல்வியின் இன்றியமையாமையும் சூழ்நிலையின் குறைகளையும் அறிதல் - சமூகக்கடமைகளை மேற்கொள்ளுதல் வாழ்க்கை நடத்தத் தேவையான திறன்களை பெறுதல்.

அலகு - 2 உரைநடை கற்பித்தல்

உரைநடை - கற்பித்தலின் நோக்கங்கள்- உரைநடையின் வகைகள்- கற்பிக்கும்முறை - சொற்களஞ்சியம்- சொற்களஞ்சிய வகைகள்- சொற்களஞ்சியத்தை வளர்க்கும் முறைகள்.

அலகு - 3 செய்யுள் கற்பித்தல்

செய்யுள்- கற்பித்தலின் நோக்கங்கள்- செய்யுள் கற்பிக்கும் முறை - செய்யுள் பாடத்தை கற்பிக்கத் தொடங்கும் முறை - செய்யுள் மற்றும் உரைநடை பாடம் கற்பிப்பதில் உள்ள வேற்றுமை.

அலகு - 4 இலக்கணம் கற்பித்தல்

இலக்கணம்- கற்பித்தலின் நோக்கங்கள்- வகைகள்- இலக்கணம் கற்பிக்கும் முறைகள்- விதிவரும் முறை - விதிவிளக்கு முறை - இருமுறைகளுக்கும் இடையேயுள்ள வேறுபாடுகள் - விளையாட்டு முறை - விளையாட்டு முறை மூலம் இலக்கணப்பாடம் கற்பித்தல்- திட்டமிட்டுக்கற்றல் முறை - இலக்கணப்பாடம் கற்பிக்க சட்டம் தயாரித்தல்- இலக்கணப்பாடம் பள்ளிகளில் வெறுக்கப்படுவதற்கான காரணங்கள்- இலக்கணப்பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ளும் வழிமுறைகள்.

அலகு - 5 கட்டுரை, துணைப்பாடம் கற்பித்தல்

கட்டுரை - கற்பித்தலின் நோக்கங்கள் - கட்டுரையின் வகைகள் - கட்டுரை எழுதும்முறை - கட்டுரை எழுதுதலின் படிப்படியான வளர்ச்சி நிலைகள் - கட்டுரை திருத்தும் போது மொழி ஆசிரியர் மேற்கொள்ள வேண்டுவன துணைப்பாடம்- கற்பித்தலின் நோக்கங்கள்- கற்பிக்கும்முறை துணைப்பாடம் கற்பித்தலின் மூலம் மாணவர்கள்பெறும் பயிற்சிகள்.

செய்முறை மதிப்பீடு:-

1. இலக்கணப்பாடத்திற்குத் திட்டமிட்டுக் கற்பித்தல் சட்டம் தயாரித்தல்.
2. அடுக்குத் தொடர், இரட்டைக்கிளவி, பழமொழிகளைத் தொடர்களில் அமைத்தல்.
3. விளையாட்டு முறை மூலம் இலக்கணப் பாடத்தை கற்பிக்கும் முறைகளை கணினி நழுவம் மூலம் தயார் செய்தல்.

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PEDAGOGY OF LANGUAGE – ENGLISH – I
[SEMESTER-1]

Sub.Code: FCPLE

Objectives

The student teacher is enabled to

- acquire the knowledge of the history of English in India and its Position,
- imbibe the knowledge of the principles of teaching foreign language,
- develop competency in skills of preparing lesson plans and present them effectively.
- acquire the knowledge of teaching various forms of literature- Prose, Poetry, Grammar and Composition,
- develop fluency in speech and to acquire the knowledge of Vocabulary

Unit I – Place of English in India

The history of English Language in India-English as a second Language-Its present and future position-Aims and objectives of teaching English-Grammatical items of Std VI to X of English text book-Values and the rationale for learning English-Qualities of an English Teacher-Contribution of Linguistic and Psychology to the teaching of English.

Unit II - Language as a skill subject

The Four Skills of English-Various strategies to develop the Listening, Speaking, Reading and Writing at Primary, Secondary and Higher Secondary levels-Teaching English as 'a skill' rather than as a 'knowledge subject'-Teaching communication skills-Barriers to efficient communication -Assessing the Four skills.

Unit III - Teaching of Prose and Poetry

Definition and meaning of Prose - General and Specific Aims -Types of prose- Objectives of teaching prose – Teaching of prose -Detailed and Non-detailed- Definition and meaning of Poetry- General and Specific - Aims of Poetry –Objectives of Teaching of poetry- Steps in teaching of poetry - Difference between prose and poetry-lesson plan- Need and Format.

Unit IV - Teaching of Grammar and Composition

Teaching of grammar-Objectives, two types of grammar-Formal and functional - Methods of Teaching Grammar - Deductive method and Inductive method - Merits and demerits – Teaching of Composition - Objectives - Principles of teaching composition - types of composition – Pictorial-guided – Information transfer

and picture composition - advantages and disadvantages - Importance of correction – follow-up-symbols commonly used in correction.

Unit V - Spoken English and Vocabulary Acquisition

Techniques to enhance the spoken English - Tasks for developing Speaking skill - Oral Practice in new language items - Testing Speaking Skills - Types of drills - Repetition drills - Substitution drills – Manipulation drills - Substitution tables - Matching tables - Teaching of vocabulary - Active and Passive Vocabulary - content words and structural words - Principles of selecting vocabulary.

Task Assessment

1. Prepare a vocabulary charts.
2. Practice in writing different types of composition exercises.
3. Prepare a conversation drills.

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STRENGTHENING LANGUAGE PROFICIENCY AND MANAGERIAL SKILLS
[SEMESTER – I]

Sub Code : FCPSL

Objectives

The student teacher is enabled to

- equip the knowledge of nature and importance of language,
- develop effective managerial skills,
- function effectively in an English speaking environment,
- understand important leadership qualities and
- reason out the necessity of negotiation skills.

Unit I - Nature and Importance of Language

Meaning and Definition of Language – Characteristics of Language – Nature and scope of Language –Misconceptions about Language- Assumptions of Language -Importance of Language.

Unit II - Learning a Language: A Process of Habit Formation

Language a performance skill - Skill and habit - Habit formation and language learning – Difficulties faced by Tamil Medium Students while learning English - Development of skills in LSRW.

Unit III – Managerial skills

Basic Managerial skills: Meaning, Types and need for Mangerial skills - skill of Planning, Organising , Directing, Co - ordinating - Decision making and Reporting

Unit IV - Communication and Interpersonal Skills

Commuication -Meaning, Definition, Components of Commuication - Barriers in Commuication - Interpersonal skills: Importance of Interpersonal skills - Formal Interpersonal skills - Reasons for poor Interpersonal skills - Self–diffidence, Defiance, Lack of co-operation, Incompatibility, Poor Emotional Intelligence - Development of good Interpersonal skill

Unit V - Corporate Skills

Interview skills - Types of Interview - Leadership Qualities - Functions of leadership - Negotiation skills - Types of Negotiation: Improving negotiation skills – Tips for effective Time Management - Stress Management – Stress coping strategies – Managing job Stress.

Task Assessment

1. Write a conversation between the doctor and the patient.
2. Write an advertisement for the post of manager.
3. Conduct a mock Interview to your peer and prepare a report of it.

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EPC– I - PHYSICAL EDUCATION AND YOGA - I
[SEMESTER I]

Sub Code : FEPCY

Objectives

The student teacher is enabled to

- understand the meaning of physical education,
- understand the aim of yoga and its significance,
- develop knowledge about recreation and its need in the student learning centres,
- acquire knowledge in organizing physical Education programs at school level and
- understand the importance of good posture.

Unit I - Nature of Physical Education

Meaning of Physical Education, Need and Importance of Physical Education, Scope of Physical Education, Aims and objectives of Physical Education.

Unit II - Yoga Education

Yoga – Eight limbs of yoga, Different position of Asanas - Long sitting Asanas -Prone Position Asanas - Supine position Asanas – Standing position Asanas – Kneeling position Asanas – Yoga and meditation in life situation , stress management through yoga.

Unit III - Posture

Posture, Meaning, Importance of good posture, common postural deformities – Round shoulders – Kyphosis – Lordosis – Scoliosis, Exercises for improving postural defects.

Unit IV - Recreational Activities

Recreation, meaning, Difference between Leisure and Recreation, Recreation and work in the students learning centres, Recreation and Physical Education, Play-outlet for tension, Need for Recreation, Levels of Recreation.

Unit V - Physical Education Program at schools

Physical Education activities in Nursery schools, Primary Schools, Middle Schools and in Secondary Schools and their importance – calisthenics, gymnastics, combatives, swimming, yoga, Track and Field, Major games, minor games and

Adventurous sports,Drill, Marching. – Intramural competitions-Types of Lesson plan - General lesson plan and various parts of general lesson plan.

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EPC - II - LIBRARY AND INFORMATION SCIENCE - I
[SEMESTER – I]

Sub Code :FEPCL

Objectives

The student teacher is enabled to

- realize the importance of library in the field of education,
- use of library and information resources in teaching and learning process effectively,
- familiarize in library and Information Services and
- get familiarize with the organization of library
- get acquainted with library Automation and networks

Unit I – Library and Information Society

Library: definition – Need and Importance of Library - contribution of S.R. Ranganathan to Library Science - Laws of library science – Importance of Libraries in Teacher Education - Types of Libraries.

Unit II – Information Sources and services

Information sources – Meaning and definition of Information sources - Types of reference sources – Type of services.

Unit III - Library Management System

Structure of library - Functions - Different sections in library – Classification - cataloguing, preservation and conservation of information materials- User Education.

Unit IV - Library Automation

Library Automation: Definition - Need and Imporatnce of Library Automation - Digital Library - OPAC (on line Public Access Catelogue) - Electronic Library - Virtual Library - Library software.

Unit V - Library and Information Networks

Need for Library Networks - Library networks objectives and functions, INFLIBNET (Information Library Net Work) - ERNET (Education and Research Net Work) - DEL NET (Developing Library Net work).

Task Assessment

1. A review on any one book in our library.
2. Collect the list of E-resources available in the field of education
3. Evaluate your practice teaching school library and present the report.

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EPC - III - ARTS AND CRAFT – I (SEMESTER – I)

Objectives

The student teacher is enabled to

- develop artistic cognizance
- understand the hidden beauty and aesthetics in our culture and fine arts
- develop the awareness of unity in diversity of Indian culture by knowing various forms of enacting – Drama, Monoact, street play etc…
- utilize the leisure time profitably and usefully in proper artistic works
- develop the skill of using various tools and materials with precision in artistic expression

Unit I – Arts in classroom teaching

Italic writing – Chart writing – 3D letters – Training in Tamil Hand writing

Unit II - Performing Arts

Drama - Skit - Street plays - Mime – Mono Acting - Singing– Dancing.

Unit III – Arts in classroom presentation

Black board sketches – Black board writing – Scenery Drawing – Cartoons.

Unit IV – Creative Arts

Drawing – Painting – Collage – Spray work – Origami

Unit V – SUPW

History of SUPW – Simple tailoring – Artificial flower making – Wire Bag - Doll making – Emboss Painting – Ice Stick Flower vase – Glass painting – Woollen Work – Puppet making.

Task Assessment

1. Prepare an envelope
2. Prepare any five artificial flowers
3. Prepare washing powder

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SEMESTER - II

CORE - III - PSYCHOLOGY OF TEACHING AND LEARNING [SEMESTER – II]

Sub Code : SBEC3

Objectives

The student teacher will be able to

- understand the concept of individual differences,
- understand the importance of learning in human life,
- acquire knowledge about the importance of creativity in learning and its development,
- understand the need and significance of interest, attitudes and aptitudes, motivation and creativity and
- acquire the knowledge about the specialization of hemispheres of brain.

Unit I - Individual Difference

Individual Difference : meaning, types, causes - Concept of intra and inter individual differences – Interest, attitudes, aptitudes and values – Intelligence – concept and theories – Two factor, Multifactor, Group factor theories of intelligence, Guilford's structure of intellect, Gardner's Multiple Intelligence theory, constancy of IQ – Assessment of Intelligence and Uses of Intelligence tests.

Unit II - Creativity

Creativity :meaning, definition process, barriers, identification and promotion of creativity – theories of creativity (Humanistic theory of creativity, creativity theory of Psychotism, Psychoanalytical theory of creativity).

Unit III - Motivation and Group Dynamics

Motivation : nature, types and theories of motivation – Maslow, McClelland. Ways of motivating students in general and achievement motivation in particular – Motivational functions of teachers - Group Dynamics – measurement using sociometry- Significance of Group Dynamics.

Unit IV – Learning and Learning theories

Learning : nature and characteristics of Learning, Learning Curves, Factors influencing learning, Theories of learning, - Trial and Error, Conditioning - Classical and Operant, Learning by Insight, - Kohler, Bandura's theory of Learning by imitation, Vygotsky's theory of cognitive development , Gagne's - Hierarchy of learning types – Constructivism , types of memory, effective

methods of memorizing, Transfer of learning - Forgetting, causes of forgetting, curve of forgetting.

Unit V – Learning styles and Hemisphericity

Characteristics of learner, learning styles - David Kolb & Flamings VAK model - Brain hemisphericity – Exploring the functions of Brain hemisphere – Lateral thinking , role of teacher in promoting Lateral thinking among students.

Task Assessment

1. Observe the methods of teaching adopted and activities suggested to promote lateral thinking among students
2. Observe and identify the learning styles adopted by the school students and prepare a report.
3. Prepare a classroom Sociogram and a present a report on it.

Psychology Experiments

Student teachers are expected to maintain a record of any five of the following experiments given below.

1. Attention
2. Effect of meaning on retention
3. Pyramid puzzle
4. Transfer of Learning
5. Intelligence
6. Assessment of Learning style
7. Concept formation
8. Interest
9. Assessment of personality
10. Memory

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CORE - IV –CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA
[SEMESTER II]

Sub Code :SBEC4

Objectives

The Student teacher is enabled to

- understand the meaning ,definitions, scope and dimensions of curriculum,
- understand the types of curriculum development process and to familiarize with the role of teachers in the process of curriculum development,
- gain the knowledge about the need and importance of curriculum evaluation procedure to be followed in the evaluation process,
- acquaint themselves with the current issues and challenges of knowledge explosion and
- understand the concepts, Meaning and the sources of knowledge, and master the effective methods of knowledge management.

Unit I - Concept of Curriculum

Meaning, Definition, Scope and dimensions of curriculum, types of curriculum – Learner centered – Teacher centered – Life Centred Curriculum, Need for Curriculum in School - Difference between curriculum and syllabus, Determinants of Curriculum – Socio, political, Cultural, Geographical and Economic diversity, Technological possibilities.

Unit II - Curriculum Development and Evaluation

Curriculum Process - principles of curriculum development- Role of teachers in curriculum Development- Need, importance and Sources of curriculum Evaluation - methods of Curriculum Evaluation – restructuring curriculum.

Unit III - Social bases of curriculum in the present context of Indian society

Concept of Democracy: Socialism- Secularism- Non–Violence, Integration – national and International and their inter-relationship with education.

Problems of Indian society: Poverty, Illiteracy & Inequalities - Digital divide and Quantity versus Quality in Education.

Modern values of Education : Equity and equality, Individual opportunity and Social justice and Dignity.

Unit IV- Concept of Knowledge

Meaning, Concept, types of knowledge - sources and methods of acquiring knowledge - Changing concepts of Education: Difference among information, knowledge, belief and opinion.

Unit V - Current issues and challenges

Knowledge explosion: meaning, causes and issues related to knowledge explosion, Knowledge economy - Knowledge management: Methods of knowledge management – National Knowledge Commission (2005)

Task Assessment

1. Enlist the challenges to be considered in constructing a child centered curriculum.
2. "Equity education is the remedy for all forms of inequality" Discuss.
3. Conduct a symposium on "Digital Divide is a hurdle to meet the challenges of the knowledge era".

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CORE - V – ASSESSMENT OF LEARNING
[SEMESTER – II]

Sub Code : SBEC5

Objectives

The student teacher is enabled to

- acquire the fundamental concepts in educational measurement, assessment and education,
- understand the differentiation between measurement and evaluation,
- identify the tools and techniques for education,
- learn the basics and application of statistical techniques and
- get a detailed knowledge about the continuous and comprehensive Assessment.

Unit I - Concept of Measurement Evaluation and Assessment:

Measurement, Assessment and Evaluation: meaning, need, purpose, function, difference between measurement and evaluation, assessment- Scales of measurement, Types of Evaluation: Formative, Summative, Diagnostic, Norm – Referenced Evaluation, Criterion - Referenced Evaluation - Objective method-Observation, checklist, rating scale

Unit II - Construction of Tests:

Tests: Meaning, definition, characteristics, types (objective, short, essay) - Steps in test construction - Item analysis: difficulty level, discrimination index, distractor analysis – Characteristics of a good test: Objectivity, validity, reliability, practicability or utility.

Unit III - Diagnostic and Achievement tests in Education:

Diagnostic test: Meaning, need, Educational diagnosis, level of diagnosis, construction of diagnostic test, uses - Achievement test: Blue print preparation, Administering the test, scoring evaluating the test, characteristics of good achievement test.

Unit IV – Techniques of Evaluation:

CCE : Introduction, Meaning, Objectives, Comprehensive Evaluation, Functions- Assignment: - Meaning Definition - Types, Periodical Tests and Annual Tests, - Importance of Progress report, Cumulative records. New trends: Trimester System, Continuous Internal Assessment – Online Assessment: artificial intelligence assessment –CAT (Classroom Assessment Technique) - student E-protofolios – steps in implementing technology based assessment - online tools for Teachers Assessment.

Unit V - Statistical Analysis

Frequency table - Measures of Central Tendency (mean, median, mode)- Measures of Variability (Range, standard deviation and quartile deviation) – Correlation: rank difference correlation and product moment correlation – Graphical representation of data (Pie diagram, Histogram, Frequency polygon, Ogive curve)- Normal probability curve.

Task Assessment

1. Prepare a model comprehensive report
2. Construct an Achievement test tool at secondary/ Higher secondary level.
3. Prepare a model cumulative record for your class.

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பாடப்பொருள் மற்றும் சிறப்புத்தமிழ் கற்பித்தல் -II
[இரண்டாம் பருவம்]

Sub Code: SCPTA

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

- பாடப்பொருள் அறிவை வளர்த்தல்.
- கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் பற்றி அறியச்செய்தல்.
- மொழி கற்பித்தலில் தொழில்நுட்ப கருவிகளின் பயன்பாட்டை அறிதல்.
- மொழிக் கற்பித்தலில் தனியாள் வேறுபாட்டை இனங்காணுதல்.
- மதிப்பீடுதல், செயல்தொடர் ஆராய்ச்சியின் முக்கியத்துவத்தை அறிதல்.

அலகு - 1 தமிழ்ப் பாடப்பொருள் கற்பித்தல்

எட்டாம்வகுப்பு இலக்கணம் - குற்றியலுகரம், குற்றிலிகரம், முற்றியலுகரம் - இலக்கிய வகைச்சொற்கள் - வழக்கு : இயல்பு வழக்கு, தகுதி வழக்கு - தொகைநிலைத் தொடர்கள்- தொகாநிலைத் தொடர்கள்- ஆகு பெயர்- வேற்றுமை - புணர்ச்சி : இயல்பு, விகாரம்.

அலகு - 2 கலைத்திட்டத்தில் சிறப்புத்தமிழ்

கலைத்திட்டம்- நோக்கங்கள்- பயன்கள்- கலைத்திட்ட ஒருங்கிணைப்பு - கலைத்திட்ட கோட்பாடு - புதிய கலைத்திட்டம்- மொழிப்பாடம்- கல்வியின் நோக்கங்கள்- கலைத்திட்டத்தில் தாய்மொழி பெறும்இடம் - ஆரம்ப, இடை, உயர்நிலைப்பள்ளிகளில் தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் உள்ள தொடர்பினை காணல்.

அலகு - 3 மொழி கற்பித்தலில் தொழில்நுட்பக் கருவிகள்

காட்சிக்கருவிகள்- கேள்விக்கருவிகள்- காட்சிக்கேள்விக் கருவிகள்- கரும்பலகை - கரும்பலகை குச்சிப்படங்கள் - வரைபடங்கள் - விளக்கப்படங்கள்- மனவரைபடம்- படத்தொகுப்பு - தலைக்கு மேல்படவீழ்த்தி - வானொலி - தொலைக்காட்சி - கணினி - படச்சுருள்- குறுந்தகடு - மின்அட்டைகள்- செய்தித்தொகுப்பு - கரும்பலகை படத்தொகுப்பு - ஒலிப்பதிவு நாடாக்கருவி - எபிடையாஸ்கோப் - கம்பளிப்பலகை - செய்திப்பலகை - இயங்கும்மாதிரி - இயங்கா மாதிரி.

அலகு - 4 மொழிப்பாடத்தில் தனியாள் வேறுபாட்டை இனங்காணுதல்

தமிழ்பாடம் கற்பதில் மாணவர்களின் ஆர்வம் - மனப்பான்மை – மொழிப்பாடம் கற்பதில் மாணவர்களை அடையாளம் காணுதல் - மீத்திறன் - சராசரி – மெதுவாகக் கற்கும் மாணவர்கள் - மீத்திறன் மாணவர்களுக்கான வளமைத் திட்டங்கள் - மெதுவாகக் கற்போரை ஊக்கப்படுத்தும் வகுப்பறை உத்திகள் - தமிழ்பாடம் கற்கும்போது எதிர்கொள்ளும் இடர்பாடுகள் - சொற்பிழைகள் - மயங்கொலி எழுத்துக்களை ஒலிப்பதில் குறைபாடு – சந்திப்பிழைகள் - ஒற்றுப்பிழைகள் - வாக்கியப் பிழைகள் - குறைதீர் முன்னேற்ற செயல்பாடுகள்

அலகு - 5 - மதிப்பீடு, செயல்தொடர் ஆராய்ச்சி

மதிப்பீடு - விளக்கம்- முக்கியத்துவம்- - மதிப்பீட்டின் தன்மை – மதிப்பீட்டின் வகைகள் - வளரும்நிலை மதிப்பிடு - இறுதிநிலை மதிப்பீடு – உள் மதிப்பீடு – வெளி மதிப்பீடு – தரநிலை மதிப்பீடு – தகுதிநிலை மதிப்பீடு – தேர்வு – நல்ல தேர்வின் இன்றியமையாதக் கூறுகள் - தேர்வின் வகைகள்- குறையறிச்சோதனை மற்றும் குறை களையும் கற்பித்தல்- விளக்கம் - படிநிலைகள்- தேவை - அடைவுச்சோதனை - விளக்கம் - வகைகள்-

அடைவுத்தேர்வின் படிநிலைகள்- வினாத்தாள் வடிவமைப்பு. - செயல்தொடர் ஆராய்ச்சி - விளக்கம்- படிகள் - முக்கியத்துவம்.

செய்முறை மதிப்பீடு:-:

1. வினாத்தாள் வடிவமைப்பு மூலம் அடைவுத்தேர்வு வினாத்தாள் தயாரித்தல்.
2. நா நெகிழ், நா பிறழ்பயிற்சி தொகுப்பு தயாரித்தல்.
3. கலந்துரையாடல் அட்டை தயாரித்தல்.

பார்வை நூல்கள்:

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CONTENT AND PEDAGOGY OF SPECIAL ENGLISH - II
[SEMESTER-II]

Sub Code :SCPEN

Objectives

The student teacher is enabled to

- acquire the content of English,
- appreciate the need and use of course books competency,
- develop good pronunciation and fluency of speech,
- prepare audio-visual materials on the basis of English lesson plans and
- acquire the knowledge and skill of applying different evaluation techniques in assessment in English.

Unit I -Content (Std IX)

Infinitives – Degrees of comparison – simple, compound and complex sentences– conditional clause - relative pronouns - The speech mechanism - The different speech organs and their roles - Teaching of poetry - Figures of speech- Appreciation of poetry- Composition – meaning, definition – Types of composition – Suggestions for effective teaching of composition – Stages of writing guided and free compostion- Teaching of vocabulary- content words and structural words - Principles of selecting vocabulary

Unit II - Curriculum of English at Secondary Level and its Transaction

Principles of selection of Curriculum - Principles of organization of curriculum - Methods of Curriculum construction - The English Readers – Types - Intensive, Extensive and Supplementary - Criteria for selection of Reader - Aims and purposes- The syllabi of std XI and std XII of English text books - Suggestions for the improvement of textbooks in English - Book Review - Professional Competencies of an English Teacher - Programmes for Quality Improvement.

Unit III – Technology

Characteristics of audio - visual aids - Importance of audio-visual aids - Types of audio - visual aids - Use of audio aids in Teaching of English - Mechanical aids - Overhead projector -Tape recorder – Radio – Television - Language Laboratory - Computer Assisted language learning - PowerPoint Presentation - Identifying websites - Digital Language Laboratory – Smart board – Interactive White board.

Unit IV - Teaching of Reading and Writing Skills

Objectives of Teaching Reading skill - Characteristics and Importance of Reading -Types of Reading - Methods of Reading - Comparison between Intensive and Extensive Reading - Causes of Retardation in Reading English - Suggestions for making the teaching of reading effective - Teaching of Writing skill - Characteristics of Good Writing - Writing skills - Methods of Teaching Writing - Suggestions to Improve writing skill.

Unit V - Evaluation and Action Research

Need and Importance of Evaluation - Characteristics of a Good language test - Diagnostic testing and Remedial Teaching - Construction of an Achievement test - Action Research - Meaning and Definitions of action research - Importance and steps in action research - Objectives and Scope of Action Research.

Task Assessment

1. Compiling the newspaper clippings to enhance the vocabulary related skills.
2. Prepare a PowerPoint Presentation for a given topic.
3. Practice in writing different types of composition exercise.

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CONTENT AND PEDAGOGY OF MATHEMATICS – II
[SEMESTER – II]

Sub Code :SCPMA

Objectives

The student teacher is enabled to

- develop cognizance and understanding of principles of curriculum construction,
- develop knowledge and skill in application of educational technology in teaching Mathematics,
- appreciate the need and use of instructional aids in Mathematics education,
- develop the various techniques of teaching Mathematics and
- acquire the knowledge of different evaluation techniques in the assessment of Mathematics.

Unit I – Content

Algebraic expression – Polynomials – Types – Remainder theorem – Factor Theorem – Algebraic identities – Factorization of Polynomials – Solving linear equations in one variable and two variables - Trigonometric ratios – Special angles – Complementary cngles– Method of using trigonometric table.

Unit II- School Mathematics Curriculum

Curriculum – Definition, Mathematics curriculum – Major objectives - Principles of curriculum construction – Guidelines for selecting the topics in Mathematics curriculum – Characteristics of Modern Mathematics curriculum – Place of problems in Mathematics curriculum – Characteristics of a good problem in Mathematics.

Unit III - Technology

Instructional aids – Electronic media in Mathematics education – Radio, TV, CCTV, Computer and Internet, Programmed Learning Material (PLM) – Power Point presentation – Guidelines for an effective PowerPoint presentation – Merits and demerits of PowerPoint presentation-Instructional Modules in teaching Mathematics

Unit IV - Techniques

Concept and Meaning – Drill work in Mathematics – merits and demerits. Home work – Objectives – Principles - Oral work in Mathematics – Importance - Written work in Mathematics – advantages - Self-study in Mathematics – importance - Supervised study in Mathematics – Forms of supervised study - Brain storming in Mathematics – Advantages.

Unit V - Evaluation and Action Research

Evaluation – Definition - Achievement tests in Mathematics – Oral, Written and performance tests - Different types of test items – objective type, short answer type, essay type - Preparing Blue Print for achievement test in Mathematics - Action Research – steps in Action Research.

Task Assessment

1. Prepare a power point presentation on any Mathematical topics at Secondary / Higher Secondary level.
2. Prepare an e- content for any of the prescribed syllabus.
3. Construction of an Achievement test question at secondary/ Higher secondary level.

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CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE - II
[SEMESTER – II]

Sub Code : SCPPS

Objectives:

The student teacher is enabled to

- understand the principles of curriculum construction
- develop ability to select and organize the science content
- develop the skill to prepare a rough sketch of Laboratory.
- develop the basic skills of teaching science using Audio – Visual Aids and
- apply appropriate evaluation techniques to assess the progress of pupils.

Unit 1 content

Atomic structure: Discovery of Nucleus - Rutherford Experiment- Rutherford Model of Atom – Limitations- Bohrs Model of Atom- Discovery of Neutrons- Characteristics of Fundamental particles - Composition of Nucleus- Atomic number and Mass number- Isotopes -Electronic Configuration of Atoms- Valence Electrons and valency- Solutions: Solute and Solvent- Types of Solutions – Solubility- Factors affecting Solubility- Problems.

Unit II- Curriculum Construction

Curriculum – meaning and definitions - principles of curriculum construction – Selection and organization of Science content - curriculum improvement project in India (NCERT, UNICEF) - curriculum improvement projects in Abroad (PSSC and CHEM study)

Unit III Technology

Need and use of instructional aids in Teaching Science – Visual and AV aids, chart – PowerPoint presentation - models – Static and working - Low Cost Teaching Aids - Improvised apparatus - Instructional materials- P.L.M. Linear and branching programme.

Unit IV - Physical Science Laboratory and its organisation

Planning of Physical Science laboratory – Structure and design – Location and accommodation of amenities – Administration of Practical work – Grouping of pupils, instruction to pupils, Discipline in the laboratory - Preparation of Indent - Accidents and first aids-storage of chemicals – care and maintenance of apparatus – Stock Registers – Laboratory manuals – Instruction cards.

Unit V - Evaluation and Assessment

Diagnostic test and remedial teaching – Action Research and steps in Action Research - Characteristic of good test – Development of achievement test – Blue print – Interpretation of test Scores.

Task Assessment

1. Maintaining science experiments record.
2. Evaluate Tenth standard science text book and present the Report.
3. Prepare a project Report in Physics or Chemistry

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CONTENT AND PEDAGOGY OF BIOLOGICAL SCIENCE– II
[SEMESTER – II]

Sub Code : SCPBS

Objectives

The student teacher is enabled to

- understand the principles of curriculum construction,
- prepare audio – visual materials on the basis of the Biological Science lesson plans,
- get familiar with the problems of organizing and maintaining a Biological Science laboratory,
- familiarize with various co – curricular activities,
- develop evaluation techniques and statistical skills to interpret the test results.

Unit I – Content

Flower : Definition, Parts of a Flower , essential and non - essential parts , Insertion of floral leaves on the thalamus , Aestivation ,Types of Placentation - Pollination - Types of Pollination - Fruits - Types, Classification of Fruits.

Unit II - Text Book

Biological Science curriculum – concept – Principles for designing Bio – Science Curriculum – Defects in the present curriculum - Biological Science Curriculum Studies (BSCS), Nuffield Science Teaching Project –National Talent Search Scheme - Library – Textbooks – Characteristics of a Textbook – Need and Importance of text books.

Unit III - Technology

Dale's cone of experience – Importance of Audio - Visual aids, selection and use of Audio – Visual materials – Projected and Non –Projected Aids - Improvised aids -E-learning – Use of internet in Biology learning, Power Point Presentation – Models of Teaching – Bruner's Concept attainment model.

Unit IV – Laboratory and Co - curricular Activities

Biology laboratory – Planning, Structure and design of Biology laboratory-Laboratory rules – Guidelines for the teacher to follow in the laboratory, rules to be followed by the students - Laboratory accidents and remedies – Laboratory safety measures – Laboratory Indent - Laboratory Registers, laboratory manuals - Co-curricular activities - Museum – Science club – Objectives, Organization and activities – Aquarium – School Garden – Field trips.

Unit V - Evaluation and Action Research.

Diagnostic testing and remedial teaching, construction of an achievement test - Oral, Written and Performance tests - Different types of test items – objective type, short answer type, essay type - Preparing blue print for achievement test - Action Research – characteristics, steps in action research and advantages.

Task Assessment

1. Conduct five science experiments.
2. Prepare any three improvised apparatus
3. Maintain an aquarium.

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CONTENT AND PEDAGOGY OF SOCIAL SCIENCE- II [SEMESTER II]

Sub Code : SCPSS

Objectives

On completion of the course the student teacher is enabled to

- understand the Content of Social Science,
- acquire knowledge of principles of curriculum development in Social Science,
- understand the theories of selection of materials in curriculum development
- understand the need and importance of using instruction aids in teaching Social Science,
- enable to prepare and use instruction materials,
- identify various media for effective teaching of Social Science,
- understand the process of evaluation in Social Science.

Unit I – Content (IX Standard)

Establishment of Mughal Empire – Babur, Humayun, Akbar, Shershah, Jahangir, Shajahan, Aurangazeb, Downfall of Mughal Empire, Europe – Geographical features, Europe Enters into the modern age.

Unit II - Curriculum Development

Curriculum – Definition, Curriculum and syllabus-differentiation, Principles of curriculum designing, Theories influencing selection of material - cultural epoch theory, Biographical theory, theory of natural taste and interest, Organisation of content- chronological, concentric, topical, spiral, regressive and unit plan, trends in curriculum development – Principles of correlation of subjects Fusion with Geography, political science, Anthropology, sociology, Economics and literature.

Unit III – Technology

Preparation of charts, maps, models, cut outs, pictures, work book, albums, self instructional materials, multimedia presentations, Use of atlas, globe, radio, T.V, OHP, Computers, Film and film strips, projectors- 35 mm, LCD, Boards-blackboard, flannel board, magnetic and bulletin board, Computer and its applications.

Unit IV - Learning resources

Use of print media- journals, news papers, supplementary readers, novels, autobiographies and biographies, non print media- audio visual materials, ICT in

teaching learning process of History, Text book, library, history laboratory, school museum, monuments, Archives, exhibits, Time line for teaching chronology.

Unit V – Evaluation and Action Research

Concept and purpose of evaluation, Types of evaluation – Diagnostic, Formative, Summative, Achievement test in history – Oral, Written and performance tests. Different types of test items – objective type, short answer type, essay type. Preparing blue Print for achievement test - Development and validation of achievement test, Action Research

Task Assessment

1. Read a historical novel and review the book
2. Prepare power point presentation for a lesson of your choice
3. Prepare an achievement test

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CONTENT AND PEDAGOGY OF COMPUTER SCIENCE – II [SEMESTER II]

Sub Code :SCPCS

Objectives

The student teacher is enabled to

- understand the principles of curriculum construction develop interest and appreciate various pedagogical principles in teaching of computer science,
- evaluate Tamil Nadu Higher Secondary computer science text book,
- acquire the knowledge relating to the organization and administration of computer laboratory,
- acquire knowledge about teaching aids and
- develop skill in constructing tests.

Unit I – Content

Number Systems: Introduction, Bits and Bytes - Decimal Number System - Binary Number System - Hexadecimal Number System - Decimal to Binary Conversion - Conversion of fractional decimal to binary - Conversion of Decimal to Hexadecimal - Octal Representation - Binary Arithmetic: Binary Addition, Binary Subtraction - Boolean Algebra: Boolean operators (functions), Laws of Boolean algebra.

Unit II - Curriculum and Resources

Principles of curriculum development – Criteria of selection of content – Programmed Logic for Automatic Teaching Operations - Textbook: Qualities of good Computer Science text book – criteria for evaluation of computer science text book - value of the computer science library – E-resources – E-content – E-library.

Unit III - Instructional Aids

Meaning of the term instructional material or teaching aid – Use and importance of instructional material or teaching aid in computer science – Guiding principles for the effective use of audio visual aids – classification of audio visual aids - The Edgar Dale's Cone of Experience - Interactive White Board - Power Point Presentation.

Unit IV - Computer Science Laboratory

Computer Science Laboratory – Creating and sharing the norms to be maintained by students for the computer lab – Care to be provided and

precautions to be undertaken while working with the hardware – Students using computer in a group – Special points for attention of the teacher – Stock Registers.

Unit V - Evaluation and Action Research

Evaluation – need and importance of Evaluation - characteristics of a good test in computer science– Types of Evaluation: Diagnostic, Formative, Summative - Achievement test in computer science – Different types of test items: objective type, short answer type, Essay type - Preparing blue Print for achievement test - Action Research: objectives of Action Research, steps of Action Research.

Task Assessment

1. Analysis of any two web sites.
2. Develop question bank using hot potatoes Tm.
3. Prepare PowerPoint presentation for teaching a topic.

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CONTENT AND PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II
[SEMESTER – II]

Sub Code :SCPCA

Objectives

The student teacher is enabled to

- develop sensitization towards Hr.Sec. II year Commerce and Accountancy curriculum,
- understand the various approaches in teaching of Commerce and Accountancy,
- develop the skill to evolve strategies to meet a new situation in teaching Commerce and Accountancy,
- acquaint with the importance of instructional materials and learning resources' in teaching commerce and Accountancy and
- develop the skill of identifying classroom problems and to undertake action research.

Unit - I Commerce and Accountancy

State board syllabus of Commerce and Accountancy prescribed for Higher Secondary II year.

Unit - II Approaches

Introduction – Different types of Approaches – The journal approach – The ledger approach the balance sheet – approach – The equation approach – The spiral development approach – The complete cycle approach and the single entry approach – The technological approach.

Unit - III Strategies of Learning

Oral – Written – Training – Homework – Independent study – Interpretation of graph, Advertisement – Press release and Public relation materials – Analysis of Budgets and Balance Sheets - Case studies and Assignments.

Unit IV - Instructional Materials and Learning Resources

Instructional Materials: Meaning – Need and significance of Instructional Materials – Effective use of Instructional Materials – Edger Dale's of experience – Audio-visual and – Classification of Audio-Visual aids.

Unit V – Action Research

Action Research – Meaning & Definition – Scope – Need and Signification of Action Research – Steps in Action Research – Identifying problem areas in Commerce and Accountancy – Difference between action research and fundamental research – publishing the result of Action Research.

Practicum

1. Current system of Budgeting.
2. Conduct a group discussion
3. Prepare an advertisement for a product of a company.

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CONTENT AND PEDAGOGY OF ECONOMICS – II
[SEMESTER – II]

Sub Code :SCPEE

Objectives

The student teacher is enabled to

- develop the understanding of principles of curriculum construction,
- develop competency in evaluating Economic Education curriculum for Secondary Level,
- understand the various techniques of teaching Economic Education and their applications,
- develop knowledge and skill in application of Educational Technology in Teaching Economic Education and
- develop knowledge of ICT as source of information in teaching learning Economic Education.

Unit I - School Commerce and Economics Education

Curriculum – Definition - Economics Education curriculum – Major objectives - Principles of curriculum construction – Guidelines for selecting the topics in Economics Education curriculum – Characteristics of Modern Economics Education curriculum

Unit II - Technology

Instruction aids – Electronic media in Economics Education – Radio, TV, CCTV, Computer and internet. Programmed Learning Material (PLM) – Power Point presentation – Guidelines for an effective powerpoint presentation – Merits and demerits of power point presentation.

Unit III - Identifying problems in Teaching Economics and Politics

Problems – Stages – Signs & Symbols – SR Learning (Stimulus response) – Chaining – Verbal – Association – Discriminating Learning – Concept of Learning – Principles of Learning- Problems Solving – Economic Education and Political Problems – Liberalization, Globalisation, Monetary Policy, Fiscol Policy, E-Commerce, Teleshoppoing, Relationship between Economics and Politics.

Unit IV - Techniques

Concept and Meaning - Home work – Objectives – Principles, Oral work in Economic– Importance, Written work – advantages, Self-study in Economic –

importance – Forms of supervised study - Brain storming in Economics – Advantages.

Unit V - Evaluation and Action Research

Evaluation – Definition - Achievement tests in Economics – Oral, Written and Performance tests - Different types of test items – objective type, short answer type, essay type - Preparing Blue Print for achievement test in Economics - Action Research – Steps in Action Research.

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மொழிக் கற்பித்தல்- தமிழ் - II
[இரண்டாம் பருவம்]

</div>

Sub Code :SCPLT

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

* நுண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்.
* மொழிக் கற்பித்தலுக்கான புதிய முறைகளைப் பயன்படுத்தல்.
* கேட்டல், பேசுதல் திறன்கள் வளர்த்தல்.
* படித்தல், எழுதுதல் திறன்கள் வளர்த்தல்.
* தமிழ்மொழி வளங்களை அறிந்து பயன்படுத்துதல்

அலகு - 1 - நுண்ணிலைக் கற்பித்தல், கற்பித்தல் நோக்கங்கள்

நுண்ணிலைக் கற்பித்தல் - விளக்கம்- படிகள்- சுழற்சி - நன்மைகள்- பயிற்சி பெறும் திறன்கள்- விளக்குதல் திறன் - பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன் - எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன்- வலுவூட்டிகளை பயன்படுத்தும் திறன்- கரும்பலகையை பயன்படுத்தும் திறன் - இணைப்புக்கற்பித்தல்- நுண்ணிலைக் கற்பித்தல், மரபு வழிக்கற்பித்தல்- வேறுபாடு.

கற்பித்தல் நோக்கங்கள்- முக்கியத்துவம்- தொடக்கநிலை உயர்நிலை - மேல்நிலை கற்பித்தலுக்கான பொது மற்றும் சிறப்பு நோக்கங்கள் - பாடத்திட்டம் - விளக்கம்- பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவம் - பாடத்திட்டம் தயாரிக்கும் போது ஆசிரியர் மனதில்கொள்ளத்தக்கன - பாடத்திட்டம், கற்பித்தல் திட்டம் - வேறுபாடு - பாடத்திட்ட படிவம் தயாரித்தல் - செய்யுள் - உரைநடை - இலக்கணம் - துணைப்பாடம் - கட்டுரை.

அலகு - 2 - தமிழ் கற்பிக்கும் முறைகள்

மாண்டிசோரி முறை - விளக்கம்- சிறப்பியல்புகள் - கிண்டர் கார்டன்முறை - விளக்கம் - சிறப்பியல்புகள் - தனிப்பயிற்சி முறை - விளக்கம்- சிறப்பியல்புகள் - திட்டமிட்டு கற்றல்முறை - விளக்கம் - படிநிலை - வகைகள் - சட்டம் தயாரித்தல் - சொற்பொழிவு முறை - விளக்கம் - சிறப்பியல்புகள்.

அலகு 3 - கேட்டல், பேசுதல் திறன்கள்

கேட்டல் திறன் - விளக்கம் - நோக்கங்கள் - கேட்டலின் நிலைகள் - கேட்டல் திறனின் வகைகள் - கேட்டல் திறனை வளர்க்கும் பயிற்சிகள்.

பேசுதல் திறன் - விளக்கம் - நோக்கங்கள் - திருந்திய பேச்சின் நல்லியல்புகள் - திருத்தமில்லா பேச்சில் தென்படும் குறைகள் - நா நெகிழ்பயிற்சி – நா பிறழ்பயிற்சி - பேசுதல் திறனை வளர்க்கும் பயிற்சிகள்.

அலகு 4 - படித்தல், எழுதுதல் திறன்கள்

படித்தல் திறன் - விளக்கம் - நோக்கங்கள் - படிக்கக் கற்பிக்கும் முறைகள் - எழுத்துமுறை படிப்பு - சொல்முறை படிப்பு - சொற்றொடர் முறை படிப்பு - படித்தலின் வகைகள் - வாய்விட்டுப் படித்தல்- வாய்குட்படித்தல் - ஆழ்ந்த படிப்பு - அகன்ற படிப்பு - படித்தல் திறனை வளர்க்கும் பயிற்சிகள்.

எழுதுதல் திறன் - விளக்கம் - நோக்கங்கள் - எழுத கற்பிக்கும் முறைகள் - வரியொற்றி எழுதுதல் - பார்த்து எழுதுதல் - சொல்வது எழுதுதல் - எழுது கருவியைக் பிடிக்கும் முறை - நல்ல கையெழுத்தின் நல்லியல்புகள் - எழுதுதல் திறனை வளர்க்கும் பயிற்சிகள்.

அலகு - 5 தமிழ்மொழி வளங்கள்

தமிழ்பாடநூல் - நல்ல பாடநூலின் நல்லியல்புகள் - தமிழ் அகராதிகள் - தமிழ்நூலகம் - தமிழ் பாடநூலகத்திற்கு தேவைப்படும் நூல்கள் - தமிழ் இலக்கிய மன்றம் - மொழி பயிற்றாய்வுக்கூடம் - தமிழ்மெய் இணைய பல்கலைக்கழகம் - களப்பயணம் - தமிழ் வலைதளங்கள் - நிகண்டுகள் - கலைக்களஞ்சியம் - அபிதான சிந்தாமணி - உரை நூல் - தமிழ்லெக்சின் (தமிழ் சொற்களஞ்சிய பொதுப்பார்வை நூல்) - இலக்கண நூல்கள்- ஆய்வுக்கட்டுரைகள்.

செய்முறை மதிப்பீடு:-

1. கையெழுத்துப்பிரதி தயாரித்தல்
2. பிறமொழிச்சொற்களுக்கு இணையான தமிழ்ச்சொற்களை தொகுத்தல்.
3. மாணவர்களிடையே படைப்பாற்றல் திறனை வளர்க்கும் வழிமுறைகள் பற்றி கட்டுரை வரைதல்

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PEDAGOGY OF LANGUAGE – ENGLISH- II
[SEMESTER-II]

Sub.Code:- SCPLE

Objectives

The student teacher is enabled to

- develop the listening skill,
- improve the different skills –LSRW - and their application in teaching,
- develop the knowledge of ICT as a source of information,
- imbibe the knowledge of the principle of teaching foreign language
- know the different methods and approaches of teaching English language.

Unit – I- Aims, objectives and teaching skills

Aim of teaching English at the Primary, Secondary and Higher Secondary Levels-Cognitive, Affective and Psychomotor domains- General and specific Instructional objectives- Micro teaching- Principles- Skill of Probing questioning, Reinforcement, Explanation and Illustrating with example- Stimulus variation- Lesson planning – Need and format- Place and Interference of mother tongue in the learning of English.

Unit – II Methods and Approaches

Objectives of Teaching English at primary, secondary and Higher Secondary Level-Grammar Translation Method- Direct Method –Play way Method – Activity Based learning – Active learning Method – Approach – Structural-Situational – Communicative.

Unit - III Pronunciation and Spoken English

Pronunciation - Vowels, consonants and Diphthongs - Difficulties in Learning Pronunciation - Measures to improve Pronunciation – Stress - Word Stress and Sentence Stress- Intonation - Spoken English - Dialogues, debates, role play, storytelling, Narration and Description.

Unit – IV Listening Comprehension

Sub skills of listening – listening for perception - Listening Comprehension- The three phases of listening – listening material – listening to specific information for general understanding – To deduce meaning – To infer opinion and attitude by using a tape recorder – listening activities – Dictation – following a route – listening to a telephone call – listening to commentaries – listening to instructions – jigsaw listening.

Unit-V- Resources

Programmed Learning – Principles of Programmed Learning – English for Global purpose – English for specific purpose – Remedial English course – The English Reader - Types of English Reader – The supplementary Reader – Criteria for selection of the reader.

Task Assessment

1. Prepare any three play way activities to enhance the various skills.
2. Prepare a power point presentation with animation for given topic.
3. Analyse an English text book and identify the activities suggested.

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SEMESTER-III

Internship

SEMESTER-IV

CORE – VI – GENDER, SCHOOL AND SOCIETY
[SEMESTER IV]

Sub Code : LBEC6

Objectives
The Student Teacher is enabled to

- understand the basic principles of sociology and the relationship between education and society and understand the process of social change, social progress and social groups,
- acquire the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations,
- understand the aspiration and nature of Indian Society and its constitutional provisions for school Education in India,
- acquaint themselves with the gender based issues in the Indian context and
- understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Unit I - Sociology and Education

Educational sociology: Nature, Meaning and Scope of Educational sociology, Relationship between education and sociology – social groups - social organization: characteristics – Social stratification - Social mobility - Social change.

Unit II - Social Agencies and their role in Socialization

Agents of Socialization: Family, School, Religion, Community and mass media- Education as a social system, as a social process and a process of social progress – Culture: Meaning, Nature, Cultural lag, Conservation, Development and Transmission.

Unit III - School in the Societal System

System: Concept, Definition, Society as a system, School as a formal Educational System- Indian constitution and School Education - Role of school in modern society - Functions of school - Interactions in school - School as community development center.

Unit IV - Gender Issues

Key Concepts: Gender, sex, sexuality, patriarchy, masculinity and feminism - Gender bias, gender stereotyping, and empowerment- Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

Unit V - Gender Identities and Socialisation Process

Gender Identities and Socialisation Practices in Family, Schools and in other formal and informal organizations - Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion) -Sexual harassment and abuse- Institutions redressing sexual harassment and abuse-Discrimination of gender in school activities-Analysis of sex-Role streotype.

Task Assessment

1. Prepare an analytical report on portrayal of women in print and electronic media.
2. "Effectiveness of Socialisation rests on the family system or school system" – Debate.
3. Conduct a seminar on reasons for gender inequalities.

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CORE – VII - INCLUSIVE EDUCATION
[SEMESTER IV]

Sub Code : LBEC7

Objectives

The student teacher is enabled to

- understand the importance of inclusive education,
- get a pre idea about the historical development of inclusive education,
- familiarize the classroom management in inclusive education,
- know the challenges and prospects of inclusive education and
- acquire the knowledge of ICT in inclusive education.

Unit I - Inclusive Education – An Introduction

Definition - Concept - Meaning – Rationale for inclusion - Classification of children with special needs– Challenges on Inclusive education – Importance - Advantages of Inclusion - Components of successful Inclusion – Continuum of education services for students with disabilities.

Unit II - Emerging Trends of Inclusive Education

Historical context : A pre – Independence overview of Education for the Handicapped - Post Independence Scenario - The Kothari Commission, 1964 – 1966 – Programmes of Inclusive Education in India – Centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) (1982 – 1983), National Policy on Education, 1986 its Programme of Action – The persons with Disability ACT (PWDA) 1995 - National Trust ACT 1999.

Unit III - Classroom Management in Inclusive Education

Meaning – Definition – Concept - Principles – Various Approaches – Classroom Components – Managing Classroom Behavior, Principles of Behavior, Improved Behavior –– Teacher as the Focus – Classroom Management Techniques – Special Children Participation and Involvement – Determinants of Classroom Management – Teacher's Role in Classroom.

Unit IV - Challenges and Prospects of Inclusive Education

Challenges – Implementation of Inclusive Education – Emotional Disturbance (Meaning, Definitions, Characteristics, Social and Emotional Factors, Behavioral Factors, Remedial measures, Teachers Role, Suggestions) - Health Problems (Identification, Causes, Treatment, Teachers Role) – Health of Mind (Mental Ailments, Influence Factors, Mental Health in School, Mental Health of Teacher).

Unit V - Usages of ICT in Inclusive classroom

        Individualized Education Programme (IEP) - Interactive white board – E-learning - ICT in Inclusive Classroom – AV aids –Assistive Technology - Web Based Learning - Virtual Classroom - Use of Software for Specially Needed Children - Role of Smart Boards in Inclusive Setting.

Task Assessment

1. Visiting a Special school and presenting a report of it.
2. Presenting teacher's role in an Inclusive classroom.
3. Enlisting the available Assistive Technologies for Inclusive classrooms.

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CORE – VIII – INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION
[SEMESTER IV]

Sub Code : LBEC8

Objectives

The student teacher is enabled to

- acquire the knowledge of technology in education,
- understand the role of ICT in education,
- develop skills in ICT integrated lesson,
- applies ICT skills in teaching and learning and
- understand the role of Artificial intelligence in Education.

Unit I - Information And Communication Technology (ICT)

Meaning - objectives of ICT in Education - Concept of Information communication technology- ICT tools for Education – myths about ICTs – Benefits of ICT in Education: for teachers, students, and parents – various skills and competencies to be developed on the part of student teachers - challenges in integrating ICT in Education – useful ideas for using ICT across the curriculum.

Unit II - ICT Integrated Pedagogy

Meaning and Importance – elements of ICT Integration in education – Approaches to ICT integration in Teacher Education – Planning to teach an ICT lesson: learning aims and objectives, the jigsaw of lesson planning – Instructional model: ASSURE model – strategies for Integrating Technology into teaching.

Unit III - Artificial Intelligence in Education

Artificial Intelligence(AI) in Education, Expert system in Education – Intelligent computer Assisted Instruction – Application of Neural Network.

Unit IV - E-resources and Learning

Tele conferencing – mobile learning – Virtual reality – Virtual classroom – E-resources - E-Books, E-Journals, E-learning - Blogs , web2, wikis, Twitter – Social networks – Digital learning - MOOC

Unit V - Application of ICT in Education

Wireless Networking Wi-Fi, wimax and their use in learning – Internet applications in the field of Education – E-mail: creating and sending, receiving E-mail

– Interactive White Board – Classroom robotics – Flipped classroom - Educational Implications of Flipped classroom.

Task Assessment
1. Create an E-mail Id and send a file.
2. Prepare multimedia PowerPoint slide for a topic.
3. Transferring and saving information in secondary devices (CD/DVD, Pen Drive, memory cards).

References

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CORE - IX - SELF SCIENCE EDUCATION
[SEMESTER IV]

Sub Code : LBEC9

Objectives

The student teacher will be able to

- realise about self,
- make aware of different types of social interactions,
- acquaint with the knowledge of transactional analysis and development of personality,
- know about the recent trends in Psychology and
- make conscious of health and well – being.

Unit I - The Significance of Self-Concept

Concept of Self Development & Formation of Self concept, Self-Esteem and Social Behaviour - Self and Reference Groups - Other Self-Related Issues, Self-Radius, Self-Values, Self-Disclosure - Factors Influencing Moral Development - General Cognitive Maturity, Educational Programmes, Influence of Parents, Group Membership.

Unit II - Understanding Self

Concept of self understanding - 5 why's of self Understanding - Facilitating self Understanding – Self Esteem – Enhancing Self esteem – Overcoming poor self esteem – self understanding – self worth, self actualization – Self adjustment – adjustment with family school, Peers, and societies.

Unit III - Types of Social Interaction

Conformity, Compliance, Obedience, Compromise, Co-operation and Competition, Conflict, Psychological Concomitants of the above types of Social Interaction - Perception and learning in Social Behaviour - Social Motivation - Norms or Expected Standards - Attitudes And Values - Measurements of Attitudes -Promoting positive attitude.

Unit IV - Transactional analysis

Introduction to Transactional analysis - structure of personality - Transactional analysis and self development, Transactional analysis and social relationshipstrategies to develop integrated personality

Unit V - Mental Health and well – being

Well being - Domains of well being – Self awareness – Self motivation –Time Management – Conflict Management, Stress Management– Physical and Mental Health awareness – Emotional Intelligence - Conditions for developing positive Mental Health.

Task Assessment

1. A Report on the individual strengths, weakness and ways to promote success in life.
2. Test of 'Emotional Maturity' (through an inventory).
3. Analyse the influence of family and school in the development of Childs' self-concept.

References

Bharathi, T. (2008). *Personality Development.*Neelkamal Publications.

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Gibson, R.L. & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. New Delhi: Phi Learning Publications.

Hilgard, E.R. & Atkinson, R.C. (1953). *Introduction to Psychology*. New Delhi: Oxford & IBH Publications.

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விருப்பப்பாடம் - I பாடப்பொருள் மற்றும் சிறப்புத்தமிழ் கற்பித்தல் -IV
[நான்காம் பருவம்]

Sub Code : LCPTA

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

* முத்தமிழின் வளர்ச்சி நிலையை அறிதல்.

* இலக்கிய திறனாய்வு செய்யும் திறனை வளர்த்தல்.

* வகுப்பறைத்திறன்களை வளர்த்தல்.

* பாடநூல், தமிழ்மொழியின் வளர்ச்சி நிலையை மீட்டுணர்தல்.

* மொழி ஆசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகளை அறிதல்.

அலகு - 1 முத்தமிழின் வளர்ச்சிநிலை

இயல்தமிழ்

இலக்கிய வகைகள் - கவிதை – மேனாட்டாரின் விளக்கம் - தமிழறிஞர் விளக்கம் - கற்பனை உணர்ச்சி, வடிவம், பாடுபொருள் ஆகியவை கவிதையில் பெறுமிடம் - உள்ளுறை உவமம் - அணி - இறைச்சி போன்றவற்றின் சிறப்புகள் - புதுக்கவிதை – மரபுக்கவிதை – ஹைக்கூ கவிதை – சென்றியூ கவிதை.

இசைத்தமிழ்

இசையும் தமிழும் - மொழிக் கல்வியில் இசைபெறுமிடம் - தேவாரத்தில் காணலாகும் இசைத்தமிழ் கூறுகள் தற்கால கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு – நயம்பாரட்டல்.

நாடகத்தமிழ்

நாடகம் தோற்றமும் வளர்ச்சியும் - நாடகத்தின் அமைப்பு – நாடக வகைப்பாடு - இக்கால நாடகங்கள் - எழுத்து நாடகங்கள் - வானொலி நாடகங்கள் - வட்டார மொழி நாடகங்கள் - நாடக உத்திகள்.

அலகு - 2 - இலக்கியத் திறனாய்வு

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வின் நிலை – திறனாய்வின் வகைகள் – படைப்புவழித் திறனாய்வு – மரபுவழித் திறனாய்வு – முருகியல் முறைத் திறனாய்வு – விளக்கமுறைத் திறனாய்வு – மதிப்பீட்டுமுறைத் திறனாய்வு – வரலாற்றுமுறைத் திறனாய்வு – ஒப்பீட்டுமுறைத் திறனாய்வு – பாராட்டுமுறைத் திறனாய்வு – புதினம் தோற்றம் வளர்ச்சி – கல்கி, பொன்னீலன் - சிறுகதை தோற்றம் வளர்ச்சி – சிறுகதை பண்புநலன்கள் - புதுமைப்பித்தன், லஷ்மி – நாட்டுப்புற இலக்கியம் - சு. சக்திவேல், தே. லூர்து – குழந்தை இலக்கியம் - அழ. வள்ளியப்பா, நாமக்கல் கவிஞர். வெ. இராமலிங்கம் பிள்ளை – பயண இலக்கியம் - நெ.து. சுந்தரவடிவேலு, மணியன்.

அலகு -3 - வகுப்பறைத் திறன்கள்

படைப்பாற்றல்திறன்- விளக்கம் - படைப்பாற்றலை வளர்க்க உதவும் சூழல்- படைப்பாற்றல் தன்மைகள்- படைப்பாற்றல் வடிவங்கள்- படைப்பாற்றலை வளர்க்கும் உத்திகள் - கதை எழுதும் திறன் - விளக்கம் - கதை எழுதும் திறனை வளர்க்கும் உத்திகள் - கவிதை எழுதும் திறன் - பண்புகள் - கவிதை எழுதும் திறனை வளர்க்கும் உத்திகள் - கவிதை எழுதுவோர் கவனத்தில் கொள்ள வேண்டியவை.

அலகு 4 - பாடநூல், தமிழ்மொழியின் வளர்ச்சி நிலை

பாடநூல்அமைப்பு - சிறந்த பாடநூலின் நல்லியல்புகள்- தமிழ்நாடு அரசு பாடநூல் நிறுவனத்தின் ஆறாம்வகுப்பு முதல் பத்தாம்வகுப்பு வரை உள்ள தமிழ்பாட நூல்களை பகுப்பாய்வு செய்தல்.

கணிப்பொறியும் தமிழும் - அறிவியல்தமிழ்- பல்லூடகமும்தமிழ் கற்பித்தலும்- மொழிபெயர்ப்பு - மொழி வளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு - மொழிபெயர்ப்பின் வகைகள் - சொல்லுக்கு சொல் மொழிபெயர்ப்பு - மூலநூல் மொழிபெயர்ப்பு - தழுவல்- சுருக்க மொழிபெயர்ப்பு- விரிவான மொழிபெயர்ப்பு — சரியான மொழிபெயர்ப்பு - கோட்பாடுகள் - சிக்கல்கள்- மொழிபெயர்ப்பின் போது கவனத்தில் கொள்ள வேண்டியன - செம்மொழித்தமிழ்.

அலகு 5 - மொழி ஆசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகள்

புத்தாகப்பயிற்சிகள்- தகவல்தொழில் நுட்பப்பயிற்சிகள் - இணையதளம் மூலம் தமிழ்மொழி சார்ந்த செய்திகளை சேகரித்தல் - மொழி சார்ந்த அண்மைச் செய்திகளை உடனுக்குடன் அறிந்து கொள்ளுதல் - பயிற்சிப் பட்டறைகள் - புத்தறிவு பயிற்சிகள் - சர்வதேச கருத்தரங்குகள் - பயிலரங்குகள் - ஆய்விதழ்கள் - தமிழாசிரியர் சங்கம் - உள்நாட்டு கருத்தரங்குகள் - பணியிடைப்பயிற்சிகள்.

செய்முறை மதிப்பீடு:-

1. பேச்சுறுப்புகளின்படம்வரைந்து விளக்குதல்
2. உயிர்எழுத்துக்கள்மற்றும்மெய்யெழுத்துக்கள்பிறப்பு பற்றிய வரைவுதாள்தயாரித்தல்
3. பாடப்பொருள்பகுப்பாய்வு செய்தல்

பார்வை நூல்கள்

சக்திவேல்.சு (2006) தமிழ்மொழி வரலாறு, மணிவாசகர் பதிப்பகம், சென்னை

பிரபாகரன் .உ (2009) சிறப்புத்தமிழ், சம்யுக்தா பதிப்பகம், நாமக்கல்

வேணுகோபால் .பா (2009) கே.சாந்தகுமாரி, சிறப்புத்தமிழ் கற்பித்தல், சாரதா பதிப்பகம், சென்னை

கலைச்செல்வி .வெ (2012) கல்வியியல் சிறப்புத்தமிழ், சஞ்ஜீவ் வெளியீடு, ஈரோடு

கணபதி .வி, ஜெயராயன் .பூ (2005) சிறப்புத்தமிழ் கற்பித்தல், சாந்தா பதிப்பகம், சென்னை

தீனதயாள், சிவக்குமார் .ம (2010) பைந்தமிழ் கற்பித்தல் ஸ்ரீ கிருஷ்ணா பதிப்பகம், சென்னை

மீனாட்சி சுந்தரம் .அ, செல்வம் பொ. (2010), பைந்தமிழ் கற்பித்தல் காவ்யமாலா பதிப்பகம், திண்டுக்கல்

வேணுகோபால் .இ.பா (2006) சிறப்புத்தமிழ் கற்பித்தல், சாரதா பதிப்பகம், சென்னை

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http://ilanguages.org/tamil.Phb

www.kanithamizh.com

மீனாட்சி சுந்தரம் .அ, செல்வம் பொ. (2010), பைந்தமிழ் கற்பித்தல் காவ்யமாலா பதிப்பகம், திண்டுக்கல்

CONTENT AND PEDAGOGY OF SPECIAL ENGLISH - IV
[SEMESTER IV]

Sub Code : LCPEN

Objectives

The student teacher is enabled to

- know the fundamentals of Linguistics,
- develop fluency of speech and observation skills,
- acquire the knowledge of Professional Competency of an English Teacher,
- understand the various strategies of teaching English,
- acquire the knowledge of various study skills.

Unit - I Meaning and Scope of Linguistics

History, Meaning and scope of Linguistics-Language acquisition – Phonology-Morphology-Syntax and Semantics-Types of Grammar-Language Teaching-Error Analysis and Remedial Teaching-English for Academic purpose-English for Occupational purpose -English for Global Purpose - English for Specific purpose.

Unit - II Teaching of Listening and Speaking skills

Skill of listening-Meaning of listening skill-The three phases of listening – material activities – Dictation-telephone Commentaries - Jigsaw listening- skill of speaking-Techniques in teaching speaking-Tasks for developing speaking skill-Topic based discussion class - Improving oral fluency – Dramatization-Story telling-Communication barriers for effective communication - Causes of Retardation of Speech.

Unit - III Lexis

Word Formation – Affixation – Conversion – Compounding-Other minor devices - Patterns of spelling - Teaching of vocabulary - Phrasal verbs and prepositional phrases - Difference between Phrasal verbs and prepositional phrases -Sentence connectors-Devices for cohesion and coherence - Clipping.

Unit - IV Reference,Study Skills and Reading Techniques

Dictionary skills - resources in a good dictionary - Study skills – Note-making and note-taking - Summarizing – Paraphrasing – Reference skills – Library – Thesaurus - Encyclopaedia – Bibliography - Annotated Bibliography - Reading Techniques - SQ3R-Reading styles - Levels of Reading - Strategies to develop reading.

Unit - V Professional Competenancy of an English Teacher

Characteristics of an effective English Teacher – Association for English Teacher – Objectives and Activities - Journals in English Education Programmes for quality improvement – Role of ELT-Participation in conference, seminar and workshops.

Task Assessment

1. Prepare a work sheet for grammatical exercise to make high school and higher secondary pupils understand certain grammatical concepts.
2. Training in Comprehension exercises.
3. Prepare a bouquet of poems.

References

Gatenby E.V. (1944). *English as a foreign language.*London *:*Longmans, GreenPublications.

Isaac, A. (2010). *Technology of teaching english Paper I & II.* Nagercoil: Vijaya Publications.

Kohli, A.L. (2012). *Techniques of Teaching English*. New Delhi: Dhanpat Rai Publications.

Krishnaswamy, N (1971). *An introduction linguistics for language learners* Bombay: Somaiya Publications.

Mahony, D. (2010). *Fundamentals of English*. New Delhi: Viva Books Publications.

Manish, A. (Vyas) & Patel.Y.L. (2009). *Teaching of English as a Second Language.* New Delhi: PHI Learning .

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Rivers, W.H. (1970). *Teaching of Foreign Language Skills.* New York: University of Chicago Press.

Strandgard, D.J. (2013). *Innovations in the teaching of English Paper I Special English*. Chennai: Srikrishna Publications.

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www.grammarly.com

www.talkenglish.com

CONTENT AND PEDAGOGY OF MATHEMATICS - IV
[SEMESTER IV]

Sub Code : LCPMA

Objectives

The student teacher is enabled to

- develop the qualities needed for a mathematics teacher,
- see mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on,
- focus on understanding the nature of children's mathematical thinking andidentifying the individual differences,
- develop ability to use ICT resources to explore mathematical knowledge and
- gain knowledge of various mathematics association and be part of it.

Unit I - Mathematics Teacher Qualities and Activities

Qualities of a Mathematics Teacher – Professional, Personal, Academic and Social - The range of teacher activities – Professional training, In-service training, Professional activities, School activities, Administrative duties, Community activities.

Unit II - Resources

Mathematics text books – need and importance, Qualities of a good text book - Work books – Need and characteristics - Mathematics library – functions, books and materials for Mathematics Library - Mathematics club – functions, activities - Mathematics laboratory – materials, Instruments and equipments for Mathematics laboratory, Field trips – advantages - Mathematical websites, Geogebra.

Unit III - Provision for Individual Differences

The identification of the gifted in Mathematics - Characteristics of the Mathematically gifted – Enrichment programme for the gifted - Slow learners in Mathematics – Characteristics of slow learners in Mathematics – Classroom techniques for slow learners - Disability in Mathematics – Dyscalculia, remedies- Developing speed, accuracy and interest in Mathematics.

Unit IV - Mathematics for all through ICT

ICT – Definition, Meaning – Guiding principles for effective teaching and learningin ICT – Web-based learning – Synchronous – Asynchronous – Advantages and disadvantages – merits and demerits - Virtual learning - merits

and demerits - Mobile learning – The value of mobile learning and demerits - Blended learning – merits and demerits.

Unit V - Professional Development of Mathematics Teachers

Mathematics Teachers Association – Association of Mathematics Teacher Educators – The Association of Mathematics Teachers of India – All India Schools Mathematics Teachers association – Objectives and activities - Journals in Mathematics Education - Participation in Conferences / Seminars / Workshops.

Task Assessment

1. Organize a seminar on virtual learning & remedies and write a report on it.
2. Prepare a list of Mathematical Websites with its uses.
3. Review a IX standard mathematics text book.

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CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE - IV
[SEMESTER IV]

Sub Code : LCPPS

Objectives

The student teacher is enabled to

- know the various theories of learning physical science
- develop awareness of different theories of learning
- develop skills to critically evaluate science text books
- understand the qualities, responsibilities and professional growth of the science teacher
- probe into researches in Physical Science Education.

Unit I – Learning theories

Cognitive theories of Learning - Piaget's theory -Jerome Bruner's theory of Concept learning-David Ausbel's theory of Cognitive Subsumption-Robert Gagne's theory of Learning Hierarchies-Lev Vygotsky's Social Cognition theory.

Unit II - Science text book and e-learning

Reading materials - Text books – Need and importance, qualities of a good text book - Evaluation of Science text book - Library – Journals- E-learning.

Unit III –Individual differences and Co-curricular activities

Idenficiation of the gifted in Physical Science – Strengths and problems of the gifted - Enrichment programmes for the gifted – Identification of slow learners in physical science – problems of slow learners – Remedial measures for slow learners – Science club :Objectives, organization and activities of Science club– Science exhibitions-Science fairs- field trips – science museums– conferences – Seminar – symposium-Panel discussion.

Unit IV - Physical Science Teacher

Physical Science teacher – Qualities of Physical Science Teacher - Academic and professional qualifications - responsibilities – Pre-service training -Inservice training –Summer institutes-Associations for physical science teacher.

Unit V - Recent trends and Research

Nano technology- Earth Science Today – Chandrayan- Mangalyan - Cryogenic Techniques and Manned Space- Research, meaning and types – Status

of research in Science Education - Experimental Research and its importance to Science Education.

Task Assessment

1. Organizing club activities
2. Evaluation of any three websites in Physical Science
3. List out famous physical science websites.

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CONTENT AND PEDAGOGY OF BIOLOGICAL SCIENCE - IV
[SEMESTER IV]

Sub Code : LCPBS

Objectives

The student teacher is enabled to
- acquaint the recent trends in Biological Science
- acquire the knowledge of conservation of natural resources,
- acquire professional norms and ethics needed for a Biology teacher,
- develop creativity in Science teaching and
- understand the teaching of special students in Biology.

Unit I - Recent trends

Recent trends in Biological Science – Bio-technology : Definition and scope, branches and importance, Applications of Bio-technology - Bio-informatics : Definition, Applications of Bio-informatics.

Unit II - Exploring the learners in learning Environmental Education

Environmental Education: Concept, Need, Importance – Pollution: Air Pollution, Water Pollution and Noise Pollution and remedies – Green house effect - Global warming - Ozone layer depletion – Wild life conservation – Aim of wild life conservation – Necessity of Conservation – Causes for wild life depletion – Methods of Conservation.

Unit III - Professional Development

Biology teacher - Academic and Professional qualification- Special qualities needed for a Biology teacher – Biology teachers diary-Profession training - need, advantages, means of in-service training.

Unit IV - Creativity in Teaching

Creativity – the process of creativity, developing creativity among children – creativity of a school - Identification of children with scientific hobbies, advantages of scientific hobbies, ways and means of developing scientific skills.

Unit V - Teaching of special students

Need and Identification of Gifted students, Characteristics of gifted students, Problems of gifted children, Avenues for gifted students – Slow learners in Biology – Identification of slow learners, Characteristics of slow learners, Teachers duty towards gifted students.

Task Assessment

1. Prepare powerpint slides on types of pollution.
2. Present a collection of your scientific hobbies.
3. Write a report on your field trip.

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CONTENT AND PEDAGOGY OF SOCIAL SCIENCE- IV
[SEMESTER IV]

Sub Code : LCPHI

Objectives

On completion of the course the student teacher is enabled to

- understand the content of Social Science,
- acquire knowledge of qualities of Social Science teacher,
- enable to use various activities in teaching Social Science,
- identify the individual needs of learners in Social Science,
- understand the process of research in history.

Unit I – Content (IX Standard)

Tamilnadu an Introduction – Geographical features, Sources and History of Tamilnadu – Sangam age, Chola and Pallava Empire, Fundamental rights and duties.

Unit II – Social science Teacher: Qualities, roles and professional development

Qualities of a Social Science Teacher – Academic qualification, expert in methodology of teaching Social Science, well equipped with human qualities, Personal qualities, Professional growth and training, Professional ethics of Social science teacher – Problems in Teaching and Learning Social science.

Unit III - Activities in Social Science teaching

Field trips, excursions, collection of sources and specimens, organisation of history club, utilisation of community resources, use of current affairs and controversial issues, celebration of fairs and festivals, heritage walk, cultural exchange programmes, Teaching for international and national understanding.

Unit IV - Learners capacities and cater to individual needs

The identifying learner's capacities – diagnosis of individual differences in learning social science, Gifted and slow learners – characteristics, strength and difficulties in learning, Enriching programmes for gifted and remedial measures for slow learners.

Unit V - Teaching and Research

Research in history- need, significance, historical research – method, process, steps-identification of research problem, collection of data- primary, secondary criticism of data-positive and negative criticism, organisation of facts, interpretation and conclusion, problems faced by the researchers in history.

Task Assessment

1. Organize History club activities
2. Report the resources available in the local community
3. Indentify primary sources of history

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CONTENT AND PEDAGOGY OF COMPUTER SCIENCE - IV [SEMESTER IV]

Sub Code : LCPCS

Objectives

The student teacher is enabled to

- understand the specific qualities of good teacher,
- acquires knowledge about Digital logic Gates,
- acquires knowledge on latest trends in Information Technology,
- understands the exceptional children and educate them and
- acquires knowledge about internet protocols.

UNIT – I Content

Working Principle of Digital Logic Gates: Introduction, Types of Logic Gates: AND Gate, OR Gate, NOT Gate, NOR Gate, NAND Gate, Bubbled AND Gate, Bubbled OR Gate, XOR Gate, XNOR Gate, Universal of NAND and NOR Gates.

Unit - II Computer Science Teacher

Qualities of a computer science teacher – Need and importance of in-service training of computer science teachers – Evaluation of teachers: Evaluation by pupils, self–evaluation – Basic strategies for professional development of Computer Science teacher – Concept of effective teaching in computer science.

Unit - III Latest Trend in Information Technology

Internet Enhancing Teaching learning process – E- learning – Virtual reality - Web based learning - Computer in teaching learning process – Instructional Resource centre for Educational Technology - Educational Benefits of multimedia Tools.

Unit - IV Educating the Exceptional Children and co-curricular Activities

Slow learner – Characteristics of slow learners, Remedial measures for slow learner – Gifted children – Identification of the gifted children – Role of teacher in educating Slow learners and Gifted children - Field trip - Computer Science Club: Objectives, organization and Activities.

Unit - V Computer Communications

Network: Introduction, Benefits of Network, Types of Network - Internet : History of Internet – important features of internet, Essential requirements for Internet, Internet protocols – Basic steps in starting with Internet – Achieving

internet connectivity – Steps in Browsing web sites – E-Mail – Accessibility and Retrieval of Information – Viruses: categories of viruses, protection systems.

Task Assessment

1. Prepare a pictogram using M.S.Excel.
2. Develop a blog of your own and add it in online
3. Using the Logic converter, test the basic Logic gates by constructing their truth table.

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CONTENT AND PEDAGOGY OF COMMERCE AND ACCOUNTANCY – IV
[SEMESTER IV]

Sub Code : LCPCA

Objectives

The prospective teacher is enabled to

- develop the qualities needed for a Commerce and Accountancy teacher,
- stimulate curiosity, creativity and inventiveness and resources in Commerce and Accountancy,
- to understanding the nature of student thinking and identifying the individual differences,
- develop ability to use ICT resources to explore Commerce and Accountancy knowledge and
- examine the language of Commerce and Accountancy engaging with research on children's learning in specific areas.

Unit - I

Critical Evaluation of text books of Commerce and Accountancy prescribed by State Government and CBSE.

Unit- II Commerce and Accountancy Teacher Qualities And Professional Activities

Qualities of a Commerce and Accountancy Teacher – Professional, Personal, Aca-demic and Social. The range of teacher activities – Professional training, selective academic training, In-service training, professional activities, school activities, Departmental Duties, Administrative duties, community activities - Professional Ethics and competencies – social and environmental responsibilities of commerce teachers.

Unit - III Providing for Individual Differences in Commerce and Accountancy Ability

The identification of the gifted in Commerce and Accountancy - Characteristics of the gifted – Enrichment programme for the gifted. Slow learners in Commerce and Accountancy – Characteristics of slow learners in Commerce and Accountancy – Classroom techniques for slow learners. Developing speed, accuracy and interest in Commerce and Accountancy.

Unit - IV Commerce and Accountancy for all through ICT

ICT – Definition, Meaning – Guiding principles for effective teaching and learningin ICT – Web-based learning – synchronous – Asynchronous –

Advantages and disadvantages. Digital learning – Merits and Demerits.Mobile learning – The value of mobile learning and demerits.Blended learning – Merits and demerits.

Unit - V Classroom Climate

Class room Climate: Meaning and types – ideal class room climate – Evaluation by students – Self Evaluation – SWOT analysis – Rating by superiors, & Colleaques Class room interaction analysis – Flanders interaction – Significance of interaction analysis.

Task Assessment

1. Prepare a Digital lesson plan.
2. Writing the report of the analysis of the commerce text book.
3. Prepare a module for any one commerce concept.

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CONTENT AND PEDAGOGY OF ECONOMICS - IV
[SEMESTER IV]

Sub Code : LCPEE

Objectives

The prospective teacher is enabled to

- develop the qualities needed for a Economics teacher,
- stimulate curiosity, creativity and inventiveness in Economics ,
- focus on understanding the nature of student's thinking and identifying the individual differences,
- develop ability to use ICT resources to explore Economics knowledge,
- acquire the knowledge of Professional capacity in Economics education.

Unit - I Economics Teacher Qualities And Actions

Qualities of a Economics Teacher – Professional, Personal, Academic and Social. The range of teacher activities – Professional training, selective academic training, In-service training, professional activities, school activities, Departmental Duties, Administrative duties, community activities.

Unit - II Resources

Economics Text Books – need and importance, qualities of a good text book. Works books – need and characteristics Library – Functions, Books and materials for Library. Economics Club – Functions, Activities. Economics Laboratory – Materials, Instruments and equipments for Field trips – advantages, Economic Websites.

Unit - III Providing for Individual Differences

The identification of the gifted in Economics - Characteristics of the gifted – Enrichment programme for the gifted. Slow learners in Economics – Characteristics of slow learners in Economics – Classroom techniques for slow learners. Developing speed, accuracy and interest in Economics

Unit - IV Economics for all through ICT

ICT – Definition, Meaning – Guiding principles for effective teaching and learning in ICT – Web-based learning – Advantages and disadvantages. Digital learning – Merits and Demerits - Mobile learning – The value of mobile learning and demerits.Blended learning – Merits and demerits.

Unit - V Professional Development

Economics Teachers Association – Association of Economics Teacher Educators – The Association of Economics Teachers of India – All India Schools Economics Teachers association – Objectives and Activities. Journals in Economics Education.Participation in conferences / seminars / workshops.

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மொழிக் கற்பித்தல்- தமிழ் - **IV**
[நான்காம் பருவம்]

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

- மொழி ஆசிரியின் பண்பு நலன்களை அறிதல்
- மொழிக் கல்வியில் மாணவர் செய்யும் பிழைகளை அறிந்து களைதல்
- விழுமக் கல்வியை வளர்த்தல்
- மொழியை பிழையில்லாமல் பேசவும் எழுதவும் அடிப்படை இலக்கண அறிவை வளர்த்தல்
- சரியான ஒலி உச்சரிப்பை அறிந்து பயன்படுத்துதல்

அலகு 1 - மொழி ஆசிரியரின் பண்பு நலன்கள்

மொழி ஆசிரியரின் பண்பு நலன்கள்- பொதுப்பண்புகள்- சிறப்புப்பண்புகள் - கல்விநிலை - மொழிப்பற்று - ஆழ்ந்த புலமை - சகிப்புத்தன்மை – நடுநிலைமை – உளவியல் அறிஞர் - பல்துறை அறிவு – பலமொழி அறிவு – நகைச்சுவை உணர்வு – நடிப்புத்திறன் - நட்புணர்வு பணிமீது பற்றுடைமை – சிறந்த இலக்கண புலமை – பாடம் சார்ந்த செயல்களின் ஈடுபாடு – அனைத்து ஆசிரியர்களுடன் நட்பு பாராட்டுதல்.

அலகு 2 - மொழி கல்வியில் மாணவர் செய்யும்பிழைகள்

பேச்சுப்பிழை - தவறாக ஒலித்தல்- திருத்தமான சொல்- திருத்தமான சொல் அறியாமை - சந்திப்பிழை - மயங்கொலிப்பிழை - எழுத்துப்பிழை - ஒருமை - பன்மை - மயக்கம்- திணை - பால் முடிவுகளில் பிழை - நிறுத்தற்குறிகள் - வல்லெழுத்து மிகுமிடம் - மிகா இடம்.

அலகு 3 - விழுமங்கள்

விழுமங்கள் - விளக்கம் - விழுமக்கல்வி அளிப்பதன் நோக்கம் - ஆளுமை - ஒழுக்கம் - நேரம் தவறாமை - அன்புடைமை - மனித நேயம் - பணிவுடைமை – உதவும் மனப்பான்மை - தூய்மை - தொழிலில் உண்மை – விழுமக்கல்வியின் வகைகள் - தேசிய கல்வி ஆராய்ச்சி மற்றும் பயிற்சிக்குழு பரிந்துரைக்கும் விழுமங்கள் - விழுமக்கல்வியை வளர்ப்பதில் ஆசிரியர்களின் பங்கு.

அலகு 4 - இலக்கணமும் மொழித்திறனும்

எழுத்து - திணை - பால் - மாத்திரை - எண் - இடம் - காலம் - இடுகுறிப்பெயர் - காரணப்பெயர் - அறுவகைப் பெயர்ச்சொற்கள் - சொற்களின் வகைகள் - இலக்கியச் சொற்கள் - இலக்கணச் சொற்கள்- ஆகுபெயர் - வழா - வழு – வழுவமைதி.

அலகு 5 - மொழி உச்சரிப்பு

மொழி உச்சரிப்பு - விளக்கம் - நோக்கங்கள் - பயன்கள் - உச்சரிப்பில் ஏற்படும் சிக்கல்கள் - வல்லினம் மிகும் மிகா இடங்களை உச்சரிப்பதில் சிக்கல் - ஒலி மயக்கம்தரும் எழுத்துக்களை உச்சரிப்பதில் சிக்கல் - சிறப்பு ஒலிகளை உச்சரிப்பதில் சிக்கல் -

உச்சரிப்புக்குறையை போக்கும் பயிற்சிகள் - நா நெகிழ்பயிற்சி - நா பிறழ்பயிற்சி - மூச்சுப்பயிற்சி - ஒலி உறுப்புகளின் குறைபாடு நீக்குதல்.

செய்முறை மதிப்பீடு:-

1. மாணவர்களிடம் காணப்படும் இலக்கணப்பிழைகளை வகை, தொகை செய்து குறைதீர் பயிற்சிகள் தயாரித்தல்

2. வகுப்பறையில் மாணவர்கள் எதிர்கொண்ட சிக்கல்கள், அவற்றைத் தீர்ப்பதற்கு மேற்கொண்ட நடவடிக்கைகள் பற்றிய அறிக்கை தயாரித்தல்

3. இலக்கண அட்டைகள் தயாரித்தல்

பார்வை நூல்கள்

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PEDAGOGY OF LANGUAGE – ENGLISH - IV
(SEMESTER – IV)

Sub.Code : LCPLE

Objectives

The student teacher is enabled to

- know the different types of English Readers,
- acquire the knowledge of good pronunciation and fluency of speech,
- develop the knowledge of ICT ,
- imbibe fluency in speech,
- acquire the knowledge of the sound system of English.

Unit – I Fluency

Use of conventional formulae – Greeting, apology, invitation, refusal, accepting , thanking, Describing and interpreting pictures, tables- graphs- maps- Telling stories and narrating incidents- play reading and dramatization- Debates and Interviews – Classroom English.

Unit - II Reading Skills

Methods of teaching reading to beginners- Mechanics of reading –Fixation- Regression- Eye voice span- Aims of teaching reading –Process involved in reading – types of reading – Reading for perception and comprehension – Testing reading – Skimming – Scanning – Methods of developing reading skill – Testing reading comprehension.

Unit -III Writing skills:

Writing skills – Grammatical skill – Judgement skills – Discourse skills – Mechanics of writing – Sub skills in writing – visual perception and syntax – Organizing – Grammar – Content, purpose and relevance – Characteristics of good handwriting – Punctuation marks – Developing good hand writing – spelling – Dictation.

Unit –IV Technology and Media in English Education:

Mechanical Aids – OHP – Tape Recorder – Radio – Television – Language Laboratory – Computer Assisted Instruction – Power point presentation – English Club – Electronic Media in English Language Education – Video – E-Learning – Internet – Identifying websites.

Unit – V Phonetics of English:

The different speech organs and their role – The individual sounds – vowels and consonants – Diphthongs - stress – word stress and sentence stress – Intonation.

Task Assessment

1. Assess written comprehension exercise
2. Prepare a vowel and consonants chart
3. Prepare an audio visual aid highlighting intonation pattern.

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ELECTIVE - I – PHYSICAL AND HEALTH EDUCATION
[SEMESTER IV]

Sub Code : LBEPE

Objectives

The student teacher is enabled to

- understand the meaning of physical education,
- understand about recreation, safety education and the concepts of Health Education,
- organize Physical Education activities,
- understand the aim of yoga, and to integrate yoga and meditation in school education and
- understand about injuries and to provide first aid during emergencies.

Unit I - Nature of Physical Education

Physical Education – Meaning and definitions, Aims and Objectives, Scope of physical Education, Indoor and Outdoor games – Recreation - Levels of recreation - Music and dance - Art and Craft - Methods of Teaching Physical Activities.

Unit II - Health Services and First Aid

Health Education Meaning - Health services in schools, Functions and responsibilities of Teachers, Health Instruction, Safety Education, Importance with reference to play fields, road, houses, school - First aid for athlete injuries – fracture , dislocation, strain, sprain, contusion and laceration artificial respiration- Methods of dressing wounds and injuries - Methods of offering first aid to victims of road water and fire accidents.

Unit III - Need and Significance of Yoga & Meditation

Posture - Postural defects - Remedial exercises including Asanas - Eight limbs of yoga – Yoga and meditation in life situations – Stress management and yoga in school Education – Types of Exercises - Aerobic & Anaerobic exercises - Difference between Yoga and Physical exercises.

Unit IV – Diseases, Drug addiction and Preventive measures

Food habits – Malnutrition – Deficiency diseases – balanced diet – Midday meals – Nutrients and their relative efficacy, Diet for Obesity and Under weight, Qualities of a Healthy Person - Health Hazards of School students - Pollution – Types – Water, Land and Noise pollution - Diseases caused by pollution – Prevention,

Personal Hygiene – Life style Disorder Diseases - Diabetics, Obesity, Cancer, Ulcer, Backpain- Symtoms - Preventive measures - Dangers of the use of alcohol, nicotine and drugs – Campaign against drug addiction.

Unit V - Organizing Physical Education and Tournaments

Preparation of Physical Education General lesson plan, Organizing knock out and league tournaments - Intramural competitions and Extramural competitions – Modern agencies in developing physical education in India – SAI, LNIPE, NIS, AIU, IOA, SDAT, TNPESU – Sports Schools - Physical Education in Secondary Schools.

Task Assessment

1. Report preparation on Yoga and meditation in life situations.
2. Survey the recreation facilities available in the schools of the locality.
3. Analyse the measures taken by the model school to protect the health and hygiene of the students.

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ELECTIVE – II – GUIDANCE AND COUNSELLING
[SEMESTER IV]

Sub Code : LBEGC

Objectives

The student teacher is enabled to

- understand the need and importance of guidance and counselling in schools,
- know the role of guidance personnel in school and to organize guidance programme in their respective schools,
- understand the various types of guidance service provided in the school,
- acquaint with the sources of occupational information their types, modes of dissemination of such information and
- gain knowledge about the counseling process, the skills used and about various tests and techniques.

Unit I - Introduction to Guidance and Counselling

Meaning – need and scope of guidance and counselling in schools, Principles of Guidance - Steps followed in guidance - Organising school guidance programme.

Unit II - Types and Techniques of Guidance

Types of guidance - Educational, Vocational and Personal - Individual and group guidance – techniques of group guidance – Class talk – Career talk – Career bulletin – Career Corner – Career Conference.

Unit III - Counselling and its types

Meaning of counselling – Difference between Guidance and Counselling. Aims and objectives of Counselling – Importance of counselling in Schools. Types of counselling – Directive, Non – Directive and Eclectic - Theories of Counselling
i) Theory of self (Rogers) ii) Rational Emotive Bahavioural Theraphy (Albert Ellis)

Unit IV - Counselling Process and Skills

Steps in Counselling – Counselling Skills – Attending Skills, Responding Skills Listening Skills, Skills of Personalizing and Initiating . Qualities of a Counseller – Role of Teachers as counselor and professional ethics associated with it.

Unit V - Counselling Tools, Techniques and Guidance to students with special problems

Tools and Techniques: Intelligence tests, Personality tests, Sociometric tests, interest inventories, aptitude tests, anecdotal record, case study, observation, interview and cumulative record. Dealing with problems: lying, stealing, depression, anger, stress and conflict, speech disorders, alcoholism and drug – addiction, addiction to media, Sex related problems and learning problems- Dyslexia, Dyscalculia and Dysgraphia.

Task Assessment

1. List down the personal problems of your students which require counselling. How can the teacher as a counsellor help them to solve their problem?
2. Identify a problem child in your locality. List down the factors responsible for the abnormal behavior. Suggest some measures to be adopted by you as a teacher to rehabilitate the child?
3. Plan and arrange a 'career talk'

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ELECTIVE – III – ENVIRONMENTAL EDUCATION
[SEMESTER IV]

Sub Code :LBEEE

Objectives

The student teacher is enabled to

- understand the nature and scope of environmental education,
- understand the concept of environmental problem and ecology,
- apply the remedial ways to protect the environment in daily life,
- understand the need for conservation of natural resources and
- acquire knowledge about the environmental issues of and polices.

Unit I - Basic Concepts

Concept of Environment and Environmental Science – History of Ecology – Ecology and Economic Development – Socio – Economic Impacts of Degradation of Environment and Importance of Environmental Education – Nature and Scope of Environmental Education – Guiding Principles of Environmental Education and Major Constraints for its Implementation at School Level.

Unit II - Environmental problem and Management

Environmental Pollution : Physical and Chemical : Land, Air, Water, Noise, Radiation – Extinction of Flora and Fauna- Deforestation- Soil erosion – carbon,nitrogen cycle-Ozone Depletion- Green House Effect- Global Warming- Need for Management of Environment- Protection of the Environmental Heritage – Ways of Protecting- Preserving and Restoring the Environment – Eco system – bio-diversity-Food chain – Food Web.

Unit III - Teacher Education And Environmental Education

Environmental Education in pre-service teacher training programme-Integration of Environmental Education – Objectives of Environmental Education at different levels– NCERT and Environmental Education – Teaching strategies of Environmental Education-Group Discussion – Project – Field Trips – Advantages and Limitations of these strategies.

Unit IV - Sustainable Development

Definition and Dimensions – Depletion of Natural Resources – Symptoms of Non-Sustainability – Conditions for achieving the Goals of Sustainable Development – Strategies for sustainable development.

Unit V - Environmental Issues and Policies

Environmental Problems of India – Conservation of Environment, Need for Con-servation - Environment Protection and Policies in India – Environment movements in India: Chipko movement - Narmadha Valley movement - Silent Valley movement.

Task Assessment

1. List the different measures in making the campus green and clean.
2. Preparing multimedia PPT on 'Environmental Issues'.
3. Preparing a booklet on 'Environmental pollution'.

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ELECTIVE - IV - VALUE AND PEACE EDUCATION
[SEMESTER IV]

Sub Code : LBEVE

Objectives

The student teachers are expected to

- develop a deeper understanding of values,
- understand the Constitutional values,
- develop right attitude towards themselves and others
- learn skills and strategies of resolving these conflicts and
- find creative alternatives which nurture and promote peace-building capabilities among students .

Unit I – Values and Virtues

Values: Meaning, Definitions, Nature and concepts of values - Kinds of Values - Absolute values and relative values; intrinsic values and extrinsic values objectives values and subjective values, Source of values - socio – cultural tradition, Religion and constitution – spranger's classification of values.

Unit II - Concept of Value Education

Aim and objectives of value Education - Value of norms as abiding standard value in relation to evaluation and progress - hierarchy of values, value consciousness - Man making and character building education.

Unit III - Empowerment of self through affective education

Development of right attitudes, aptitudes and interest - Yoga, Meditation and control over one's own sense, knowing the strengths and weakness - Positive approach to life - in words and deeds - Self discipline – Politeness, personality, punctuality and conduct - The importance of Affective domain in Education - Nurturing capabilities for critical self reflection - transcending past negative experiences, and developing skills of communication - listening to others, sharing feelings, descriptive non-judgemental feedback, empathising, trusting.

Unit IV - Value Crisis and approaches of value education

Meaning - Resolution of Value conflict - Value conflict and Terrorism - Social - Economic status and value - Attitude towards life and relationship between value and life - Value analysis approach - Value clarification approach – Value judgment approach.

Unit V - Peace Education

   Meaning, objectives and concepts of peace Education - need for education Techniques of promoting peace education - Challenges to peace: stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life - Need for inclusion of values in today's society – Role of parents, Teachers and society in fostering values - Role of Education in promoting peace through National and International understanding and Peace - Education strategies for imparting Peace Education.

Task Assessment

1. "Emotional integration is the pre requisite for establishing peace in the society" - Discussion.
2. Conduct a debate on the topic value development of the child influenced by family or by school.
3. Role plays to enact situations involving conflict, corporal punishment, discrimination and domestic violence in day to day life.

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