ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

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

Affiliated to

TAMILNADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097.

Regulations and Syllabus for

Degree of

Bachelor of Education (B.Ed.)

for the Academic Year

2018-2020

B.Ed. Syllabus

St. Ignatius College of Education (Autonomous)
(Re-accredited with 'A' Grade by NAAC)
Palayamkottai-627002
B.Ed. Syllabus- Semester I & II & III & IV

1. Objectives and Learning Outcomes

i. Objectives

The aim of the B.Ed programme is to

1. develop in the prospective teachers a broad vision of interests, a love of knowledge and aesthetic sense.
2. kindle the flame of genuine love in the prospective teachers for knowledge and to dispel the darkness of literacy in the community around them.
3. develop competencies in the prospective teachers, which will be useful for them in becoming successful teachers
4. understand the nature, purpose and philosophy of Secondary Education
5. develop the ability to communicate with individuals as well as groups
6. prepare professionally competent prospective teachers in tune with the recent trends in the field of teaching-learning
7. equip the prospective teachers with a sense of responsibility and respect for human values.

ii. Learning outcomes

The learning outcomes of the student teacher will be development of

1. necessary skills and competencies needed for efficient teaching.
2. ability to use audio-visual aids effectively in the classrooms.
3. ability to understand the potentials, aptitude and attitude of the pupils.
4. ability to conduct various curricular and co-curricular activities in the school.
5. ability to understand the nature of motivation and its implications in human life and in learning.
6. ability to understand the different types of curriculum, its development and evaluation
7. ability to understand the needs and problems of students, schools and community.
8. capacity to cognize and to develop the competence to meet the problems of exceptional learners.

2. Regulations

a. **Eligibility for admission to the course**

A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education provided she fulfills the following conditions:

1. The candidate should have passed the UG degree examination in the 10+2+3 stream, with the same main subject in part III, for which she is seeking admission to B.Ed Programme. Bachelors in Engineering (or) technology with specialization in mathematics and science with 55% of marks or any other qualifications equivalent there to, are eligible for admission to the programme.

2. Candidates who have taken more than one main subject in part III (Double/Triple Major) of the Graduation, have to choose only one of the main subjects and apply for that optional only.

3. The admission criteria however shall be as per the norms prescribed by the University or the State Government.

The basis of selection shall be in accordance with the statutory provisions of the University/Government of Tamilnadu in force at the time.

i)   Reservation of seats

Reservation stipulated by Government of Tamilnadu is followed. This rule of reservation is applicable to only 50 of the seats as per the Government order since the college is run by Religious Minority. One seat is reserved under the ex-service men quota and one for the differently abled.

ii)   Duration

The duration of B.Ed Degree course of study is 2 years which comprises of 4 semesters. The total number of days of an academic year will be 200 working days inclusive of Practice Teaching and School/Community based activities and exclusive of Admission and Examination work. The course work will be for 2400 hours.

The minimum attendance of student teacher shall have to be 80% for all course work and practicum, 90% for school internship

b) Programme content of the course

Course of Study

a. Perspectives in Education (PE)

b. Curriculum and Pedagogic studies (CPS)

c. Pedagogy of Language

d. Strengthening Language Proficiency and Managerial skills.

e. Electives

f. EPC Courses

g. Teaching Competence

h. Educational Practical.

a. Perspectives in Education (PE) for Semester I, II, & IV

Semester-I

a.1. Psychological Basis of Education

a.2.Education in Emerging Indian Society

Semester-II

a.3.Psychology of Learners

a.4.Curriculum development in the Knowledge Era

a.5.Assessment of Learning.

Semester-IV

a.6.Gender, School and Society

a.7.Inclusive Education

a.8. Information and Communication Technology in Education

a.9.Self science Education

b. Curriculum and Pedagogic studies (CPS) for Semester I, II & IV

Each candidate may choose any one of the Pedagogy papers given below.

b.1. Teaching of Tamil

b.2. Teaching of English

b.3. Teaching of Mathematics

b.4. Teaching   of Physical Science

b.5. Teaching   of Biological Science

b.6. Teaching   of History

b.7. Teaching   of Computer Science

b.8. Teaching   of Commerce and Accountancy

b.9. Teaching of Economics

c. Pedagogy of Language for Semester I & II

c.1. Pedagogy of Language- Tamil

(or)

c.2. Pedagogy of Language-English

d. Strengthening Language Proficiency and Managerial Skills : For I Semester (Compulsory for all student).

e. Elective Paper (Semester IV)- Student teachers are expected to choose any one of the papers given below.

1. Physical and Health Education.

2. Guidance and Counseling.

3. Environmental Education.

f. EPC Courses (Semester I)

(Courses on Enhancing Professional Capacities) – Compulsory for all students

1. Physical Education and Yoga

2. Library and Information Science

3. Art and Craft

g. **Teaching Competence**

Observation of teaching sessions (Micro, Macro and Mini) and peer observation (Micro, Macro and Mini).

The practical training will include:

i. Six days of microteaching practice under simulated condition (3 skills in Level 1,3 skills in Level 2 and 3 skills in Pedagogy of Language – Tamil/English) Two days of Mini teaching (for level 1, 2 and Pedagogy Language)

ii. Internship in schools is to be done for a period of 20 weeks. This should include an initial phase of 4 weeks of Observation of lessons given by mentors, demonstration lessons by teacher educators peer observation and practice teaching along with regular participation in the school routine during the first year.

The student teacher shall maintain the prescribed records for observation of lessons, criticism lessons and lesson plans during intensive teaching practice. The marks for teaching practice shall be based on the reports of the lessons taught in each optional subject. The records prepared and maintained by the teacher trainees will be assessed and valued by the faculty members of the college. Finally practical examination will be conducted by the Board of

Supervising Examiners appointed by the Principal and Controller of Examinations whose decision on the marks to be awarded will be the final.

h. **Educational Practicals**

i. Curriculum and Pedagogic studies (CPS), Pedagogy of Language
- Microteaching
- Miniteaching
- School – based teaching (Practice and Intensive teaching)
- Construction of tests (diagnostic and achievement) and interpretation of Scores through statistical analysis.
- Handling audio – visual equipments.
- Preparation and use of instructional aids.
- Visiting three different websites and Evaluation of any two of them.
- Preparation of Audio – Visual kit (Slides, Transparent sheets, Power Point Presentation)

ii. **Community Service**
- Extension and Community activity
- Socially Useful Productive Work Activities
- Five days CT Camp
- First Aid Training

iii. **Project and Experiments**
- Action Research and Case Study
- Educational Psychology Experiments
- Science Experiments / Album
- Library Usage

iv. **Health and Hygiene**
- Physical and Health Education Records
- Three Physical Education practice teaching classes
- Participation in yoga and aerobics
- Participation in evening games
- Participation in intramural and extramural sports and games competitions.

v. **Cultural Activities**
- Taking part in Cultural Competitions organized by the institution and those organized by other Educational Institutions and N.G.O.s.

vi. **Field Experience**
- Organizing Educational Tour

- Arranging field trips in connection with optional subjects.

vii. Personality Development Programmes
Seminars, Workshops and guest lectures on

- Stress Management
- Transactional Analysis
- Communication Skills Development
- Self awareness and self motivation
- Positive thinking
- Time Management
- Women Empowerment
- Management of Emotion
- Health Awareness Programme

Details of Educational Practicals

- ❖ Practice of microteaching: 3 skills in Level 1, 3 Skills in Level 2 and 3 Skills in Pedagogy of Language.
- ❖ Practice of Miniteaching : Two days of Miniteaching in level 1, 2, and in Pedagogy of Language
- ❖ School based teaching: Preparation of Lesson Plan. 30 in Level 1, 30 in Level 2 and 15 in Pedagogy of Language
- ❖ Construction of tests: Diagnostic and achievement tests are constructed for Level 1 and Level 2.
- ❖ Teaching aids: Teacher trainees are asked to prepare different types of teaching aids related to the school subjects.
- ❖ Statistical analysis and interpretation: Test scores shall be recorded and analysed.
- ❖ Audio – Visual: Each teacher trainee shall be given training in operating all the available audio – visual apparatus such as slide projector, OHP, film – strips projector, computer and smart board.
- ❖ Socially Useful Productive Work: The teacher trainee shall be given opportunity to prepare and participate in 10 socially useful productive works.
- ❖ Community Service: The College would organize extension and community service programmes during the first year.
- ❖ Citizenship Training Camp: CT camp would be conducted.
- ❖ Action Research Project: The teacher trainee can choose any problem related to classroom situation as an Action Research Project and prepare a report.

❖ Case Study: The Teacher trainee can also make a detailed case study of a school student and prepare a report.

❖ Psychological Experiments: The teacher trainee shall conduct 5 Psychology Experiments and maintain a record of them.

❖ Yoga, Physical and Health Education: Physical and Health education record shall be maintained.

❖ Science teacher trainee shall conduct 5 experiments and maintain a record of them.

❖ Humanities teacher trainee shall prepare an album on any specific theme related to the Optional Subject.

DISTRIBUTION OF CREDITS – B.Ed. (2018-2020)

First Semester

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

Total Credit : 24

Sl.No	Paper Course	Lecture	Tutorial	Practical	Total Hours	Credits
	Courses in Perspectives in Education					
1	Psychological Basis of Education	50	25	25	100	4
2	Education in Emerging Indian Society	50	25	25	100	4
	Courses in Curriculum and Pedagogic studies					
3	Teaching of Optional Courses	50	25	25	100	4
4	Pedagogy of Language English/Tamil	45	15	15	75	3
5	Strengthening Language Proficiency and Managerial Skills	45	15	15	75	3
	Courses on Enhancing Professional Capacities					
6	Physical Education and Yoga	30	5	15	50	2
7	Library and Information Science	30	5	15	50	2
		30	5	15	50	2
8	Art and Craft					
	Total				**600**	**24**

EPC Courses Internal Evaluation only - I & II Semester

(Courses on Enhancing Professional Capacities)

S.No	EPC Courses	Internal Theory	Task Assessment	Assignment on Traditiona	Yoga Performance Test	Total Marks
1	Physical Educatio n and	20	10	10	10	50
2	Library and Informati on Science	Internal Theory	Task Assessment	Record on Library Based	-	Total Marks
		30	10	10	-	50
3	Art and Craft	Internal Theory	Task Assessment	Preparation of Collage/ Booklet on Creative Crafts	-	Total Marks
		30	10	10	-	50

Second Semester

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

Total Credits: 24

Sl.No	Course	Lecture	Tutorial	Practical	Total Hours	Credits
	Courses in Perspective in Education					
1	Psychology of Learners	50	25	25	100	4
2	Curriculum Development in the Knowledge era	50	25	25	100	4
	Courses in Curriculum and Pedagogic studies					
3	Assessment of Learning	50	25	25	100	4
4	Teaching of Optional Courses	50	25	25	100	4
5	Pedagogy of Language English/Tamil	30	10	10	50	2
	Courses on Enhancing Professional Capacities					
6	Physical Education and Yoga	30	5	15	50	2
7	Library and Information Science	30	5	15	50	2
8	Art and Craft	30	5	15	50	2
		-	-	-	600	24

Third Semester– Internship - Preparation for TNTET Exam

Fourth Semester

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

Total Credits: 24

Sl.No	Course	Lecture	Tutorial	Practical	Total Hours	Credits
	Courses in Perspective in Education					
1	Gender, School and Society	50	25	25	100	4
2	Inclusive Education	50	25	25	100	4
3	Information and Communication Technology in Education	50	25	25	100	4
4	Self Science Education	50	25	25	75	4
5	***Courses in Curriculum and Pedagogic studies*** Teaching of Optional Courses	50	25	25	100	4
6	***Optional Courses (any one)*** **a)** Physical and Health Education **b)** Guidance and Counselling **c)** Environmental Education	50	25	25	75	4
	Total				**600**	**24**

B.Ed I Year (2018-2020)
III Semester (Practical)

Total Credits : 24

S.No	Components	Credit	L	T	P/PW	Total
	Group 'A' Teaching Competency					
1.	Teaching Competence – Level – I	4	-	-	100	100
2.	Teaching Competence – Level – II	4	-	-	100	100
3.	Teaching Competence – Tamil/English	2	-	-	50	50
	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 Mini-teaching – Level – I Mini-teaching – Level – II Mini-teaching – 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 Psychology Experiments Action Research Case Study- Level-II	8		50	150	200
	Group 'C' School and Community Based activities					
	Art & Craft and S.U.P.W. Record C.T. Camp Record Physical Education, Yoga & Health Album 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	4	25	25	50	100
	TET (Internal) Content Presentation and Performance on TET	2			50	50
	Grand Total	24	25	75	500	600

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.

(i)   *Summary*

Sl.No	Courses	Credit	L	T	P/PW	Total
I	*Theory Component*					
1.	Core Courses (9)	36	450	150	300	900
2.	Teaching of Optional Courses	12	125	75	100	300
3.	Pedagogy of Language	8	100	25	75	200
4.	Elective Paper (1)	4	50	20	30	100
5.	EPC	12	125	75	100	300
	Total (Theory)	72	850	345	605	1800
II	*Practicum Component*					
1	**Group 'A'**	10	125	50	75	250
2	**Group 'B'**	8	100	25	75	200
3	**Group 'C'**	4	50	20	30	100
4	**TET**	2			50	50
	Total (Practicum)	24	275	95	230	600
	Grand Total	96	1125	440	835	2400

B.Ed. SCHEME OF EXAMINATION (2018-2020)

Examination (Theory)

(i)   Theory – First Semester

SL. No	Subjects	Internal Marks	External Marks	Total Marks
1	Psychological Basis of Education	30	70	100
2	Education in Emerging Indian Society	30	70	100
3	Teaching of Optional Courses	30	70	100
4	Pedagogy of Language Tamil/English	25	50	75
5	Strengthening Language Proficiency and Managerial Skills	25	50	75
6	Physical Education and Yoga	50	-	50
7	Library and Information Science	50	-	50
8	Art and Craft	50	-	50
			Total	**600**

(ii)   Theory – Second Semester

SL. No	Subjects	Internal Marks	External Marks	Total Marks
1	Psychology of Learners	30	70	100
2	Curriculum Development in the Knowledge era	30	70	100
3	Assessment of Learning	30	70	100
4	Teaching of Optional Courses	30	70	100
5	Pedagogy of Language Tamil/English	20	**30**	50
6	Physical Education and Yoga	50	-	50
7	Library and Information Science	50	-	50
8	Art and Craft	50	-	50
	Total			**600**

(iii)   Theory – Fourth Semester

S. No	Subjects	Internal Mark	External Marks	Total Marks
1	Gender, School and Society	30	70	100
2	Inclusive Education	30	70	100

3	Information and Communication Technology in Education	30	70	100
4	Self Science Education	30	70	100
5	Teaching of Optional Courses	30	70	100
6	Elective	30	70	100
				600

SCHEME OF INTERNAL EXAMINATION

Internal Assessment for (Theory) 4 credits papers.

The student teachers are evaluated according to their performance in

Internal test   : 15 Marks

Seminar & Assignment :   5 Marks

Task Assessment   : 10 Marks

30 Marks

➢ **Internal Examination (Theory) for 30 Marks:- (for 4 credit papers)**

S.No	Type of Questions	No.of Questions	Marks	Total Marks 100	I internal 100 Marks	I internal 95 Marks
1	Objective type	30 (Compulsory)	30 X 1	30	15 X 1 = 15	15 X 1 = 15
2	Short Answer (Maximum of 50 Words for each question)	20 (Compulsory)	20 X 2	40	10 X 2 = 20	10 X 2 = 20
3	Short Answer (Maximum of 250 Words for each question)	10 (Compulsory)	10X 5	50	4 X 5 = 20	6 X 5 = 30
4	Essay (Maximum of 750 Words for each	5 (internal Choice)	5 X 15	75	3 X 15 = 45	2X 15 =30
	Total Marks			<u>**195**</u>	**100**	**95**

Internal Assessment for (Theory) 3 credits papers – I Semester

❖ *Strengthening Language Proficiency and Managerial Skills*

❖ **Pedagogy of Language – Tamil / English**

Internal test	: 10 Marks
Seminar &Assignment	: 5 Marks
Task Assessment	: 10 Marks
	25 Marks

➢ Internal Examination (Theory) for 25 Marks:- (3 Credits Papers)

S.No	Type of Questions	No.of Questions	Marks	Total Marks 150	I Internal 75 Marks	II Internal 75 Marks
1	Objective type	20 Compulsory)	20 X 1	20	8 X 1 = 8	12 X 1 =12
2	Short Answer (Maximum of 50 Words for each question)	10(Compulsory)	10 X 2	20	6 X 2 =12	4 X 2 = 8
3	Short Answer (Maximum of 250 Words for each question)	7 (Compulsory)	7 X 5	35	5 X 5 =25	2 X 5 = 10
4	Essay (Maximum of 750 Words for each	5 (internal Choice)	5 X 15	75	2 X 15 =30	3 X 15 = 45
	Total Marks			**150**	**75**	**75**

Internal Assessment (Theory) for 20 marks - II Semester 2

❖ *Pedagogy of Language – Tamil / English*

Internal test : 10 Marks

Seminar &Assignment : 5 Marks

Task Assessment : 5 Marks

       20 Marks

Internal Examination (Theory) for 20 Marks:-

S.No	Type of Questions	No.of Questions	Marks	Total Marks	I Internal 50 Marks	II Internal 50 Marks
1	Objective type	10 (Compulsory)	10 X 1	10	4 X 1 = 4	6 X 1 = 6
2	Short Answer (Maximum of 50 Words for each question)	10 (Compulsory)	10 X 2	20	3 X 2 = 6	7 X 2 = 14
3	Short Answer (Maximum of 250 Words for each question)	5 (Compulsory)	5 X 5	25	2 X 5 =10	3 X 5 = 15
4	Essay (Maximum of 750 Words	3 (internal Choice)	3 X 15	45	2 X 15 =30	1 X 15 = 15
	Total Marks			100	**50**	**50**

Internal Evaluation (EPC) for 20 Marks:-

❖ **Physical Education and Yoga**

S.No	Type of Questions	No.of Questions	Marks	Total Marks
	Scheme of Internal Examination (20 Marks)			
	Maximum Time Duration : 1 Hr			
1	Objective type	4(Compulsory)	4	4 X 1 = 4
2	Short Answer Type (Maximum 50 Words for each question)	3 (Compulsory)	2	3 X 2 = 6
3	Short Essay Type (Maximum of 500 Words)	1 (Internal Choice)	10	1 X 10 =10
	Total Marks			**20**

Internal Evaluation (EPC) for 30 Marks:-

❖ **Art and Craft &** **Library and Information Science**

S.No	Type of Questions	No.of Questions	Marks	Total Marks
	Scheme of Internal Examination (30 Marks)			
	Maximum Time Duration : 1 Hr			
1	Objective type	5 (Compulsory)	1	5 X 1 = 5
2	Short Answer Type (Maximum 50 Words for each question)	5 (Compulsory)	2	5 X 2 = 10
3	Short Essay Type (Maximum of 250 words)	1 (Internal Choice)	5	1 X 5 = 5
4	Short Essay Type (Maximum of 500 Words)	1 (Internal Choice)	10	1 X 10 =10
	Total Marks			**30**

SCHEME OF EXTERNAL EXAMINATION

External Evaluation (Theory) for 70 Marks:-

S.No	Type of Questions	No.of Questions	Marks	Total Marks
**Scheme of External Examination (70 Marks)** **Maximum Time Duration : 3 Hours**			
1	Objective type	10 (Compulsory)	1	10
2	Short Answer (Maximum of 50 Words for each question)	5 (Compulsory)	2	10
3	Short Essay (Maximum of 250 Words for each question)	4 (Compulsory) 4 out of 7	5	20
4	Essay type (Maximum of 750 Words for each question)	2 (internal Choice)	15	30
	Total Marks			**70**

External Evaluation (Theory) for 50 Marks – I Semester

- ❖ Strengthening Language Proficiency and Managerial Skills
- ❖ Pedagogy of Language Tamil/English

S.No	Type of Questions	No.of Questions	Marks	Total Marks
**Scheme of External Examination (50 Marks)** **Maximum Time Duration : 2 Hours**			
1	Objective type	10 (Compulsory)	1	10
2	Short Answer Type (Maximum 50 Words for each question)	5 (Compulsory)	2	10
3	Short Essay Type (Maximum of 250 Words for each question)	2 (Compulsory) 2 out of 5	5	10
4	Essay Type (Maximum of 500 Words for each question)	2 (internal Choice)	10	20
	Total Marks			**50**

External Evaluation (Theory) for 30 Marks – II Semester
❖ **Pedagogy of Language English/Tamil**

S.No	Type of Questions	No.of Questions	Marks	
	Scheme of External Examination (30 Marks)			
	Maximum Time Duration : 1 1/2 Hours			
1	Objective type	4 (Compulsory)	1	4
2	Short Answer Type (50 Words)	3 (Compulsory)	2	6
3	Short Essay Type (200 Words)	2 (Compulsory) 2 out of 5	5	10
4	Essay Type (500 Words)	1	10	10
	Total Marks			**30**

Practical Activities 2018-2020 (II YEAR)

S.No	RECORD	MARK
GROUP – A –TEACHING COMPETENCE		
1.	Teaching Competence – Level – I	100
2.	Teaching Competence – Level – II	100
3.	Teaching Competence – Tamil/English	75
	Total	**275**
GROUP – B –TEACHING BASED RECORDS		
1.	Criticism Record – Level – I	10
2.	Criticism Record – Level– II	10
3.	Criticism Record –Tamil/ English	5
4.	Observation Record – Level- I	10
5.	Observation Record – Level – II	10
6.	Observation Record – Tamil/ English	5
7.	Mini teaching – Level - I	10
8.	Mini teaching – Level - II	10
9.	Mini teaching – Tamil/ English	5
10.	Projects on Identifying and Analysing the Diverse Needs of Learners – Level - I	10
11.	Teaching learning Materials – Level –I	10
12.	Teaching learning Materials – Level –II	10
13.	Teaching learning Materials Pedagogy of Language Tamil/English	5
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	5
19.	Psychology Experiments	10
20.	Action Research	5
21.	Case Study – Level – II	10
	Total	**175**

	GROUP – C- SCHOOL AND COMMUNITY BASED ACTIVITIES		
1	Art & Craft and S.U.P.W. Record	20
2	C.T. Camp Record	20
3	Physical Education, Yoga & Health Education Album	20
4	Educational Tour and Field Trip Record	10
5	Report on Organisation of Non-Scholastic Activities	10
6	Report on Maintenance of Records and Registers in Schools	10
7	Environmental Education Record	10
	Total	**100**
8	TET (Internal) Content Presentation and Performance on TET	**50**
(Group A = 275 + Group B =175 + Group C = 100 + TET = 50) **Grand Total**		**600**

Therefore, total marks for Practical is   600 and

    Total for Theory   =   1800 Marks

    Grand Total   2400 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 75 marks for Pedagogy of language – Tamil/English bringing to a total of 275 marks. The other practical aspects in group B carries 175 marks and group C carries 100 marks and TET (internal) 50 marks in total. **So total marks for practical is 275+175+100+50 = 600** 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 600+600+600+600 =2400 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

Perspectives in Education, Curriculum and Pedagogic Studies, Pedagogy of Language EPC and Elective Papers Subject Codes.

Semester II		
Perspectives in Education	1. Psychology of Learners	SBEPE3
	2. Curriculum Development in the Knowledge Era	SBEPE4
	3. Assessment of Learning	SBEPE5
Curriculum and Pedagogic studies	Teaching of Tamil – II	SCPTTA
	Teaching of English – II	SCPTEN
	Teaching of Mathematics – II	SCPTMA
	Teaching of Physical Science – II	SCPTPS
	Teaching of Biological Science – II	SCPTBS
	Teaching of History – II	SCPTHY
	Teaching of Computer Science – II	SCPTCS
	Teaching of Commerce and Accountancy – II	SCPTCA
	Teaching of Economics – II	SCPTEC
Pedagogy of Language	1. Pedagogy of Language – Tamil - II	SBEPLT
	2. Pedagogy of Language – English - II	SBEPLE
EPC	1. Physical Education and Yoga	SEPCPY
	2. Library and Information Science	SEPCLS
	3. Art and Craft	SEPCAC

Semester IV		
Perspectives in Education	1.Gender, School and Society	LBEPE6
	2. Inclusive Education	LBEPE7
	3. Information and Communication Technology in Education	LBEPE8
	4. Language Across the Curriculum	
Curriculum and Pedagogic studies	Teaching of Tamil – IV	LCPTTA
	Teaching of English – IV	LCPTEN
	Teaching of Mathematics – IV	LCPTMA
	Teaching of Physical Science – IV	LCPTPS
	Teaching of Biological Science – IV	LCPTBS
	Teaching of History – IV	LCPTHY
	Teaching of Computer Science – IV	LCPTCS
	Teaching of Commerce and Accountancy – IV	LCPTCA
	Teaching of Economics – IV	LCPTEC
Electives	1. Physical and Health Education	LBEEPE
	2. Guidance and Counseling	LBEEGC
	3. Environmental Education	LBEEEE

CONTENTS

S.No.	SEMESTER I
1.	**PERSPECTIVES IN EDUCATION (PE)** 1. Psychological Basis of Education 2. Education in Emerging Indian Society **CURRICULUM AND PEDAGOGIC STUDIES (CPS)** 1. Teaching of Tamil – I 2. Teaching of English – I 3. Teaching of Mathematics – I 4. Teaching of Physical Science – I 5. Teaching of Biological Science – I 6. Teaching of History – I 7. Teaching of Computer Science – I 8. Teaching of Commerce and Accountancy – I 9. Teaching of Economics – I **PEDAGOGY OF LANGUAGE** 1. Pedagogy of Language – Tamil – I 2. Pedagogy of Language – English – I 3. Strengthening Language Proficiency and Managerial Skills **EPC** 1. Physical Education and Yoga 2. Library and Information Science 3. Art and Craft
	SEMESTER II
2.	**PERSPECTIVES IN EDUCATION (PE)** 1. Psychology of Learners 2. Curriculum Development in the Knowledge Era 3. Assessment of Learning **CURRICULUM AND PEDAGOGIC STUDIES (CPS)** 1. Teaching of Tamil – II 2. Teaching of English – II 3. Teaching of Mathematics – II 4. Teaching of Physical Science – II 5. Teaching of Biological Science – II 6. Teaching of History – II 7. Teaching of Computer Science – II 8. Teaching of Commerce and Accountancy – II

	9. Teaching of Economics – II **PEDAGOGY OF LANGUAGE** 1. Pedagogy of Language – Tamil – II 2. Pedagogy of Language – English – II **EPC** 1. Physical Education and Yoga 2. Library and Information Science 3. Art and Craft **Add on Courses** SWAYAM Online Courses (http://swayam.gov.in)
3.	**SEMESTER III** **INTERNSHIP**
	TNTET Syllabus
4.	**SEMESTER IV**
	PERSPECTIVES IN EDUCATION (PE) 1. Gender, School and Society 2. Inclusive Education 3. Information and Communication Technology in Education 4. Self Science Education **CURRICULUM AND PEDAGOGIC STUDIES (CPS)** 1. Teaching of Tamil – IV 2. Teaching of English – IV 3. Teaching of Mathematics – IV 4. Teaching of Physical Science – IV 5. Teaching of Biological Science – IV 6. Teaching of History – IV 7. Teaching of Computer Science – IV 8. Teaching of Commerce and Accountancy – IV 9. Teaching of Economics – IV **ELECTIVES** 1. Physical and Health Education 2. Guidance and Counselling 3. Environmental Education

SEMESTER-I

PE - I- PSYCHOLOGICAL BASIS OF EDUCATION
[SEMESTER - I]

Course Code : FBEPE1
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student teacher is enabled to

- acquire knowledge about the concept and principles of Educational Psychology.
- realize the theoretical perspectives and an understanding of dimensions and stages of human development.
- develop insight on the educational implications of individual differences
- understand the learners on the basis of convergent and divergent thinking.
- apprehend different theoretical perspectives of learning including the constructivist perspective.

Unit I - Educational Psychology   **(L – 9; T – 4; P/PW –4)**

Psychology: meaning, definition, branches - Methods of Psychology: Introspection, Observation, Interview, Case-study, Experimental method - Educational psychology: meaning, definition, nature and scope - Significance of Educational Psychology for Teachers.

Unit II - Growth and Development   **(L –10; T – 5; P/PW – 5)**

Growth and Development: meaning, concept, principles, stages, characteristics and   factors related to growth and development - Nervous System and Endocrine glands - - Problems and needs of Adolescents.

Cognitive Development – Sensation and perception, cognition.Theories of development: Cognitive development (Piaget, Bruner), Emotional Development (Goleman), significance of Emotional Intelligence,Moral development (Kohlberg), Psycho-social stages (Erikson).

Unit- III Individual Differences and Motivation   **(L -9; T - 4; P/PW – 4)**

Individual Differences: meaning, nature – distribution and determinants- heredity and environment - Interest, Attitude, Aptitude and Attention-Educational Implications.

Motivation: meaning, types – motivation cycle - Theories of motivation: Maslow's hierarchy of needs, McClelland Achievement motivation – Role of rewards and Punishments- Motivational functions of teachers.

Unit IV – Intelligence and Creativity **(L - 11; T - 5; P/PW – 5)**

Intelligence: Concept and theories – Unifactor, 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.

Creativity: meaning, definition, process, barriers, identification and promotion of creativity.

Unit V - Learning **(L – 11; T – 5; P/PW – 5)**

Learning: nature and characteristics of Learning, Learning Curves, Factors influencing learning, Gagne's Hierarchy of learning - Theories of learning: Trial and Error, Conditioning - Classical and Operant, Learning by Insight- Vygotsky's social development theory – Constructivism -Transfer of learning.

Memory: Types of memory, effective methods of memorizing and remembering - Forgetting: causes of forgetting - curve of forgetting.

Task Assessment (Any three) **(T-2; P/PW – 2)**

1. Introspect yourself and submit a self analysis report.
2. Suggest certain ways to satisfy the needs of adolescents, with practical examples.
3. Prepare a Power Point Presentation on the cognitive stages enumerated by Piaget.
4. Conduct an IQ test to assess the intelligence quotient of an individual and record your observation.
5. Discuss in small groups about any one theory of learning and submit a report on its educational implications.

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www.psychology.wikia.com

www.simplypsychology.org

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

Course Code : FBEPE2
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
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,
- to appreciate the educational implications of School of Philosophy,
- 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 history of development of education in India.

Unit I – Education (L - 8; T - 5; P/PW – 5)
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 (L - 8; T - 4; P/PW – 4)
Philosophy - Concept of Philosophy - Definition, Meaning, Scope of Philosophy and Branches of Philosophy - Philosophy of Education and Educational Philosophy - Relationship between Education and Philosophy – Philosophy and Teacher

Unit III - Educational implications of Schools of Philosophy (L - 12; T - 5; P/PW – 5)
Schools of Philosophy -Idealism – Realism - Naturalism – Pragmatism – Humanism and its Educational Implications. **Educational Thinkers**: Plato, Rousseau, Dewey, Bertrand Russell, Vivekananda, Rabindranath Tagore, J.Krishnamurthy, Aurobindo,Dr.S.Radhakrishnan and their relevance to Modern Education.

Unit IV - Education in Pre- Independent Indian Society (L - 12; T - 5; P/PW – 4)
A brief history of education in ancient and medieval India - Vedic Education, Buddhist Education, Education during Medieval period – Colonial policy on education – Orientation and occidental controversy, Macaulay's Minute, Wood's dispatch – Basic Education (Nai Thalim).

Unit V - Education in Post-Independent Indian Society: **(L - 10; T - 5; P/PW – 5)**
     National Education Commissions: Mudaliar Commission (1954) – Kothari Commission (1964-66) – National Policy on Education (1986) - Rama moorthy revised Education Policy - POA -1992 –Right to Education(2009)- Integrated scheme for school education (2018)(SSA+RMSA+TE) and RUSA.

Task Assessment (Any three)   **(T-2; P/PW-2)**
1. Conduct a discussion on the strategies to be followed in the classroom to develop the spirit of 'learning to live together' and submit a report.
2. Conduct a symposium on the topic, "Educational contribution of Christian Missionaries in the development of Tirunelveli" and submit a report.
3. Conduct an Elocution competition on the topic, "The legacy Dr.S.Radhakrishnan has left" and submit a report.
4. Conduct a field study and identify the life oriented productive works in your locality and submit a report.
5. Imagine yourself as a Naturalist and prepare and submit a plan of action to promote Naturalistic consciousness among your students.

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தமிழ் கற்பித்தல் - I
(முதல் பருவம்)

Course Code : FCPTTA
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

நோக்கங்கள்

ஆசிரிய மாணவர்

- தமிழ் பாடப்பகுதிகளை கற்பித்தலை அறிதல்
- தமிழ் கற்பித்தலின் நோக்கங்களையும், குறிக்கோள்களையும் அறிதல்
- நுண்ணிலைக் கற்பித்தல், சிறு கற்பித்தலில் பயிற்சி பெறுதல்
- கற்பித்தல் நோக்கங்களையும், பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவத்தையும் அறிதல்
- தமிழ் கற்பிக்கும் முறைகளை அறிந்து கற்பித்தலில் பயன்படுத்துதல்

அலகு - 1 மொழியின்சிறப்புகள் (L –13; T – 3; P/PW – 2)

மொழியின் அமைப்பு — மொழியின்பண்புகள்- மொழி வளர்ச்சி - மொழி வளர்ச்சிக் கொள்கை- மொழியின்தொன்மை — மொழியின்தோற்றக் கொள்கை - தாய்மொழியின்கிளை மொழிகள் - மொழவளர்ச்சியில் சூழ்நிலையின் பங்கு - சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல்- மொழியும் சமூக சூழ்நிலையும்- மொழியும் பொருளாதாரமும் - தனிச்செம்மொழி சிறப்பு - பண்பாட்டில் பின் தங்கியவரை ஈடு செய்யும் கல்வி முறை.

அலகு - 2- நுண்ணிலைக் கற்பித்தல், சிறு கற்பித்தல் (L – 8; T – 8; P/PW – 10)

நுண்ணிலைக் கற்பித்தல்- விளக்கம்- படிகள்- சுழற்சி - நன்மைகள்- பயிற்சி பெறும் திறன்கள் - பாடம் தொடங்கும் திறன்- விளக்குதல் திறன்- பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்- எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன்- வலுவூட்டிகளை பயன்படுத்தும் திறன் - சிறு கற்பித்தல் - படிநிலைகள்: ஊக்கப்படுத்துதல் - பாடக்கருத்துக்களை வழங்குதல்- இடைவினைப் பேச்சு — மீளச்சிந்தித்தல் - தொகுத்துக் கூறல் - கற்பித்தல் படிகளை இணைத்து சிறு கற்பித்தலில் பயிற்சி பெறுதல்.

அலகு – 3 – கற்பித்தல் திட்டமிடுதல் (L – 9; T – 7; P/PW – 6)

வருடப் பாடத்திட்டம் - பயன்கள் - அலகு திட்டம்- முக்கியத்துவம் - படிநிலைகள்- கற்பித்தல் நோக்கங்கள் - மறு பரிசீலிக்கப்பட்ட ஆன்டர்சன், க்ரத்துவார், புளும் என்பாரின் கற்பித்தல் நோக்க வகைபாடு - பாடத்திட்டம் - பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவம் - பாடத்திட்டம் தயாரிக்கும்போது ஆசிரியர் மனதில்கொள்ளத்தக்கன -பாடத்திட்ட படிவம் தயாரித்தல் - செய்யுள் - உரைநடை - இலக்கணம் - துணைப்பாடம் - கட்டுரை.

அலகு - 4 – தமிழ் கற்பிக்கும் முறைகள் (L – 10; T – 2; P/PW – 2)

மரபுவழி கற்பிக்கும் முறை - வகைகள்- புதுமைமிகு கற்பிக்கும் முறைகள் - விளையாட்டு முறை - நடிப்பு முறை - செயல்திட்ட முறை - மேற்பார்வை படிப்பு முறை- செயல்வழி கற்றல் முறை — செயல் அடிப்படைக் கற்றல் முறை.

அலகு – 5 பள்ளித் தமிழ்ப்பாடக் கருத்துக்கள் (L – 10; T – 3; P/PW – 3)

தொடர் இலக்கணம் - துணை வினைகள் - வல்லினம் மிகும் இடங்கள் - வல்லினம் மிகா இடங்கள் - இடைச்சொல் - உரிச்சொல் - ஆகுபெயர் - புணர்ச்சி- பொருளிலக்கணம் - யாப்பிலக்கணம் - அணியிலக்கணம்.

புணர்ச்சி விதிகள் - உயிரீற்றுப் புணர்ச்சி — குற்றியலுகரப் புணர்ச்சி — மெய்யீற்றுப் புணர்ச்சி— ஐந்திணை — முதற்பொருள் - கருப்பொருள் - உரிப்பொருள்

செய்முறை மதிப்பீடு:-   (ஏதாவது மூன்று மட்டும்)   **(T – 2; P– 2)**

1   தமிழ்மொழியின் சிறப்பு பற்றி கட்டுரை வரைக
2   விளையாட்டு முறை மூலம் இலக்கணப் (மொழி) பாடத்தை கற்பிக்க கணினி நழுவம் தயார் செய்தல்
3   தமிழ்மொழி கற்பித்தலில் செயல்வழிக் கற்றல் முறையில் பள்ளிப் பாடப்பகுதியில் இருந்து பாடத்திட்டம் தயார்செய்தல்.
4   சிறுகற்பித்தல் பாடத்திட்டம் தயாரித்தல்
5   ஐந்தினை முதற்பொருள், கருப்பொருள், உரிப்பொருள் அட்டவணை தயார் செய்தல்

பார்வை நூல்கள்

தமிழ்நாட்டுப் பாடநூல் நிறுவனம் (2001). *தமிழ்மொழி கல்வி கற்பித்தல்.* சென்னை

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கலைச்செல்வி, வெ (2008) - சிறப்புத்தமிழ்கற்பித்தல்- சஞ்ஜீவ்வெளியீடு,ஈரோடு

கணபதி,வி ஜெயராயன் .பூ, (2005) - பைந்தமிழ் கற்பித்தல - சாந்தா பதிப்பகம்,சென்னை

தீனதயாள்,பேராசிரியர்.சிவக்குமார். ம - பைந்தமிழ் கற்பித்தல்(2010) ஸ்ரீ கிரு'ணா பதிப்பகம், சென்னை

மீனாட்சி சுந்தரம் .அ,செல்வம் .பொ (2010), - சிறப்புத்தமிழ் கற்பித்தல - காவ்யமாலா பதிப்பகம், திண்டுக்கல்

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TEACHING OF ENGLISH - I
[SEMESTER - I]

Course Code : FCPTEN
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

Objectives

The student teacher is enabled to

- evolve a working knowledge of the grammatical terminology and the phonological system in English,
- develop insight into the aims and objectives of English Education,
- prepare micro and mini lesson plans for developing the teaching skills,
- imbibe knowledge in planning and teaching English and
- develop knowledge and skill of applying various instructional strategies in teaching English.

Unit - I Aims and objectives   **(L – 13; T – 3; P/PW – 2)**

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

Unit - II Micro Teaching and Mini Teaching   **(L – 8; T – 8; P/PW – 10)**

      Microteaching – meaning , definition and characteristics of Microteaching - Micro teaching skills - skill of introducing a lesson, probing questioning, explaining , illustrating with examples , stimulus variation and reinforcement - Mini teaching – meaning – Major steps in teaching a mini lesson - Motivation, presentation, interaction, reflection and summing up – Advantages of mini teaching.

Unit - III Planning for Teaching   **(L – 9; T – 7; P/PW – 6)**

      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 -IV Instructional strategies   **(L – 10; T – 2; P/PW – 2)**

      Methods – Grammar Translation Method - Bilingual Method –Direct Method- Suggestopaedia - The silent way-Audio-Lingual Method – Difference between

translation and direct methods – Approaches – structural, situational, communicative and eclectic - Interactive Approach – Differences between method and approach.

Unit-V Content related to school syllabus (L – 10; T – 3; P/PW – 3)

Elements of English Language – Parts of speech– Sentence Stucture- Concord- Rephrasing sentences - Question tags- Degrees of comparison- Embedding- Clauses and Sentences – Direct to Indirect speech – Gerund - Punctuation and Capitalization-Prefixes and Suffixes -The description of speech sounds, vowels and consonants – classification of consonants-vowels and diphthongs- Phonetic symbols - Phonetic Transcription – stress, word stress and sentence stress – Intonation- Etymologies and foreign expressions – Common errors – Teaching of vocabulary - Active and passive vocabulary.

Task Assessment (Any three) (T – 2, P/PW – 2)

1. Prepare a work sheet for grammatical exercise to make high school pupils understand certain grammatical concepts.
2. Analyse and submit any three activities to develop the reading skill.
3. Prepare a report on the practising of a mini - lesson by observing peers.
4. Prepare and submit a lesson plan for teaching IX standard prose.
5. Prepare and submit an evaluative report on different methods of teaching English.

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TEACHING OF MATHEMATICS - I
[SEMESTER – I]

Course Code : FCPTMA
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

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 skills,
- develop knowledge in planning and teaching mathematics,
- develop knowledge and skill of applying various instructional strategies in teaching mathematics and
- stimulate curiosity, creativity and inventiveness in mathematics.

Unit I – Aims and Objectives   **(L-13; T—3; P/PW-2)**

Aims and objectives of teaching Mathematics – Bloom's taxonomy of instructional objectives - Framing instructional objectives of teaching Mathematics in behavioural terms – Anderson and Krathwohl's revised Bloom's taxonomy - Nature of mathematics – logical sequence, structure, precision, abstractness and symbolism - Values of teaching Mathematics - practical, social, cultural, disciplinary and recreational values.

Unit II – Microteaching and Miniteaching   **(L-8; T-8; P/PW-10)**

Microteaching – meaning , definition and characteristics of Microteaching – Micro teaching skills - skill of set induction, explanation, probing, stimulus variation, reinforcement, illustrating with examples, black board writing – closure - Mini teaching – meaning – Major steps in teaching a mini lesson - Motivation, presentation, interaction, reflection and summing up – Advantages of mini teaching.

Unit III- Planning for Teaching   **(L-9; T-7; P/PW-6)**

Year plan – meaning, advantage - Unit plan – Definition, steps, need and importance – Lesson plan – definition – components of a lesson plan – Need for writing a lesson plan – characteristics of a good lesson plan – Herbartian steps.

Unit IV - Instructional Strategies   **(L-10; T-2; P/PW-2)**

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

Unit V – Content related to School Syllabus   (L-10; T-3; P/PW-3)

Real numbers – Surds – Basic operations. Sets – Different kinds of sets – Set operations– Representation using Venn diagram. The points of concurrency of tringle – Circumcentre – Orthocentre – Incentre – Centroid - Function - Definition - Types - operations on function. Basic Algebra - Linear inequalities – Quadratic function – Polynomial function – Rational function. Trignometry - Trignometric function – Properties – Trignometric identities – Trignometric equation. Straight line - Definition– Equation of the straight line – Angle between two straight line – Pair of straight line.

Task Assessment (Any three)   (T – 2, P/PW-2)

1. Construct the Circumcentre of the ∆ABC with AB = 5cm, m∟A = 70°, m∟B = 60° also draw the circumcircle and find the circumradius of the ∆ABC.
2. Discuss in groups and present a report on "values of teaching mathematics".
3. Prepare a personal report on your experience of practising micro and mini teaching.
4. An assignment on critical analysis of writing a year plan.
5. Prepare a CAI Package on the area of a triangle.

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TEACHING OF PHYSICAL SCIENCE - I
[SEMESTER-I]

Course Code : FCPTPS
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student teacher is enabled to

- understand the content of Physical Science,
- realize the aims, objectives and values of teaching Physical Science,
- attain the skills of micro and mini teaching,
- promote the knowledge in planning for teaching and
- acquire the proficiency of various strategies of teaching Physical Science.

Unit I - Aims and Objectives **(L-13; T-3; P/PW-2)**

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 –Krathwohl and Anderson's Revised Bloom's Taxonomy- 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 - Maxims of teaching Science – Known to unknown, part to whole, concrete to abstract.

Unit II –Micro teaching and Mini teaching **(L-8; T-8; P/PW-10)**

Microteaching – Meaning, Definition and Characteristics of Microteaching – understanding Major Teaching Skills: Set induction– Explaining –Probing Question – Stimulus variation –Reinforcement – Illustration with examples – Using Blackboard – Closure - Mini teaching - meaning – Major steps in teaching a mini lesson - Motivation, presentation, interaction, reflection and summing up – Advantages of mini teaching.

Unit III – Planning for Teaching **(L-9; T-7; P/PW-6)**

Year plan – advantages of 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 IV – Instructional strategies **(L-10; T-2; P/PW-2)**

General methods of teaching Physical Science: Lecture method - Lecture cum Demonstration method - Individual Practical method - Assignment method -

Heuristic method - Biographical method - ALM method –Scientific method–Inductive, deductive method - Project method - Computer Assisted Instruction(CAI) .

Unit - V Content   related to School Syllabus   (L-10; T-3; P/PW-3)

Force and Motion - Matter around us - Measurements and Measuring Instruments – Light - Atomic Structure - Matter and its nature – Electricity –Nature of Physical World and Measurements-Kinematics - Laws of Motion – Work, Energy and Power - Motion of system of Particles and Rigid bodies-Quantum mechanical model of atom-Periodic Classification of Elements – Hydrogen - Alkali and Alkaline Earth metals - Gaseous State - Thermodynamics.

Task Assessment   (Any three)   (T-2; P/PW-2)

1. List out latest discoveries related to the content of Physical Science.
2. Prepare a Powerpoint Presentation on 'Revised Bloom's Taxonomy'.
3. Report on the practicing of a mini lesson by observing your peers.
4. Develop a year plan in physical Science subject for any standard of your choice.
5. Perform a project in Physics or Chemistry and submit a report.

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TEACHING OF BIOLOGICAL SCIENCE – I
[SEMESTER – I]

Course Code : FCPTBS
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student teacher is enabled to
- understand the content of Biological Science,
- understand the objectives of teaching Biological Science,
- prepare micro and mini 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 - Aims and Objectives   (L-13; T—3; P/PW-2)
Aims &Objectives of teaching Biological Science at different levels – Primary, Secondary and Higher Secondary – Benjamin Bloom's taxonomy, Anderson and Krathwohl's revised Bloom's taxonomy. Relationship of Biology with other branches of Science - Impact of Biological Science on modern communities - Values of teaching Biological Science.

Unit II –Microteaching and Miniteaching   (L-8; T—8; P/PW-10)
Microteaching – Meaning , Definition and Characteristics of Microteaching – understanding Major Teaching Skills : Set induction – Explaining – Probing Questioning– Varying the stimulus –Reinforcement – Illustration with examples – Using Blackboard - Closure. Mini teaching – meaning – Major steps in teaching a mini lesson - Motivation, presentation, interaction, reflection and summing up – Advantages of mini teaching.

Unit III – Planning for Teaching   (L-9; T—7; P/PW-6)
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 IV - Instructional strategies   (L-10; T—2; P/PW-2)
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.

Unit V - Content related to School Syllabus   (L-10; T — 3; P/PW-3)

Invertebrates – Vertebrates – Various modes of Reproduction in Animals : A sexual Reproduction, Sexual Reproduction – Fertilization – Viviparous Animals Oviparous Animals – Young ones to adults :Incomplete metamorphosis, Complete metamorphosis.

Cell as a basic unit of life – Prokaryotic and Eukaryotic cell. Components of cell- Cell wall, Cell membrane, Nucleus, Mitochondria, Plastids, Ribosomes. Cell Division: Amitosis, Mitosis & Meiosis and their significance. Nitrogen cycle, Glycolysis cycle, Krebs cycle.

Task Assessment (Any three)   (T-2; P/PW-2)

1. Prepare a word wall for cell biology/vertebrates.
2. Write a report on a comparative study of Benjamin Bloom's taxonomy and Anderson and Krathwohl's revised Bloom's taxonomy.
3. Develop power point slides on any two Mini teaching skills.
4. Write a unit plan for school biological science topic.
5. Prepare herbarium for medicinal plants.

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TEACHING OF HISTORY - I
[SEMESTER I]

Course Code : FCPTHY
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student teacher is enabled to
- understand the content of History,
- develop insight into the aims, objectives and skills of History education,
- attain the skills of micro and mini teaching,
- enable to develop knowledge in planning for teaching,
- understand the various strategies of teaching History.

Unit I - Aims and Objectives (L–13; T–3; P/PW – 2)

Aims and Importance of History and History Education, General and specific aims of teaching History, Objectives of teaching History, Anderson and Krathwohl's Revised Bloom's Taxonomy, values of teaching History : Practical, social, Intellectual, Disciplinary and Cultural.

Unit II – Microteaching and Miniteaching (L–8; T–8; P/PW – 10)

Microteaching – meaning, definition and characteristics of Microteaching – Major Teaching Skills : Skill of Introduction, Skill of Explaining, Stimulus Variation, Illustrating with examples, Skill of using Black board and Reinforcement, Skill of Closure. Practising a mini lesson with multiple teaching skills - Understanding major steps in teaching a mini lesson: Motivation, presentation, interaction, reflection and summing up – Advantages of mini teaching.

Unit III - Planning for teaching (L – 9; T – 7; P/PW – 6)

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 IV - Instructional Strategies (L–10; T–2; P/PW–2)

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- Discussion, symposia, debates, panel discussion, brain storming.

Unit – v Content related to School Syllabus   (L– 10; T – 3; P/PW – 3)

Human Evoluation- Ancient cities of Tamilagam - Tamilnadu under the Vijayanagar Empire – Social and Cultural impacts – The Great Mughals – The great Revolt of 1857 – Struggle for Indian independence – Vellore mutiny 1806 – Ancient civilizations- Intellectual Awakening and socio – political changes – Establishment and Expansion of British power in India – Early india : From the beginnings to the Indus civilization – Cultural development in South India – Later Cholas and Pandyas – French Revolution – Causes and results.

Task Assessment (Any three)   (T–2; P/PW–2)

1. Prepare map and locate the natural resoueces available in India
2. Discuss in groups and prepare a report on "values of teaching History."
3. Prepare a personal report on your experience of practicing micro and miniteaching.
4. Prepare a seminar on a given topic by your teacher.
5. Prepare and submit on evaluative report on different methods of teaching History.

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TEACHING OF COMPUTER SCIENCE – I
[SEMESTER – I]

Course Code: FCPTCS
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student teacher is enabled to

- acquire knowledge on historical evolution of computer and its hardware, software components ,
- acquire knowledge about Number System and Memory unit.
- understand the aims and objectives of teaching computer science and acquire microteaching skills and Miniteaching skills,
- acquire skills related to planning lessons and presenting them effectively,
- familiarize the various methods that can be employed for the teaching of computer science.

Unit I - Aims and Objectives   (L-13; T—3; P/PW-2)

Aims and objectives of Teaching Computer Science at different levels: Primary, Secondary and Higher Secondary – Anderson's Revised Bloom 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 II – Microteaching and Miniteaching   (L-8; T—8; P/PW-10)

Microteaching – meaning , definition and characteristics of Microteaching – Micro teaching skills - skill of introducing a lesson, probing questioning, explaining , illustrating with examples , stimulus variation and reinforcement - Mini teaching – meaning – Major steps in teaching a mini lesson - Motivation, presentation, interaction, reflection and summing up – Advantages of mini teaching.

Unit III – Planning for Teaching   (L-9; T—7; P/PW-6)

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 IV - Instructional Strategies   (L-10; T—2; P/PW-2)

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.

Unit –V – Content related to School Syllabus   (L-10; T – 3; P/PW-3)

Introduction to Computers: Evolution of Computers, Hardware and Software, Classification 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, peripheral Devices.

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.

Task Assessment (Any three)   (T – 2; P/PW-2)
1. Design and submit a branching program for any one topic.
2. Prepare a report on the practising of a mini - lesson by observing peers.
3. Prepare and submit on a Digital Lesson Plan on a given topic according to the class.
4. Prepare and evaluate of CAI Package.
5. Design and submit the multimedia package.

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TEACHING OF COMMERCE AND ACCOUNTANCY– I
[SEMESTER – I]

Course Code : FCPTCA
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
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 mini teaching 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 - Aims and Objectives   **(L-13; T—3; P/PW-2)**

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

Unit - II Microteaching and Miniteaching   **(L-8; T—8; P/PW-10)**

        Microteaching – meaning , definition and characteristics of Microteaching – Micro teaching skills - skill of set induction, explanation, probing, stimulus variation, reinforcement, illustrating with examples, closure, black board writing – Mini teaching – meaning – Major steps in teaching a mini lesson - Motivation, presentation, interaction, reflection and summing up – Advantages of mini teaching.

Unit - III Planning for Teaching   **(L-9; T—7; P/PW-6)**

        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 -IV Instructional Strategies   **(L-10; T-2; P/PW-2)**

        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).

Unit - V Content related to School Syllabus   **(L-10; T—3; P/PW-3)**

   Organization- Types of organization, sole trader, partnership- kinds of partnership, rights and duties and liabilities of partnership. Companies- meaning, definition, types, formation of company.

   Final accounts, - Accounts from incomplete records, depreciation Accounting, Final statement analysis- ratio analysis, Cash budget- Definition, characteristics, preparation of cash budgets.

Task Assessment (Any three)   **(T–2; P/PW–2)**

1. Develop PowerPoint slides for any one topic in Commerce or Accountancy.
2. Bloom's taxonomy and revised Bloom's taxonomy
3. Prepare two lesson plans for Mini teaching skills.
4. Prepare unit plan for XI standard commerce and accountancy syllabus.
5. Prepare CAI package for XI standard commerce and accountancy syllabus.

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TEACHING OF ECONOMICS –I
[SEMESTER–I]

Course Code : FCPTEC
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student 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 - Aims and Objectives   (L–13; T–3; P/PW – 2)

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

Unit II - Microteaching and Miniteaching   (L-8; T-8; P/PW-10)

Microteaching – meaning , definition and characteristics of Microteaching – Micro teaching skills - skill of set induction, explanation, probing, stimulus variation, reinforcement, illustrating with examples, closure, black board writing – Mini teaching – meaning – Major steps in teaching a mini lesson - Motivation, presentation, interaction, reflection and summing up – Advantages of mini teaching.

Unit III –Planning for Teaching   (L-9; T—7; P/PW-6)

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 IV - Instructional Strategies   (L-10; T-2; P/PW-2)

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).

Unit V – Content related to School Syllabus **(L– 10; T – 3; P/PW – 3)**

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.

Task Assessment (Any three) **(T – 2, P/PW-2)**
1. Prepare a PowerPoint slides on XI standard Economics syllabus.
2. Discuss in groups about Bloom's taxonomy, Anderson and Krathwohl's revised Bloom's taxonomy write a report on it.
3. Prepare Microteaching and Miniteaching lesson plan for XI standard Economics Topic.
4. Prepare a Unit plan for XI standard Economics Topic.
5. Prepare ABL and AML for XI standard Economics Topic.

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மொழிக் கற்பித்தல் - தமிழ் - I
[முதல் பருவம்]

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Course Code :FBEPLT
Credits : 3

Total number of hours: 75 (L – 45; T – 15; P/PW – 15)

நோக்கங்கள்

ஆசிரிய மாணவர்

- தாய்மொழி பயிற்றுதலின் நோக்கங்களை அறிதல்
- உரைநடை கற்பிக்கும் முறை அறிதல்
- செய்யுள் கற்பிக்கும் முறை அறிதல்
- இலக்கணம் கற்பிக்கும் முறை அறிதல்
- கட்டுரை, துணைப்பாடம் கற்பிக்கும் முறை அறிதல்

அலகு– 1 தாய்மொழி பயிற்றுதலின் நோக்கங்கள்   (L – 8; T – 2 ; P/PW – 2)

மொழியின் தோற்றம்- மொழியின் இன்றியமையாமை - மொழிப்பயிற்றலின் நோக்கங்கள் - மொழி கற்றலின் பயன்கள்- கல்வியின் இன்றியமையாமையும் சூழ்நிலையின் குறைகளையும் அறிதல்- சமூகக் கடமைகளை மேற்கொள்ளுதல் வாழ்க்கை நடத்தத் தேவையான திறன்களை பெறுதல்- சிந்தனை திறன் வளர்த்தல் - எண்ணத்தை வெளியிடல்- கருத்துக்களை பகிர்ந்து கொள்ளுதல் - இலக்கிய நயம் உணர்ந்து இன்புறல் -சமூக பண்பாட்டு மரபினை அறிதல் - ஒழுக்க பண்புகளை வலியுறுத்துதல் - மொழிப்பற்றை வளர்த்தல்.

அலகு - 2 உரைநடைக் கற்பித்தல்   (L – 8 ; T –2 ; P/PW – 3)

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

அலகு - 3 செய்யுள் கற்பித்தல்   (L – 9 ; T – 3 ; P/PW – 3)

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

அலகு - 4 இலக்கணம் கற்பித்தல்   (L – 10 ; T – 3 ; P/PW – 2)

இலக்கணம்- கற்பித்தலின் நோக்கங்கள்- வகைகள்- இலக்கணம் கற்பிக்கும் முறைகள்- விதிவரும் முறை   - விதிவிளக்கு முறை - இருமுறைகளுக்கும் இடையேயுள்ள வேறுபாடுகள் - இலக்கணப்பாடம் பள்ளிகளில் வெறுக்கப்படுவதற்கான காரணங்கள்- இலக்கணப்பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ளும் வழிமுறைகள்.

அலகு - 5 கட்டுரை,   துணைப்பாடம் கற்பித்தல்   (L – 10 ; T – 3 ; P/PW – 3)

கட்டுரை - கற்பித்தலின் நோக்கங்கள் - கட்டுரையின் வகைகள்- கட்டுரை - கட்டுரை திருத்தும் போது மொழி ஆசிரியர் மேற்கொள்ள வேண்டுவன - துணைப்பாடம் - கற்பித்தலின் நோக்கங்கள் - கற்பிக்கும் முறை துணைப்பாடம் கற்பித்தலின் மூலம் மாணவர்கள் பெறும் பயிற்சிகள்.

செய்முறை மதிப்பீடு:- (ஏதாவது மூன்று மட்டும்)   (T – 2; P– 2)

1. இலக்கணப்பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ளும் வழிமுறைகள் பற்றி கட்டுரை வரைதல்

2. அடுக்குத் தொடர், இரட்டைக்கிளவி, பழமொழிகளைத்தொடர்களில் அமைத்தல்.
3. சொற்களஞ்சிய படத்தொகுப்பு தயார் செய்தல்
4. செய்யுள் மற்றும் உரைநடை பாடத்தை கற்பிப்பதில் காணப்படும் வேறுபாடுகளை அட்டவணைப்படுத்துக
5. தமிழ்மொழி கற்பித்தலின் நோக்கம், தேவை, முக்கியத்துவம் குறித்து மாணவர்கள் கட்டுரை எழுதுதல்

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வளநூல், ஆசிரியர் கல்விப்பட்டயப்பயிற்சி, தமிழ்மொழிக்கல்வி, சவிதா பதிப்பகம்

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

Course Code: FBEPLE
Credits: 3

Total number of hours: 75(L – 45; T – 15; P/PW – 15)
Objectives
The student teacher is enabled to
• acquire the knowledge of the place of English in India,
• imbibe the knowledge of language as a skill subject,
• acquire the knowledge of teaching prose and poetry,
• develop competency in teaching grammar and composition and
• develop fluency in speech and to acquire the knowledge of Vocabulary

Unit I – Place of English in India   **(L – 8 ; T – 2 ; P/PW – 2)**

The history of English Language in India-English as a second Language-Values and the rationale for learning English-Qualities of an English Teacher-Contribution of Linguistic and Psychological Principles to the teaching of English.

Unit II - Language as a skill subject   **(L –8; T – 2 ; P/PW – 3)**

Teaching language as a skill - The Four Skills of English – Learning of communication skills – Activities to improve communication skills - Barriers to efficient communication -Assessing the Four skills.

Unit III - Teaching of Prose and Poetry   **(L – 9 ; T – 3 ; P/PW – 3)**

Definition and meaning of Prose - Objectives of teaching prose –Definition and meaning of Poetry - Objectives of Teaching of poetry- -Lesson plan for teaching prose and poem – Difference between teaching of prose and poem- Need and Format of lesson plan

Unit IV - Teaching of Grammar and Composition   **(L – 10 ; T – 3 ; P/PW – 2)**

Teaching of grammar-Objectives - Two types of grammar-Formal and functional - Deductive method and Inductive method - Teaching of Composition - types of composition – Pictorial-guided – Information transfer and picture composition – Free composition.

Unit V - Spoken Vocabulary and English Acquisition   **(L – 10 ; T – 3 ; P/PW – 3)**

Teaching of vocabulary - Active and Passive Vocabulary - content words and structural words - Techniques to enhance the spoken English - Types of drills - Repetition drills - Manipulation drills - Substitution tables .

Task Assessment (Any two)   **(T – 2; P/PW – 2)**
1. Prepare and submit a vocabulary chart.
2. Practise in writing different types of composition exercises.
3. Prepare and submit conversation drills.
4. Prepare and submit a seminar for a topic given by the teacher.

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STRENGTHENING LANGUAGE PROFICIENCY AND MANAGERIAL SKILLS
[SEMESTER – I]

Course Code: FBEPSL
Credits : 3

Total number of hours – 75 (L- 45 ; T-15   ; P/PW- 15)
Objectives
The student teacher is enabled to
- equip the knowledge of nature and importance of language,
- function effectively in an English speaking environment,
- develop effective managerial skills,
- understand important leadership qualities and
- reason out the necessity of negotiation skills.

Unit I - Nature and Importance of Language (L-7 ; T- 2 ; P/PW- 2)
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 (L- 10; T-3; P/PW- 3)
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 - Communication and Interpersonal Skills (L- 10; T- 3; P/PW-3)
Communication -Meaning, Definition, Components of Communication - Barriers in Communication - 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 skills- Soft skills.

Unit IV – Managerial skills (L-9 ; T-2 ; P/PW-2)
Basic Managerial skills: Meaning, Types and need for Managerial skills - skill of Planning, Organizing, Directing, coordinating - Decision making and Reporting - POSDCORB and Classroom Management.

Unit V - Corporate Skills (L-9; T-3 ; P/PW- 3)
Interview skills - Types of Interview - Leadership Qualities - Functions of leadership - Negotiation skills - Types of Negotiation: Improving negotiation skills–

Time Management - Tips for effective Time Management - Stress Management – Stress coping strategies – Managing job Stress.

Task Assessment (Any three)   **(T-2; P/PW – 2)**

1. Write a conversation between a doctor and the patient.
2. Prepare a seminar on a given topic, assigned to you by your teacher educator.
3. Write an Episode to explain how you could use 'role play' for classroom teaching.
4. Write an advertisement for the post of manager.
5. 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]

Course Code: FEPCPY
Credits : 2

Total number of hours – 50 (L- 20; T-10; P/PW- 20)
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.
- understand the importance of good posture.

Unit I - Nature of Physical Education   **(L – 4; T – 2; P/PW – 4)**

      Meaning of Physical Education, Characteristics of Physical Education, Physical Education is an integral part of General Education, Need and Importance of Physical Education, Scope of Physical Education, Aim and objectives of Physical Education.

Unit II - Yoga Education   **(L – 4; T – 2; P/PW – 4)**

      Yoga, Meaning, Aim and Objectives – Eight limbs of yoga, Difference between Physical Exercises and yogic practices, Different position of Asanas - Long sitting Asanas – Prone Position Asanas - Supine position Asanas – Standing position Asanas – Kneeling position Asanas.

Unit III – Posture   **(L – 4; T – 2; P/PW – 3)**

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

Unit IV - Recreational Activities   **(L – 4; T – 2; P/PW – 3)**

      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   **(L – 4; T – 1; P/PW – 3)**

      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 and Adventurous sports, Drill, Marching.

Task Assessment – (Any Two)   **(T – 1; P/PW – 3)**

1. Report the Physical Education programme in any school.

2. Survey the recreation facilities available in the model school.

3. Suggest certain ways to motivate children to play physical activities. [out door games]

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

Cours Code : FEPCLS
Credits : 2

Total number of hours – 50 (L- 20 ; T-10 ; P/PW- 20)
Objectives:
The student teacher is enabled to

- realize the importance of library in the field of education.
- understand the different types of libraries
- be well verse in academic libraries
- use the library and information documentary resources in teaching and learning process effectively.
- use the library and information non documentary resources in teaching and learning process effectively

Unit I – Library and information society   **(L-4; T-2; P/PW-4)**

Library: definition – brief history - S.R. Ranganathan - Father of Library Science- Laws of library science – Importance of libraries in Teacher Education Institutions.

Unit II- Types of Libraries   **(L-4; T-2; P/PW-4)**

Types of Libraries - Public, Academic and Special libraries.

Unit III- Academic Libraries   **(L-4; T-2; P/PW-4)**

School library : importance of school library – Objectives of school library- Essentials of ideal library – College library – University library.

Unit IV- Information sources- Documentary sources   **(L-4; T-1; P/PW-4)**

Definition of information sources- types of sources

Unit V-Information sources–Non documentary sources   **(L-4; T-2; P/PW-3)**

Non documentary sources – Electronic sources, web learning sources – E books, e journals.

Task Assessment (Any Two)   **(T-1;P/PW-1)**
1. Read any two books and submit a review of them.
2. Report about your visit to the public library and share your experience about its service to the citizens.
3. Collect the list of E- resources available in the field of education.

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EPC - III - ART AND CRAFT – I
[SEMESTER – I]

Course Code : FEPCAC
Credits : 2

Total number of hours – 50 (L- 20 ; T-10 ; P/PW- 20)

Objectives

The Student teacher is enabled to

- *develop artistic cognizance*
- *understand the hidden beauty and aesthetics in our culture and fine arts*
- *acquire interest in different art forms*
- *develop the skill of using various tools and materials with precision in artistic expression*
- *incorporate artistic talent with Social Sense*

Unit I - Arts and Crafts – Concepts   **(L – 4; T – 2; P/PW – 4)**

Meaning – Need – Importance of Arts in school curriculum –General objectives of Art Education

Unit II - Writing Skills   **(L – 4; T – 2; P/PW – 4)**

Italic Writing – Chart writing –   Training in Tamil Hand Writing – Various formation of writing – Types of the joiners

Unit III - Teaching Aid   **(L – 4; T – 2; P/PW – 4)**

Flip Chart Preparation – Flannel Board – Collage

Unit IV - Creative Art   **(L – 4; T – 2; P/PW – 3)**

Drawing – Drawing Materials - Paintings – Colours – Variety of colours– Kolam - Rangoli

Unit V – SUPW   **(L – 4; T – 1; P/PW – 4)**

History of SUPW – Simple tailoring – Artificial flower making – Wire Bag

Task Assessment(Any two)   **(T-1;P/PW-1)**

1. Prepare any two Pencil Drawings
2. Prepare any five artificial flowers.
3. Prepare envelopes of three different sizes.

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SEMESTER -II

PE - III - PSYCHOLOGY OF LEARNERS

[SEMESTER – II]

Course Code : SBEPE3

Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives

The student teacher is enabled to

- understand the psychological perspective of information processing and complex cognitive processes.
- acquire knowledge about the essential features of integrated personality.
- identify the needs of exceptional children and the educational provisions to satisfy them.
- acquaint themselves with the principles of group dynamics.
- understand the importance of mental health and hygiene for the promotion of mental health of the learners.

Unit I –Information Processing and Complex Cognitive Processes

(L – 12; T – 4; P/PW – 5)

Concept formation – Nature and Types of Concepts-Concept Maps- – Thinking: meaning,nature,kinds - Language and Thinking – Hemisphericity: Exploring the functions of hemisphere-Thinking Styles: Lateral thinking, role of teacher in promoting lateral thinking among students-Characteristics of learner, learning styles - David Kolb & Flemings VAK model- Reasoning and Problem Solving: meaning and training – Educational Implications.

UNIT II- Personality **(L - 10; T -5; P/PW –5)**

Personality : Definition, meaning and approaches – Major Determinants of Personality - Theories of personality – Eysenck, Cattell and Freud - Assessment of Personality – Projective and Non-Projective techniques - - Integrated Personality and Role of teachers in shaping personality of the students.

Unit III – Education of Exceptional Children **(L – 10; T – 4; P/PW – 4)**

Meaning and types- Gifted children: meaning, identification, needs and problems - Under Achievers: kinds and causes of backwardness – Learning Disability: meaning, kinds – Children with special needs: mentally and physically challenged- meaning types and causes – Remedial measures and educational provisions for exceptional children.

Unit IV –Group Dynamics   (L – 8; T – 5; P/PW – 4)

        Meaning – Kinds of groups – School as a group –Classroom as a group – group interaction – group mind – social distance within the group – Group behaviour: characteristics, factors influencing group behaviour – educational implications -Sociometry- Leadership: meaning, traits and types.

Unit V - Mental Health   (L - 10; T - 5; P/PW – 5)

        Concept of Mental health and Hygiene – Conflict and Frustration – Adjustment and Mal adjustment – Causes of Maladjustment – Defence Mechanisms: Identification, Rationalisation, Compensation, Projection, Aggression, Reaction formation –Juvenile Delinquency: causes, remedy and prevention - Stress and Stress coping behaviour - Role of teachers in the Promotion of Mental health.

Task Assessment (Any three)   (T-2; P/PW – 2)

1. Observe and identify the learning styles adopted by the school students and prepare a report.
2. Analyze and submit a report on the methods, you adopt for being an integrated personality.
3. Visit a school and collect information about the educational provisions available for children with special needs. Record your observations and analyze.
4. Prepare a classroom Sociogram and present your report on it.
5. Identify the symptoms of maladjustment among school children and suggest means to promote adjustment among students.

Psychology Experiments

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

1. Span of 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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PE - IV –CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA
[SEMESTER II]

Course Code : SBEPE4
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
The Student teacher is enabled to

- acquaint themselves with the current issues and challenges of knowledge explosion,
- understand the concepts, Meaning and the sources of knowledge, and master the effective methods of knowledge management,
- familiarize them with the forces that operate in the knowledge era,
- internalize the meaning ,definitions, scope and dimensions of curriculum,
- understand the curriculum development process and evaluation of curriculum and to familiarize with the role of teachers in the process of curriculum development.

Unit I – Concept of Knowledge   **(L - 10; T - 5; P/PW – 4)**

Knowledge: Meaning, Concept, Importance, Nature, Sources and Types - Methods of acquiring knowledge - Changing concepts of Education: Difference among information, knowledge, belief and opinion.

Unit II – Current issues and challenges   **(L - 10; T - 6; P/PW – 7)**

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

Unit III - Emerging Trends in Learning Environment and its impact on Education
                    (L - 10; T - 6; P/PW – 6)

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, Digital divide and Quantity Vs Quality in education. 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.

Unit IV- Concept of Curriculum   (L - 12; T - 5; P/PW – 3)

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

Unit V – Curriculum Development and Evaluation   (L - 8; T - 3; P/PW – 3)

Curriculum Development Process - principles of curriculum development- Role of teachers in curriculum Development - Curriculum Evaluation - Need, importance and Sources of curriculum Evaluation - methods of Curriculum Evaluation – restructuring curriculum – NCF (2005,2009)

Task Assessment   (T-2;P/PW-2)

1. Enlist the challenges to be considered in constructing a child centered curriculum and submit a report.
2. Conduct a symposium on "Digital Divide is a hurdle to meet the challenges of the knowledge era" and submit a report.
3. Critically comment on the statement – " Wisdom is being lost due to knowledge explosion" and submit a report.
4. Conduct a debate on the topic " Is privatization a boon or a bane for quality enhancement in education?" and present a report..
5. Conduct a survey on 9th std curriculum from teachers and learners and prepare a report.

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

Course Code : SBEPE5

Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

Objectives

The student teacher is enabled to

- acquire the fundamental concepts in educational measurement, assessment and education,
- understand the qualities of a good test,
- recognize the importance of different types of evaluation in education,
- learn the basics and application of statistical techniques and
- acquire the statistical analysis of evaluation.

Unit I - Concept of Measurement Evaluation and Assessment

(L-11; T – 3; P/PW-6)

Measurement, assessment and evaluation - Meaning, need, purpose, function, difference among measurement, evaluation and assessment- Scales of measurement - Types of evaluation - Formative, summative, diagnostic, norm–referenced evaluation, criterion-referenced evaluation and self-reference evaluation - Tools and techniques of assessment - Observation, checklist and rating scale.

Unit II - Construction of Tests   **(L-9; T – 2; P/PW-3)**

Tests - Meaning, definition, characteristics. Types of test item- Objective, short and essay - Steps in test construction - Item analysis - Difficulty level, discrimination index, distractor analysis – Characteristics of a good test - Objectivity, validity, reliability and practicability.

Unit III - Diagnostic and Achievement test   **(L-10;T – 5; P/PW-6)**

Diagnostic test – Meaning, need - Educational diagnosis - Levels of diagnosis - Construction of diagnostic test - Uses - Achievement test - Blue print - Administering the test - Scoring and evaluating the test - Characteristics of a good achievement test.

Unit IV – Techniques of Evaluation   **(L-10; T-5; P/PW-5)**

Continuous and Comprehensive Evaluation (CCE) - Introduction, meaning, objectives and functions - Assignment – Meaning, definition, types - Periodical tests and annual tests - Importance of progress report - Cumulative record - New trends - Trimester system, continuous internal assessment – Online assessment - Artificial intelligence assessment – Classroom Assessment Technique(CAT) – Steps in implementing technology based assessment – Online

tools for teacher assessment - E–portfolios – Meaning, types, purpose , guidelines for portfolio entries and assessing portfolios.

Unit V - Statistical Analysis **(L-10;T-8; P/PW-3)**

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 and ogive curve- Normal probability curve.

Task Assessment (Any three) **(T − 2; P/PW-2)**

1. Prepare a critical report on formative and summative evaluation.
2. Construct a diagnostic test at secondary/ higher secondary level.
3. Prepare a model cumulative record for your class.
4. Prepare a report on "Merits and Demerits of online assessment" .
5. Draw an ogive curve for the marks obtained by your classmates in I semester - Content and pedagogy of mathematics.

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தமிழ் கற்பித்தல்-II
[இரண்டாம் பருவம்]

Course Code: SCPTTA

Credit : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

நோக்கங்கள்

ஆசிரிய மாணவர்

- பாடப்பொருள் அறிவை வளர்த்தல்
- பள்ளிக்கல்வியில் கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் பற்றி அறியச் செய்தல்
- மொழி கற்பித்தலில் தொழில்நுட்பக் கருவிகளின் பயன்பாட்டை அறிதல்
- தமிழ் மொழி பிறப்பு பற்றிய அறிவினை வளர்த்தல்
- மதிப்பீடுதல், செயல்தொடர் ஆராய்ச்சியின் முக்கியத்துவத்தை அறிதல்

அலகு - 1   பள்ளிக் கல்வியில் கலைத்திட்டத்தில் தமிழ்   (L – 12 ; T – 3 ; P/PW – 2)

கலைத்திட்டம் - நோக்கங்கள்- பயன்கள்- கலைத்திட்டக் கோட்பாடு - புதிய கலைத்திட்டம் - கல்வியின் நோக்கங்கள் - கலைத்திட்டத்தில் தாய்மொழி பெறும் இடம் - இடை, உயர்நிலைப் பள்ளிகளில் தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் உள்ள தொடர்பினைக் காணல்.

அலகு - 2   தமிழ் கற்பித்தலில் தொழில்நுட்பம்   (L – 8 ; T – 7 ; P/PW – 8)

காட்சிக்கருவிகள்- கேள்விக்கருவிகள்- காட்சிக்கேள்விக் கருவிகள்- எட்கர் டேல் அனுபவக் கூம்பு - கரும்பலகை - கரும்பலகை குச்சிப்படங்கள்- வரைபடங்கள்- விளக்கப்படங்கள்- மன வரைபடம்- படத்தொகுப்பு- தலைக்குமேல் படவீழ்த்தி - வானொலி - தொலைக்காட்சி - கணினி - குறுந்தகடு - மின் அட்டைகள்- செய்தித்தொகுப்பு - கரும்பலகை படத்தொகுப்பு - ஒலிப்பதிவு நாடாக்கருவி - எபிடையாஸ்கோப்- கம்பளிப்பலகை- செய்திப்பலகை - இயங்கும் மாதிரி - இயங்கா மாதிரி.

அலகு - 3 - மொழியியல்   (L – 11 ; T – 3 ; 3/PW – 2)

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

அலகு - 4 - மதிப்பீடு, செயல்தொடர் ஆராய்ச்சி   (L – 9 ; T – 5 ; P/PW – 6)

மதிப்பீடு - முக்கியத்துவம்- - மதிப்பீட்டின் தன்மை – மதிப்பீட்டின் வகைகள் - வளரும்நிலை மதிப்பீடு - இறுதிநிலை மதிப்பீடு – உள் மதிப்பீடு – வெளி மதிப்பீடு – தரநிலை மதிப்பீடு – தகுதிநிலை மதிப்பீடு – தேர்வு – நல்ல தேர்வின் இன்றியமையாதக் கூறுகள் - தேர்வின் வகைகள்- குறையறிச்சோதனை மற்றும் குறை களையும் கற்பித்தல்- தேவை - அடைவுச்சோதனை - வகைகள்- அடைவுத்தேர்வின் படிநிலைகள்- வினாத்தாள் வடிவமைப்பு. - செயல்தொடர் ஆராய்ச்சி - படிகள்- முக்கியத்துவம்.

அலகு – 5 - பள்ளித் தமிழ்ப்பாடக் கருத்துக்கள்   (L – 10 ; T – 5 ; P/PW – 5)

எழுத்து – சொல் - பொது – வினா வகை, விடை வகை, ஒரு பொருட்பன்மொழி – உவம உருபுகள் - புணர்ச்சி – பொருளிலக்கணம் - அகப்பொருள் - புறப்பொருள் - பா வகைகள் - அணி.

மொழி முதல், இறுதி எழுத்துகள், மெய்ம்மயக்கம் - பகுபத உறுப்புகள் - புணர்ச்சி விதிகள் - படைபாக்க உத்திகள் - பா இயற்றப் பழகலாம் - கலைச் சொல்லாக்கம் - ஆக்கப் பெயர்கள் - நிறுத்தக் குறிகள் - மெய்ப்புத் திருத்தக் குறியீடுகள்.

செய்முறை மதிப்பீடு:- (ஏதாவது மூன்று மட்டும்)   (T – 2 ; P– 2)

1. இலக்கண அட்டை தயாரித்தல்
2. இரண்டு தலைமேல் படம்வீழ்த்தி அட்டைகளை மாணவர்கள் பள்ளிப் பாடத்தில் தயாரித்தல்
3. பேச்சுறுப்புகளின் படம் வரைந்து பாகங்களை குறித்தல்
4. நா நெகிழ், நா பிறழ் பயிற்சி தொகுப்பு தயாரித்தல்
5. வினாத்தாள் வடிவமைப்பு மூலம் அடைவுத்தேர்வு வினாத்தாள் தயாரித்தல்.

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TEACHING OF ENGLISH – II
[SEMESTER-II]

Course Code :SCPTEN

Credits: 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

Objectives

The student teacher is enabled to

- evolve a working knowledge of the grammatical terminology and the phonological system in English,
- develop cognizance and understanding of principles of curriculum construction,
- knowledge and skill in application of educational technology in teaching English,
- acquire the knowledge of teaching reading and writing skills,
- acquire the knowledge and skill of applying different evaluation techniques in assessment in English.

Unit I - Curriculum of English at Secondary Level and its Transaction
(L – 12; T – 3; P/PW – 2)

Principles of selection of Curriculum - Principles of organization of curriculum - Methods of Curriculum construction – Limitation of the existing curriculum - 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 - Book review- Suggestions for the improvement of text books in English - Professional Competencies of an English Teacher – Programmes for Quality Improvement of English teacher.

Unit II – Technology in Teaching English   (L – 8; T – 7; P/PW – 8)

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

Unit III - Teaching of Reading and Writing Skills   (L – 11; T – 3; P/PW – 2)

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 IV - Evaluation and Action Research   (L – 9; T – 5; P/PW – 6)

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.

Unit – V- Content related to School Syllabus   (L – 10; T – 5; P/PW – 5)

Verb –Infinitives – Sentence Type and Structure words, Phrases and Clauses – Pronouns – Five Sentence pattern - Degrees of Comparison – Conditional clause – relative pronouns – Punctuations – Common Errors –   Editing– Reordering- The speech mechanism – The different speech organs and their roles– Figures of speech-Teaching of poetry- Appreciation of poetry – Composition – meaning, definition – Types of Composition – Stages of writing guided and free composition- Suggestions for effective Teaching of Composition – Teaching of vocabulary – content words and structural words – Principles of selecting vocabulary.

Task Assessment (Any three)   (T – 2; P/PW – 2)
1. Compile newspaper clippings to enhance vocabulary related skills.
2. Review a IX/XI standard English text book
3. Prepare and submit a PowerPoint Presentation for a topic given by the teacher
4. Prepare and submit two transparency sheets and two slides for topics related to school syllabus.
5. Construct an Achievement test tool at Secondary level .

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TEACHING OF MATHEMATICS – II [SEMESTER – II]

CourseCode :SCPTMA

Credits: 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

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 various techniques of teaching Mathematics and
- acquire the knowledge of different evaluation techniques in the assessment of Mathematics.

Unit I- School Mathematics Curriculum   **(L-12;T—3; P/PW-2)**

Curriculum – Definition, mathematics curriculum – Major objectives - Principles of curriculum construction – Guidelines for selecting the topics in mathematics curriculum – Characteristics of modern mathematics curriculum – Curriculum development in mathematics – Need and importance– Barriers. Place of problems in mathematics curriculum – Characteristics of a good problem in mathematics.

Unit II - Technology in teaching mathematics   **(L-8; T—7; P/PW-8)**

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 III - Techniques of teaching mathematics   **(L-11; T—3; P/PW-2)**

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 – Experiential learning and collaborative learning.

Unit IV - Evaluation and Action Research   **(L-9; T—5; P/PW-6)**

Evaluation - Definition - Diagnostic test and achievement test 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.

Unit V – Content related to School Syllabus (L-10; T-5; P/PW-5)

Algebraic expression – Polynomials – Types – Remainder theorem – Factor theorem – Algebraic identities – Factorization of polynomials – Solving linear equations in one variable and two variables – Co-ordinate geometry - Distance between two points, section formula, graph of a linear function. Measurement and mensuration - Area of a triangle, surface area, volume of cube and cuboids. Vector algebra - Definition and properties of a scalar product - Definition and properties of a vector product – Product of three vectors. Complex numbers - Definition – Complex number system – Conjugate – Modulus – Roots of a complex number. Groups - Binary operation – Semi group – Monoids – Group – Order of a group – Order of an element.

Task Assessment (Any three) (T — 2; P/PW-2)

1. Show that the points representing the complex numbers 7+9i, -3+7i, 3+3i form a right angled triangle on the argand diagram.
2. Develop power point slides on any Mathematical topic at Secondary / Higher Secondary level.
3. Prepare two transparency sheets and two slides for the school syllabus.
4. Present a critical report on the usage of self study and supervised study in mathematics.
5. Construct an achievement test question at secondary/ higher secondary level.

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TEACHING OF PHYSICAL SCIENCE - II
[SEMESTER – II]

Course Code : SCPTPS

Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

Objectives

The student teacher is enabled to

- acquire the knowledge of the content in Physical Science,
- understand the principles and organisation of curriculum construction,
- promote the laboratory skills to school environment,
- develop the aptitude of teaching science using Audio – Visual Aids and
- apply appropriate evaluation techniques to assess the progress of pupils.

Unit I- School Curriculum Construction   (L-12; T-3; P/PW-2)

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

Unit II Technology in Teaching Physical Science   (L-10; T-7; P/PW-5)

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

Unit III - Physical Science Laboratory and its organization   (L-8; T-4; P/PW-6)

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 IV - Evaluation and Action Research   (L-10;T-4; P/PW-5)

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

Unit V- Content related to School Syllabus   (L-10; T-5; P/PW-5)

Electricity and Heat – Light and Sound -- Carbon and its Compounds – Magnetic Effect of Electric Current and Light- Chemical Reaction – Elecromagnetic Induction and Alternating current – Electromagnetic Waves and Wave Optics – Atomic Physics-Dual nature of Radiation and Matter – Nuclear Physics – Semiconductor Devices and their Applications – Communication Systems - Co-ordination Compounds – Bio Co-ordination compounds – Chemical Kinetics-II - Surface Chemistry – Electro Chemistry I – Isomerism in Organic Chemistry – Chemistry in Action – Chemical Equillibirium II .

Task Assessment   (Any three)   (T-2; P/PW-2)

1. Make Science Kits related to the content of Physical Science.
2. Give a critical appraisal of the syllabus of Physical Science for secondary/ higher secondary level.
3. Prepare a P.L.M for any Physical Science topic from IX std text book.
4. Develop an indent for Physical Science laboratory.
5. Draw a blue-print for achievement test on any 5 topics in Physical Science.

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TEACHING OF BIOLOGICAL SCIENCE– II
[SEMESTER – II]

Course Code: SCPTBS
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

Objectives

The student teacher is enabled to

- acquire the knowledge of the content in Biological Science ,
- 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,
- develop evaluation techniques and statistical skills to interpret the test results.

Unit I – School Curriculum Construction (L-12; T-3; P/PW-2)

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.

Unit II - Technology in teaching Biological science. (L-8; T—7; P/PW-8)

Dale's cone of experience – Importance of Audio - Visual aids, selection and use of Audio – Visual materials **–** Projected Aids: Video cassette Recorder and Player, OHP, Film Projector, CCTV - Non-Projected Aids : Chart, Models, Flash Cards, Pictures, Chalk board, Flannel board, Magnetic Boards, Bulletin Board, and Audio Player, Improvised aids –E-content, E-learning – Use of internet in Biology learning, Power Point Presentation. Models of Teaching – Bruner's Concept attainment model.

Unit III – Biology Laboratory (L-11; T-3; P/PW-2)

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 and laboratory manuals.

Unit IV - Evauation and Action Research. (L-9 ;T—5 ; P/PW-6)

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.

Unit V – Content related to School Syllabus   (L-10; T – 5;P/PW-5)

Improvement in Crop Yields: Common factors for crop improvement – Nutrient Management : Macro-Nutrients, Micro-Nutrients – Uses of Manure and Fertilizers – Difference between Manure and Fertilizers – Protection from Pest and Diseases – Diseases of Crop plants – Precautions for applying pesticides. Hybridization in Plants and Animals – Inbreeding –Outbreeding – Animal Husbandry – Poultry Farming – Pisciculture –Aquaculture – Apiculture.

Morphology of flowering Plants – Parts of a Flowering Plant : Root system, Region of a typical root, Types of Root System, Functions of roots – Root Modification :Modification of Taproot, Modification of adventitious roots – Shoot system : Modification of Stem :Aerial modifications, Sub- aerial modifications, Underground modification – Leaf : Parts of a leaf, Venation, Phyllotaxy, Leaf modification.

Task Assessent (Any three)   (T-2; P/PW-2)
1. Construct a workbook on Morphology of flowering plants/ Improvement in crop yields.
2. Prepare a power point slides on Recent Curriculum improvement projects by NCERT.
3. Write a report on maintenance of Aquarium / poultry farm.
4. Prepare a report on planning and conducting experiments in biological laboratory.
5. Construct an achievement test question for IX Standard biology syllabus.

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TEACHING OF HISTORY- II
[SEMESTER II]

Course Code : SCPTHY
Credit : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
On completion of the course the student teacher is enabled to
- acquire the knowledge of the content in History,
- acquire knowledge of principles of school History curriculum construction,
- enable to prepare and use instruction materials of using instruction aids in teaching History,
- identify various media for effective teaching of History,
- understand the process of evaluation in History.

Unit I – School Curriculum Construction   (L – 12; T – 3; P/PW – 2)

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 II – Technology in teaching History   (L – 8; T – 7 ; P/PW – 8)

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, LCD, Boards- blackboard, flannel board, magnetic and bulletin board, Computer and its applications.

Unit III - Learning resources   (L – 11; T – 3; P/PW – 2)

Use of print media - news papers, supplementary readers, novels, autobiographies and biographies, non print media- audio visual materials, ICT in teaching learning process of History, history laboratory, school museum, monuments, Archives, exhibits, Time line for teaching chronology.

Unit IV – Evaluation and Action Research   (L – 9; T – 5; P/PW – 6)

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.

Unit – V Content related to School Syllabus   (L – 10; T – 5; P/PW – 5)

Indus valley Civilization – Tamilnadu under the Nayak rule – Madurai, Tanjore Ginjee and Vellore Nayaks –Maratha Rule – Culture Development of Literature and Art – World war I and II Social and Religious – Movements in th 19th century – Brahma Samaj, Arya Samaj – Ramilnga Adigal – Vaikunda Swamigal – Freedom Struggle in Mdras Presidency – Swadeshi Movement – Non – Co-operation Movement - Civil Disobedience Movement – Bhakti Movement in Medieval India.

India under East India company's Rule – Administration – Charter Acts – British Rule in Tamilnadu – Palayakkarar Rebellion – Role of Tamilnadu in Indian's Freedom Movement (Justice Party's Rule, Congress Movement) American War of Independence – U.N.O. and its role in World Peace.

Task Assessment (Any three)   (T – 2 , P/PW – 2)
1. Read a historical novel and review the book.
2. Develop power point presentation for a any History topic at Secondary/ Higher Secondary level.
3. Prepare and submit two transparency sheets and two slides for the school syllabus.
4. Prepare an achievement test for any topic in the IX standard text book and report it.
5. Prepare a seminar on a given topic assigned by the teacher and report it.

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TEACHING OF COMPUTER SCIENCE – II
[SEMESTER II]

CourseCode : SCPTCS
Credit : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student teacher is enabled to
- acquire knowledge about Digital logic Gates and C++.
- understand the principles of curriculum construction develop interest and appreciate various pedagogical principles in teaching of computer science,
- acquire the knowledge relating to the organization and administration of computer laboratory,
- acquire knowledge about teaching aids,
- develop skill in constructing tests.

Unit I – School Computer Science Curriculum   **(L-12; T—3;P/PW-2)**

     Curriculum – Meaning and Definition– Major objectives – Needs and Importance - Principles of curriculum construction – Criteria of selection of content. Curriculum development for computer science –Approaches to Curriculum construction.

Unit II - Technology in Teaching Computer Science   **(L-8; T—7; P/PW-8)**

     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 - Power Point Presentation.

Unit III - Computer Science Laboratory   **(L-11; T—3;P/PW-2)**

     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 IV - Evaluation and Action Research   **(L-9; T—5; P/PW-6)**

     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.

Unit V – Content related to School Syllabus   (L-10; T – 5; P/PW-5)

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.

Overview of C++ : Introduction, Basic Data Types, Data Types, Variables. Basic statement: Input /Output Statements, Declaration Statement, Assignment Statements, Control Structures, Structure of C++ Program, Program development **-** Functions C++ Enhancements **:** Introduction**,** Function Prototyping Calling a Function, Parameters passing in functions, Returning Values, Inline Functions , Scope rules of variables.

Task Assessment (Any Three)   (T – 2; P/PW-2)
1. Analyse and submit the report of any two web sites.
2. Develop and submit question bank using hot potatoes .
3. List out Latest Audio-Visual Aids used in Teaching Learning process.
4. Using the Logic converter construct the truth table for basic Logic gates.
5. Write the report of the analysis of the types of evaluation.

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TEACHING OF COMMERCE AND ACCOUNTANCY – II
[SEMESTER – II]

Course Code : SCPTCA
Credit : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)

Objectives

The student teacher is enabled to

- develop sensitization towards 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 School Curriculum Construction **(L-12; T-3; P/PW-2)**

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

Unit II - Technology in Teaching Commerce and Accountancy (L-8; T—7; P/PW-8)

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

Unit III - Strategies of Learning **(L-11; T—3;P/PW-2)**

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 - Evaluation and Action Research **(L-9; T—5; P/PW-6)**

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.

Unit-V Content related to School Syllabus   **(L-10; T-5; P/PW-5)**

Shares- Meaning-Types. Stock exchange, mutual funds, Cooperatives – meaning definition, merits and demerits. Government companies. Partnership basic concepts, Partnership- retirement of partners, company accounts

Task Assessment (Any three)   **(T-2; P/PW-2)**

1. Prepare a power point slides for XII standard syllabus.
2. Conduct a group discussion and write a report on NCERT and UNICEF.
3. Analyse the present Tamil nadu budget and write a report on it.
4. Prepare an advertisement for a product of a company.
5. Prepare a blue print for XII standard commerce and accountancy topic.

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TEACHING OF ECONOMICS – II
[SEMESTER – II]

Course Code : SCPTEC
Credits : 4

Total number of hours – 100 (L – 50; T – 25; P/PW – 25)

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 Curriculum Construction   **(L-12; T-3; P/PW-2)**

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 in teaching Economics   **(L-8; T – 7; P/PW-8)**

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

(L-11; T – 3;P/PW-2)

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 - Evaluation and Action Research   **(L-9; T – 5; P/PW-6)**

Evaluation – Definition - Achievement tests in Economics – Oral, Written and Performance tests - Different types of test items – objective type, short answer

type, and essay type - Preparing Blue Print for achievement test in Economics - Action Research – Steps in Action Research.

Unit - V Content related to School Syllabus   (L-10; T-5; P/PW-5)

Nature and scope of Economics, Basic economic problems, theory of Consumer Behavior, Demand and supply, Equilibrium Price, Production, Cost and Revenue, Market structure and pricing, marginal productivity theory and distribution, simple theory of income determination, monetary policy, fiscal policy

Task Assessment (Any three)   (T-2; P/PW-2)
1. Prepare a power point slides for XII standard syllabus.
2. Conduct a group discussion and write a report on school curriculum.
3. Analyze and write a report on 'problems in teaching Economics'.
4. Discuss and write a report on 'Teleshopping'.
5. Prepare a blue print for XII standard economics topic.

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மொழிக் கற்பித்தல்- தமிழ்- II
[இரண்டாம் பருவம்]

</div>

Course Code :SBEPLT
Credit : 2

Total number of hours – 50 (L- 30; T-10; P/PW-10)
நோக்கங்கள்
ஆசிரிய மாணவர்

* நுண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்.
* மொழிக் கற்பித்தலுக்கான புதிய முறைகளைப் பயன்படுத்தல்.
* கேட்டல், பேசுதல் திறன்கள் வளர்த்தல்.
* படித்தல், திறன் வளர்த்தல்
* எழுதுதல் திறன் வளர்த்தல்.

அலகு - 1 -நுண்ணிலைக் கற்பித்தல், கற்பித்தல் நோக்கங்கள்

(L – 8 ; T – 2 ; P/PW – 2)

நுண்ணிலைக் கற்பித்தல்- விளக்கம்- படிகள்- சுழற்சி - நன்மைகள்- பயிற்சி பெறும் திறன்கள்- விளக்குதல் திறன்- பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்- எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன்.

கற்பித்தல் நோக்கங்கள்- பொது மற்றும் 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 - 2 - தமிழ் கற்பிக்கும் முறைகள்
(L – 5 ; T – 2 ; P/PW – 2)

மாண்டிசோரி முறை - விளக்கம்- சிறப்பியல்புகள்- திட்டமிட்டு கற்றல்முறை - விளக்கம்- படிநிலை- வகைகள்- சட்டம் தயாரித்தல் - கிண்டர் கார்டன் முறை

அலகு 3 - கேட்டல், பேசுதல் திறன்கள்
(L – 7 ; T – 2 ; P/PW – 2)

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

பேசுதல் திறன்- விளக்கம்- நோக்கங்கள்- திருந்திய பேச்சின் நல்லியல்புகள் திருத்தமில்லா பேச்சில் தென்படும் குறைகள்.

அலகு 4 - படித்தல் திறன்
(L – 5; T – 2 ; P/PW – 2)

படித்தல் திறன்- விளக்கம்- நோக்கங்கள்- படிக்கக் கற்பிக்கும் முறைகள்- எழுத்துமுறை படிப்பு - சொல்முறை படிப்பு - சொற்றொடர் முறை படிப்பு – படித்தலின்வகைகள்-வாய்விட்டுப் படித்தல்- வாய்குட்படிதல்- ஆழ்ந்த படிப்பு - அகன்ற படிப்பு- படித்தல்திறனை வளர்க்கும் பயிற்சிகள்.

அலகு – 5 எழுதுதல் திறன்
(L – 5 ; T – 1 ; P/PW – 1)

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

செய்முறை மதிப்பீடு:- (ஏதாவது இரண்டு மட்டும்)   **(T – 1 ; P– 1)**

1. திட்டமிட்டுக் கற்பித்தல் முறை மூலம் இலக்கணப் பாடத்திற்கு இருபது சட்டம் தயாரித்தல்
2. கையெழுத்துப் பிரதி தயாரித்தல்
3. நா நெகிழ், நா பிறழ் பயிற்சி தொகுப்பு தயாரித்தல்
4. ஏதாவது இரண்டு இணைய தளங்களை பகுப்பாய்வு செய்தல்
5. ஏதாவதொரு அலகில் ஒப்படைவு அளித்து அதற்கு மாணவர்கள் கருத்தரங்கம் வழங்குதல்

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கணபதி.வ (2010) நற்றமிழ்கற்பிக்கும்முறைகள், சாந்தா பதிப்பகம், சென்னை.

கோவிந்தராசன்.மு (1990) நற்றமிழ்பயிற்றலின்நோக்கங்களும்முறைகளும், சரஸ்வதி பதிப்பகம், சென்னை

பழநிவேலு .ஞா (2006) செந்தமிழ்கற்பிக்கும்முறைகள், அய்யா நிலையம், தஞ்சாவூர் வளநூல், ஆசிரியர் கல்விப்பட்டயப்பயிற்சி, தமிழ்மொழிக்கல்வி, சவிதா பதிப்பகம்

பிரபாகரன் .உ (2010) பொதுத்தமிழ், சம்யுக்தா பதிப்பகம், நாமக்கல்

தமிழ்நாட்டுப்பாடநூல்கழகம், சென்னை

விஜயலட்சுமி .வ (2016) நுண்ணிலைக் கற்பித்தல், சாரதா பதிப்பகம் - சென்னை.

தண்டபாணி .சு (2012) தமிழ் கற்பித்தல், மீனா பதிப்பகம் - மதுரை.

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www.Tamizhagam.net

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

Course Code: SBEPLE
Credit: 2

Total number of hours – 50 (L- 30; T-10; P/PW- 10)
Objectives
The student teacher is enabled to
- develop insight into aims, objectives and teaching skills,
- know the different methods and approaches of teaching English language
- develop correct pronunciation & fluency of speech,
- improve the listening comprehension,
- imbibe the knowledge of the related resources.

Unit – I- Aims, objectives and teaching skills (L – 8 ; T – 2 ; P/PW – 2)

Aim of teaching English at the Secondary Level- General and specific Instructional objectives- Micro teaching- Principles- Skill of Explanation and Illustrating with example- Stimulus variation- Lesson planning – Need and format.

Unit – II Methods and Approaches (L – 5 ; T – 2 ; P/PW – 2)

Direct Method –Play way Method –Active learning Method – Approach – Structural-Situational – Communicative.

Unit - III Pronunciation and Spoken English (L – 7 ; T – 2 ; P/PW – 2)

Pronunciation - Vowels, consonants and Diphthongs - Difficulties in Learning Pronunciation - Spoken English - Dialogues, debates, role play, storytelling, Narration and Description.

Unit – IV Listening Comprehension (L – 5; T – 2 ; P/PW – 2)

Listening for perception - Listening Comprehension- The three phases of listening – listening material – listening to specific information for general understanding –Dictation – following a route – listening to a telephone call– listening to instructions.

Unit-V- Resources of Teaching English (L – 5 ; T – 1 ; P/PW – 1)

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

Task Assessment (Any two)   **(T – 1 ; P– 1)**

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

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Dibakar, S. (2013).*Teaching of English*. New Delhi: APH Publications.

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Manish, V.A. &.Yogesh, P.L. (2009). *Teaching of English as a second language.* New Delhi: Surjeet Publications.

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Prasad, M.H. (2009). *Communicative English*. Hyderabad: Neelkamal Publications.

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Bhatt , B.D (2013). Modern Methods of Teaching. New Delhi : Kanishka Publishers.

Kleiser , G (2014) . Speak and Write Better English. New Delhi: A.P.H Publishing   Corporation.

https://www.cambridgeenglish .org

https://www.englishhch-hilfen.de

https://www.talkenglish.com

EPC– IV - PHYSICAL EDUCATION AND YOGA - II
[SEMESTER II]

Course Code : SEPCPY

Credit : 2

Total number of hours – 50 (L- 20; T-10; P/PW- 20)

Objectives

The student teacher is enabled to

- acquire the knowledge of the concept of physical education.
- understand the need of the yoga in the present life situation.
- understand the knowledge about correct posture.
- acquire knowledge to organize tournament.
- acquire knowledge about the International movements in sports.

Unit I - Concept of Physical Education.   **(L – 4; T – 2; P/PW – 4)**

Meaning, Definition and Values of Physical Education, Methods of Teaching Physical Education, Physical Education General Lesson Plan.

Unit II - Yoga and its Contribution   **(L – 4; T – 2; P/PW – 4)**

Yoga, Need and significance, Advantages of Yoga, Yoga and meditation in life situation, Stress Management through Yoga, Yoga and mental Health.

Unit III - Concept of Posture   **(L – 4; T – 2; P/PW – 4)**

Characteristics of good posture, correct Posture, correct Postural Habits of Sitting, Standing, Writing and Reading, Practice of Corrective exercises including Asanas.

Unit IV - Organization of Physical Education   **(L – 4; T – 2; P/PW – 4)**

Intramural and Extramural Tournament, Organizing knock out and League Tournaments, Role of the teachers in the organization and management of Physical Education Classes.

Unit V - International movements in Sports   **(L – 4; T–1; P/PW–3)**

Ancient Olympic, Modern Olympic, Olympic Torch – Olympic Flag, Common wealth Games, Brief History of Asian Games.

Task Assessment (Any two)   **(T-1; P/PW-1)**

1. Present a report on intramural competition in model school.
2. Prepare a Booklet on the international sports movement you watched recently.
3. Prepare 3 Physical Education general lesson plan for 6th std to 8th std.

References

Ajna & Srugh, Jagtae. (2001). *Modern test book on physical education health and sports*.Ludhiana.

Ansari, M.S. (2007). *Physical education and sports*. Meerut: International Publishing House.

Gupta, B.N. (2008). *Physical education organisation development and teaching techniques*. New Delhi: Alfa Publications.

Joshi, K.S. (1991). *Speaking of yoga and nature cure therapy*. Patna: Sterling Publishers Pvt.Ltd.

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Pandit Shamphu Nath. (1988). *Speaking of yoga : A Practical Guide to Better Living*. New Delhi: Sterling Publishers Pvt Ltd.

Renu Mahtani. (2011). *Power pranayama*. Ahmedabad: Jaico Publishing House

Swami Satyananda Sarswathi. (1983). *Dynamics of yoga*. Bihar: School of Yoga.

Thirunarayanan, C. & Hariharasarma. (1989). *An analytical history of physical education*. Karaikudi: Alagappa University.

www.artofmanliness.com/articles/the-ultimate-guide-to-posture/

www.yogajournal.com/meditation/

www.olympic.org/ancient-olympic-games/history-old

EPC – V –LIBRARY AND INFORMATION SCIENCE – II
[SEMESTER – II]

Cours Code : SEPCLS
Credit : 2

Total number of hours – 50 (L- 20; T-10; P/PW- 20)

Objectives:

The student teacher is enabled to

- familiarize in library and Information Services
- get familiarize with the organization of library.
- be well verse in Library Automation.
- be well verse in Library Networks.
- understand the user education and user needs.

Unit I – Information Services   **(L – 4; T – 2; P/PW – 4)**

Information Services: Definition: Type of Services.

Unit II – Library Management System   **(L – 4; T – 2; P/PW – 4)**

Structure of library – functions of library. Different sections of library. Classification, Cataloguing, Preservation and Conservation of information materials.

Unit III – Library Automation   **(L – 4; T – 2; P/PW – 4)**

Library Automation: Definition – Digital Library – OPAC (Online Public Access Catalogue) Library Software.

Unit IV – Library Automation and Information Networks   **(L – 4; T – 1; P/PW – 4)**

Need for library Networks – INFLIBNET (information Library Network)– DELNET (Developing Library Network)

Unit V – User Education   **(L – 4; T – 2; P/PW – 3)**

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

Task Assessment (Any two)   **(T-1;P/PW-1)**

1. Report about your cooperation in your library activities.
2. Collect the list of E-resources available in the field of education.
3. Evalute your practice teaching school library and present report

References:

Krishnan Kumar (1995). *An entrod to cataloguing practice.* New Delhi: Vikas Publishing house.

Krishnan Kumar (2008). *Library Organization*. New Delhi : Vikas Publishing House.

Puspa Dayani (2008). *Library Classification: Theory & Practice*. New Age. New Delhi: International Publication.

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R. S. Poli Nali (2011). *Information Resources for Library and Information Technology.* New Delhi: Navyug Books International.

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www.lisbdnet.com>English

www.shodhganga.com

EPC – VI - ART AND CRAFT - II
[SEMESTER – II]

Course Code : SEPCAC

Credit : 2

Total number of hours – 50 (L- 20; T-10; P/PW- 20)
Objectives

The Student teacher is enabled to

- utilize the leisure time profitably and usefully in proper artistic works
- develop the awareness of unity in diversity of Indian culture by knowing various forms of music and dance of various Indian states
- acquire the social skills and co-operative learning
- develop critical appreciation for an Art form

Unit I - Arts and Crafts – Types   **(L – 4 ; T – 2; P/PW – 4)**

Types of Arts -Different Aspects of Art Education – Importance of Music and Drama in Education

Unit II - Performing Arts   **(L – 4 ; T – 2; P/PW – 4)**

Music – Definition – Types of Music – Sapta Swaras – Types of Ragas – Types of Indian Classical Music - Taala – Laya –Sruthi – Classification of Songs – Rhythmic Movements –Kinds of Dance – Drama – Mono Act.

Unit III - Educational Instructional Aids   **(L – 4 ; T – 2; P/PW – 4)**

Black Board Sketches – Free Hand Drawing – Black Board Writing – 3D Letters.

Unit IV - Creative Art   **(L – 4 ; T – 2; P/PW – 4)**

Emboss Painting – Glass Painting – Origami

Unit V - SUPW : Aesthetic Values   **(L – 4 ; T – 2; P/PW – 4)**

Doll Making – Jewellery Making – Ice stick Flower vase – Woollen work.

Task Assessment   **(T-1;P/PW-1)**

1. Prepare a poster on any one social issue.
2. Prepare and enact a Drama on a Social Theme (Team Work).
3. Participation in decoration of College functions.

References

Eleanor Watts. (1993). *The black board work*. Hyderabad: Sangam Books India Ltd.

ரவிராஜ், S. (1990). *அழகிய எழுத்துக்கள் எழுதுவது எப்படி*. சென்னை: நீயு செஞ்சுரி புக் ஹவுஸ், (பி) லிமிடெட்,

Krishnamacharyulu, V. (2007). *Art education*, Hyderabad: Neelkamal Publications Pvt. Ltd.

Nirmala C. Mistry. (1995). *Embroidery designs*. Ahamadabad: Naveent Publications (India) Limited.

Vijayan Nambiar, K.K. (2007). *Vocational studies & productive work (supw) in education*. New Delhi: Neelkamal Publications Pvt. Ltd.

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SEMESTER-III

Internship

TNTET Syllabus

TEACHERS ELIGIBILITY TEST - PAPER 2

Credit: 2

I. CHILD DEVELOPMENT AND PEDAGOGY

(Relevant to Age Group 11 – 14)

UNIT I: Nature of Educational Psychology

Definition of Psychology – Methods of Psychology – Branches of Psychology – Educational Psychology – Definition, Nature and Scope of Educational Psychology: The Learner, Learning Process, Learning Experience, Learning environment, Teacher and teaching – Significance of Educational Psychology to the teacher.

Unit II: Human Growth and Development

Interaction of Nurture and Nature. Concept, Distinction among Growth, Development and Maturation. General Principles of Growth and Development – Characteristics, Dimensions of Development – Physical, Cognitive, Emotional, Social and Moral – Phases of Development and Development tasks – Infancy, Childhood and Adolescence.

UNIT III: Cognitive Development

Cognitive Process, Attention –Factors relating to attention, Kinds of attention – Inattention, distraction and division of attention – Span of Attention. Sensation and Perception – Factors relating to Perception, Perceptual errors – Concept formation – Nature and Types of Concepts – Piaget's stages of cognitive development – Bruner's theory – Concept maps – Imagery – Language and Thinking – Reasoning and Problem Solving – Implications to the teacher.

UNIT IV: Social, Emotional and Moral Development

Social development – Factors of Social development – Social Maturity – Erikson's stages of Social development – Emotional development – meaning – Positive and Negative emotions – Emotional control and maturity – Place of emotions in life – Significance of Emotional Intelligence – Moral development – Kohlberg's stages of Moral development.

UNIT V: Learning

Nature and importance of learning –Individual differences in learning – Learning Curves – Factors influencing the learning – theories of learning – Conditioning : Classical and Operant (Pavlov, Skinner), Trial and Error (Thorndike), Learning by Insight (Kohler) – Transfer of Learning – Learning by Imitation – Levels of Learning: Gagne – Remembering and Forgetting : Curve of forgetting.

UNIT VI: Intelligence and Creativity

Nature of Intelligence – Distribution of Intelligence – Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of the Intellect, Gardner's Multiple Intelligence Theory – Constancy of IQ – Assessment of Intelligence – Users of Intelligence tests. The Process of Creativity-Creativity and Intelligence – Identification and promotion of Creativity – Thinking: Convergent and Divergent thinking.

UNIT VII: Motivation and Group Dynamics

Motivation and Learning – Kinds of Motives – Theories of Motivation: Maslow's hierarchy of needs – Role of Rewards and Punishments – Level of Aspiration – Achievement Motivation: Techniques of Developing Achievement motivation – Motivation in the classroom context Competition and Co-operation – Leadership Traits – Leadership Styles and Classroom Climate.

UNIT VIII: Personality and Assessment

Meaning and Definitions of Personality – Major Determinants of Personality – Theories of Personality – Type, Trait, Type and Trait, Psychoanalytic – Assessment of Personality: Projective and Non projective Techniques – Aptitude – concept, types and measurement. Attitude and interest – concept and measurement – Integrated Personality.

UNIT IX: Mental Health and Hygiene

Concept of Mental health and Hygiene – Conflict and Frustration – Unrest – Adjustment and Mal adjustment – Causes of Maladjustment – Defence Mechanisms – Mental Illness. Juvenile Delinquency. Promotion of Mental health of students and teachers.

UNIT X: Guidance and Counselling

Nature, Types and Need of Guidance and Counselling – Educational, Vocational and Personal. Identification of Children with Counselling Needs – Counselling Techniques: Individual and Group Techniques – Guidance for the children with Learning Difficulties, Under Achievers and Gifted.

II. CONTENT

Language I Tamil
Language II English
Mathematics and Science
Social Science (History, Geography, Civics, Economics)

Reference

Tamilnadu Text book and Educatioanl Services Corporation i-6th Standard to 10th Standard

www.textbook

Online.tn.nic.in

SEMESTER-IV

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

Course Code : LBEPE6
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
Objectives
The Student Teacher is enabled to

- understand the basic principles of sociology and the relationship between education and society,
- acquaint them with the agents of Socialization and the process of social change, social progress and socialgroups,
- understand the concept of systems, and the role of school in social systems and its constitutional provisions for school Education in India.
- to familiarize the concept of gender as a social construct and
- to 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   **(L - 10; T - 5; P/PW – 3)**

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 and their consequences.

Unit II - Social Agencies and their role in Socialization   **(L - 10; T - 5; P/PW – 4)**

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   **(L - 8; T - 4; P/PW – 6)**

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

Unit IV – Concept of Gender   **(L - 10; T - 5; P/PW – 5)**

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

Unit V - Gender issues in school and society   (L - 12; T - 4; P/PW – 5)

Gender Identities and Socialization 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 – Impact of media - Discrimination of gender in school activities-Analysis of Sex-Role stereotype.

Task Assessment (Any Three)   (T-2; P/PW-2)

1. Preparation of an analytical report on the portrayal of women in print and electronic media.
2. Conduct a seminar on reasons for gender inequalities and submit a report.
3. "Effectiveness of Socialisation rests on the family system or school system" – Debate and report it.
4. Visit a school in your locality and conduct an interview with girl students on problems faced by them and present a report.
5. Preparation of a Power Point Presentation by collecting views and news from different media.

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PE– VII - INCLUSIVE EDUCATION
[SEMESTER IV]

Course Code : LBEPE7
Credits : 4

Total number of hours: 100 (L – 50; T – 25; P/PW – 25)
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 (L – 9; T – 5; P/PW – 4)

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 (L – 11; T – 5; P/PW – 5)

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 (L – 10; T – 5; P/PW – 5)

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 (L – 11; T – 4; P/PW – 5)

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   (L – 9; T – 4; P/PW – 4)

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 (Any three)   (T – 2 ; P – 2)
1. Visiting a Special school and presenting a report of it.
2. Presenting teachers role in an Inclusive Education / Preparing an album on Inclusive classroom
3. Enlisting the available Assistive Technologies for Inclusive class room.
4. Justify whether inclusive education to be a part of regular curriculum
5. Prepare a seminar on a given topic

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

Course Code : LBEPE8
Credit : 4

Total no.of Hours : 100, (L-50; T–25; P/PW – 25)
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) (L-8; T-5; P/PW-5)
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   (L-8; T-5; P/PW-3)
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   (L-10; T-3; P/PW-5)
Artificial Intelligence(AI) in Education, Expert system in Education – Intelligent computer Assisted Instruction – Application of Neural Network.

Unit IV - E-resources and Learning   (L-12; T-5; P/PW-7)
Tele conferencing – mobile learning – Virtual reality – Virtual classroom – E-resources - E-Books, E-Journals, E-learning - Blogs , web2, wikis, Twitter – Social networks – Digital learning – Role of Smart Board - MOOC

Unit V - Application of ICT in Education   (L-12; T-5; P/PW-3)
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 – Computer Ethics.

Task Assessment (Any three)   **(T-2;P/Pw-2)**
1. Prepare and submit multimedia PowerPoint slide for a topic given by the teacher.
2. Transfer and save information in secondary devices (CD/DVD, Pen Drive, memory cards).
3. Prepare teaching – learnig resources and share it online.
4. Create an E-mail ID and send a file.
5. Write a report based on your of e-content and present with different ICT tools.

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PE - IX - SELF SCIENCE EDUCATION
[SEMESTER IV]

Course Code : LBEPE9
Credit : 3

Total number of hours – 75 (L – 35; T – 20; P/PW – 20)
Objectives
The student teacher is enabled to
- realize self,
- recognize the significance of adjustment for peaceful co-existence,
- make herself of different types of social interactions,
- acquaint with the knowledge of transactional analysis and development of personality and
- be conscious of health and well – being.

Unit I - Understanding Self (L -6; T – 4; P/PW – 4)

Concept of self understanding - 5 why's of self Understanding - Facilitating self Understanding – Self Esteem – Enhancing Self esteem – steps to overcome poor self esteem, self understanding, self worth, self actualization. Self adjustment – adjustment with family school, peers, and society.

Unit II - The Significance of Self-Concept (L -6; T – 3; P/PW – 4)

Concept of Self Development and Formation of Self concept. 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 III – Psychological Concomitants of Social Interaction (L -7; T – 4; P/PW – 3)

Concept of Social Interaction – Types of Social Interaction -Dominance, Obedience, Compromise, Co-operation and Competition, Conflict - Psychological Concomitants of Social Interaction. Perception and learning in Social Behaviour - Social Motivation – Norms - Attitudes and Values - Promoting positive attitude.

Unit IV – Theories of Self Development (L -9; T – 3; P/PW – 3)

Transactional analysis - transactional analysis and social relationship-strategies to develop integrated personality.

Roger's theory of self-cognitive behavioural therapy(CBT)

Unit V – Personal well – being (L -7; T – 4; P/PW – 4)

Well being: Physical, Mental, Emotional - Self awareness – Self motivation– Physical and Mental Health awareness – Significance of Emotional Intelligence- Role of teachers in promoting well being.

Task Assessment (Any three)   **(T-2;P/PW-2)**

1. Submit a Report on the individual strengths, weaknesses and ways to promote success in life.
2. Analyze the influence of family and school in the development of Childs' self-concept with an illustration.
3. Prepare a report of various ways you will adopt in your class to promote social interaction among the students.
4. Write an episode of Transactional Analysis to promote social relationship.
5. Analyze 'Emotional Maturity' through an inventory.

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தமிழ் கற்பித்தல் -IV
[நான்காம் பருவம்]

Course Code : LCPTTA

Credits : 4

Total number of hours – 100 (L – 50; T – 25; P/PW – 25)

நோக்கங்கள்

ஆசிரிய மாணவர்

- மொழி ஆசிரியரின் பண்பு நலன்களை அறிதல்
- மொழிக் கற்பித்தலில் தனியாள் வேறுபாட்டை இனங்காணுதல்
- பாடநூல், தமிழ்மொழியின் வளர்ச்சி நிலையை மீட்டுணர்தல்
- தமிழ்மொழி கற்பித்தலுக்கு பல்வேறு வளங்களை பயன்படுத்துதல்
- மொழியாசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகளை பயன்படுத்துதல்

அலகு 1 - மொழி ஆசிரியரின் பண்புநலன்கள் (L –10; T –3 ; P/PW – 3)

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

அலகு -2 தமிழ்மொழி வளங்கள் (L – 9 ; T – 7; P/PW – 6)

தமிழ் பாடநூல்- நல்ல பாடநூலின் நல்லியல்புகள்- தமிழ் அகராதிகள்- தமிழ் நூலகம் தமிழ் பாடநூலகத்திற்கு தேவைப்படும் நூல்கள்- தமிழ் இலக்கிய மன்றம்- மொழி பயிற்றாய்வுக்கூடம் - தமிழ் மெய் இணைய பல்கலைக்கழகம் - களப்பயணம் - தமிழ் வலைதளங்கள் -நிகண்டுகள்- கலைக்களஞ்சியம்- அபிதான சிந்தாமணி - உரை நூல்- தமிழ் லெக்சின் (தமிழ் சொற்களஞ்சிய பொதுப்பார்வை நூல்) - இலக்கண நூல்கள்- ஆய்வுக் கட்டுரைகள்.

அலகு 3 - பாடநூல், தமிழ்மொழியின் வளர்ச்சி நிலை (L –11 ; T – 4 ; P/PW –4)

பாடநூல் அமைப்பு - சிறந்த பாடநூலின் நல்லியல்புகள்- தமிழ்நாடு அரசு பாடநூல் நிறுவனத்தின் ஆறாம் வகுப்பு முதல் பத்தாம்வகுப்பு வரை உள்ள தமிழ்பாட நூல்களை பகுப்பாய்வு செய்தல்.

கணிப்பொறியும் தமிழும் - அறிவியல் தமிழ்- பல்லூடகமும் தமிழ் கற்பித்தலும்- இணைய வழி தமிழ் கற்பித்தல் - தமிழ் மெய் இணைய பல்கலைக்கழகம் - மொழிபெயர்ப்பு - மொழி வளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு - மொழிபெயர்ப்பின் வகைகள்- சொல்லுக்குசொல் மொழிபெயர்ப்பு - மூலநூல் மொழிபெயர்ப்பு - தழுவல்- சுருக்க மொழிபெயர்ப்பு- விரிவான மொழிபெயர்ப்பு – சரியான மொழிபெயர்ப்பு - கோட்பாடுகள்- சிக்கல்கள்- மொழிபெயர்ப்பின்போது கவனத்தில் கொள்ள வேண்டியன.

அலகு 4 - மொழிப்பாடத்தில் தனியாள் வேறுபாட்டை இனங்காணுதல்

(L – 8; T – 6 ; P/PW – 7)

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 - மொழி ஆசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகள்

(L – 12 ; T – 3 ; P/PW – 3)

புத்தாகப் பயிற்சிகள்- தகவல் தொழில்நுட்பப் பயிற்சிகள்- 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- பணியிடைப் பயிற்சிகள்.

செய்முறை மதிப்பீடு:- (ஏதாவது மூன்று மட்டும்)   **(T – 2 ; P– 2)**

1. ஆசிரியரின் கற்பித்தலை மேம்படுத்தும் வழிமுறைகள் பற்றி கட்டுரை வரைதல்
2. மீத்திற மாணவர்களுக்கான வளமைத்திட்டங்களை சேகரித்தல்
3. தமிழ் மொழியின் வளர்ச்சிக்கு உதவும் வளங்களை சேகரித்தல்
4. பாடநூல் பகுப்பாய்வு செய்தல்
5. மீத்திற மாணவர்களுக்கான வளமைத் திட்டங்களை சேகரித்தல்

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TEACHING OF ENGLISH - IV
[SEMESTER IV]

Course Code : LCPTEN
Credits : 4

Total number of hours – 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student teacher is enabled to
- know the fundamentals of Linguistics,
- develop fluency of speech and listening skill,
- understand nature of learners linguistic abilities and identifying the individual differences.
- acquire the knowledge of reference, study skills and Reading techniques focus on understanding.
- acquire the knowledge of professional Competency of an English Teacher.

Unit - I Meaning and Scope of Linguistics   (L – 10; T – 3; P/PW – 3)
        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   (L – 9; T – 7; P/PW – 6)
        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 Provision for Individual Differences   (L – 11; T – 4; P/PW – 4)
        The identification of the gifted in English – Characteristics of the gifted English learners – Enrichment programme for the gifted – Slow learners in English– Characteristics of slow learners in English – Classroom techniques for slow learners in English.

Unit - IV Reference, Study Skills and Reading Techniques   (L – 8; T – 6; P/PW – 7)
        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 Competency of an English Teacher   (L – 12; T – 3; P/PW – 3)

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 (Any three)   (T – 2; P/PW – 2)

1. An oral test assessing the teacher trainees knowledge and mastery of various areas in grammer.
2. Practise and submit in writing Comprehension exercises.
3. Prepare and submit a booklet on Tongue Twisters.
4. Develop an e-content for any of the prescribed syllabus.
5. Prepare and submit a seminar on a topic given by the teacher.

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TEACHING OF MATHEMATICS - IV
[SEMESTER IV]

Course Code : LCPTMA
Credits : 4

Total number of hours – 100 (L – 50; T – 25; P/PW – 25)
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 and identifying 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   **(L-10; T—3; P/PW-3)**

Qualities of a mathematics teacher – Professional, personal, academic and social - Range of teacher activities – Professional training, in-service training, professional activities, school activities, administrative duties, community activities.

Unit II - Resources   **(L-9; T—7; P/PW-6)**

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– Handling hurdles in utilization of resources.

Unit III - Provision for Individual Differences   **(L-11; T—4; P/PW-4)**

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   **(L-8; T-6; P/PW-7)**

ICT – Definition, meaning – Guiding principles for effective teaching and learning in ICT – Web-based learning – Synchronous – Asynchronous – Advantages and disadvantages –Virtual learning - Merits and demerits - Mobile learning – The values of mobile learning and demerits - Blended learning – Merits and demerits.

Tele conferencing, flipped classroom - Enhancing mathematics learning through ICT across mathematics curriculum.

Unit V - Professional Development of Mathematics Teachers (L-12; T—3; P/PW-3)

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 (Any three)   (T—2; P/PW-2)
1. Write a report of your field trip.
2. Critically analyse the need for mathematics work book.
3. Prepare a list of Mathematical Websites with its uses.
4. Prepare an e-content for any of the prescribed syllabus and submit it.
5. Organize a club activity and present a report of it.

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TEACHING OF PHYSICAL SCIENCE - IV
[SEMESTER IV]

Course Code : LCPTPS
Credits : 4

Total number of hours – 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student teacher is enabled to

- acquire the qualities, responsibilities and professional development of the Physical Science teacher ,
- utilize the resources of Physical Science,
- develop the ability to use ICT resources to explore Physical Science,
- identify the individual differences among students and
- probe into researches in Physical Science Education.

Unit I - Physical Science Teacher   (L-10 ; T-3; P/PW-3)

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

Unit II - Resources for Physical Science   (L-9; T-7; P/PW-6)

Reading materials - Text books – Need and importance, qualities of a good text book - Evaluation of Science text book - Library – Journals- Science club : Objectives, organization and activities of Science club– Science exhibitions-Science fairs- field trips – Science museums– Conferences – Seminar – Symposium - Panel discussion.

Unit III – Provision for Individual differences   (L-11; T-4 ; P/PW-4)

Identification 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.

Unit IV – Physical Science through ICT   (L-8; T-6; P/PW-7)

ICT – Definition, Meaning – Guiding principles for effective teaching and learning through ICT -– Web-based learning – Synchronous – Asynchronous – Mobile learning – Blended learning – Virtual Reality - flipped classroom –
e- learning - Interactive white board – blogs.

Unit V - Recent trends and Research in Physical Science (L-12; T-3; P/PW-3)

Nano technology- Earth Science Today– Cryogenic Techniques and manned Space - Fiber optics – current trends in Astro Physics and Medical Physics- Research : Meaning and types – Status of research in Science Education - Experimental Research and its importance to Science Education.

Task Assessment (Any three) (T-2; P/PW-2)

1. Give a list of Associations for Physical Science.
2. Report on the club activities organised.
3. Analyse the problems of gifted and slow learners in your class and report on the remedial measures taken.
4. Prepare an e-content for any Physical Science topic.
5. List out famous Physical Science websites.

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TEACHING OF BIOLOGICAL SCIENCE - IV
[SEMESTER IV]

Course Code : LCPTBS
Credits : 4

Total number of hours – 100 (L – 50; T – 25; P/PW – 25)
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 in Biological science   (L-10; T—3; P/PW-3)

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

Unit II - Exploring the learners in learning Environmental Education

(L-9; T—7; P/PW-6)

Environmental Education: Concept, Need, Importance – Pollution: Air Pollution, Water Pollution, Noise Pollution and remedies – swachh Bharat Mission (SBM), 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   (L-11; T—4; P/PW-4)

Biology teacher – Qualities of science Teacher: Academic and Professional qualification- Special qualities needed for a Biology teacher – Biology teachers diary-Profession training – Pre-service training - need, advantages and means of in-service training. Creativity– the process of creativity, developing creativity among children school - Identification of children with scientific hobbies, advantages of scientific hobbies, ways and means of developing scientific skills.

Unit IV - Resources   (L-8; T—6; P/PW-7)

Library– Textbooks – Characteristics of a Textbook – Need and Importance of textbooks. Journals in biological science education -Participation in Conferences/ Seminars/ Workshops. Co-curricular activities-Museum– Science club – Objectives, Organization and activities – Aquarium – School Garden – Fieldtrips. Web-based

learning–Synchronous–Asynchronous– Advantages and disadvantages– merits and demerits.

Unit V - Provision for Individual differences.   **(L-12; T — 3; P/PW-3)**

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 (Any three)   **(T-2; P/PW-2)**
1. Analysis any two websites for Recent trends in biology and write a report on it.
2. Prepare Power Point slides on pollution.
3. Present a report on your scientific hobbies /Role of Swachh Bharath Mission in your locality.
4. Write a report on your field trip.
5. Prepare an e- content for a given topic.

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TEACHING OF HISTORY- IV
[SEMESTER IV]

Course Code : LCPTHY
Credit: 4

Total number of hours – 100 (L – 50; T – 25; P/PW – 25)
Objectives
The student teacher is enabled to
- acquire knowledge of qualities of History teacher,
- enable to use various activities in teaching History,
- identify the individual needs of learners in History,
- develop ability to use ICT resources to explore History knowledge,
- gain knowledge of various History association and be part of it.

Unit I – History Teacher: **(L – 10; T – 3; P/PW – 3)**

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

Unit II - Resources in History teaching   **(L – 9; T – 7; P/PW – 6)**

History text books – need and importance, Qualities of a good text book - Field trips, excursions, collection of sources and specimens, organisation of history club, library, 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 III – Provision for individual needs   **(L – 11; T – 4; P/PW – 4)**

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

Unit IV – Learning History through ICT   **(L – 8; T – 6; P/PW – 7)**

ICT – Meaning, Definition, Principles – Internet enhancing learning and teaching – Web based learning – Synchronous – Asynchronous – Advantages and disadvantages – Mobile learning – E-Learning – Blended Learning – Interactive White Board.

Unit V – Professional Development of History Teachers   **(L – 12; T – 3; P/PW – 3)**

Association for History Teachers – Objectives and activities – Journals in History Education – Participation in Conference/ Seminar/ Workshop – Research

in History – need, significance, historical research – method, process, steps – identification of research problem – problems faced by the researchers in History.

Task Assessment   (Any three)   **(T – 2; P/PW – 2)**
1.   organized the club activities and submit the report .
2. Write a report of your field trip.
3. Analyse the problems of gifted and slow learners in your class and report on the remedial measures taken.
4. Prepare on e-content for any of the prescribed syllabus and submit it.
5. Review and analyse the IX standard Social Science Text book.

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TEACHING OF COMPUTER SCIENCE - IV
[SEMESTER IV]

Course Code : LCPTCS

Credits : 4

Total number of hours – 100 (L – 50; T – 25; P/PW – 25)

Objectives

The student teacher is enabled to

- understand the specific qualities of good teacher,
- evaluate Tamil Nadu Higher Secondary computer science text book,
- acquire knowledge on latest trends in Information Technology,
- understand the exceptional children and educate them and
- acquire knowledge about internet protocols.

Unit – I Professional Development of Computer Science Teacher

(L-10; T—3; P/PW-3)

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 – II Resources in Computer Science   **(L-9; T—7; P/PW-6)**

Textbook: Qualities of good Computer Science text book – criteria for evaluation of computer science text book - Field trip - Computer Science Club: Objectives, organization and Activities - Value of the computer science library – E-resources – E-content – E-library.

Unit - III Provision for Individual Differences   **(L-11; T—4;P/PW-4)**

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 – Class Room Techniques for slow learners.

Unit - IV Computer Communications   **(L-8; T—6; P/PW-7)**

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.

Unit – V Recent Trends in Computer Science (L-12; T – 3; P/PW-3)

Internet Enhancing Teaching learning process - Virtual reality - Web based learning - Computer in teaching learning process – Instructional Resource centre for Educational Technology - Educational Benefits of multimedia Tools- **Analysis of Big-data- Interactive White Board**.

Task Assessment (Any Three) (T – 2; P/PW-2)

1. Prepare and submit a pictogram using M.S.Excel.
2. Develop a blog of your own and add it in online
3. Design and submit cover pages for magazines, Books (Minimum 5 designs).
4. Visit local TV/Radio Station and Write a report on the quality and content of the educational radio broadcast/ TV telecast.
5. Write report on Access Virtual lab.

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TEACHING OF COMMERCE AND ACCOUNTANCY – IV
[SEMESTER IV]

Course Code : LCPTCA
Credits : 4

Total no. of Hours : 100, (L-50; T–25; P/PW – 25)
Objectives
The student 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 Commerce and Accountancy Teacher Qualities and Activities

(L-8; T-5; P/PW-5)

Qualities of a commerce and accountancy 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   **(L-8; T-5; P/PW-3)**

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

Unit – III Provisions for Individual Differences in Commerce
and Accountancy   **(L-10; T-3; P/PW-5)**

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 (L-12; T-5; P/PW-7)

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 (L-12; T-5; P/PW-3)

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

Task Assessment (Any three) (T-2; P/PW-2)
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.
4. Write a report on SWOT analysis.
5. Discuss the 'Evil effects of technology' and write a report on it.

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TEACHING OF ECONOMICS - IV
[SEMESTER IV]

Course Code : LCPTEC
Credits : 4

Total number of hours – 100 (L – 50; T – 25; P/PW – 25)

Objectives

The student 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 Activities (L-8; T-5; P/PW-5)

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 (L-8; T-5; P/PW-3)

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 – Materials, Instruments and equipments for Field trips – advantages, Economic Websites.

Unit - III Provisios for Individual Differences (L-10; T-3; P/PW-5)

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 (L-12; T-5; P/PW-7)

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   (L-12; T-5; P/PW-3)

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.

Task Assessment (Any three)   (T-2; P/PW-2)

1. Develop a PowerPoint on Qualities of Economics teacher.
2. Write a report on field trip.
3. Discuss about the enrichment programme for slow learners and write a report on it.
4. Analyze the use of digital learning in teaching economics and write a report on it.
5. Analyze two websites for a given topic and report it.

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

Course Code : LBEEPE
Credits : 3

Total Number of hours 75 (L-45; T-15; P/PW-15)
Objectives
The student teacher is enabled to
- understand the meaning of physical education,
- understand recreation, safety education and the concepts of Health Education,
- organize Physical Education activities,
- understand the aim of yoga, to integrate yoga and meditation in school education
- understand injuries and to provide first aid during emergencies.

Unit I - Nature of Physical Education   **(L – 8; T – 2 ; P/PW – 2)**

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   **(L – 10 ; T – 3; P/PW – 3)**

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   **(L – 8; T – 2; P/PW –3)**

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   (L – 9 ; T – 3 ; P/PW – 3)

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   (L – 10 ; T – 3; P/PW – 2)

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 (Any Three)   (T-2;P/Pw-2)

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.
4. Express your personal views to prevent life style disorder diseases.
5. Prepare a report on any three modern agencies in developing Physical Education in India.

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ELECTIVE – II – GUIDANCE AND COUNSELLING
[SEMESTER IV]

Course Code : LBEEGC

Total no. of Hours : 75, (L-30; T–20; P/PW – 25)   **Credits : 3**

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   **(L-6; T-4; P/PW-3)**

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   **(L-6; T-4; P/PW-4)**

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   **(L-6; T-3; P/PW-5)**

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

Unit IV - Counselling Process and Skills   **(L-6; T-3; P/PW-4)**

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

Unit V - Counselling Tools, Techniques and Guidance to students with special problems **(L-6; T-4; P/PW-7)**

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 (Any three) **(T-2;P/PW-2)**
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. Submit an evaluative report on vocational guidance .
4. Collect various imformation about role of teacher as a counceller and perposnal ethics from various websites.
5. Dicuss and submit a report on learning problems of dyslexia, dyscalculia and dysgraphia.

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ELECTIVE – III – ENVIRONMENTAL EDUCATION
[SEMESTER IV]

Course Code : LBEEEE
Credits : 3

Total number of hours – 75 (L – 35; T – 20; P/PW – 20)
Objectives
The student teacher is enabled to
- realize the importance of environmental education
- acquaint them with the natural resources and association problems
- internalize the ways to protect the environment in daily life
- suggest constructional methods to conserve natural resources
- acquire knowledge about the environmental issues of and polices.

Unit I - Basic Concepts   (L -5; T – 3; P/PW – 3)

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   (L -9; T – 5; P/PW – 5)

Environmental Pollution : Physical and Chemical : Land, Air, Water, Noise, Radiation – Extinction of Flora and Fauna- Deforestation- Soil erosion –-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 – carbon,nitrogen cycle - Eco system –   Types of ecosystem: Forest ecosystem – Grass Land ecosystem – Desert eco system – Aquatic ecosystem – ecological pyramid – bio diversity-Food chain – Food Web .

Unit III - Teacher Education And Environmental Education   (L -7; T – 3; P/PW – 3)

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   **(L -5; T – 3; P/PW – 3)**

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   **(L -9; T – 4; P/PW – 4)**

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

Task Assessment (Any three)   **(T-2;P/PW-2)**
1. Prepare a study report on clean and safe environment of your locality.
2. List the different measures in making the campus green and clean.
3. Prepare a multimedia power point presentation on 'Environmental Issues'.
4. Submit a booklet on 'Environmental pollution'.
5. Discuss in groups on land resources, forest resources and water resources and submit a report.

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