

**SRM SCHOOL OF TEACHER EDUCATION AND RESEARCH
SRM INSTITUTE OF SCIENCE AND TECHNOLOGY
KATTANKULATHUR
KANCHEEPURAM DISTRICT – 603203.**



FACULTY OF SCIENCE AND HUMANITIES

B.Ed

**(Regular stream – Semester Pattern)
Regulations and Syllabus From – 2018**

DEGREE OF BACHELOR OF EDUCATION (B.Ed)

REGULATIONS

(wef the Academic year 2018-19)

R .1.0 Introduction -Teacher Education

Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, positive judgment and well- developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation. Education means 'to draw out', facilitating realization of self-potential and latent talents of an individual. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning.

R.2.0 Duration

The course of study shall be for duration of Two academic years (Four Semesters) which can be completed in a maximum of three years from the date of admission to the program. If there is any break or not able to complete the course within 3 years, he or she readmit him/herself. The total number of days of an academic year will be 200 working days per year inclusive of Practice Teaching, and exclusive of the period of Admission and Examination. Minimum of thirty six hours in a week (Five or Six days), during which physical presence in the institution of the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogues and consultation as and when needed.

R. 3.0 Eligibility for Admission to the B.Ed

- R. 3.1 Candidates who have undergone 10+2+3 or 11+1+3 pattern of study at the school level and graduated from any recognized universities by the National and state level affiliating and approving bodies shall be eligible for admission to the course leading to the Degree of Bachelor of Education (B.Ed) Candidates who have studied in Open University without the above pattern of study are Not eligible
- R. 3.2 Candidates, who have studied more than one main subject in Part III/Part IV (under Double / Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that optional only.
- R. 3.3 Candidates, who have passed any degree under Additional Degree Programme with less than three years duration, are not eligible for admission.
- R. 3.4 Candidates, who have passed under four year Dual Degree Programme with two major subjects under Part III are not eligible for admission.
- R. 3.5 Equivalent Subjects to the course: (B.Ed)

Sl.No	Courses Offered	Qualifying Degrees with Subjects specialisation
01	B.Ed-Tamil	B.A Tamil
02	B.Ed-English	B.A English
03	B.Ed-Hindi	B.A Hindi
04	B.Ed-Sanskrit	B.A Sanskrit
05	B.Ed-Mathematics	B.Sc Mathematics/Applied Mathematics/B.E/B.Tech
06	B.Ed-Physical Science	B.Sc Physics/Chemistry/Applied Physics/Geo-Physics/Bio-Physics/Electronics/Applied Chemistry/Bio-Chemistry /B.E/B.Tech
07	B.Ed-Biological Science	B.Sc Botany/Zoology/Biotechnology/Plant Biology/Plant Biotechnology/Micro-Biology/Environmental Science
08	B.Ed-Social Science	B.A History/Geography/Applied Geography/Geology
09	B.Ed-Commerce and Accountancy	M.Com Commerce and Accountancy
10	B.Ed-Computer Science	B.Sc Computer Science/Information Technology/Computer Applications/B.E
11	B.Ed-Home Science	B.Sc Home Science
12	B.Ed Economics	B.A/M.A Economics

R. 3.6 Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto are eligible for admission to this programme.

R. 3.7 Candidates, with the following marks in the UG Degree are eligible for admission to B.Ed. Degree programme belonging to the various communities will be as given below

Community/Category	Minimum Marks
OC	50%
BC/BCM	45%
MBC/DNC	43%
SC/SCA/ST/PWD	40%

R. 3. 8 Medium of Instruction will be in English/Tamil/Hindi

R. 4.0 Faculty Adviser / Student Counselor

R. 4.1 To help the students in planning their courses of study and for getting general advice on the academic programme, department will assign a faculty member who will be called the Faculty Adviser.

R. 4.2 In order to motivate the students personally and provide counseling on academic and non academic matters, a faculty member called Student Counselor shall be assigned.

R. 5.0 Class Committee

R. 5.1 B.Ed programme will have a Class Committee consisting of Faculty and 4 Students. The class committees for the programme of each semester will be constituted by the Head of the Department.

R. 5.2 The constitution of the Class Committee for the Department programmes of each semester will include the following members:

- a. All teachers of the Courses
- b. Four students from the class to be chosen by the students of the class.
- c. Faculty Adviser of the course.
- d. HEAD of SRM STE & R will act as the Chairperson of the class committee.

R. 5.3 The basic responsibilities of the Chairperson of the Class Committee:

- (4) To review periodically the progress of the classes.
- (5) To discuss problems concerning curriculum and syllabus, the conduct of the classes as well as non academic issues concerning students.
- (6) To define the method of assessment in the courses in consultation with class committees and announcing to the students at the beginning of the semester.
- (7) To organize the class committee meeting atleast twice a semester, one at the beginning of the semester and one after the second cycle test.
- (8) To prepare the minutes of the meeting with the assistance of faculty adviser and duly signed by the HEAD, sent the same to the Director (F S&H) within 7 days from conduct of the meeting. The minutes shall also be circulated to the class committee members and displayed in the notice board.

R. 6.0 Registration / Enrolment for course

The process of signing up for course is called registration. Students are enrolled after they pay the prescribed fees. For a student to attend classes he/she has to complete both registration and enrollment for all the subjects.

- R. 6.1 Registration of the course will be controlled by the HEAD of SRM STE & R.
- Except for the first semester, the registration for a semester will be done during a specified week before the end-semester examination of the previous semester.
 - For the first semester registration shall be completed within a week after the commencement of classes.
 - Late registration will be permitted with a fine, decided from time to time, up to two weeks from the last date specified for registration.
- R. 6.3 A student will be eligible for enrolment only if he/she satisfies the enrolment requirement specified in R.5.0 and will be permitted to enroll only if he/she has cleared all dues to the SRMIST, Hostel, Library, etc. up to the end of the previous semester, provided he/ she is not debarred for enrolment as a result of any disciplinary action of the SRMIST.

R. 7.0 Maximum Duration of the Programme

- R. 7.1 Each semester shall normally consist of 80 working days or 600 hours. A student is ordinarily expected to complete the B.Ed programme in four semesters for regular programme. However a student may complete the programme at a slower pace by taking more time but in any case not more than 6 semesters under regular programme excluding semesters withdrawn on medical grounds etc.

R. 8.0 Dress code and Discipline

Uniform must be worn for Teaching Practice and on Monday for regular classes. Female candidates under Teacher Education Course must wear sarees or churidhar with shawl. Male candidates must wear formal pants and shirts only. (T.shirts, Kurtas and jeans are not allowed).

Candidates should not indulge in any activity which leads to decrease the prestige of the university / college both inside and outside the campus. Use of Cell – phones inside the class-room and during the examinations is prohibited. Attendance will not be given for late comers. Students must wear identity cards inside the campus. Students without ID cards will not be allowed to attend classes or Examinations.

- R. 8.1 Every student is required to maintain discipline and decorum behavior both inside and outside the SRMIST campus and not to indulge in any activity that will tend to bring down the prestige of the institution.
- R. 8.2 Any act of indiscipline of a student is first to be considered by the Discipline and Welfare Committee of the course for necessary action. If the issue demands more serious consideration, the act of indiscipline will be reported

to the Director (F S&H), and he will refer it to the Discipline and Welfare Committee of the SRMIST, constituted by the Vice Chancellor.

- R. 8.3 The Committee will enquire into the charges and recommend suitable action if the charges are substantiated. The Director (F S&H) will take appropriate action on the recommendation of the Discipline and Welfare Committee.
- R. 8.4 Director (F S&H) may suspend a student pending inquiry depending upon the prima facie evidence.
- R. 8.5 Appeal: The student may appeal to the Vice Chancellor whose decision will be final and binding.

R. 9.0 Attendance

- R. 9.1 Attendance is the physical presence of the student in the class. It is a well-observed fact that the students who score good grades are those who attend classes regularly. Therefore, the students must strive to attend all the classes without fail.
- R. 9.2 Every teaching staff member handling a class will take attendance till the last instruction day in the semester. The percentage of attendance, calculated up to this point, the breakups of marks to be awarded for attendance is given below:

Sl.No	Percentage of Attendance	Marks
1	Above 95 %	10
2	90- 94.99%	9
3	85– 89.99 %	8
4	80– 84.99 %	7
5	Below 80 %	Not be permitted for Examinations

- R. 9.3 A student must maintain an attendance record of at least 80% in all classes added together. Without the minimum attendance of 80%, students become ineligible to write the end semester examination.
- R. 9.4 The students must strive to attend all the classes without fail. However, the minimum attendance requirement of 80% allows a student the facility to use the balance 20% to account for illnesses, permitted assignments such as job interviews, inter university sports meets, inter-collegiate/inter-university competitions, accidents, unforeseen emergencies etc. An attendance of 80% is considered to be the minimum required for a student to get just enough input on the course syllabus through class room contact hours to make him/ her eligible to appear in the end semester examination.

R. 9.5 Condonation of Attendance:

The teacher shall announce the particulars of all students who have attendance less than 80% in the class. Copies of the same should also be sent to the Director (F S&H), and Heads of Departments concerned. The students who have less than 80% attendance will not be permitted to appear in end semester examination.

R. 9.6 In rare and genuine cases, a committee consisting of the Director and Head of the course will examine the case and recommend suitably to the Vice Chancellor, who may give condonation of attendance in deserving cases, but not more than 10%.

R.9.7 Those students who have not deemed to have completed the course with reference to the conditions specified above (R.9.6) shall repeat the course of the semester concerned in the next academic year.

R. 10.0 Assessment Procedure

The complete academic performance of a student is evaluated by Internal and External Examiners.

R. 10.1 Theory

The student's performance in the course, in general, is evaluated based on in-semester assessment and end semester examination.

The in-semester assessment method for theory is further detailed below:

Assessment tool	Weightage
Cycle Test I	10
Cycle Test II	10
Attendance	10
Total	30

R. 10.2 Practicum

The in-semester assessment method for practicum is further detailed below:

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

R. 10.3 School Internship

The Practice Teaching will have to be undergone in a recognized high/higher Secondary/Sr. Secondary School. The duration of the Internship will for 4 weeks in the first year and 16 weeks in the second year.

90% attendance is compulsory during internship

Marks will be suggested by Internal Examiners (Practical Examination will be conducted and final marks will be decided by External Examiners)
Assessment method for School Internship is further detailed below:

Main Subject:

Nature of Course: School Internship (Max Marks -200)					
Assessment Method: Internal and External					
In Semester- Internal & External	Assessment Tools	Lesson Plan Record	Teaching Learning Materials	Teaching Performance	Total
	Marks	50	50	100	200

Language Subject:

Nature of Course: School Internship (Max Marks -200)					
Assessment Method: Internal and External					
In Semester- Internal & External	Assessment Tools	Lesson Plan Record	Teaching Learning Materials	Teaching Performance	Total
	Marks	50	50	100	200

R. 10.4 End Semester Examination

R. 10.4.1 Registration for End-Semester Examination is mandatory for all courses. The Examinations at the end of a particular semester will be conducted for the courses of all odd and even semesters.

R. 10.4.2 A student should have appeared for the end-semester examination of the prescribed course of study to become eligible for the award of the marks in that course.

R. 10.4.3 Passing Minimum:

A student who secures not less than 50% of total marks prescribed for the course with a minimum of 50% of the marks prescribed for the internal as well as external examination shall be declared to have passed in the examination for that course.

R. 10.4.4 End-semester Assessment – Question Pattern

Time: 3 hours and Max Marks: 70 Marks.

Pattern of Question Paper (Theory)

Question Papers Setting will be purely by External Examiners Each Question paper shall have three sections Parts-A, Section-B, and Section-C as given below.

Part	Type	No. of Questions to be attempted	Choice Pattern	Marks per Question	Total Marks
A	Very Short Answer	10	No Choice	02	20
B	Short Answer	6	Out of 8	05	30
C	Essay Type	2	Internal Choice	10	20

R. 11 Procedure in Event of Failure/Absent:

R. 11.1 Those students who have failed in internal marks (Below 15/30 marks), should undergo the following procedure before attending University Examination.

- Marks for Attendance remains as scored already (10).
- Candidates have to write retest and should secure enough marks to pass in internal.
Internal marks will be revised upon successful completion of the above procedure.

R. 11.2 Class/Distinction will be awarded to the students as per the norms stipulated in the following table.

Category	Marks Secured Theory and Dissertation	Class/Distinction
Students who successfully complete the program within time duration of 4 semesters with first attempt (without arrear)	$\geq 85\%$	First Class with Distinction
	$\geq 60\% < 85\%$	First Class
	$\geq 50\% < 60\%$	Second Class
Students who Successfully complete the program within the time duration of the course (4 semesters) with arrear and also within 5 semesters	$\geq 60\%$	First Class
	$\geq 50\% < 60\%$	Second Class
Students who cannot Complete he program within 5 Semesters but complete it within the time duration of 6 semesters	$\geq 50\%$	Second Class

R. 11.4 If a student fails in theory course in Semester IV, he/she can apply for supplementary examination within a time period from the date of declaration of IV Semester result on payment of prescribed fee through proper application to the Controller of Examinations forwarded through the Head of the institution. The result of the supplementary examination will be published at the earliest so as to enable the student to continue his/her career without any disruption.

R. 11.5 All applicable fees charged for the purpose of examination will apply for re-appearance courses as well.

R. 12.0 Review/Revaluation:

A candidate can apply for revaluation of his/her end-semester examination answer paper in a theory course in two steps as listed below.

1. The candidate must apply for review of his / her Answer sheet on payment of a prescribed fee through proper application to the Controller of Examinations forwarded through the HEAD, SRM STE & R within **7 Working Days** from the declaration of end-semester final examination results of the programme. The photocopy of the answer sheet may be reviewed by the subject expert and if the

subject expert is convinced that the answer sheet deserves higher marks than awarded, he / she can recommend for applying revaluation.

2. Based on recommendation of the subject expert, the candidate can apply for revaluation on payment of a prescribed fee through proper application to the Controller of Examinations within **prescribed time** from the declaration of end-semester final examination results of his/her programme. The Controller of Examination will arrange for the revaluation and the results will be intimated to candidate concerned through the Head of the Department.

R. 13.0 Temporary Break of Study from the Programme:

- i. A candidate is not normally permitted to temporarily break study. However if a candidate intends to temporarily discontinue the programme in the middle for valid reasons (Such as accident or hospitalization due to prolonged ill health) and rejoin the programme in a later year he/she shall apply to the Head of the Institution in advance but not later than the last date for registering for the final examinations of the year in question. Such applications should be routed through the HEAD, SRM STE & R and the Head of the institution stating the reason for break of study.
- ii. The Candidate who rejoins the programme after the break shall be governed by the rules and regulations in force at the time of rejoining.
- iii. The duration specified for passing the course for the purpose of classification vide shall be increased by the period of such break of study permitted.
- iv. The total period for completion of the programme should be reckoned from the commencement of the first semester to which the candidate was admitted and shall not exceed the maximum period specified in clause irrespective of the period of break of study in order that he/she may be eligible for the award of the degree.
- v. If any student is detained for want of requisite attendance, progress and good conduct, the period spent in that semester shall not be considered as 'Break of Study'

R.14.0 Revision of Regulation and Curriculum

The Institution may from time to time revise, amend or change the regulations, scheme of examinations and syllabi as found necessary.

R. 15.0. Programme Content

Theory Component

SEMESTER – I

Marks (500) Credits (20)

Code No	Paper Title	Theory			Assessment	
		Hours	Credit	Marks	Internal	External
TE18101T	Childhood and Growing up	64	4	100	30	70
TE18102T	Contemporary India and Education	64	4	100	30	70
TE18103T	Language across the Curriculum & Understanding Disciplines and Subjects	64	4	100	30	70
Teaching of School Subject - I (Main Subject)		64	4	100	30	70
TE18104T	Teaching of Special Tamil - I					
TE18105T	Teaching of Special English - I					
TE18106T	Teaching of Special Hindi - I					
TE18107T	Teaching of Special Sanskrit - I					
TE18108T	Teaching of Mathematics - I					
TE18109T	Teaching of Physical Science - I					
TE18110T	Teaching of Biological Science – I					
TE18111T	Teaching of Social Science - I					
TE18112T	Teaching of Commerce & Accountancy - I					
TE18113T	Teaching of Computer Science - I					
TE18114T	Teaching of Home Science - I					
TE18115T	Teaching of Economics - I					
Teaching of School Subject - I (Language)		64	4	100	30	70
TE18116T	Teaching of General Tamil - I					
TE18117T	Teaching of General English - I					
TE18118T	Teaching of General Hindi - I					
TE18119T	Teaching of General Sanskrit - I					

Practicum Component - Internal Assessment

SEMESTER – I

Marks (250) Credits (10)

Code No	Paper Title	Practicum/Field work		
		Hours	Credit	Marks
TE18101P	Childhood and Growing up	50	2	50
TE18102P	Contemporary India and Education	50	2	50
TE18103P	Language across the Curriculum & Understanding Disciplines and Subjects	50	2	50
Teaching of School Subject - I (Main Subject)		50	2	50
TE18104P	Teaching of Special Tamil – I			
TE18105P	Teaching of Special English - I			
TE18106P	Teaching of Special Hindi - I			
TE18107P	Teaching of Special Sanskrit - I			
TE18108P	Teaching of Mathematics - I			
TE18109P	Teaching of Physical Science - I			
TE18110P	Teaching of Biological Science - I			
TE18111P	Teaching of Social Science - I			
TE18112P	Teaching of Commerce & Accountancy - I			
TE18113P	Teaching of Computer Science - I			
TE18114P	Teaching of Home Science - I			
TE18115P	Teaching of Economics – I			
Teaching of School Subject - I (Language)		50	2	50
TE18116P	Teaching of General Tamil – I			
TE18117P	Teaching of General English - I			
TE18118P	Teaching of General Hindi - I			
TE18119P	Teaching of General Sanskrit – I			

Theory Component

SEMESTER – II

Marks (400) Credits (16)

Code No	Paper Title	Theory			Assessment	
		Hours	Credit	Marks	Internal	External
TE18220T	Learning and Teaching	64	4	100	30	70
TE18221T	Knowledge and Curriculum	64	4	100	30	70
Teaching of School Subject -II (Main Subject)		64	4	100	30	70
TE18222T	Teaching of Special Tamil - II					
TE18223T	Teaching of Special English - II					
TE18224T	Teaching of Special Hindi - II					
TE18225T	Teaching of Special Sanskrit - II					
TE18226T	Teaching of Mathematics - II					
TE18227T	Teaching of Physical Science - II					
TE18228T	Teaching of Biological Science - II					
TE18229T	Teaching of Social Science- II					
TE18230T	Teaching of Commerce & Accountancy - II					
TE18231T	Teaching of Computer Science - II					
TE18232T	Teaching of Home Science- II					
TE18233T	Teaching of Economics - II					
Teaching of School Subject - II (Language)		64	4	100	30	70
TE18234T	Teaching of General Tamil - II					
TE18235T	Teaching of General English - II					
TE18236T	Teaching of General Hindi - II					
TE18237T	Teaching of General Sanskrit - II					

Practicum Component - Internal Assessment

SEMESTER – II

Marks (250) Credits (10)

Code No	Paper Title	Practicum/Field work		
		Hours	Credit	Marks
TE18220P	Learning and Teaching	50	2	50
TE18221P	Knowledge and Curriculum	50	2	50
Teaching of School Subject - II (Main Subject)		50	2	50
TE18222P	Teaching of Special Tamil - II			
TE18223P	Teaching of Special English - II			
TE18224P	Teaching of Special Hindi - II			
TE18225P	Teaching of Special Sanskrit - II			
TE18226P	Teaching of Mathematics - II			
TE18227P	Teaching of Physical Science - II			
TE18228P	Teaching of Biological Science - II			
TE18229P	Teaching of Social Science - II			
TE18230P	Teaching of Commerce & Accountancy - II			
TE18231P	Teaching of Computer Science - II			
TE18232P	Teaching of Home Science - II			
TE18233P	Teaching of Economics – II			
Teaching of School Subject - I (Languages)		50	2	50
TE18234P	Teaching of General Tamil – II			
TE18235P	Teaching of General English - II			
TE18236P	Teaching of General Hindi - II			
TE18237P	Teaching of General Sanskrit – II			
TE18238P	Reading and Reflecting on Text and Drama and Art in Education	50	2	50

Theory Component

SEMESTER – III

Marks (100) Credits (4)

Code No	Paper Title	Theory			Assessment	
		Hours	Credit	Marks	Internal	External
TE18339T	Assessment for Learning	64	4	100	30	70

Practicum Component - Internal Assessment

SEMESTER – III

Marks (550) Credits (22)

Code No	Paper Title	Practicum/Field work		
		Hours	Credit	Marks
TE18339P	Assessment for Learning	50	2	50
School Internship – Main Subject		220	8	200
TE18304I	Teaching of Special Tamil			
TE18305I	Teaching of Special English			
TE18306I	Teaching of Special Hindi			
TE18307I	Teaching of Special Sanskrit			
TE18308I	Teaching of Mathematics			
TE18309I	Teaching of Physical Science			
TE18310I	Teaching of Biological Science			
TE18311I	Teaching of Social Science			
TE18312I	Teaching of Commerce & Accountancy			
TE18313I	Teaching of Computer Science			
TE18314I	Teaching of Home Science			
TE18315I	Teaching of Economics			
School Internship - Language		220	8	200
TE18316I	Teaching of General Tamil			
TE18317I	Teaching of General English			
TE18318I	Teaching of General Hindi			
TE18319I	Teaching of General Sanskrit			
TE18340P	Community Based Activities	100	4	100

Theory Component

SEMESTER – IV

Marks (400) Credits (16)

Code No	Paper Title	Theory			Assessment	
		Hours	Credit	Marks	Internal	External
TE18441T	Gender, School and Society	64	4	100	30	70
TE18442T	Creating an Inclusive School	64	4	100	30	70
TE18443T	Critical Understanding of ICT & Understanding the Self	64	4	100	30	70
Elective Courses (Any One)		64	4	100	30	70
TE18444T	Health, YOGA and Physical Education					
TE18445T	Peace Education					
TE18446T	Environmental Education					

Practicum Component - Internal Assessment

SEMESTER – IV

Marks (200) Credits (8)

Code No	Paper Title	Practicum/Field work		
		Hours	Credit	Marks
TE18441P	Gender, School and Society	50	2	50
TE18442P	Creating an Inclusive School	50	2	50
TE18443P	Critical Understanding of ICT & Understanding the Self	50	2	50
Elective Courses (Any One)		50	2	50
TE18444P	Health, YOGA and Physical Education			
TE18445P	Peace Education			
TE18446P	Environmental Education			

Practicum Component –Total Internal Assessment-Marks and Credits

Semesters	Marks	Theory	Practicum/Field Internship	
		Credits	Marks	Credits
I	500	20	250	10
II	400	16	250	10
III	100	4	550	22
IV	400	16	200	8
Total	1400	56	1250	50

Total Marks = 2650

Total Credits = 106

SEMESTER I

TE18101T - CHILDHOOD AND GROWING UP

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand the salient features and problems of growth and development during childhood to adolescence.
- Understand the process of learning and factors influencing learning.
- Understand the learning process in order to organize teaching for effective learning.
- Develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds
- Understand the concept of personality and different theories of personality
- Familiarize the different techniques and methods of personality assessment

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
I GROWTH AND DEVELOPMENT	Meaning and characteristics of 'Growth' and 'Development'. Distinction between Growth and Development Nature-Nurture controversy Principles of Growth and Development Developmental task for the various stages Theoretical viewpoints to understand the human development – Psycho-social and Psycho-analytic theories.	Lecture method Discussion	9
II UNDERSTANDING THE LEARNER IN SOCIO-CULTURAL PERSPECTIVES	Meaning of socialisation, definition of socialisation, types, important feature of socialisation Factors influencing the Learner-Socio-Cultural factors: Family, School environment, Peer group and community. Vygotsky's theory of cognitive development, Group Dynamics in the classroom Sociometry of a group	Lecture Discussion	9
III PERSONALITY OF	Concept of Personality- role of heredity and environment,	Discussion Lecture	10

UNITS	CONTENT	MODE OF TRANSCATIO N	HOUR S
THE LEARNER	Approaches to study personality, Type theory, Trait Theory, Characteristics of mature personality. Assessment of personality- techniques and Methods , projective techniques		
IV LEARNING CONSTRUCTIVIST AND PERSPECTIVE	Meaning and definitions of learning Different viewpoints of learning and their classroom implications Learning by Trial and Error (Thomdike) Classical conditioning Operant conditioning Educational implications Cognitive theory (Piaget) Factors affecting learning and learning problems,	Lecture Discussion Demonstration Story telling	24
V INDIVIDUAL DIFFERENCES AMONG LEARNERS	Creativity- meaning and nature Differences in learners based on predominant 'learning styles Individual Difference and Dimension of individual difference , Definition, nature of intelligence , Theories of Intelligence (spearman, structure of intellect, multiple intelligence , Assessment of Intelligence Individual tests and Group tests Creativity- meaning and nature Differences in learners based on predominant 'learning styles Dimension of individual difference , Definition, nature of intelligence, Theories of Intelligence (spearman, structure of intellect, multiple intelligence) Assessment of Intelligence – Individual tests and Group tests	Lecture Discussion	12

REFERENCES

1. Anne Anastasi, "Psychological Testing", Prentice Hall of India Pvt. Ltd. New Delhi, 2003.
2. Charles E. Skinner, "Educational Psychology" Prentice – Hall of India Pvt. Ltd. New Delhi, 2003.

3. Chauhan S.S, "Advanced Educational Psychology", Vikas Publishing House, Pvt, Ltd, Jangpura, New Delhi, 2003.
4. Dandapani S., "A text book of "Advanced Educational Psychology", Anmol Publications, Pvt...Ltd., New Delhi, 2001.
5. Elizabeth B. Hurlock, "Developmental Psychology", A Life span Approach – Tata Mc Graw – Hill Publishing Company Ltd.,– New Delhi, 2003.
6. Mangal S.K, "Advanced Educational Psychology", published by Ashok K.G, Prentice Hall of India Pvt, Ltd, New Delhi, 2002.
7. Mangal S.K, "Advanced Educational Psychology", Second Edition published by PHI Learning Pvt, Ltd, New Delhi, 2010.
8. Pahuja N.P. "Psychology of Learning and Development", Anmol Publications, Pvt..Ltd., New Delhi, 2004.
9. Sharma R.N., "Educational Psychology", Atlantic Publishers & Distributors, New Delhi, 2002.
10. Sinha B.L, "Educational Psychology", an Introduction, Anmol Publications, Pvt. Ltd., New Delhi, 2002.
11. K.Nagaraj "Child hood and growing up", Sriram publishers, Chennai, 2017.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18102T CONTEMPORARY INDIA AND EDUCATION

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Know the concept of Education and Educational agencies.
- Gain the knowledge about Indian and Western Education & Contribution of great Educators.
- Analyse the process of social change influencing the education and the role of education in social change.
- Learn about Education in the Indian Constitution.
- Know the Problems of Indian Society and Education.
- Understand the Statutory Bodies in the field of Education.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I CONCEPT OF EDUCATION	Education - meaning, aims, importance and objectives of Education. Forms of Education - Formal, Informal, Non-formal. Agencies of Education - Home, Peer group, Community, Religion, School and Mass Media-Continuing Education and concept of Open University system-Distance Education.	Lecture Discussion	12
II EDUCATIONAL THINKERS & EDUCATION IN THE INDIAN CONSTITUTION	Indian Educators - Tagore, Gandhi, Vivekananda. Western Educators - Rousseau, John Dewey, Montessori. Education in the Indian Constitution – Relating to Education – Article 28, 29, 30, 45, 46. Concept of Right to Education - Amendment 86 (2002) Article 21A, 45, 51A. Equality of opportunities in Education: Article – 14, 15(1), 16(1).	Lecture Discussion	13
III SOCIAL CHANGES AND CULTURE	Concepts of social change – Types of Social change - Factors of social change - Education and social Change, Role of Teachers in Social Changes. Education and Culture - Meaning of Culture - characteristics of culture, Cultural Lag. Education for National Integration and International Understanding. Education	Discussion & Project Method	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	and Democracy, Socialism and Secularism.		
IV ISSUES AND CHALLENGES IN INDIAN SOCIETY	Problems of Indian Society:Population explosion, Illiteracy, Poverty, Child -labour, Gender – bias ,Unemployment, Under Employment, Terrorism and Violence against women. Educational problems -Equalization of Educational opportunities.	Group Discussion Lecture Method	12
V STATUTORY BODIES IN THE FIELD OF EDUCATION	Importants, functions andcontributions of the following: UGC,NCERT, NCTE, NAAC, NUEPA,TANSCHÉ - Directorates ofEducation: Collegiate, secondary,Elementary, DTERT, DIET and SSA.	Lecture Method Assignment	13

REFERENCES

1. Prof. K. Nagarajan "Education in the Emerging Indian Society" Sriram Publishers, (2013) Chennai.
2. Dr.G. Singaravelu "Education in the Emerging Indian Society" Neelkamal publications PVT.LTD (2010) Delhi.
3. Biranchi Narayan Dash "Teacher and Education in the Emerging Indian Society" (Volume 1 & 2) Neelkamal publications PVT.LTD (2004) Delhi.
4. Chaube .S.P, "Problems of Indian education", Vinod Pustak Mandir, Agra, 1990.
5. Indra Sharma & Sharma .N.R, "History and problems of Indian Education", Vinod Pusthak Mandir,Agra, 1992.
6. Sharma .R. N, "Education in the Emerging Indian Society", Surjeet, 1983, 2008.

Nature of Course: Theory (Max Marks -100)

Assessment Method: Internal and External

In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18103T - LANGUAGE ACROSS CURRICULUM AND UNDERSTANDING DISCIPLINES AND SUBJECTS

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand nature, function and role of language across the curriculum
- Acquaint students with obstacles in language usage while using the language and ways to overcome them
- Acquire knowledge about the communication process and verbal and nonverbal communication skills.
- Familiarize the students with of barriers to LSRW skills and activities for developing these skills
- Understand the basis of knowledge and branches of emerging knowledge.
- Understand the emergence of various disciplines
- Develop among the teacher trainees an understanding of science as a discipline.
- Understand nature of Mathematics as a discipline.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I NATURE AND FUNCTIONS OF LANGUAGE	Language – Meaning and Concept Functions of Language Role of Language across Curriculum Barriers in Using a Language & Strategies to Overcome them	Meaningful verbal presentation Discussion Intro lectures	8
II VERBAL AND NONVERBAL COMMUNICATION	Communication – Meaning and Concept Process of Communication Types of Communication flow in schools Nonverbal Communication – Functions	Engaging in group discussion Narrative expression Direct instruction on channels of communication Intro lecture	12
III DEVELOPING RECEPTIVE SKILLS AND PRODUCTIVE SKILLS	Barriers to Listening Skills, Activities for Developing Listening Skills , Barriers to Reading skills Activities for Developing Reading Skills, Barriers to Writing Skills, Activities for Developing Writing Skills Barriers to Speaking Skills Activities for Developing Speaking Skills	Self Assessment Group and Pair work Discussion on given reading material Group and Pair work Practice Session Lecture Self Assessment and Group Activity Speech Act and Pair work	15
IV SCIENCE AND MATHEMATICS AS A SUBJECTS AND DISCIPLINES	Nature and history of science Scientific method; acritical view Science as a discipline, place of scientific knowledge in the schema of School curriculum	Lecture Discussion Group Discussion Narrative Expression	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
V LANGUAGE AND SOCIAL SCIENCE AS A SUBJECTS AND DISCIPLINES	Nature and History of Mathematics Place of Mathematics in School Curriculum Mathematics in Day-to- day life Relationship of Mathematics with Other Subjects Centrality of language in education Role of language in children's intellectual development and learning Language as a Medium of Communication Phases of Language Development Nature and philosophy of Social Science Need of studying Social Science Place and Relevance of Social Science in School Curriculum	Lecture Discussion Multimedia presentation Explores online sources	15

REFERENCES

1. Agnihotri, R.K. & Khanna, A.L. (eds.), "Second language acquisition", Sage Publications, New Delhi, 1994.
2. Kumar, K., "Childs language and the teacher", National Book Trust, New Delhi, 2000.
3. Mason, J. M. and Sinha, S., "Emerging Literacy in the Early Childhood Years", 1992.
4. NCERT, "National Curriculum Framework (NCF)", New Delhi, 2005
5. Reading Development Cell, NCERT, "Reading for meaning", New Delhi, 2008.
6. Yule, G., "The study of language", Cambridge University Press, New Delhi, 2006.
7. Hyland, Ken, "Second Language Writing", Cambridge University Press, New Delhi, 2003.
8. Verghese. B. V, "Creativity in English Language Teaching", Anmol Publications Pvt. Ltd. New Delhi, 2004.
9. Radha Krishna Pillai. G and Mini R Nair, "Effective Letter Writing", Emerald Publishers, Chennai, 2007.
10. Batra, P. (Ed.), "Social Science Learning in Schools", Perspective and Challenges, New Delhi: Sage, 2010.
11. Das. R. C, "Science Teaching in Schools", Sterling Publishers Pvt. Ltd., New Delhi, 2003.

12. James, Anice, "Teaching of Mathematics", Neelkamal Publications Hyderabad, 2007.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18104T Teaching of Special Tamil - I
rpwg;Gj;jkpo; fw;gpj;jy;-l

Internal Assessment : 30

Total Marks : 100

External Assessment : 70

Time : 64 hrs

Nehf;fq;fs; :

gapw;rp Mrphpah;fs;:

- ❖ nkhopapd; Njhw;wKk; tsh;r;rpAk; gw;wp mwpjy;
- ❖ jha;nkhopapd; jdpr;rpwg;gpId mwpjy;
- ❖ nkhopf;fy;tpapy; khzth; nra;Ak; gpIofis mwpjy;
- ❖ r%ftpay; gpd;dzpapy; nkhopg; gw;wp tsh;j;jy;
- ❖ r%fg; gpd;dzpapy;gz;ghl;il tsh;j;jy;
- ❖ nkhop fw;wy; nfhs;iffisg; gw;wp Ghpe;Jnfhs;Sjy;
- ❖ jkpo; nkhop tsh;r;rpapId Ghpe;Jnfhs;Sjy;
- ❖ nkhop fw;wypy; fzpdpg; gw;wp mwpjy;

myF	nghUslf;fk;	fw;gpj;jy; Kiw	fhyk; (kzpapy;)
I jkpo; nkhop	nkhopapd; gz;Gfs; - nkhopapd; Njhw;wKk; nkhop fw;wYk; - irifnkhop> Nghypnkhop> czh;r;rpnnkhop> gz;Gnnkhop> njhopy; xyp> ,d;gg; ghl;L. jkpo; nkhopapd; tuyhW jkpo; nkhopapd; fpis nkhopfs; - Ngr;R nkhopAk; vOj;J nkhopAk; - jkpo; nkhopapd; jdpj;jd;ikfs; - jkpo; nkhopapd; mik;G	tphpTiu	13
II nra;As;> ciueil fw;gpj;jypd ; Nehf;fq;fs;	nra;As; fw;gpj;jypd; nghJ Nehf;fk; - nra;Ask; ftpijAk; - ftpij ,d;gk; - nra;As; gapw;Wk; Kiw ciueilg; ghlk; gapw;wy; - rpwg;G Nehf;fq;fs; - ciueilg;ghlk; fw;gpf;Fk; Kiw ciueil fw;gpf;Fk; Kiw nra;As; fw;gpf;Fk; NtWghL ghlj;jpl;lk; jahhpj;jy;	tphpTiu ciuahly; Kiw	13
III r%ftpay; gpd;dzpapy; nkhop	nkhopf; fy;tpapd; ,d;wpaikahik r%ftpay; gpd;dzpapy; nkhop kw;Wk; gz;ghl;ilf; fw;wy; - nkhop tsh;r;rpapy; #o;epiyapd; gq;F nkhopAk;r%f #o;epiyAk; - cwT KiwAk; nkhopAk; - rKjha tof;Ffs; - nkhopAk; ghy; NtWghLk; : nkhopAk; ,aw;ifr; #oYk;- gz;ghl;by; gpd;jq;fpa tFg;gpdh;f;;fhd <L nra;Ak; fy;tpKiw nkhopAk;	ghpNrhjid Kiw tphpTiu	14

myF	nghUslf;fk;	fw;gpj;jy; Kiw	fhyk; (kzpapy;)
	nghUshjhuKk;.		
IV nkhop fw;wy; nfhs;iff;	cstpay; mbg;gilapy; nkhopfw;wy; - nkhopAk; mwpjpwd; \$WfSk; nkhopg; ghlKk; fth;r;rpAk; - fw;gidAk; nkhopg; ghlKk; - nkhopj; njhlh;ghd fw;wy; nfhs;if fw;wy; Kiwfs; - Foe;ij tsh;r;rpAk; nkhopfw;wYk; nkhopiaj; jpwd;glf; fw;wypy; gy;ntW \$Wfs; - nkhopg;ghlKk; fw;wy; nfhs;iffSk;.	ciuahly; tphpTiuKi w	11
V ,yf;fzk; fw;gpj;jy;	nkhopapy; ,yf;fzk; mike;jik - ,yf;fzj;jpd; ,d;wpaikahik - %tiff; fUj;Jfs;>,yf;fzk; ntWf;fg; ngWtjw;fhd fhuzq;fs; - ,yf;fzg; ghlj;ij ,dpikahf;Fjy; - ,yf;fzk;gapw;Wk; Kiw(tpjptUKiw>tpjptpsf;F Kiw- NtWghLfs;) - ,yf;fz tiffs; - nkhop EjywpTf;Fg; gad;gLjy;	tphpTiu Kiw ciuahly;	13

ghh;it E}y;fs;

1. Kidth; ,.gh. NtZNfhghy;> rhe;jFkhhp rpwg;gpj; jkpo; fw;gpj;jy;.
nrd;id : rhe;jh gjpg;gfk; (2009)
2. Nguhrphpah; tp. fzgjp> g+.n[auhkde;w;wkpo; fw;gpf;Fk; Kiwfs;.
rhe;jh gjpg;gfk;> nrd;id (2005)
3. Nguhrphpah; gp. ,uj;jpd rghgjp jkpopf; fy;tp. kapy;Ntyd;
gjpg;gfk;> nrd;id (2009).
4. Kidth; Qh. godpNtY> nre;jkpo; fw;gpj;jy; rpwg;Gj;jkpo;
eyq;fps;sp gjpg;gfk;> jQ;rht+h; (2009).
5. nt. fiyr;nry;tp>rpwg;Gj;jkpo;rQ;rPt; ntspaPL><NuhL (2013).
6. Kidth; R.rf;jpNty; jkpo; nkhoptyuW khzpf;fthrfh; gjpg;gfk;>
nrd;id (1996)
7. Kidth; Kj;J rz;Kfk; ,f;fhy nkhopapay fof ntspaPL (1988).

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18105T – TEACHING OF SPECIAL ENGLISH I**INTERNAL ASSESSMENT: 30****TOTAL MARKS: 100****EXTERNAL ASSESSMENT: 70****TIME: 64 Hrs****OBJECTIVES:**

After completion of the course, the student teachers will be able to:

- Understand the different roles of language.
- Use multilingualism as a strategy in the classroom situation.
- Understand the use of language in context, such as grammar and vocabulary.
- Develop activities and tasks for learners.
- Understand the importance of home language and school language and the role of mother tongue in education.
- Develop an understanding of the nature of language system.
- Understand about the teaching of poetry, prose and drama.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I ROLE OF LANGUAGE	1. Language and Society: Language with reference to Gender, Identity, and Power. 2. Language in School: Language across the Curriculum. Centrality of language in learning. Critical review of medium of instruction. Difference between language as a school subject and language as a means of learning and communication. Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching.	Lecture and Discussion	10
II NATURE OF LANGUAGE	Linguistic Variability and Diversity and its impact on English. Linguistic System: The Organisation of sounds; Structure of sentences; Basic concepts in phonology, morphology, syntax and Semantics; Discourse. Strong and weak forms, Word stress: Primary, Secondary and Sentence stress. Diphthongs: Closing and Centering. Rhythm and Intonation.	Lecture cum Demonstration. Use of Powerpoint.	20

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
III GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT; ACQUISITION OF LANGUAGE SKILLS	Transformational grammar: Direct Speech and Indirect Speech Active Voice and Passive Voice. Degrees of Comparison Simple – Compound – Complex Sentences Question Tags. Preparation of activities to teach the four LSRW skills and their sub-skills. Preparation of Testing items to test all the four LSRW skills.	Lecture Discussion	16
IV MICRO AND MACRO TEACHING LESSON PLANS	Micro teaching, Skills practicing and micro lesson plan writing. Brain storming of Lesson Plan writing to teach lexical items and grammatical items. Lesson Plans to teach: Prepositions, Articles, Tenses, Comparison of Adjectives, Question-forms (Auxiliary & Interrogative), Active Voice and Passive Voice, Use of Gerunds, Use of Co-ordinate conjunctions, Use of Sub-ordinate conjunctions, Reported Speech, Teaching of Prose, Poetry, Composition (Letter, Paragraph, Summary, rearranging jumbled sentences, e-mail writing) and Supplementary reader (stories).	Lecture Discussion	15
V LEXIS	Word Formation: Affixation, Conversion, Compounding, Clipping, Portmanteau, Onomatopoeia etc. Phrasal Verbs and Prepositional Phrases. Sentence Connectors: Cohesion and Coherence.	Lecture Discussion	3

REFERENCES

1. Bansal, Suraksha, et al, "Essentials of English Teaching", R. Lall Book Depot, Meerut, 2014.
2. Krishnaswamy. N, and Lalitha Krishnaswamy, "Teaching English, Approaches, Methods, and Techniques", Trinity Press, New Delhi, 2016.
3. Meenakshisundaram. A, "Pedagogy of English", Kavyamala Publishers, Dindigul, 2016.
4. Vallabi.J.E, "Teaching of English, Principles and Practices", Neelkamal Publications, Hyderabad, 2011.
5. Vallabi, J.E, "Teaching of English-II" Neel Kamal Publishers, Hyderabad, 2013.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18106T - TEACHING OF SPECIAL HINDI –I**Internal Assessment: 30****Total Marks: 100****External Assessment: 70****Times: 64 hrs****OBJECTIVES**

After Completion of Course the Students will be able to:

- Acquire the knowledge of the sound system of the Hindi and be familiarized with appropriate terminology to describe the sound in Hindi.
- Understand the connection of Hindi speech and to acquire good pronunciation and fluency of speech.
- Get familiarized with the syllabi related of high school and higher secondary classes.
- Acquire a working knowledge of the grammatical terminology and grammatical system in Hindi.
- Develop the ability to write in appropriate manner for a particular purpose with the particular audience in mind.

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
I PHONETICS OF HINDI	Elements of Hindi Hindi Language and Syntax The different speech organ and their role The individual sounds – Vowels, Consonants and Semi vowels, Pure Vowels – the Cardinal vowel Scale Classification of consonants according to manner of articulation – place of articulation Word stress – Primary stress, secondary stress – sentence stress Rhythm – intonation – Tone group Phonetic Transcription	Lecture Presentation Assignment & Discussion	12
II FLUENCY OF LANGUAGE	Use of conventional formulae –greeting – apology – invitations – refusal – accepting – thanking, Describing. Interpreting picture, tables, graph, maps, etc. Various conceptions and ways in which they are expressed – construction – suggestion – prohibition – permission – probability – likelihood –possibility- obligation – necessity –concession Oral drills – Repetition drills – mechanical drills- substitution drills.	Assignment & Report writing Presentation Higherorder thinking process and Discussion Lecture	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
III ADVANCED GRAMMAR	The noun phrase – modifier – head word, qualifier The verb phrase Tense forms Primary Auxiliaries – Modal Auxiliaries Types of sentence – simple, complex, compound Sentence patterns- Active and passive voice, Direct and Indirect speech Question Forms- Construction of tag questions, Sentence Analysis- Transformation of sentences Analysis and classification of grammatical errors and Remedial measures	Presentation Lecture Assignment Panel Discussion Group Discussion	12
IV TEACHING GRAMMAR	Prescriptive –Formal grammar Descriptive- Functional grammar Methods of teaching grammar – Deductive – inductive Testing grammar – steps and usage. Recent trends in Hindi language teaching	Lecture Presentation Group Discussion Assignment Seminar	12
V TEACHING VOCABULARY	Nature of words Classification of words- different level of word meaning Types of vocabulary – Active vocabulary – passive vocabulary Expansion of vocabulary, Selection and grading of vocabulary Strategies to develop vocabulary Presentation of new words	Group Discussion Lecture Presentation Assignment Panel Discussion	14

REFERENCES

1. Aggarwal .J.C, "Principles, Methods & Techniques of Teaching", Vikas publishing House Pvt Ltd., 2008.
2. Chau Han .S.S, "Innovations in Teaching learning process", Vikas publishing House Pvt Ltd, 2008.
3. Dhand .H, "Techniques of Teaching", APH publication Cooperation, New Delhi, 2009.
4. Pal .H.R and Pal .R, "Curriculum – yesterday, today and Tomorrow", Kshipra, New Delhi, 2006.
5. Passi .B.K, "Becoming a better teacher", micro teaching approach, Sahitya Mudranalaya, Ahmadabad, 1976.
6. Singh, Karan, "Hindi Shikshan", Govind Prakashan, Lakhimpur Khiri. Tamilnadu teachers Education University Regulation, 2009, 2002.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18107T - TEACHING OF SPECIAL SANSKRIT-I

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Times: 64 hrs

OBJECTIVES

After completion the course students will be able to-

- Enable the teacher trainees to acquire knowledge of applied linguistics/Grammar as the ground for Sanskrit language.
- Enable the teacher trainees to be Aware of methodological development in Education and Sanskrit language.
- Understand the connections of Sanskrit speech and to acquire good pronunciation and fluency of speech
- Enable to design short and long term courses in the use of Sanskrit.
- Help the teacher trainees to understand the development of different types of Sanskrit literature and their impact on Indian society.
- Familiarise the teacher trainees with the different facts of professional importance of Sanskrit in India.
- Develop the ability in the teacher trainees to understand the simple and holistic test of Sanskrit for different stages.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I ORIGIN AND DEVELOPMENT OF SANSKRIT LANGUAGE	Applied linguistics- Linguistics as a study of language Phonology Morphology Syntax and Semantic Branches and principles of linguistics. Sanskrit as a foundation of linguistic studies. Different speech organs and their role.	Lecture Presentation Demonstration	11
II SANSKRIT BASIC GRAMMAR	Alphabets & sentences overview Alphabets and their classification. Elements of sentences-Subject, object and verb Words & Their Classification Noun and Pronoun Verb and Indeclinable Adjective and Voices Active voice (Kritrvaachya) Verb and its forms (Tenses & Moods) Noun	Assignment Presentation Lecture Group Discussion	14

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
	and its Forms Indeclinable Affixes Adjectives Passive voice Impersonal voice Shabad Roop Dhatu Roop		
III ADVANCED GRAMMAR	Euphonic combination, Compound words Alankar Samas Chhand, Anvaya rachana DirectandIndirectspeech– Question forms – Tag questions. Analysis and classification of grammatical errors.	Lecture Presentation GroupDiscussion	13
IV TEACHING VOCABULARY	Nature of words Types of vocabulary – Active vocabulary & Passive vocabulary. Expansion of vocabulary Selection and grading of vocabulary Strategies to develop vocabulary	Lecture Presentation Assignments	13
V LANGUAGE TEACHING	Sanskrit language teaching methodology Vs. educational methodology Play reading,Dramatization-(Dialogue and Role play) Telling stories Narrating incidents, Debates and Interviews	Seminar Demonstration Story telling Extempore	13

REFERENCES

1. Mangal, S. k., & Mangal, S., "Essentials of educational technology and management", loyal book depot, Meerut, 2005.
2. Pal, H.R and Pal, R, "Curriculum-yesterday, today and tomorrow", Shipra, New Delhi, 2006.
3. Sansanwal, D.N. & Singh, "Models of Teaching", Society for Educational Research &Development, Baroda, 1991.
4. Sharma, Sheshraj, Annabhat Tark sangrha, Subharti prakshan, Varansi, 1980.
5. Singh, S.D.and Sharma, Shashikala, "*Sanskrit Shikshan*", Radha prakashan Mandi, Agra, 1999.
6. SRM University Chennai Regulation, 2008.
7. Teacher education University Tamilnadu Regulation,2009

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18108T - TEACHING OF MATHEMATICS – I

Internal Assessment: 30

External Assessment: 70

Total Marks: 100

Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand and appreciate the uses and significance of mathematics in daily life;
- Learn successfully various approaches of teaching mathematics and to use them judiciously;
- Appreciate and organize activities to develop aesthetics of mathematics.
- Understand the aims, values and objectives of mathematics education.
- Understand and practice various methods and techniques of teaching mathematics.
- Develop competency in teaching strategies, content and in the preparation of suitable teaching-learning materials.
- Become sensitized to the needs and interests of the students in mathematics.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I NATURE AND SCOPE OF MATHEMATICS	Definition, Nature and Scope of Teaching Mathematics Values of Learning Mathematics, Mathematics Theorem and its Variants – converse, inverse and contra positive, proofs and types of proofs Place of Mathematics in School Curriculum Contribution of Indian Mathematicians	Lecture cum Discussion Explanation Collaborative Interaction and roleplay Seminar Assignment	10
II AIMS AND OBJECTIVES OF TEACHING MATHEMATICS	Aims and objectives of Teaching Mathematics General instructional objectives and specific instructional objectives Blooms Taxonomy of Instructional objectives (1956) and revised Blooms Taxonomy by Anderson and Krathwohl (2001) Objectives of Teaching Mathematics as enumerated by NCF (2005) Teaching points of various content areas in mathematics like Algebra,	Lecture cum Discussion PPT Illustrations Meaningful verbal expression Collaborative Interaction and roleplay Seminar	13

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
	Geometry, Trigonometry etc., Correlation of Mathematics with other subjects		
III PLANNING OF INSTRUCTION IN TEACHING OF MATHEMATICS	Planning Instructions Micro Teaching – Micro cycle, skills and components – set induction skill, explanation skill, skill of probing question, reinforcement skill, skill stimulus variation, black board skill and link lesson Preparation of Macro Teaching – Lesson plan preparation and Herbertarian steps	Meaningful verbal Interaction Brain storming, Illustration of skills Learning session and reviewing previous lesson plans	17
IV METHODS AND APPROACHES FOR TEACHING OF MATHEMATICS	Need and significant of Teaching methods Types of Teaching Methods – inductive, deductive, analytic, synthetic, heuristic, project and problems solving. Modern Techniques of Mathematics Teaching – Brain storming, quiz, seminar, discussion etc., Introductory concepts of activity based learning (ABL) and active learning methodology (ALM)	Lecture Meaningful verbal presentation Collaborative and Cooperative Learning strategies Roleplay and Organizing practical work Invited Lectures	13
V MATHEMATICS CURRICULUM	Rationale of curriculum Development, meaning of curriculum, Definition of curriculum, Principles of curriculum construction in mathematics, need for planning of curriculum in mathematics, preparing the syllabi according to the age groups of children, the dynamic approach to curriculum, the teacher concern in curriculum development, objectives of curriculum, organisation of curriculum, place of learning experiences in the mathematics curriculum, crfcital study of mathematics syllabus of (10,+2) class (CBSE/PSEB)	Lecture PPT Comparative method Collaborative and Cooperative Learning sessions	11

REFERENCES

1. Aggarwal, J.C., "Principles, Methods & Techniques of Teaching" (2nd ed.), Vikas Publishing House Pvt. Ltd., New Delhi, 2001.
2. Ediger, M. & Rao, D.B., "Teaching Mathematics Successfully", Discovery Publishing House, New Delhi, 2000.
3. James, A., "Teaching Mathematics", Neelkamal Publications Pvt. Ltd., New Delhi, 2005.
4. Siddiqui, H.S. & Khan, M.S., "Models of Teaching – Theory and Research", Ashish Publishing House, New Delhi, 2004.
5. Siddiaui, M.H., "Teaching of Mathematics" APH Publishing Corporation, New Delhi, 2007.
6. Mangal, S.K., "Teaching of Mathematics", Prakash Brothers Educational Publishers, Ludhiana.
7. Bagyanathan, D., "Teaching of Mathematics", Tamil Nadu Text Book Society, Chennai.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18109T - TEACHING OF PHYSICAL SCIENCE – I

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Appreciate nature and importance of science and contribution of scientists in the development of science.
- Equip him/herself with aims and objectives of teaching Physical Sciences.
- Develops the skill of writing lesson plan for any given lesson at the secondary level.
- Develop microteaching skills in actual classroom teaching.
- Develop an understanding of various approaches and methods of teaching Physical Sciences.
- Develop intellectual ability and skills.
- Develop curriculum in Physical Science

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
I NATURE OF SCIENCE	Nature and Scope of Science – Definition Science as a domain of enquiry Science as a product and a process – Inter disciplinary approach. Relationship of physical science with other branches of science History of physical science, its nature and knowledge of physical science Contribution of eminent Scientists world—Isaac Newton, Albert Einstein Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, , APJ Abdhul Kalam etc.	Lecture Presentation Discussion	15
II AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE	Path tracking discoveries and Aims and Objectives of teaching Physical Science, types of Objective , Method of stating objectives – Magor methods and Gronslan method Bloom's Taxonomy of Educational objective & (Cognitive,	Lecture Discussion	13

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
	Affective and Psychomotor) distinguish Aims and objectives Furst paradigm Aims and Objectives of teaching Physical science with respect to Taradevi , Kothari ,NCERT,NCF(2005)		
III EXPLORING LEARNERS	Micro Teaching Cycle- Relevant Skills in Micro Teaching -Skill of Introduction, Skill of Explanation, Skill of Stimulus variation, Skill of Reinforcement, Skill of Questioning, Skill of using Black board, Skill of Demonstration, - Link in Microteaching. Planning of Instruction Lesson planning, Unit planning, Year Plan, Distinguish Lesson Plan	Lecture Discussion	14
IV CURRICULUM (PHYSICAL SCIENCE)	Principle of Curriculum construction Curriculum Organization using procedures like concentric, topical , approaches Analysis of textbooks	Lecture, Discussion	10
V APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE	Meaning ofteaching strategytypes of teaching strategiesTeacher- centered methodsLecture method – Merits &Demerits, Lecture cumDemonstration method –Merits & Demerits, Team teachingLearner centredAdvantages &Disadvantages, Biographicalmethod & Historical method– supervised study- How toimprove the quality ofdifferent teaching methods, Learner- centered methodsLaboratory method, ,Heuristic method, Projectmethod, Assignmentmethod, Seminar,Symposium, Workshop,Panel Discussion	Lecture Discussion demonstration Lecture cum demonstration	14

REFERENCES

1. Mangel .S.K, "Teaching of Physical and Life Science", New Delhi, AryaBook, Depur, 1995.
2. Nayak, "Teaching of Physics", APH publication New Delhi, 2003.
3. NCERT, "Teaching of Science", New Delhi, NCERT Publication, 2002.
4. Pandey, "Major issues in Science Teaching", Sumit publication, New Delhi, 2003.
5. Radha Mohan, "Innovative Science Teaching for Physical Science Teachers", PHI Pvt., Ltd., New Delhi. 2011
6. Radha Mohan, "Teaching of physical science", New Delhi, Neelkamal Publishers, 2010.
7. Sharma .P.C, "Modern Science Teaching", Dhanpat Rai Publication, New Delhi, 2006.
8. Yadav .M. S, "Teaching of science", New Delhi, Anmol Publications, 2003.
9. S.P.Kulshrestha and Gaya Singh " Teaching of Physical Science', Mohan Print , Meerut.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18110T-TEACHING OF BIOLOGICAL SCIENCE-I**Internal Assessment: 30****Total Marks: 100****External Assessment: 70****Time: 64 hrs****OBJECTIVES**

After Completion of Course the Student Teachers will be able to:

- Understand the meaning and nature of biological science
- Identify and relate everyday experiences with learning biological science;
- Appreciate various approaches of teaching-learning of biological science;
- Use effectively different experiments for teaching-learning of biological science;
- Integrate the biological science knowledge with other school subjects;
- Explore different ways of creating learning situations for different concepts of biological science and Facilitate development of scientific attitudes in learners;

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
I NATURE AND SCOPE OF BIOLOGICAL SCIENCE	Nature & Definition of Science, Biology as ascience, History of Biology in school curriculum. Biological Science for environment, health, peace, and equity Relationship of Biology with other branches of science Biology as the science for knowledge of life intricacies, Science Process skill	Group Discussion Lecture Seminar Assignment Panel Discussion	13
II AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE	Bloom's Taxonomy of Educational objectives Specific objectives of different content areas in biology, Functions of Educational objectives, Methods of developing Scientific attitude, Curiosity and creativity Intellectual, Utilitarian, Vocational, Aesthetic, Cultural and Moral Values of Biological Science Values of honesty, integrity, cooperation, concern for life and preservation of environment Solving problems of everyday life;	Higher order thinking process Story telling Group Discussion Lecture Assignment Observation and report writing	12
III	Motivating learner to bring	Lecture	17

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
EXPLORING LEARNERS	his/her previous knowledge in science/biology gained through classroom/environment/ parents and peer group; Cultivating the habit of listening to child; Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, Micro teaching Definition, Need, Micro teaching cycle, Difference between micro and macro teaching , Advantages of microteaching, Skills and its components, Motivation skill, Skill of Questioning, Explaining, Blackboard writing, Reinforcement, Stimulus variation, Link lesson. Micro lesson plan, appraisal guide	Demonstration by Teacher Educator Practice by the student Teachers Writing MLP	
IV APPROACHES AND STRATEGIES OF LEARNING BIO LOGICAL SCIENCE	Methods of Teaching Biology, Criteria of choosing the methods Teacher-cantered methods Lecture method, Lecture Demonstration method- Merits and Demerits Biographical method & Historical method, Scientific method, Inductive and deductive approaches-merits and demerits Learner-centered methods Laboratory method, Improvisation of apparatus, Science kits, Heuristic method, Project method, Assignment method, Seminar, Symposium, Workshop, Panel Discussion, Programmed Instruction, Computer Assisted Instruction (CAI), Role of Radio and Television in	Lecture Demonstration Assignment Field visit CD Preparation, Presentation writing LP Group Discussion	15

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
	teaching		
V PLANNING FOR INSRUCTION	Lesson planning- Definition, Components, Advantages and Model Lesson Plan Unit planning-Definition, steps Characteristics of good unit ,Advantages and Disadvantages, Proforma for Unit plan Teaching learning aids, Importance of teaching learning aids in Biology teaching Preparation of Various type teaching learning aids	Lecture Demonstration Home work	7

REFERENCES

1. Aggarwal .D.D, "Modern Method of Teaching Biology", Karanpaper backs, New Delhi, 2008.
2. Carin & Robert .S, "Teaching modern science (5th edition)", U.S.A: Merill Publishing, 1989.
3. Chauhan .S.S x, "Innovations in teaching learning process", Vikas publishing House, New Delhi, 1989.
4. Hemalatha Kalaimathi .D. & Asir Julius .R, "Teaching of Biology", Hydrabad Neelkamal publications, 2010.
5. Sharma .P.C, "Modern science teaching", New Delhi, Dhanpat Rai Publications, 2006.
6. Venugopal .G & Nithyasri "(Teaching of Biology)", Ram Publishers, Chennai, 2003.
7. Yadav .M. S, "Teaching of science", New Delhi, Anmol Publications, 2003.
8. <https://sites.google.com/site/handsonscienceinvestigations/Home/science-process-skills-1>
<http://www.preservearticles.com/201105056315/role-of-radio-in-education.html>

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18111T - TEACHING OF SOCIAL SCIENCE – I

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Time : 64 Hours

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand the nature and structure of social science.
- Know the importance of teaching Social Science at the Secondary School Level.
- Develop various techniques of teaching.
- Develop various skills of Micro teaching teaching.
- Equip with various methods of social science teaching.
- Develop the skill of writing lesson plan.

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
I SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCE	Definition, Meaning, Need of Dimensions Importance, Aims, Objectives, and Values, of Social Science Distinguishing between Natural Sciences and Social Sciences: Major Social Sciences disciplines in Schools. Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.	Lecture Discussion Demonstration Debate	12
II MICRO TEACHING AND TEACHING- LEARNING RESOURCES IN SOCIAL SCIENCES	Micro Teaching need and scope Principles and steps of Micro Teaching Micro Teaching cycle Skill and Components Skill of set Induction, , explanation, Skill of Probing Questions Skill of Stimulus Variation Skill of reinforcement and achieving closure Link Lesson and black board writing, Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.	Lecture Discussion Demonstration Presentation	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	Using the library for secondary sources and reference material, such as dictionaries and encyclopaedias. Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals. Audio-visual aids, CD-Rom, multimedia, internet.		
III TEACHING STRATEGIES IN GEOGRAPHY	Teacher Centered Methods Lecture Method and Demonstration Method (Steps ,advantages and disadvantages) Questioning; Collaborative strategies; Games, simulations and role plays; Problem-solving and decision-making. methods: Interactive verbal learning; experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature. techniques: Using textbooks and atlas as a part of oral lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.	Lecture Discussion Demonstration Power Point Presentation	13
IV SPACE, RESOURCES AND DEVELOPMENT	Human-Environment Interactions: Distribution of resources; patterns of human activities reflecting modifications/adaptations to	Lecture Discussion Demonstration Power Point Presentation Practical Demonstration	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	<p>natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities. Environmental degradation and its preservation; disasters and preparedness. movements: Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centres, pathways and hinterlands. Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point, line and area; disaster involving all factors at the local/global levels.</p>		
V LESSON PLANNING	<p>Effective teaching its need and purpose for quality class room transaction Planning –Year plan, Monthly plan and unit planning Lesson-planning-need, steps and components. Bloom's Taxonomy of Educational Objectives .Writing of GIO (General Instructional Objectives) and SIO (specific Instructional Objectives) –Model Lesson plan, Programmed Instruction need type and importance – characteristics</p>	<p>Lecture Demonstration Practice Seminar</p>	14

REFERENCES

1. Bhattacharya, S. & Darji, D.R.: "Teaching of Social Studies in Indian Schools", Acharya Book Depot, Baroda, 1966.
2. Mathias, Paul : "The Teacher's Handbooks for Social Studies", Blandford Press, London, 1973.
3. Mehlinger. Howard, D.(ed.):UNESCO, "Handbook for the Teaching of Social Studies", Gareem Helm, London, UNESCO, 1981.
4. The Association of Teachers of Social Studies : Hand book for Social
5. Studies Teaching, Holt, Rinchart and Winston, INC, New York, 1967.
6. Konly, A.S.:Teaching of Social Studies, Anmol Publication.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18112T - TEACHING OF COMMERCE & ACCOUNTANCY– I

Internal Assessment: 30

External Assessment:70

Total Marks: 100

Time: 64 hrs

OBJECTIVES

- After Completion of Course the Student Teachers will be able to:
- Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy.
- know the lesson plan with necessary requirements based on the instructional objectives and construction of the objectives according to the Taxonomy of Educational Objectives.
- Develop various skills of micro teaching.
- Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques. •
- Explain various methods and techniques of teaching Commerce and its implications.
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.
- Know the importance of Teaching aids.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I BASIC CONCEPT OF COMMERCE & ACCOUNTANCY EDUCATION	Commerce and Accountancy – Meaning & Definition. Commerce and Accountancy education - Meaning & Definition. Nature and Scope of Commerce and Accountancy Education. Need and Importance of Commerce and Accountancy Education. Values of teaching Commerce and Accountancy – Practical or utilitarian value, Social value, Cultural value, Moral value, Vocational value.	Lecture Discussion Project	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
II AIMS AND OBJECTIVES OF TEACHING COMMERCE	Aims and Objectives – Meaning and Definition. Objectives of teaching commerce - Need for stating objectives and Criteria for the selection of Objectives. General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs). Bloom's Taxonomy of Objectives- Cognitive, Affective and psycho- motor domain. Objective based instruction - Relationship between objectives, learning experiences and evaluation.	Lecture Discussion Demonstration	13
III CONCEPTS OF MICRO TEACHING AND LESSON PLAN	Micro Teaching – Characteristics of Micro teaching – Micro teaching cycle - Uses of micro teaching Skills and Components – Set Induction / introducing a lesson, Explanation, Probing Questions, Reinforcement, Stimulus Variation and Black Board - Link Lesson – Need of link lesson. Lesson plan -Importance of planning a lesson – Criteria of a Good Lesson Plan. Model Lesson Plan - Unit Plan - Year plan.	Lecture cum Demonstration Discussion	14
IV METHODS FOR TEACHING	Criteria for selection of a method – level of the class, size time availability, Availability of Learning Materials - Methods of Teaching – Lecture, Inductive& Deductive method, Lecture Cum Demonstration method, Discussion method, Project – steps. Problem – solving method, Case study, Market Study, Survey method.	Lecture Project Demonstration Deductive Discussion	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
V TEACHING AIDS FOR TEACHING OF COMMERCE AND ACCOUNTANCY	Importance of teaching aids – criteria for selection of appropriate teaching aids. Advantages of Audio – Visual aids - Types of teaching aids- 3 Dimensional aids, Projected aids Non Projected aids, Audio aids. Use of mass media & internet in teaching commerce and Accountancy. Uses of computer & other ICT equipments.	Lecture Demonstration	12

REFERENCES

1. Aggarwal, "Teaching of Commerce, A Practical Approach.(2nd ed)", Vikas Publishing House Pvt Ltd, UP . 2008.
2. Gupta .U. C, "Teaching of Commerce", Khel sahitya Kendra, New Delhi, 2007. 38
3. Khan.M.S, "Commerce Education", Sterling Publishers, New Delhi, 1982.
4. Rao, Seema, "Teaching of Commerce", Anmol Publication, New Delhi, 2007.
5. Sharma .R.N, "Principles and Techniques of Education", Surjeet Publications, Delhi, 2008.
6. Singh .Y.K, "Teaching of Commerce", New Delhi, APH Publishing Corporation, 2009.
7. 7.Dr.Anice James " Teaching of Mathematics" Neelkamal Publications PVT. LTD, Hyderabad, 2005.
8. Dr. D. Hemalatha Kalaimathi & R. Asir Julius " Teaching of Biology" Neelkamal Publications PVT. LTD, Hyderabad, 2010. ons Pvt. Ltd., New Delhi, 1996.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18113T - TEACHING OF COMPUTER SCIENCE –I

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Time: 64 hrs

OBJECTIVES:-

After Completion of Course the Student Teachers will be able to:

- Appreciate teaching of computer science as a separate discipline
- Acquire knowledge on developments of computer, its hardware, software technologies
- Acquaint with aims and objectives of teaching computer science
- Acquire skills relating to microteaching effectively
- Understand the need of lesson plan and unit plan
- Familiarize with the various methods employed for the teaching of computer science.
- Identify, design and apply the various audio-visual and mass media aids in teaching of computer science
- Analyse secondary and higher secondary school computer science curriculum and help them to plan learning activities
- Identify the importance of textbook, laboratory , assignment , review and library
- Develop skills in evaluation and in constructing tests in computer science education

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I COMPUTER FUNDAMENTALS	Introduction to Computers:Meaning- Brief History of Computers-Types of Computers Hardware: Input Devices – Keyboard,Mouse,Scanner,Touch Sensitive Screen, Digital Camera,Magnetic Reader Output Devices – Monitor, Printer, Speaker and Plotter Storage Devices - Hard Disk, CD, DVD and Pendrive Softwares:System Software, Application Software, Word Processor,Spreadsheet, Database Management System Use of Computers in Schools.	Demonstration Hands on experience	12

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
II OBJECTIVES OF TEACHING COMPUTER SCIENCE	Aims and Objectives of Teaching Computer Science, Bloom's Taxonomy of Educational Objectives – Cognitive Domain–Affective Domain–Psychomotor Domain, Writing Instructional Objectives–Behavioural Objectives–NonBehavioural Objectives, Teaching of Computer Science at Different Levels in Primary Level–Secondary Level–Higher Secondary Level.	Techno-lab activity Demonstration Meaningful verbal expression	13
III MICROTEACHING	Micro Teaching – Micro cycle – Communication Skills in teaching of Computer Science – Verbal Communication – Non-Verbal Communication - Skills and Components in teaching of computerscience – Set Induction / Introducing a lesson – Explanation – Demonstration -Probing Questions – Reinforcement –Stimulus Variation – Black Board Writing– Closure - Link Lesson.	Lecture ,Group activity	13
IV LESSON PLAN AND UNIT PLAN	Meaning – Importance of Lesson Plan–Steps – Introduction / Motivation –Presentation – Association - Generalization –Application - Recapitulation-Assignment / follow-up– Lesson Plan Preparation, Characteristics of a good Lesson Plan Unit Plan- Meaning - Steps –Objectives – Content Analysis- Learning Activities – Evaluation , Use of Unit Plan	Class discussion Class seminar Assignment Lecture	12

UNITS	CONTENT	MODE OF TRANSACATION	HOURS
V METHODS OF TEACHING COMPUTER SCIENCE	Need – Significance of Teaching Methods - Lecture - Demonstration –Project – Problem Solving – Scientific Method – Inductive & Deductive –Analytic & Synthetic Method- Team Teaching , Individualized Instruction, Programmed Instruction – Principles – Components of Frame – Characteristics of a good frame – Types of Programmed Instruction – Linear – Branch – Mathetics, Computer Assisted Instruction – Common CAI frames: Introductory Frames –Teaching Frames – Criterion Frames –Feedback Frames – Reinforcement Frames – Graphical Frames , CAI modes : Drill and Practice – Simulation– Tutorial – Discovery - Gaming, Role of Teacher in CAI, Computer Managed Instruction, Innovations in Teaching the subject through Online Conferencing, Role of EDUSAT.	Group discussion Small group session Lecture	14

REFERENCES

1. Biswajit Ray, "Modern Methods of Teaching", APH Publishing, New Delhi, 2008.
2. Bloom.B.S., "Taxonomy of Educational Objectives. Cognitive Domain." Longman, London, 1974.
3. Dececo, John .P, "Educational Technology Readings in Programmed Instructions", Holt Rinehart and Winston, 1964.
5. Merrill .P.P, "Computers in Education", Second Edition, Allyn and Bacon, New York, 1985.
6. Peter, "Norton's Introduction to Computers", Tata McGraw-Hill Publications, New Delhi, 2000.
7. Richmond, Kenneth .W, "The Teaching Revolution", Methuen & Co, London, 1969.
8. Schwatz & Schitz, "Office 2000", BPB Publications, New Delhi, 2000.

Nature of Course: Theory (Max Marks -100)

Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18114T - TEACHING OF HOME SCIENCE - I

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Time: 64 hrs

OBJECTIVES

After Completion, of Course the Student Teachers will be able to:

- Understand the meaning and nature of Home Science.
- Gain insight that home, school and community are joint laboratories to develop one as a worthy citizen in the contemporary life.
- Identify and relate everyday experiences with learning home science.
- Acquaint the competent characteristics of a Home Science teacher & the interdisciplinary approach of Home Science Teaching in schools.
- Integrate the Home Science in relation to an individual, society & education system.
- Explore different ways of creating learning situations for different.
- Facilitate development of scientific attitudes in learners.
- Methods & models for Home Science Teaching.
- Acquire the skills of classifying & distinguishing different instructional.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I AIMS, OBJECTIVES, NATURE AND SCOPE OF HOME SCIENCE	Meaning and scope of HomeScience, Objectives of Home Science Nature of Home Science Characteristics of Good HomeMaker Home Science in relation to an individual, society & education system. Components of home science Aims and objectives of teaching Home Science Bloom's Taxonomy of Educational Objectives Classification of Specific Behavioral outcomes based on Cognitive Domain, Affective Domain, Psychomotor Domain.	Group Discussion Lecture Seminar Assignment Panel Discussion	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
II METHODS AND MODELS OF TEACHING HOME SCIENCE	Criteria for selection of a method:Based on level and size of the class.Criteria for selection of a method:available time and subject matter.Approaches of teaching:Inductive, Deductive,Analytical and Synthetic.Approaches of teaching: Heuristic, Dalton Plan.Lecture method,lecture cum demonstration method,laboratory method, problem-solving method,Discussion,seminar, symposium,workshop,Introduction and Definition Models of Teaching.Characteristics,Functions and sources of Definition Models of Teaching.Elements of a model, Types: Inquiry Training Mode.Concept Attainment Model Bloom's Mastery Learning Model	Higher order thinking process Story telling Group Discussion Lecture demonstration Assignment	14
III PEDAGOGICAL ANALYSIS AND TEACHING AND TEACHER OF HOME SCIENCE	Foods, nutrition and health Child care Fiber and fabric Hygiene and sanitation Maxims of Home Science Teaching Qualities of Good Home Science Teacher. Place of home science in secondary education Job opportunities in home science	Panel Discussion Lecture Assignment Group Discussion	11

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
IV MICRO TEACHING AND TEACHING AIDS	Microteaching: Definition, Microteaching Cycle Types of Skills: Set Induction, Explanation, Stimulus Variation Questioning, Demonstration, Reinforcement, Blackboard Usage, Closure & Linkage – Limitations Hardware Technologies: Principles and uses of hardware. Film Projector Slide Projector, over-head projector, T.V, Film. Software technologies: Principles and uses of software. b) Bulletin board, c) chart, posters, d) flannel board, magnetic board, e) Models (Static and working), f) flash cards, g) Slides, pictures, g) Graph, maps etc	Group Discussion Lecture Seminar Panel Discussion Demonstration	14
V TEACHER'S PLAN OF ACTION AND TECHNIQUES IN TEACHING HOME SCIENCE	Lesson planning- importance of lesson plan Writing instructional objectives in behavioral term. Unit planning- preparation and use of unit plan. Assignments- supervised study- team teaching, Brain storming, role- playing, Individualized instruction and dramatization. Programmed Instruction: Linear Programme: Characteristics and functions. Branching Programme: Characteristics and functions.	Demonstration Group Discussion Lecture Presentation	13

REFERENCES

1. Das .R.R. and Ray .B, "Teaching of Home Science", SterlinPublishers Pvt. Ltd., New Delhi, 1983.
2. Jha .J.K, "Encyclopaedia of teaching of home science.(Vol I&II)", Anmol Publications Private Limited, New Delhi, 2001.
3. Lakshmi .K, "Technology of teaching of home science", Sonali Publishers, New Delhi, 2006.
4. Nibedita .D, "Teaching of Home Science", Dominant Publishers and Distributers, New Delhi, 2004.
5. Sankhala .D. P, "Educational Technology", Adhyayan Publishers & distributors, New Delhi, 2006.
6. Seshaih .P.R, "Methods of teaching home science", Chennai, Manohar Publishers & Distributors, 2004.
7. Shalool .S Modern, "Methods of teaching of home science." (I Edition), Sarup&Sons, New Delhi, 2002.
8. Yadav .S, "Teaching of home science", Anmol Publishers, New Delhi, 1997.
9. Yadav .S, "Text book of nutrition and health", Anmol Publishers, New Delhi, 1997.
10. Aggarwal .J.C, "Essentials of Educational Technology" Teaching Learning & Innovations in Education, New Delhi, Vikas Publishing House Pvt. Ltd, 2004.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18115T – TEACHING OF ENONOMICS– I

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Time: 64 hrs

OBECTIVES

After Completion of Course the Student Teachers will be able to:

- Acquire knowledge on the terms of pedagogy of Economics.
- Prepare lesson plan with necessary requirements for Economics teaching
- Learn and teach Economics through various methods and techniques.
- Under-stand the utility of Economics in day to day life.
- Prepare the students for microteaching

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I MEANINGS COPE AIMS AND OBJECTIVES OF ECONOMICS EDUCATION	Definition of Economics Education Scope of Economics Subject Matter of Economics Importance of Economics Place of Economics in curriculum Practical utility of teaching economics Aims, Objectives and values of teaching of teaching of Economics	Lecture Discussion Debate Seminar Demonstration	12
II MICRO - TEACHING	Micro Teaching need and scope Principles and steps of MicroTeaching Micro Teaching cycle Skill and Components Skill of set Induction, , explanation, Skill of Probing Questions Skill of Stimulus Variation Skill of reinforcement and achieving closure Link Lesson and black board writing	Discussion Seminar Debate Lecture	14
III TEACHING METHODS	Teacher Centered MethodsLecture Method and Demonstration Method (Steps ,advantages and disadvantages) Student Centered Methods Project Method and Problem Solving Method (Characteristics,merits and demerits) Use of CAI and CAL	Lecture Debate Discussion	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
IV LESSON-PLANNING	Effective teaching its need and purpose for quality class room transaction Planning –Year plan,Monthly plan and unit planning Lesson-planning-need ,steps and components.Bloom"s Taxonomy of Educational Objectives.Writing of GIO (General Instructional Objectives) and SIO (specific Instructional Objectives) –Model Lesson plan	Discussion Demonstration and Power-Point Presentation	14
V TEACHING AIDS	Important of teaching aids, place of teaching aids in economics, suggestions for effective use of text books, black board, Flannel board, charts, maps models,	Discussion Demonstration and Power-Point Presentation	12

REFERENCES

1. Aggarwal, J. C., "Teaching of Economics", Vinod Pustak Mandir, Agra, 2005.
2. Mangal, S. K., & Mangal, S., "Essentials of Educational Technology and Management", Loyal Book Depot, Meerut, 2005.
3. Karthick, G. S., "Teaching of Economics", Discovery publication house, New Delhi, 2004.
4. Sharma, S., "Modern Technologies of Teaching Economics", Anmol Publishing House, New Delhi., 2004
5. Yadav, A., "Teaching of Economics", Anmol publications, New Delhi, 2002.
6. Kumar, J. J., "Encyclopedia of teaching of Economics".(Vol. 1-3)", Anmol Publishers., New Delhi, 2001.
7. Prasad, J., & Kumar, K. V., "Advanced Curriculum Construction", Kanishka Publishers and Distributors, New Delhi, 1997.
8. Mangal S. K., "Foundations of Educational Technology", Tandon Publications, New Delhi, 1997.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18116T - Teaching of General Tamil - I ngHj;jkpo; fw;gpj;jy; - I

Internal Assessment : 30
External Assessment : 70

Total Marks : 100
Time : 64 hrs

Nehf;fq;fs; :

gapw;rp Mrphpah;fs;:

- ❖ jha;nkhop fw;wypd; Nehf;fq;fis mwpjy;
- ❖ jha;nkhopapd; jdpr;rpwg;gpj mwpjy;
- ❖ jkpo;nkhopapd; gy;NtW gapw;WKiwfis mwpjy;
- ❖ fy;tp Vw;ghl;by; jha;nkhop ngWk; kjpg;ig mwpjy;
- ❖ ez;zpiyf;fw;gpj;jy; jpwd;fs;py; gapw;rp ngWjy;
- ❖ ghlj;jpl;lk; mikj;jypy; mike;Js;s Nfhl;ghLfis mwpjy;
- ❖ ghlf;Fwpg;gpd; gad;fis mwpjy;
- ❖ nkhopf;fw;gpj;jypy; Jizf;fUtpfspd; gad;ghl;bid mwpjy;
- ❖ tpdhj;jhs; mikj;jypy; cs;s gy;NtW jpwd;fis tsh;j;jy;
- ❖ Njh;T Fwpj;j rpe;jid ngWjy;
- ❖ kjpg;gplf; fw;Wf;nfhs;Sjy;

myF	nghUslf;fk;	fw;gpj;jy; Kiw	fhyk; (kzpapy;)
I jha;nkhopf; fy;tpapd; rpwg;G	jha;nkhopf; fy;tpapd; ,d;wpaikahik rpwg;G Nehf;fq;fs; - ntspapLq;fUtp gl;lwpit vLj;jpak;gy; nrayhw;wy;> mwpT fsQ;rpaq;fis mwpjy; ,yf;fpa eak; fz;bd; Gwy;> gilg;ghw;wy; fw;gidahw;wy;> moFzwhw;wiy tsh;j;jy; rKfg; gz;ghl;bid mwpjy;	tphpTiu Kiw ciuahly;	13
II gapw;W Kiwfs;	gapw;WKiw gz;ilNahh; fz;l gapw;WKiw nrhw;nghopT ciuahly;> jiltpil tpdhtpil> gapw;rp gz;Kfg;gapw;rp>tpjptpsf;fk;> fhuzfhhpak;> nel;LU gz;ila fy;tpKiwapd; ed;ikfs;> jPikfs; GjpaKiwfs;> jw;fhyf;fy;tp Kiwfs; tpisahl;LKiw> ebg;G Kiw>nray;jpl;l Kiw> jdpj;gapw;rpKiw Nkw;ghh;itg; gbg;GKiw jpl;lkpl;l fw;gpj;jy;	tphpTiu tpisahl;L Kiw> fye;Jiuahly; ebg;G	13
III ghlk; fw;gpg;G jpl;lk; mikj;jjw;fhd Nfhl;ghL>	fw;gpj;jy; Nfhl;ghLfs; - G@k;> n`h;ghh;l; ghlk; fw;gpg;G jpl;lk; jahhpj;jypd; ,d;wpaikahik gbepiyfs; Row;rp Ez;zpiy fw;gpj;jy; jpwd;fs;py; gapw;rp>	ciuahly; ghpNrhjid Kiw> tphpTiu Kiw	15

myF	nghUslf;fk;	fw;gpj;jy; Kiw	fhyk; (kzpapy;)
Jz;zipy fw;gpj;jy; jpwd;fs;	tiuaiw> njhlq;Fjy; jpwd;> tpsf;Fjy; jpwd;> gy;tifj; Jjz;ly;fisg; gad;gLj;Jk; jpwd;> fpsh;tpdh jpwd; tYt+l;bfisg; gad;gLj;Jk; jpwd; cjhuzq;fisg;gad; gLj;Jk; jpwd; ,idg;Gg; gapw;rp.		
IV fw;gpj;jy; Jizf; fUtpfs;	Jizf; fUtpfis gad;gLj;Jjy;> tiffs; - fhl;rpf;fUtpfs;> Nfs;tpf;fUtpfs;> fhl;rpNfs;tp fUtpfs;> gad;fs;	tphpTiu	8
V fw;wy; fw;gpj;jy; kjpg;gply;	kjpg;gply;> mstpay;> jkpo; fw;gpj;jypy; tpisTfis kjpg;gply;> kjpg;gpUjypd; gad;fs; Njh;T tiffs;> Mrphah;fshy; cUthf;fg;gLk; Njh;Tfs;> jug;gLj;jg;gl;l Njh;Tfs;> Njh;Tr; rPh;jpUj;jq;fs; kjpg;gPl;L fUtpapd; gz;G eyd;fs;> FiwawpNrhjid> FiwjPh;gapw;rp Gwtaj; Njh;T mikj;jy; Kiwik njhlh; kw;W KOikahd kjpg;gPL fw;wy; fzpg;gPL> tpdhf;fs;> tpdhf;fy; Nfl;lypd; ,d;wpaikahik tpdhjhs; tbtikf;Fk; Kiw.	ciuahly; tphpTiu ghpNrhjid Kiw	15

ghh;it E}y;fs;

1. Kidth; Qh.godpNtY>)> nre;jkpo; fw;gpj;jy;- nghJj;jkpo;> ejp
gg;spNfd;];> jQ;rht+h;. (2011)
2. nt.fiy;rny;tp> nghJj;jkpo; fw;wy; - fw;gpj;jy;> rQ;[Pt; ntspaPL>
<NuhL. (2013)
3. Gyth; nre;Jhh; ghz;bad;) Ez;zipyg; gapw;rp kPdhl;rp gjpg;gfk;
GJf;Nfhl;il(1979)
4. Nfhpte;juh[d; K. nkhopj;jpwd;fSk; rpy rpf;fy;fSk; Njd;nkhopg;
gjpg;gfk; nrd;id(1980)
5. fzgjp tp.ew;wkpo; fw;gpf;Fk; Kiwfs; rhe;jh gjpg;gfk; nrd;id-4
(2005)
6. lhf;lh;.e.Rg;Gnul;bahh; jkpo; gapw;W Kiw> nka;ag;gd; gjpg;gfk>;
rpjk;guk;. (1964)>

7. ,yf;Ftd; : jkpo;g;ghEhYk; MrphpaUk; , nrd;id:rhujh gjpg;gfk; (2008)

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18117T – TEACHING OF GENERAL ENGLISH I

INTERNAL ASSESSMENT: 30

TOTAL MARKS: 100

EXTERNAL ASSESSMENT: 70

TIME: 64 Hrs

OBJECTIVES:

After completion of the course, the student teachers will be able to:

- understand the different roles of language;
- develop an understanding of the nature of language system;
- understand the importance of home language and school language and the role of mother tongue in education;
- identify methods, approaches and materials for teaching English at various levels in the Indian context;
- understand constructive approach to language teaching and learning;
- use multilingualism as a strategy in the classroom situation;
- understand about the teaching of poetry, prose and drama;
- develop activities and tasks for learners;

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I POSITION OF ENGLISH IN INDIA	Role of English Language in The Indian Context: English as a colonial language, English in Post-colonial period; English as a language of knowledge; Position of English as second language in India; English as a link language; Challenges of teaching and learning English.	Lecture and Discussion	12
II TEACHING SKILLS	Micro teaching-Definitions-phases-cycle-uses and skills (Introduction, Explanation, Questioning, Stimulus	Lecture, Discussion and Exercises	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	Variation, Reinforcement, Use of Black Board) Observation and Link Lesson.Aims and Objectives of English Teaching. Bloom's Taxonomy of Instructional Objectives.Macro teaching-Definitions of Lesson Plan-Steps-Uses-Format.Teaching of Prose-Poetry-Drama-Grammar and Composition.		
III TEACHING AIDS IN TEACHING ENGLISH	Importance of Teaching Aids. Edgar Dale's Cone of Experience, Types of Teaching Aids-Projected Aids-Non-Projected Aids. Language Laboratory. Computers in Learning English-CALL-PowerPoint Presentations-Identifying Websites-Multimedia and Internet.	Group Discussion with Activities	10
IV AN OVERVIEW OF LANGUAGE TEACHING	Different Approaches/Methods to Language Learning and Teaching: Inductive and Deductive approach;Whole language approach; Constructive approach; Multilingual approach. Grammar translation method, Direct method, Structural approach, Situational approach, Audio-lingual method, Natural approach, Communicative approach, Total Physical Response and Thematic Approach.	Lecture cum Demonstration	15

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
V ACQUISITION OF LANGUAGE SKILLS	LSRW skills, Listening skill-sub skills-Tasks/Techniques to develop Listening skill.Speaking skill- sub skills-Tasks/Techniques to develop speaking skill.Reading skill- sub skills-Types of Reading- Methods of Reading to Beginners- Tasks/Techniques to develop Reading skill.Writing skill- sub skills-Tasks/Techniques to develop writing skill-Characteristics and Developing Good Handwriting.	Activities and Exercises	13

REFERENCES

1. Aggarwal.J.C, "Essentials of Educational Technology", Vikas Publishing House Pvt.Ltd, UP, 2008.
2. Aggarwal.J.C, "Principles, Methods, and Techniques of Teaching", Vikas Publishing House Pvt.Ltd, UP, 2008.
3. Bansal, Suraksha, et al, "Essentials of English Teaching", R. Lall Book Depot, Meerut, 2014.
4. Krishnaswamy. N, and Lalitha Krishnaswamy, " Teaching English, Approaches, Methods, and Techniques", Trinity Press, New Delhi, 2016.
5. Vallabi.J.E, "Teaching of English, Principles and Practices", Neelkamal Publications, Hyderabad, 2011.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18118T - TEACHING OF GENERAL HINDI –I

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Time: 64 hrs

OBJECTIVES

After Completion of Course the Students will be able to:

- Understand the different roles of language.
- Develop creativity among learners;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language
- Understand role and importance of translation;
- Examine authentic literary and non literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- Develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;
- Develop an understanding of the nature of language system; Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Hindi at different levels;
- Understand constructive approach to language teaching and learning;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and Computer Technology)
- Group Discussion Difference between language as a school-

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I ROLE OF LANGUAGE	Language And Society- Language and gender Language and identity Language and power Language and class (society). Language In School- Home language and the school language. Medium of understanding (child's own language). Centrality of language in learning. Language across the	Multicultural awareness and language teaching	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	curriculum. Language and construction of knowledge. Subject and language as a means of learning and communication. Lecture Seminar Critical view of medium of instruction Assignment Different school subjects as registers. Multilingual classrooms		
II POSITION OF HINDI IN INDIA	Constitutional Provisions and Policies of Language Education Position of languages in India; Constitutional provisions and policies of language education (Articles 343, 351, 350A). Kothari Commission (1964-66); NPE- 1986; POA-1992. National Curriculum Framework-2005 (language education); Position of Hindi as first, second and third language in India. Role of Hindi Language Pre- and post-partition of Hindi Different forms of Hindi Hindi as a language of knowledge Hindi at International level Challenges of teaching and learning Hindi Different Approaches/Theories language learning and teaching Philosophical, social and psychological bases of approaches to Language Acquisition and Language learning Inductive and deductive approach Whole language approach and constructive approach	Group Discussion Lecture Assignment Seminar	10

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
III AN OVERVIEW OF LANGUAGE TEACHING	Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen) Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc. A critical analysis of the evaluation of language teaching methodologies Grammar translation method Direct method Structural-Situational method Audio- lingual method Natural method Communicative approach Total physical response; Thematic approach (inter-disciplinary)	Lecture presentation Assignment	13
IV NATURE OF LANGUAGE	Aspects of linguistic behaviour: Language as a rule-governed behaviour and linguistic variability Pronunciation-linguistic diversity, its impact on Hindi pedagogical implication Speech and writing Linguistic System The organisation of sounds The structure of sentences The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse Grammar in context; vocabulary in context. Acquisition of language skills: Listening, speaking, reading and writing. Listening and Speaking: Sub skills of listening and speaking Tasks; Materials and resources for developing the listening and speaking skills	Higher order Thinking process Presentation Lecture	11

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
V ACQUISITION OF LANGUAGE SKILLS	<p>Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.</p> <p>Reading: Sub skills of reading; Importance of development of reading skills. Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc</p> <p>Stages of writing Process of writing., Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. Reference skills; higher order skills</p>	<p>Lecture Presentation Assignment Story telling Demonstration</p>	16

REFERENCES

1. Syllabus for two years "*Bachelor of Education*" NCERT 2015.
2. Aggarwal .J.C., "*Principles, Methods & Techniques of Teaching*", Vikas publishing House Pvt Ltd, 2008.
3. Chauhan .S.S, "*Innovations in Teaching learning process*", Vikas publishing House Pvt. Ltd, 2008.
4. Dhand .H., "*Techniques of teaching*", APH publication Corporation, New Delhi, 2009.
5. Pal .H.R and Pal .R, "*Curriculum – yesterday, today and Tomorrow*", Kshipra, New Delhi, 2006.
6. Singh, Karan , Hindi Shikshan, Govind Prakashan, Lakhimpur Khiri, 2002.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18119T - TEACHING OF GENERAL SANSKRIT-I

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Times: 64 hrs

OBJECTIVES

After completion of the course the students will be able to:

- Understand the different roles of language.
- Develop an understanding of the nature of language system.
- Understand the role and importance of Sanskrit and its cultural background.
- Develop creativity among learners.
- Know the place of Sanskrit in curriculum.
- Examine authentic literary and non-literary texts in Sanskrit.
- Understand the use of language in context, such as grammar and vocabulary in context.
- Develop activities and tasks for learners.
- Practice the language teaching skills.
- Understand about the methods of teaching Sanskrit.
- Use multilingualism as a strategy in the classroom situation.
- Understand and prepare various kinds of lesson plans.
- Understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- Appreciate the use of audio, audio-visual aids and ICT (Internet and Computer technology).
- Understand the process of language assessment.
- Understand the need and function of language lab.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I ROLE OF LANGUAGE- LANGUAGE AND SOCIETY	Language and Society Language and gender Language and identity Language and social classes Language and Occupation (trades, law, politics, news media, Journalism, broadcasting) Language features which may be affected by social categories or contexts Group Discussion Seminar Language in School Home language and the school language; medium of understanding. Relationship between the language used at school and language used at home. Centrality of language in	Lecture Presentation Panel Discussion Observation and report writing Assignment	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	learning. Language across the curriculum; Language and construction of knowledge. Difference between language as a school subject language as a means of learning and communication Critical view of medium of instruction.		
II IMPORTANCE AND DISTINCTIVE FEATURES OF SANSKRIT LANGUAGE	Meaning, Nature and principles of Sanskrit Role of Sanskrit in Indian Society and Abroad. Sanskrit language and literature Sanskrit language and Indian languages. The literary, Cultural and linguistic value of Sanskrit and its relation with modern languages. Importance of teaching Sanskrit in India. Problems related to Sanskrit teaching at school level Aims and objectives of Sanskrit teaching at different levels-(Primary, Secondary and Higher Secondary levels)	Group Discussion Seminar Lecture Assignment Observation and report writing	12
III AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING	Quality of Sanskrit teaching: Pre-class, in-class and after-class Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)	Lecture Assignment Seminar Panel Discussion Group Discussion	12
IV LANGUAGE TEACHING	Place of Sanskrit in three language formula and its objectives Place of Sanskrit at Sanskrit <i>pathshalas</i> Sanskrit Commission and Curriculum Sanskrit Curriculum and textbooks at school level Different Process of language learning • John Dewey (Constructivism) • J Piaget • L Vygotsky • Chomsky • Krashen. Approaches and Methods of Sanskrit Language Learning Methods Pathshala Method Bhadrakar Method	Lecture Seminar Assignment Group Discussion	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	Direct MethodTraditional Method Grammar Translation MethodInductive and Deductive MethodText book method and Elective method Approaches-Structural approach Constructive approach Communicative approach Difference between Approach and Method		
V LANGUAGE TEACHING SKILLS	Aspect sof LinguisticSystem Language as a rule governed behaviour and linguistic variability Linguistic system: The organisation of soundsThe structure of sentencesThe concept of universal grammar Nature and structure of meaning Basic concept in phonology syntax and semanticsSpeech and writing Discourse Acquisitionof Language SkillsListening, speaking, reading and writing.Listening and Speaking Subskill sof listening and speaking;Tasks;Material sand resources for developing the listening and speaking skills:Story telling, dialogues, situational conversations, roleplays, simulations, speech, games and contexts, language laboratories, pictures, authenticmaterials and multimedia resources. Reading: Sub skill of reading;Importance of development of reading skills Reading aloud and silent reading;Extensive and intensive reading Study skills, including using thesauruses, dictionary, encyclopaedia etc Writing: Sub skills of writing; Process of writing Formal and informal writing, such as poetry, short story, letter, diary,	Higher order thinking Process Presentation Assignment Lecture DemonstrationStory telling Report writing	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	notices, articles,reports,dialogue,speech advertisement, etc. Reference skills;Study skills;Higherorder skills Understanding of Skills Application of SkillsCo-Curricular Activities in Developing Language Skills Debate,Elocution,Competition, <i>antyakshari</i> ,language game,essay writing,seminar,story writing, <i>samasyapoorti</i> ,singing,jokes,story telling, exhibition, quiz and school magazine		

REFERENCES

1. Syllabus for Two-year "Bachelor of Education", NCERT. 2015.
2. C.S. J. M "University, Regulation", Devi Ahilya Vishvidyalaya University Indore, Regulation, 2012.
3. "Models of Teaching." Society for Educational Research &Development, Baroda, 1991.
4. Ordinances, regulations & curriculum faculty of Education, CCS University Meerut, 2003-2004.
5. Pal .H.R and Pal .R, "Curriculum-yesterday, today and tomorrow", Shipra, New Delhi,.
6. Panday, Ramshackle: "Sanskrit Shikshan", Agarwal Publication, and Agra.
7. Safaya .R.N, "Sanskrit Shikshan" Vidhi, Haryana Sahitya Academy, Chandigarh.
8. Sansanwal .D.N & Singh, "Singh, Karan, Sanskrit Shikshan", Govind Prakshan, Lakhimpur khiri.
9. Singh .S.D and Sharma, Shashikala, "Sanskrit Shikshan", Radha prakashan Mandi, Agra, 1999.
10. Weil .M & Joyce .B., "Information Processing Models of Teaching", Prentice Hall Inc., New Jersey, 1979.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

SEMESTER – II
TE18220T - LEARNING AND TEACHING

Internal Assessment : 30
External Assessment : 70

Total Marks : 100
Time : 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand the variables in the teaching – learning process
- Explain major approaches of learning
- Plan instructional process and apply the basic teaching model
- Develop an understanding of the process of learning through various theoretical perspectives
- Familiarize the cognitive functions of learning
- Understand motivation and its educational significance
- Develop an understanding of the concept and areas of Individual difference.
- Explain the concept and types of 'exceptional children'.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I NATURE OF LEARNING AND TEACHING	Learning curve, Study habits – Concept And methods. Definitions and meaning of teaching , characteristics of teaching, views of great thinkers on teaching-becoming a reflective teacher and My goal as a teacher and Mini teaching	Lecture Group discussion Brainstorming	12
II COGNITION AND LEARNING	Sensation and perception – factors, laws, Concept formation and Illusion Cognitive functions – Thinking, Reasoning and Problem solving Memory – Concept; Types & Strategies to develop memory, Forgetting – causes and problems	Lecture Preparation of a Concept map Group discussion	13
III APPROACHES IN LEARNING	Am I a happy Teacher? Johari window Model.Cognitive approach : Gestalt, Kurt Lewin, Information processing approach to learning : Atkinson and Shiffrin Insight learning , modes of cognitive development (Bruner) Theories of motivation	Lecture Critical evaluation of different approaches Use peer tutoring technique List suitable learning activities based on constructivist approach	13
IV ATTENTION	Definition, Attention – Definition, types, factors , span of attention, division of attention	Lecture Critical evaluation of different approaches	13
V	Types of teaching theories - Formal	Lecture Critical	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
THEORIES OF TEACHING	theories : meutic, communication , moulding and mutual – Descriptive theories : theories of instruction and Prescriptive theories of teaching – Normative theories , Cognitive theories of teaching, Theories of teacher behaviour, Psychological theories of teaching and general theories of teaching - Stages of Teaching	evaluation of different approaches	

REFERENCES

1. Mangal, S.K, "Advanced Educational Psychology", Prentice Hall of India, New Delhi, 1997.
2. Chauhan, S.S., "Advance Educational Psychology", Vikas Publishing house Pvt. Ltd., New Delhi, 1978.
3. Aggarwal, J.C, "Essentials of Educational Psychology", Vikas Publishing house Pvt. Ltd., New Delhi, 1994.
4. Dandapani, S., "A Text Book of Advanced Educational Psychology", Anmol Publications Pvt. Ltd., New Delhi, 2007.
5. Skinner. E.C , "Educational Psychology", Prentice Hall of India Pvt. Ltd., New Delhi, 2003.
6. Mathur. S.S, "Educational Psychology", Vinod Pustak Mandir, Agra , 2007.
7. Schunk, D.H, "Learning Theories", an Educational Perspective, India, 2011.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18221T - KNOWLEDGE AND CURRICULUM

Internal Assessment : 30
External Assessment : 70

Total Marks : 100
Time : 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Know the Bases of Knowledge.
- Understand about Knowledge and Education.
- Understand the concepts of curriculum.
- Understand the types of curriculum.
- Know about the basic task of curriculum development and Design.
- Understand the Curriculum transaction
- Develop the skills of Teaching models and team teaching
- Develop the skills of various approaches to curriculum development.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I INTRODUCTION TO KNOWLEDGE	Knowledge – Meaning & Definition Characteristics of Knowledge – Types of Knowledge, Structure and Forms of Knowledge (Ways of acquiring knowledge). Sources of Knowledge. Meaning of information, Teaching, Training, instruction and Skills.	Lecture Demonstration	10
II CONCEPT OF CURRICULUM	Meaning & Definition of Curriculum, Characteristics of curriculum. Curriculum as a process, curriculum and Syllabus. Need for curriculum development - Principles of curriculum construction – Types of curriculum – Subject – centered curriculum, integrated curriculum, Core curriculum, Student – centered curriculum, Co-related curriculum, Life – centered curriculum.	Lecture Discussion	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
III BASIC TASKS FOR CURRICULUM DEVELOPMENT & CURRICULUM DESIGN	Basic tasks for curriculum development – Formulating goals and objectives, Guidelines in the formulation of educational objectives. Selection and organization of content – Selection of learning experience - Evaluation of curriculum. Curriculum designing steps in curriculum design – Curriculum design strategies. Types of curriculum design - subject design, Individual needs and interests design - Criteria for selecting the curriculum design. Approaches to Curriculum Organization.	Lecture Project Demonstration	13
IV APPROACHES TO CURRICULUM DEVELOPMENT	Major categories of curriculum Approach – Subject – centred, Social – Problem, Learner – Centered approaches. Models of curriculum development – Scientific models – W. Tyler Model, D.K. Wheeler model, Hilda Tabá model, Non – scientific model – Carl Rogers model (interpersonal relations), Role of individuals in organization in curriculum development.	Lecture Demonstration	15
V CURRICULUM TRANSACTION, TEACHING MODELS AND TEAM TEACHING	Curriculum Transaction- Improving quality of Curriculum Transaction – Strategies – Organization of Instruction. Models of Teaching – Characteristics – Functions – Sources. Richard Suchman's Inquiry Training Model Team Teaching – Meaning & Definition – Objectives – Characteristics – Types - Procedure- Advantages – Limitations - Suggestions for Improvement.	Discussion Lecture	14

REFERENCES

1. Dr. S Arulsamy" Curriculum Development" Neelkamal Publications PVT.LTD.Delhi2010.
2. Venkataiah.N, "Curriculum innovations for 2000 A.D", APH Publishingcorporation, New Delhi, 2008.
3. Mrunalini Talla, "Curriculum Development: perspectives", principals and issues 2012. 8. 2009.
4. Richards, "Curriculum development in language teaching", London Cambridge University Press, New Delhi.
5. Alston, William., Epistemic Justification "Essays in the Theory ofKnowledge", Cornell University Press, Ithaca, 1989.
6. "Perceptual Knowledge." In: Greco and Sosa, 1999, pp. 223–242.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18222T - Teaching of Special Tamil II

rpwg;Gj; jkpo; fw;gpj;jy; - II

Internal Assessment : 30

External Assessment : 70

Total Marks : 100

Time : 64 hrs

Nehf;fq;fs; :

Gapw;rp Mrphpah;fs;:

- ❖ fiyj;jpl;l Nfhl;ghLfis mwpjy;
- ❖ fiyj;jpl;l;jpy; jha;nkhop ngUkplj;jpid mwpjy;
- ❖ ,ay; jkpo;g; gw;wp Ghpjy;
- ❖ ftpij gw;wpa nfhs;iffis mwpjy;
- ❖ ehlf tiffs; gw;wp mwpjy;
- ❖ ,yf;fpaj; jpwdha;T gw;wp mwpjy;
- ❖ ,yf;fpaj; jpwdha;tpd; tiffis mwpjy;
- ❖ nkhop Mrphpah; kw;Wk; tsh;r;rp mikg;Gfs; gw;wp mwpjy;

myF	nghUslf;fk;	fw;gpj;jy; Kiw	fhyk; (kzpapy;)
I fiyj;jpl;lKk; jha;nkhopAk;	fiyj;jpl;l; gw;wpa fUj;Jfs; - Njrpa ,yf;FfSf;Fk; fy;tp Nehf;fq;fSf;FKs;s njhlh;G Njrpa; fy;tpf; nfhs;if Njrpa; fy;tpapd; Nehf;fq;fs; - fiyj;jpl;l;jpy; Njrpa;fy;tp Nehf;fq;fs; - fiyj;jpl;l;jpy; jha;nkhop ngWkplk; - gs;sp Njrpa; fy;tpapd; Fwfp;NfhSk; gs;sp; fiyj; jpl;l;jpw;FKs;s njhlh;G fy;tpapd; Nehf;fq;fs; (Njrpa; fy;tpapd; Nehf;fq;fs; ,uz;bw;FKs;s njhlh;G) ek; fiyj;jpl;l;jpy; cs;s Fiwfs;.	tphpTiu Kiw ciuahly;	13
II ,ay; jkpo;	,yf;fpa tif ftpij Nkdhl;lhh;> jkpowpQh;fs; tpsf;fk; - fw;gid czh;r;rptbtk; ghLnghUs; - Gj;f; ftpj nkhopf; fy;tpapy; ,ir ngWkplk;	tphpTiu ebg;G tpisahL Kiw	13

myF	nghUslf;fk;	fw;gpj;jy; Kiw	fhyk; (kzpapy;)
III ehlfj; jkpo;	ehlfj;jpd; Njhw;wKk; tsh;r;rpAk; - rq;f fhyk; Kjy; ,f;fhyk; tiu - ;f;fhy ehlfq;fs; - vOj;J ehlfk;> thndhyp ehlfk; kw;Wk; tl;lh nkhop ehlfk; - nra;Ais ehlfkhf;Ff; fw;gpj;jy; - ehlfj; jkpo; cj;jpfs;.	tphpTiuKiw ciuahly; Kiw	12
IV jpwdha;T	jpwdha;tpd; Njhw;wk; - ,d;iwa jpwdha;tpd;epiyjpwdha;T tiffs; - ghj;jpug; gilg;G eyk; ghuhl;ly; (GjpdK; - fy;fp> K.t.) rpWfij GJikgpj;jd; ehl;Lg;Gw ,yf;fpak; - lhf;lh; jkpoz;zy;> md;dfhK> eh thdkhkiy. gaz ,yf;fpak; ne.J. Re;jutbNtY Foe;ij ,yf;fpak; - ftpQh; mo. ts;spag;gh ehkf;fy; ftpQh; ,uhkypq;fk; gps;is.	tphpTiu cilahly;	13
V nkhop Mrphpah; kw;Wk; tsh;r;rp mikg;Gfs;	,d;iwa nkhop Mrphpah; - fy;tpj; jFjpfs; - gzpf; fy;tpj; jFjp gzpr; rpwg;Gj; jFjpfs; - fy;tpapay; jFjpfs; - muR mikg;Gfs; - eLtd; muR khepy muR muR rhh;G mikg;Gfs; - cyfj; jkpo; Muha;r;rp epWtdk; - jkpo;g; gy;fiyf; fofk;.	tphpTiu ciuahly;	13

ghh;it E}y;fs;

1. Kidth; ,.gh. NtZNfhghy;> rhe;jFkhhp rpwg;gpj; jkpo; fw;gpj;jy;.
nrd;id : rhe;jh gjpg;gfk; (2009)
2. Nguhrphpah; tp. fzgjp> g+.n[auhk; ew;wkpo; fw;gpf;Fk; Kiwfs;.
rhe;jh gjpg;gfk;> nrd;id (2005)
3. Nguhrphpah; gp. ,uj;jpd rghgjp jkpopf; fy;tp. kapy;ntyd;
gjpg;gfk;> nrd;id (2009).
4. Kidth; Qh. godpNtY> nre;jkpo; fw;gpj;jy; rpwg;Gj;jkpo;
eyq;fps;sp gjpg;gfk;> jQ;rht+h; (2009).
5. nt. fiyr;nry;tp> rpwg;Gj;jkpo; rQ;rPt; ntspaPL><NuhL (2013).
6. Kidth; R.rf;jpNty; jkpo; nkhoptyuhW khzpf;fthrfh; gjpg;gfk;>
nrd;id (1996)
7. Kidth; Kj;J rz;Kfk; ,f;fhy nkhopapay; fof ntspaPL (1988).

Nature of Course: Theory (Max Marks -100)

Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18223T – TEACHING OF SPECIAL ENGLISH II

INTERNAL ASSESSMENT: 30
EXTERNAL ASSESSMENT: 70

TOTAL MARKS: 100
TIME: 64 Hrs

OBJECTIVES:

After completion of the course, the student teachers will be able to:

- understand the relation between literature and language.
- understand the role and importance of translation.
- examine authentic literary and non-literary texts and develop insight and appreciation.
- understand about the teaching of poetry, prose and drama.
- Understand the process of language assessment.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I LANGUAGE, LITERATURE AND AESTHETICS-1	Different Creative forms of English Language: Understanding different forms of literature-Poetry, Prose and Drama; Literature in the school curriculum: Needs, objectives and relevance;	Lecture Discussion	16
II LANGUAGE, LITERATURE AND AESTHETICS-2	Teaching of Different Forms of English Literature: Poetry, Prose, Drama. Lessons planning in prose, poetry and drama at various school levels. The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms.	Lecture Demonstration	18
III WORLD LITERATURE	The study of contemporary Indian, Asian, European and African literature.	Discussion	9
IV TRANSLATION	Translation: Importance and need – Types and Principles of Translation. Translation as a creative activity through examples of translated texts into English from different Indian languages.	Lecture	5

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
V DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS	Importance of English Textbooks and Qualities of a Good English Language Textbook. Limitations in the existing school language curriculum. Remedial suggestions. Role of Teacher in Selection of materials;	Lecture Discussion	16

REFERENCES

1. Krishnaswamy, N, and Lalitha Krishnaswamy, "Teaching English, Approaches, Methods, and Techniques", Trinity Press, New Delhi, 2016.
2. Raman Girija and Katyayani R.K, "Pedagogy of English", Neelkamal Publications, Hyderabad, 2017.
3. Vallabi.J.E, "Teaching of English, Principles and Practices", Neelkamal Publications, Hyderabad, 2011.
4. Vallabi, J.E, "Teaching of English-II" Neel Kamal Publishers, Hyderabad, 2013.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18224T - TEACHING OF SPECIAL HINDI – II

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Time: 64 hrs

OBJECTIVES

After Completion of Course the Students will be able to:

- Acquire the knowledge of the sound system of the Hindi and be familiarized with appropriate terminology to describe the sound in Hindi.
- Understand the connection of Hindi speech and to acquire good pronunciation and fluency of speech.
- Get familiarized with the syllabi related of high school and higher secondary classes.
- Acquire a working knowledge of the grammatical terminology and grammatical system in Hindi.
- Develop the ability to write in appropriate manner for a particular purpose with the particular audience in mind.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I REFERENCE AND STUDY SKILLS	SQ3R method of reading, Study skills Note- taking, Note- making Summarizing and paraphrasing Referenceskills – library dictionaries– thesaurus encyclopaedia– bibliography annotated bibliography	Group Discussion Lecture Assignment Observation Report writing	12
II COMPOSITION	Types of composition – controlled – guided – free Kindsofcomposition–letter writing–Formal-Informal– Business letters Paragraph writing – Essay writing – Precise writing – Expansion of proverb – Developing stories from outline. Summarizing – Abstracting – Translation – Comprehension Oral composition – Pair work – Mixed ability – Grouping. Correction of composition	Presentation Assignment Group Discussion Lecture	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	exercise – correction symbols.		
III LANGUAGE CURRICULUM	Principle of Curriculum construction. Limitations in the existing school Hindi Language Curriculum. Qualities of a good Hindi language text book. Professional competencies as a Hindi Teacher Programmes for Quality improvement-Seminar, Workshop, panel discussion, Field trips, projects, etc.	Paragraph writing – Essay writing – Precise writing – Expansion of proverb – Developing stories from outline. Summarizing – Abstracting – Translation – Comprehension Oral composition – Pair work – Mixed ability – Grouping. Correction of composition exercise – correction symbols	13
IV COMMUNICATIVE HINDI	Hindi for social purpose Academic purposes Occupational purposes Creative purpose Remedial Hindi course- Phonological, Lexical and grammatical errors. Critique valuation of Hindi curriculum in school with special reference to Stds. XI and XII.	Group Discussion Lecture , Seminar Panel Discussion	13
V LANGUAGE TESTING	Language Measurement and Evaluation: Purposes and types. Measurement scales Item analysis Validity Reliability Achievement proficiency and competence testing	Lecture Assignment Presentation Group Discussion	12

REFERENCES

1. Aggarwal .J.C, “Principles, Methods & Techniques of Teaching”, Vikas publishing House Pvt Ltd., 2008.
2. Chau Han .S.S, “Innovations in Teaching learning process”, Vikas publishing House Pvt Ltd., 2008.
3. Dhand .H, “Techniques of teaching”, APH publication Cooperation, New Delhi, 2009.

4. Pal .H.R and Pal .R, "Curriculum – yesterday, today and Tomorrow", Kshipra, New Delhi, 2006.
5. Passi .B.K, "Becoming a better teacher", micro teaching approach, Sahitya Mudranalaya, Ahmadabad, 1976.
6. Singh, Karan, "Hindi Shikshan", Govind Prakashan, Lakhimpur Khiri, 2002.
6. Tamilnadu teachers Education University Regulation, 2009.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18225T - TEACHING OF SPECIAL SANSKRIT – II

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Times: 64 hrs

OBJECTIVES

After completion of course the students will be able to-

- Enable the teacher trainees to acquire knowledge of applied linguistics/Grammar as the ground for Sanskrit language.
- Enable the teacher trainees to Aware of methodological development in Education and Sanskrit language.
- Understand the connections of Sanskrit speech and to acquire good pronunciation and fluency of speech
- Enable to design short and long term courses in the use of Sanskrit.Help the teacher trainees to understand the development of different types of Sanskrit literature and their impact on Indian society.
- Familiarise the teacher trainees with the different facts of professional importance of Sanskrit in India.
- Develop the ability in the teacher trainees to understand the simple and holistic test of Sanskrit for different stages.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I FLUENCY IN SANSKRIT LANGUAGE	Use of conventional formula: greeting, apology, invitation, refusal, accepting, Thanking. Describing and interpreting picture, tables, graphs, maps, etc. Oral drills – Repetition drills– Mechanicaldrills – Substitution drills.	Presentation Assignment Lecture Group Discussion	10
II CURRICULUM- SECOND LANGUAGE CURRICULUM	Approaches to syllabus construction- Notional, situational, structural, skill based and communicative Language curriculum: Syllabus design- Language learning materials, Books, Hand books, Supplementary readers, Dictionary skill Use of Library , Reference work and Bibliography	Lecture Assignment Group Discussion	13
III COMPOSITION	Types of composition – Controlled, Guided & Free; Kinds	Lecture Presentation Assignment	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	of composition Letter writing- Formal & Informal Business letters Paragraph writing – Essay writing & Précis writing Expansion of proverb; Developing stories from outline Summarizing, Abstracting, Translation & Comprehension Oral composition–Pairwork Mixed ability grouping Correction of Composition exercise – correction symbols.	Observation Report writing Group Discussion	
IV COMMUNICATIVE SANSKRIT	Sanskrit for social purposes Academic purposes, Occupational purposes And creative purpose Remedial Sanskrit course Critical evaluation of Sanskrit curriculum in school with special reference to Stds. XI and XI	Seminar Observation and Report writing	13
V LANGUAGE TESTING	Language Measurement and Evaluation: Purposes and types Measurement scales Item analysis Validity Reliability Achievement proficiency and competence testing	Lecture Presentation Assignment	14

REFERENCES

1. Mangal, S. k., & Mangal, S. Essentials of educational technology and management. Meerut: loyal book depot. (2005).
2. Pal, H.R and Pal, R: *Curriculum-yesterday, today and tomorrow*, Shipra, New Delhi, 2006.
3. Sansanwal, D.N. & Singh: *Models of Teaching*. Society for Educational Research & Development, Baroda, 1991.
4. Sharma ,Sheshraj :Annabhat Tark sangrha, Subharti prakshan, Varansi, 1980.
5. Singh, S.D. and Sharma, Shashikala: *Sanskrit Shikshan*, Radha prakashan Mandi, Agra, 1999.
6. SRM University Chennai Regulation, 2008.
7. Teacher education University Tamilnadu Regulation, 2009
8. Weil, M & Joyce, B: *Information Processing Models of Teaching*. Prentice Hall Inc., New Jersey, 1979.
9. <http://samskrutam.com/sanskrit/studies/grammar.aspx>.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18226T - TEACHING OF MATHEMATICS – II

Internal Assessment : 30

Total Marks : 100

External Assessment : 70

Time : 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Formulate instructional objectives in terms of behavioural outcomes.
- Design appropriate teaching – learning strategy / approach suited to particular content.
- Use ICT and various teaching aids in teaching of Mathematics.
- Construct achievement test and diagnostic test.
- Understand innovations and implications of researches in the field of Mathematics Education

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I INDIVIDUAL DIFFERENCES IN MATHEMATICS AND MODELS OF TEACHING	Identification of slow – average – gifted learners in Mathematics Causes of slow learning and remedial measures for the backward Enrichment programmes for the gifted Concept of models of teaching, characteristics of teaching models, families of models	Practical session Group Discussion Seminar PPT	12
II INDIVIDUALIZED INSTRUCTION TECHNIQUES AND APPLICANTIONS	Programmed instruction – Linear – branched – Mathetics Group teaching techniques – seminar – workshops – cooperative learning – brain storming Concept of ICT – Use of computer and other ICT equipments	Illustrations and PPT Sessions in small or medium groups Web based	12
III LEARNING RESOURCES FOR MATHEMATICS	The Mathematics Text book – effective use of Mathematics Text book, qualities of good mathematics Text books Natural resources – Mathematical aspects found in Environmental phenomena (congruence, similarity, ratio and proportion, geometric shapes, symmetry etc.) Mathematics laboratory Mathematics library Mathematics Club Informal learning contexts such as Mathematics exhibitions, Fair, Field Trip etc	Lecture cum Discussion Meaningful verbal presentation Assignments PPT Field Trip	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
IV EVALUATION IN MATHEMATICS	Meaning and definition of evaluation Process of evaluation – achievement, diagnostic, Prognostic, criterion and norm referenced evaluation Types of Evaluation formative, summative, self, peer evaluation and concepts of continuous and comprehensive evaluation (CCE)	Lecture Illustration Meaningful verbal presentation Seminar PPT Practical Session	14
V PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER AND MATHEMATICS FOR ENTRANCE AND COMPETITIVE EXAMINATION	Types of inservice programme for Mathematics Teachers Professional activities, departmental, administrative and community activities IIT – JEE, EEE, Olympiads, KYPV (Kishore Vaigyanik Protsahan yojana), NTSE (National Talent Search Exam), NDA(National Defence Academy) Entrance etc.,	Lecture Group discussion and Brain storming PPT, Web Search	12

REFERENCES

1. Aggarwal, J.C., "Principles, Methods & Techniques of Teaching" (2nd ed.), Vikas Publishing House Pvt. Ltd., New Delhi, 2001.
2. Ediger, M. & Rao, D.B. "Teaching Mathematics Successfully", Discovery Publishing House, New Delhi, 2000.
3. James, A. "Teaching Mathematics", Neelkamal Publications Pvt. Ltd., New Delhi, 2005.
4. Siddiqui, H.S. & Khan, M.S., "Models of Teaching – Theory and Research", Ashish Publishing House, New Delhi, 2004.
5. Siddiaui, M.H., "Teaching of Mathematics" APH Publishing Corporation, New Delhi, 2007.
6. Mangal, S.K, "Teaching of Mathematics", Prakash Brothers Educational Publishers, Ludhiana.
7. Bagyanathan, D., "Teaching of Mathematics", Tamil Nadu Text Book Society, Chennai, 2007.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18227T - TEACHING OF PHYSICAL SCIENCE - II

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand the scope and nature of Physical Science teaching at different levels of learning
- Acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Physical Science
- Understand the techniques of evaluations and measuring the learning outcome.
- Use various teaching aids in teaching of physical science

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I MODELS OF TEACHING	Teaching - phases,maxims of teaching Science Meaning of Teaching model , DefinitionConcept attainment modelInquiry Training model Advanced Organizer model advantages	Lecture Discussion PPT	10
II RESOURCES FOR TEACHING SCIENCE	Audio visual aids:Need and importance of teaching aid OverheadProjector, LCD Projector, Radio, TV, VCR.CCTV. Charts, Objects,Transparencies Programmed Instruction, CAI Physical Science Laboratory Structure and Design – Organization and Maintenance of Science Laboratory –Preparation of indents - Maintenance of Registers Storage of apparatus and materials- organization of Practical work Improvisation of Apparatus.Common accidents and First Aids Qualities of a good sciencetext book , teacher's Need and importance of textbook,.Features of Good textbook of science- Library and its Uses.	Demonstration Discussion Lecture	26
III SCIENCE ACTIVITIES	Importance of science activities Planning & Organization of field trip,project work,science	Demonstration Discussion Experiments	9

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	Quiz excursion , science exhibition, science fair Formation and activities of Science club in school		
IV EVALUATION IN SCIENCE	Test and its types: Achievement Test -Qualities of a good test - Evaluating outcomes of Science Teaching Types of Evaluation (Formative , Summative, Norm Reference and Criterion Reference and Continuous Comprehensive Evaluation)Diagnostic test,Achievement of Remedial teaching tests Principles of test construction Assessment of cognitive aspects of science learning,National talent search examinations Science Olympiad	Discussion Lecture Experiments	12
V CURRENT/ INNOVATIVE PRACTICES IN SCIENCE TEACHING	Concept of mobile Science Laboratory, Professional organization for science teachers, Use of conceptmaps in science teachingCurrent research trends in science education, Journals and other resource of physical science.	Discussion Experimental	7

REFERENCES

1. Mangel .S.K, "Teaching of Physical and Life Science", New Delhi, AryaBook, Depur, 1995.
2. Nayak, "Teaching of Physics", APH publication New Delhi, 2003.
3. NCERT, "Teaching of Science", New Delhi, NCERT Publication, 2002.
4. Pandey, "Major issues in Science Teaching", Sumit publication, New Delhi, 2003.
5. Radha Mohan, "Innovative Science Teaching for Physical Science Teachers", PHI Pvt., Ltd., New Delhi. 2011
6. Radha Mohan, "Teaching of physical science", New Delhi, Neelkamal Publishers, 2010.
7. Sharma .P.C, "Modern Science Teaching", Dhanpat Rai Publication, New Delhi, 2006.
8. Yadav .M. S, "Teaching of science", New Delhi, Anmol Publications, 2003.
9. S.P.Kulshrestha and Gaya Singh " Teaching of Physical Science',Mohan Print, Meerut.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18228T-TEACHING OF BIOLOGICAL SCIENCE-II

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Build up scientific attitudes in learners;
- Look over different pedagogical issues in learning Biological Science;
- Create appropriate assessment tools for evaluation in Biological Science:
- Arouse curiosity, creativity and investigation in Biological Science:
- Extend capability in Biological Science concepts for life skills and
- Organize various co curricular activities such as debate, discussion, drama, poster making on issues related to Biological Science

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I LEARNING RESOURCES IN BIOLOGICAL SCIENCE	Structure and design of Biology Laboratory, Preparation of Indent, Procedure for the purchase of equipments, Laboratory Registers. Rules to be followed by the Teachers and students in Laboratory. Common accidents and first aid. Need for biology text book, Qualities of Biology Text book, Organization of Biology Library	Debate discussion Demonstration Preparation of kits Guidance for the field visit and Execution Presentation Designing	19
II SCIENCE ACTIVITIES	Use of ICT in learning biological science; Using community resources for biology learning; Pooling of learning resources in school complex/block/district level; Handling hurdles in utilization of resources Importance of science activities Planning & Organization-Field trips, Science Clubs, Science Fair, Science Exhibition, Science Quiz and Project work, Aquarium, Herbarium, Terrarium, Vivarium, Preservation of Insects, Birds, Other Animals, Skeleton and Skull, Live specimen, School Garden, Animal House, Green House	Field Visit, Organization of activities with Guidance, Discussion	11

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
III TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE	Curriculum meaning types, principles of curriculum construction, organization of subject matter, BSCS, NCERT curriculum Classroom climate-Meaning, Factors affecting classroom climate, Flander's Interaction Analysis. Teaching behaviour pattern-A pattern of Dominance, Laissez-Faire pattern, Democratically planned pattern. Qualifications of Biology Teachers, In-service Training. Achievement Tests- Purpose, Types of achievement tests, Criteria of a good test. Steps in test construction-Blue print, Question paper.	Field trip and Report writing Lecture Lecture cum Demonstration Preparation of test items and discussion	7
IV BIOLOGICAL SCIENCE – LIFELONG LEARNING	Continuous and comprehensive evaluation Techniques of developing curiosity in life style and needs of living things. Stimulating creativity and inventiveness in biology Organizing various co curricular activities such as debate, discussion, drama, poster making on issues related to biology; Organizing events on specific day, such as Earth Day, Science Day Environmental Day etc... Inquiry Training Model, Concept Attainment Model of Teaching, Flipped Learning and Blended learning	Field visit Implementation of Higher order thinking Lecture	13
V PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER	Journals and other resource materials in biology education; Role of reflective practices in professional development of biology teachers Field visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Importance of Research for Teachers and learners- action research in biological science.	Guidance Lecture Assignment Presentation Planning and field visit Research and Report writing	14

REFERENCES

1. Aggarwal .D.D, "Modern Method of Teaching Biology", Karanpaper backs, New Delhi, 2008.
2. Carin & Robert .S "Teaching modern science" (5th edition)", Merill Publishing, U.S.A., 1989
3. Chauhan .S.S, "Innovations in teaching learning process", Vikas publishing House, New Delhi, 1985.
4. Hemalatha Kalaimathi .D. & Asir Julius .R, "Teaching of Biology", Neelkamal Publications, Hyderabad, 2010.
5. Sharma .P.C, "Modern Science Teaching", Dhanpat Rai Publications, New Delhi, 2006.
6. Venugopal .G & Nithyasri "Teaching of Biology", Ram Publishers, Chennai, 2003.
7. Yadav .M. S, "Teaching of Science", Anmol Publications, New Delhi, 2003.
8. <https://www.teachthought.com/learning/the-definition-of-the-flipped-classroom/>
9. <http://teachertrainingmumbai.com/blog/?p=1301>
10. <http://www.Scientia14.blogspot.in/2014/09/concept-attainment-model-aswathy-s-nair.html>

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18229T - TEACHING OF SOCIAL SCIENCE – II

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Time : 64 Hours

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand the periodisation of world.
- Know the culture and social stratification
- Understand the rules of law
- Develop in the Student trainees skills to teach and evaluate Social Science.
- Equip the student trainees with the skills of diagnostic and remedial teaching.
- Equip the student trainees with the skills for teaching gifted and under average students.
- Enable the student trainees to critically examine Social Science syllabus and develop skills to periodically modify and update the text books.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I TEACHING- LEARNING OF HISTORY	Social Formations in History Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies State-formation and different types of states in History Capitalism, democracy and citizenship Select Issues of Social Change in Indian History Culture, social stratification and social change in India; Caste and class in Indian society Shared religious cultures and conflicts between religious communities in India	Discussion Lecture cum Demonstration Practicals Seminar	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
II TEACHING-LEARNING OF DEVELOPMENT AND DIVERSITY	Forms of Government: Democratic (Liberal and Social), non-democratic Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers Organs of Government: Legislature, Executive, and Judiciary. The making of the Constitution of India Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism +Fundamental Rights; Rights of <i>Dalits</i> , Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled) Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (<i>Panchayats</i> and Municipalities) Society and Political Processes: Elections, political parties, pressure groups Social movements: <i>Dalit</i> movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI	participatory methods involving all participants. 'Learning by discussing'	12
III ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES	Construction of unit in Programmed Instruction Various types of Evaluation Slow learners and remedial teaching Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions Open-book tests: Strengths and limitations Evaluating answers: What to look for? Assessing projects: What to look for? Continuous and Comprehensive (CCE) in Social Sciences.	Discussion Debate Demonstration	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
IV ANALYSIS OF SOCIAL SCIENCE TEXTBOOKS AND QUESTION PAPERS	Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences). Analysing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific Requirements in terms of understanding and skills	Project, Discussion and Demonstration	12
V SOCIAL- SCIENCE TEACHER	Special problems of Social-science teaching in rural schools Teacher preparation and in service education Social-science teacher academic Professional growth Characteristics of Social-science teacher	Academic and professional qualifications	

REFERENCES

1. Bhattacharya, S. & Darji, D.R. "Teaching of Social Studies in Indian Schools", Acharya Book Depot, Baroda, 1966.
2. Greene, H.A., Jozgensen, A.N. Gerberi, J.R. "Measurement and Evaluation in the Secondary School", Mongmans, Green and Co., New York, 1959.
3. Mathias, Paul "The Teacher's Handbooks for Social Studies", Blandford Press, London, 1973.
4. Mehlinger. Howard, D.(ed.) UNESCO, "Handbook for the Teaching of Social Studies", Gareem Helm, London, UNESCO, 1981.
5. "The Association of Teachers of Social Studies Hand book for Social Studies Teaching", Holt, Rinchart and Winston, INC, New York, 1967.
6. Konly, A.S. Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. 1996

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18230T - TEACHING OF COMMERCE AND ACCOUNTANCY – II

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Time: 64 hrs

OBJECTIVES :-

After Completion of Course the Student Teachers will be able to:

- Know the curriculum and Syllabus to help them to plan learning activities.
- Know about qualities, duties and responsibilities of the teacher.
- Understand the concept of Assignment, Drill and review.
- Identify the importance of textbook.
- Develop skills in evaluation and in constructing tests in Commerce and Accountancy.
- Know about need and methods of evaluation.
- Understand the techniques of evaluations and measuring the learning.
- Understand the Recent changes in commerce and commerce education.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I CURRICULUM & SYLLABUS	Meaning & Definition - Syllabus and Curriculum. Need for curriculum – Bases of curriculum construction. Principles of curriculum construction – Selection of content and organization of subject matter. Approaches to curriculum organization – Unitary, Spiral and Integrated approaches. Difference between Syllabus and Curriculum –Role of teachers in curriculum development.	Lecture Demonstration	12
II COMMERCE TEACHER	Commerce and Accountancy Teacher – Qualifications, Qualities, Regular duties and responsibilities of a Commerce teacher, Ethical and Social responsibilities of the Commerce teacher, Necessary registers and records to be maintained by the Commerce teacher, Challenges faced by the Commerce teacher. Professional Development – Need for in-service training; Limitations in current in- service programme. Identification of Slow – Average – Gifted learners - Causes of	Lecture Group activity Demonstration	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	slow learning and remedial measures for the slow learners.		
III PLANNING FOR ASSIGNMENT, DRILL & REVIEW	Types of assignments – Uses of class assignments Criteria of a good assignment- Guidelines for preparing good assignments in Commerce and Accountancy. Home assignment – Purposes of homework – Merits of Homework Guidelines for giving effective homework – Correction of Homework. Drill – Meaning, Uses and Principles of Drill Review - Meaning, Advantages, Differences between Drill and Review.	Lecture Discussion Demonstration	13
IV ASSESSMENT & EVALUATION, ACHIEVEMENT TEST	Evaluation - Meaning, Purpose of evaluation, Steps in evaluation. Types of evaluation – Placement, Formative, Summative, Continuous and Comprehensive evaluation. Criterion and Norm Referenced tests. Achievement test – Definition, Functions, Types & Characteristics of good achievement test- Principles of test construction - Types of test items – multiple choice, short answer and essay type –Construction of achievement test – Steps.	Lecture Demonstration	14
V RECENT CHANGES IN COMMERCEAND COMMERCE EDUCATION	Recent development in Commerce – Insurance, Banking, Marketing, communication (internet, E mail, Tele conferencing, Video Conferencing), Trade. E- Commerce –Correlation of Commerce with other subjects – Economics, Mathematics, Geography.Commerce and accountancy Education Present status in schools. Commerce Text Book – Co-Curricular activities in Commerce.	Discussion Demonstration project	12

REFERENCES

1. Aggarwal, "Teaching of Commerce, a Practical Approach. (2nd ed)", Vikas Publishing House Pvt Ltd, UP. 2008.
2. Gupta .U. C, "Teaching of Commerce", Khel sahitya Kendra, New Delhi, 2007. 38
3. Khan.M.S, "CommerceEducation", Sterling Publishers, New Delhi, 1982.
4. Rao, Seema, "Teaching of Commerce", Anmol Publication, New Delhi, 2007.
5. Sharma .R.N, "Principles and Techniques of Education", Surjeet Publications, Delhi, 2008.
6. Singh .Y.K, "Teaching of Commerce", New Delhi, APH Publishing Corporation, 2009.
7. Dr.Anice James "Teaching of Mathematics"Neelkamal Publications PVT. LTD,Hyderabad, 2005.
8. Dr. D. Hemalatha Kalaimathi & R. Asir Julius "Teaching of Biology" Neelkamal Publications PVT. LTD,Hyderabad, 2010.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18231T - TEACHING OF COMPUTER SCIENCE –II

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Acquires knowledge of the concepts, terms, and procedures in the content and methodology of teaching Computer Science.
- Understands the concepts, terms and procedures in the content and methodology of teaching Computer Science.
- Applies the knowledge in actual classroom situation in teaching Computer Science.
- Develops skills in various activities pertaining to teaching and learning.
- Develops interest in knowing recent development in the content and methodology teaching Computer Science.
- Develops scientific/positive attitudes towards teaching and learning.
- Appreciates the contribution of the subjects to the teaching and learning.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I AUDIO-VISUAL AIDS IN TEACHING OF COMPUTER SCIENCE	Meaning, Importance of Teaching Aids – Edgar Dale Cone Experience – 2D & 3D (Dimentional)Aids , Non Projected Aids – Chalkboard – Bulletin Board – Magnetic Board – Flanner Board – Chart – Flash Cards – Graph – Poster – Models - Diorama, Projected Aids – Hardware Demonstration - Filmstrip – slide – OHP sheet –, Computer – online clippings as aids, TV. Criteria for selection of appropriate teaching aids, use of Mass Media in Teaching Computer Science	Demonstration Hands on experience Lecture	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
II CURRICULUM ASPECTS IN TEACHING OF COMPUTER SCIENCE	Meaning – Principles of Computer Science Curriculum Criteria of Selection of Content – Critical study and review of Computer Science Text Book of Existing Syllabi at the Secondary Stage – State Board & CBSE Boards. A Comparative Evaluation of any two Websites bearing on the same unit in the School Curriculum	Techno-lab activity Demonstration Meaningful verbal expression Lecture	13
III COMPUTER SCIENCE TEXTBOOK	Qualities of a good Textbook in Computer Science, Functions of a Textbook, Use of Textbook inside and outside the Classroom , Criteria for Evaluation of Computer Science Textbook – Selection of Content – Organization – Presentation – Verbal Communication – Visual Communication – Exercises – Physical Structure, Value of Computer Science Library – Digital Library – meaning, Function of Digital Library and its uses	Lecture , Group activity	13
IV ASSIGNMENT, REVIEW AND COMPUTER SCIENCE LABORATORY	Assignment – Meaning - need – principles of Assignment, Types – Mastery – Drill – Research – Project – Experimental – Evaluative, Characteristics of a good Assignment - Correction – uses Review – Need and Importance of Reviewing Computer Science Lesson , Characteristics of a good Review - Different techniques of Reviewing a Lesson Computer Science	Class discussion Class seminar Assignment Lecture	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
V EVALUATION	Laboratory – Special Features of Computer Lab – Essential Infrastructure – Laboratory Management – Organization of Practical– Maintenance of Records – Discipline of the Laboratory Meaning – Types of Evaluation – Formative – Summative , Process of Evaluation – Achievement Test – Written test & Oral Test – Diagnostic & Prognostic tests – Criterion & Norm Referenced tests – Teacher made and standardized tests , Construction of different types of test – Essay – Short Answer – Objective, Steps in construction of an Achievement test – Table of Weightage – Objectives – Content – type of questions – difficulty level , Blue Print , Characteristics of a good test – Item Analysis – Computer Aided Evaluation – Cumulative Record – Concepts of Continuous and Comprehensive Evaluation (CCE).	Group discussion Small group session Lecture	14

REFERENCES

1. Stanely Pogrow, Education in the Compute Age, Sage Publication, Delhi, 1993.
2. Merrill .P.P, "Computers in Education", Second Edition, Allyn and Bacon, New York, 1985.
3. Peter, "Norton's Introduction to Computers", Tata McGraw-Hill Publications, New Delhi, 2000.
4. Richmond, Kenneth .W, "The Teaching Revolution", Methuen & Co, London, 1969.
5. Schwatz & Schitz, "Office 2000", BPB Publications, New Delhi, 2000.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test- I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18232T - TEACHING OF HOME SCIENCE – II

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand the principles of curriculum construction and critically examine the Home Science syllabus.
- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
- Get familiarized with the problems of laboratory organization, maintenance and administration.
- Reflect to the issues in teaching Home Science and inculcate the competencies to devise & utilize innovative strategies for Home Science teaching.
- Develop an analytical and creative mind and become effective members of home, school community and profession.
- Comment & criticize the curriculum organization of Home Science syllabus at secondary and higher secondary school levels.
- Get familiarized with recent trends in evaluation as applied to Home Science.
- Utilize recent trends in evaluation as applied to Home Science & to prepare objective based test items to evaluate the achievement of pupil.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I HOME SCIENCE AS A SUBJECT & HOME SCIENCE TEACHER	Health Science: Food & Malnutrition Hygiene & Sanitation Communicable diseases Motherhood & Childcare. Home Management: Home-maker Textiles & Clothing Care Principles of budgeting Duties and Responsibilities of a Home science teacher Competencies Qualities and associated with success in Home Science teaching Acquiring breadth and depth knowledge of Home Science. Professional ethics of a home science teacher. Individual differences in students. Correlation of Home Science with other school subjects An interdisciplinary approach in school	Group Discussion Lecture Seminar Assignment Panel Discussion Presentation Higher order thinking process and Story telling	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	curriculum.		
II RELATIONSHIP BETWEEN THE SCHOOL AND COMMUNITY	Linkage between school and community. Role of community in enhancing school education. Use of Community resources and conservation. School and Teacher's contribution to the community. Text Book: Qualities of a good textbook.Criteria for evaluating a Home Science textbook.Use of textbooks in teaching home science School and Teacher's contribution to the community.	Group Discussion Lecture	10
III TEXT BOOK OF HOME SCIENCE	Values of a school Biology library Books for selection and purchase Classification and cataloging of books Critical review of Home science textbooks	Assignment Panel Discussion Lecture	14
IV HOME SCIENCE LABORATORY PLANNING, ORGANIZATION AND MAINTENANCE OF PRACTICAL WORK	Bases of instruction: Home Science Laboratory designing Organization of the laboratory Laboratory equipments and their maintenance. Preparation of demonstration and students work table. Safety precautions and measures, Storeroom maintenance: Consumablesnon-consumablesbreakablesMaintenance of records,registers stock.Books and accounts books	Group Discussion Lecture Seminar Assignment Panel Discussion	14
V EXAMINATION AND EVALUATION & RESEARCH IN EDUCATION HOME SCIENCE	I) Meaning and Principles of test. Principles of test construction. Test types – Diagnostic, Prognostic and Achievement tests Criterion tests, Norm referenced, Blue Print and Question bank. Evaluation of student's –written and practical Various types of test items: essays, Various types of test items: multiple short answer Completion, matching two choices. choices, Steps in test construction Measures of central tendency. Measure of Variability. Correlation: co-efficient of correlation-rank difference method. Graphical	Group Discussion Lecture Seminar Assignment Panel Discussion	2

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	Representation of Data and its types. (II)Research: meaning, Definition. Characteristics & importance of Research. Variables: Meaning & definition. Types of Variable: Independent, Dependent, Intervening, Research types: fundamental , Applied & Action research. Need and procedure to conduct action research.		

REFERENCES

1. Das .R.R. and Ray .B, "Teaching of Home Science", New Delhi: SterlinPublishers Pvt. Ltd, 1983.
2. Jha .J.K, "Encyclopaedia of teaching of home science.(Vol I&II)", New Delhi: Anmol Publications Private Limited, 2001.
3. Joyce .B & Weil .M, "Models of Teaching", Prentice Hall Inc., New Jersey, 1979.
4. Lakshmi .K, "Technology of teaching of home science", New Delhi, Sonali Publishers, 2006.
5. Nibedita .D, "Teaching of Home Science", New Delhi, Dominant Publishers and Distributors, 2004.
6. Sankhala .D. P, "Educational Technology", New Delhi, Adhyayan Publishers & distributors, 2006.
7. Seshaih .P.R, "Methods of teaching home science", Chennai, Manohar Publishers & Distributors, 2004.
8. Shalool .S Modern, "methods of teaching of home science." (I Edition), New Delhi, Sarup&Sons, 2002.
9. Yadav .S, "Teaching of home science", New Delhi, Anmol Publishers, 1997.
10. Yadav .S, "Text book of nutrition and health", New Delhi, Anmol Publishers, 1997.
11. Aggarwal .J.C, "Essentials of Educational Technology" Teaching Learning & Innovations in Education, New Delhi, Vikas Publishing House Pvt. Ltd, 2004.

Nature of Course: Theory (Max Marks -100)

Assessment Method: Internal and External

In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18233T – TEACHING OF ECONOMICS - II**Internal Assessment : 30****Time : 64 hrs****External Assessment : 70****Marks : 100****OBJECTIVES:**

After Completion of Course the Student Teachers will be able to:

- Understand the need for implementing the methods of catering to individual.
- Develop the ability to prepare and use effectively the audio and video.
- Under- stand the various evaluation techniques of assessment.
- Know the value of discipline of Economics.
- Analyse the techniques of assessing the economics teachers.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I ANALYSIS OF TEXT	Analysing textbooks in Economics in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Economics Analysing question papers of any State Board/CBSE and NCERT's textbooks in the light of requirements	Lecture Discussion Project,	12
II ASSESSMENT	Understanding the skills, the different aspect of Economics Questions for testing quantitative skills, Questionsfor Qualitative skills analysis; Open-ended questions Open-book tests, advantages andlimitations Evaluating answers: What to look for?	Discussion PPT of for Debate and Demonstration	12
III EVALUATION IN ECONOMICS	Assessing projects: What to look for? Continuous and Comprehensive (CCE) In Economics. and its importance Construction, Administration and uses of Achievement tests	Lecture Discussion Practice Practical demonstration	14
IV RESOURCES FOR TEACHING OF ECONOMICS	Co-curricular activities, Organization of Economics Club, Economics exhibition and report writing, Field trips and excursions	Lecture Demonstration Practice Practical work	12
V	Special problems of Economics	Lecture	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
THE TEACHER OF ECONOMICS	teaching in rural schools Teacher preparation and in service education Economics teacher academic, professional qualifications Professional growth Characteristics of economics teacher	Discussion Seminar	

REFERENCES

1. Chauhan, S. S. "Innovations in Teaching Learning Process UP: Vikas Publishing Mouse Pvt Ltd, 2008.
2. Sharma, R. N. "Principles and Techniques of Education" Delhi: Surjeet Publications, 2008.
3. Aggarwal, J. C. "Essentials of education technology": Teaching learning
4. Innovations in education" New Delhi: Vikas Publishers, 2005 Mangal, S. "Essentials of educational technology and management." Meerut: loyal book depot. Authors press, 2005.
5. Aggarwal, J. C. "Teacher and education in a developing society". New Delhi : Vikas Publishers, 2004.
6. Karthick, G. S. "Teaching of economics". New Delhi: Discovery publication house, Rudramamba, B. "Methods of teaching economics" New delhi: Discovery, 2004.
7. Mangal, S. "Essentials of educational technology and management." Meerut: loyal book depot. Authors press, 2005.
8. Aggarwal, J. C. "Teacher and education in a developing society". New Delhi : Vikas Publishers, 2004.
9. Karthick, G. S. "Teaching of economics". New Delhi: Discovery publication house, Rudramamba, B. "Methods of teaching economics" New delhi: Discovery, 2004.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18234T - Teaching of GeneralTamil II

nghJj,jkpo; fw;gpj;jy; - II

Internal Assessment : 30

Total Marks : 100

External Assessment : 70

Time : 64 hrs

Nehf;fq;fs; :

Gapw;rp Mrphpah;fs;:

- ❖ jha; nkhopapd; gy;NtW gzpfi mwpjy;
- ❖ Nfl;Lzh;jy; jpwidAk; nghUSzh;jy; jpwidAk; mwpjy;
- ❖ gpiaw NgRk; jpwid tsh;j;jy;
- ❖ rpwe;j gbf;Fk; gof;fq;fis tsh;j;jy;
- ❖ rpwe;j vOj;jhw;wiy tsh;j;jy;
- ❖ rpwe;j nkhopg;ghl Mrphpah;fSf;fhd gz;Gfis tsh;j;jy;
- ❖ tha;nkhop gapw;rp jpwid mwpjy;
- ❖ nkhopg;ghl E}ypd; gz;Gfis mwpjy;
- ❖ E}yfj;jpd; gad;fis mwpjy;
- ❖ et Pd njhopy; El;gr; rhjdq;fspd; gad;ghLfis mwpjy;
- ❖ nra;As;> ciueil ghlf;fisf; fw;gpj;jypd; NtWghLfis mwpjy;
- ❖ ,yf;fzk; gapw;wypy; cs;s jpwd;fis tsh;j;jy; ϑ fl;Liu vOJtjd; Nehf;fq;fis mwpjy;
- ❖ jfty; El;gtpay; topahf jkpo; fw;gpj;jiy mwpjy;

myF	nghUslf;fk;	fw;gpj;jy; Kiw	fhyk; (kzpapy;)
I nkhopj; jpwd;fisf; fw;gpj;jy;	tiuaiw Nfl;ly; - Nfl;lypy; topf;fw;wy; - Nfl;ly; gof;fj;jpid tsh;j;jy; - Nehf;fq;fSf;fhff; Nfl;ly; Nfl;ly; jpwid tsh;f;Fk; Mrphpah; epidtpy; nfhs;s Ntz;bait czh;jy; jpwd; gbj;jy; jpwd; - Nehf;fq;fs; - gapw;r;rpaspf;Fk; Kiwfs; tha;tpl;L gbj;jy; ed;ikfs;> tha;Fl; gbj;jy; - ed;ikfs; Nehf;fq;fs; - gbf;fg; gapw;Wk; Kiwfs; Nfl;ly; - Nfl;ly; gof;fj;jpid tsh;j;jy; - gy;NtW Nehf;fq;fSf;fhf Nfl;ly; - czh;jy; jpwd;	tphpTiu ciuahly; Kiw	16

myF	ngHUsIf;fk;	fw;gpj;jy; Kiw	fhyk; (kzpapy;)
II ghlg; gDty; tif	nra;As;> ciueilg;ghlk; ,yf;fzk;> Jizg;ghlk; Nehf;fq;fSk;> KiwfSk; fl;Liu fl;Liu vOJtd; Nehf;fq;fs; - fl;Liuapd; tiffs;	tphpTiu ebg;G Kiw	9
III ghlEhy;	ghlE}y;fs;> ghlEhs;fspd; gz;Gfs;> rpwe;j ghlEhy;fisj; jahhpF;Fk; nghOJ kdj;jpw; nfhs;s;j;r; nra;jpfs; jw;Nghija eilKiwapYs;s ghlE}y; gw;wpa ghh;it ghlE}ypd; Mf;ff;\$Wfs;	tphpTiu ghpNrhjid Kiw	13
IV ghh;it Ehy;fSk; EhyfKk;	E}y;fs; - E}yfk; - E}yf mikg;G gs;sp E}yfk;> tFg;G E}yfk;> fUtp E}yfk; nkhopahrphah; - gz;G eyd;fs; - mfuhjpia gad;gLj;Jk; Kiw		
V jfty; El;gtpaYk; jkpo; fw;gpj;jYk;	fw;gpj;jy; - fw;wy; nray; Kiwapy; fzpg;nghwp fzpg;nghwpapd; fy;tpg; gad;fs;> fzpg;nghwp rhe;j fw;gpj;jy; kpd;fw;wy;> jkpo;nkd; nghUs;fs;> nkd;nghUs; gad;ghl;by; jkpo;> ,izajsk;> gy; Clfk; Xtpauq;fk;	ghpNrhjid Kiw	13

ghh;it E}y;fs;

1. ghlg;ngHUs; kw;Wk; jkpo; fw;tpj;jy; nghJf; fw;wy; Dr.tp.
fzgjp>Dr. gp. ,uj;jpdrghgjp> g+.nlauhkd;> re;jpud;
uhlNkhfd;>Dr.F.tp[ah.
2. Kidth; Qh.godpNtY nre;jkpo; fw;gpj;jy;> nghJj;jkpo;> ejp
gg;spNf-d;];> jQ;rht+h; . (2011)>
3. nt.fiy;r;nry;tp nghJj;jkpo; fw;wy; - fw;gpj;jy; rQ;[Pt; ntspaPL>
4. Nfhpte;juh[d;.K. ew;wkpo; gapw;wypd; Nehf;fKk;>KiwAk;>
ru];tjp gjpg;gfk;> nrd;id. (1990)>
5. lhf;lh;.e.Rg;Gnul;bahh; (1964)> jkpo;gapw;W Kiw> nka;ag;gd;
gjpg;gfk>; rpjk;guk;.
6. ,yf;Ftd; (2008) : jkpo;g;ghlEhYk; MrphpaUk; nrd;id: rhujh
gjpg;gfk;

7. NtZNfhghy; ,.gh (2008) ige;jkpo; fw;gpf;Fk; Kiwfs;. nrd;id: rhujh gjpg;gfk;.
8. ,uj;jpd rghgjp gp.(1997) nrk;nkhopf;fy;tp . nrd;id : rhe;jh gg;spNf-d;];.
9. tp[anyl;Rkp t. (2007) Ez;zpiyf; fw;gpj;jy;. nrd;id: rhujh gjpg;gfk;
10. Nfhpte;juhrd; K.gapw;Wg; gapw;rpAk; nkhopahrphpah;fSk; jQ;ir khtl;lk; jpUkiyf;Fkud; gjpg;gfk;.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

INTERNAL ASSESSMENT: 30
EXTERNAL ASSESSMENT: 70

TOTAL MARKS: 100
TIME: 64 Hrs

After completion of the course, the student teachers will be able to:

- develop different types of reading skills through various activities and meta-cognition.
- learn the skills of reading comprehension.
- develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.
- develop and use teaching aids in the classroom both print and audiovisual material, and ICT (internet and computer technology).
- understand need and functions of language lab;
- understand the process of language assessment.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I TEACHING LEARNING MATERIALS AND AIDS	Print media: Magazines, News papers, Class libraries, etc., Non-Print materials- ICT– audio-visual aids including CALL programmes; Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc. Importance and role of teaching aids in teaching learning process.	Discussion PowerPoint presentations	12
II ASSESSMENT–ITS ROLE AND IMPORTANCE	Assessment- meaning-types. Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation. Typology of questions (open-ended questions, MCQ, true and false etc.)Reflecting Questions—Problem solving, creative and critical thinking. Feedback to students and parents.	Lecture Discussion	16
III	Reading as a tool for reference	Discussion	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
READING AS A TOOL FOR REFERENCE SKILLS AND READING THE DIFFERENT TYPES OF TEXTS	skills-Use of Dictionary-Use of Encyclopedia-Use of Internet; Different Types of texts in brief- Definitions and Characteristics of Narrative text, Descriptive text and Expository texts, Field notes and Ethnography.		
IV DEVELOPING READING SKILLS	Reading-Process-Types- Problems of Reading-Developing Reading Skills-Classroom Activities- Developing Critical Reading Skills- Developing Reflective Skills- Developing Meta-cognition for reading.	Lecture Discussion Exercises	12
V READING COMPREHENSION	Reasons for Reading-Reading Styles-Reading Comprehension- Levels-Developing Reading Comprehension -Developing Vocabulary for Reading – Selection of Vocabulary-Vocabulary Games.	Lecture Discussion Games Exercises	10

REFERENCES

1. Bansal, Suraksha, et al, "Essentials of English Teaching", R. Lall Book Depot, Meerut, 2014.
2. Doff, A. " Teach English: Training Course for Teachers", Cambridge University press, Cambridge, 1988.
3. Meenakshisundaram. A, "Pedagogy of English", Kavyamala Publishers, Dindigul, 2016.
4. Mukalel, J. C. "Creative Approaches to Classroom Teaching", Discovery Publishing house, New Delhi , 1998.
5. Pandey Renu, "Reading and Reflecting on Texts", Rakhi Prakashan Pvt.Ltd., Agra, 2016.
6. Raman Girija and Katyayani R.K, "Pedagogy of English", Neelkamal Publications, Hyderabad, 2017.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18236T - TEACHING OF GENERAL HINDI -II**Internal Assessment : 30****Total Marks : 100****External Assessment : 70****Time : 64 hrs****OBJECTIVES**

After Completion of Course the Students will be able to:

- Understand the different roles of language.
- Develop creativity among learners;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language
- Understand role and importance of translation;
- Examine authentic literary and non literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- Develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;
- Develop an understanding of the nature of language system;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Hindi at different levels;
- Understand constructive approach to language teaching and learning;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and Computer Technology)

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I LANGUAGE, LITERATURE AND AESTHETICS-I	Different Creative Forms of Hindi Language: Understanding different forms of literature Literature in the school curriculum: Needs objectives and relevance Role and relevance of media in school curriculum Translation: Importance and need Translation as a creative activity Through examples of translated texts into Hindi from different Indian languages	Lecture Group Discussion Seminar Assignment	12
II LANGUAGE,	Teaching of Different Forms of Hindi Literature—Poetry, Prose Drama	Presentation Assignment	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
LITERATURE AND AESTHETICS-II	Introduction of various literary forms of Hindi language Classical Hindi literature and Modern Hindi literature Planning lessons in prose Planning lessons in poetry Planning lessons in Story Planning lessons in Essay Drama at various school levels Understanding the relationship between curriculum, syllabus and textbook	Lecture Group Discussion	
III DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS	Selection of materials Development of activities and tasks Connecting learning to the world outside Moving away from rote-learning to constructivism	Lecture Assignment Panel Discussion Seminar	13
IV TEACHING-LEARNING MATERIALS AND AIDS	Teacher as a researcher. (Keeping in view the needs of the learners to develop meaningful strategies Print media Other reading materials, such as learner chosen texts, magazines, newspapers, class libraries, etc. ICT, audio-visual aids, including CALL programmes; Radio, T.V. Films Planning co-curricular activities (discussion, debates, workshops, seminar Language labs, etc.	Assignment Group Discussion Observation Report writing Lecture Presentation Panel Discussion School Lab	13
V PROGRESS AND ASSESSMENT OF DEVELOPMENT OF LANGUAGE	Progress and assessment of development of language; Continuous and comprehensive evaluation Techniques of evaluation-oral, written, portfolio; cloze test, Self evaluation; Peer evaluation; Group evaluation. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) Reflecting–Problem solving, creative and critical-thinking Enhancing imagination and environmental awareness. Feedback to Students, Parents and Teachers	Assignment Presentation Lecture Higher order thinking process Seminar	14

REFERENCES

1. *Syllabus for two years bachelor of Education* NCERT 2015.
2. Aggarwal .J.C., "*Principles, Methods & Techniques of Teaching*", Vikas publishing House Pvt Ltd, 2008.
3. Chauhan .S.S, "*Innovations in Teaching learning process*", Vikas publishing House Pvt. Ltd, 2008.
4. Dhand .H., "Techniques of teaching", APH publication Corporation, New Delhi, 2009.
5. Pal .H.R and Pal .R, "Curriculum – yesterday, today and Tomorrow", Kshipra, New Delhi, 2006.
6. Passi .B.K, "*Becoming a better teacher, micro teaching approach*", Sahitya Mudranalaya, Ahmadabad, 1976.
7. Singh, Karan, "*Hindi Shikshan*", Govind Prakashan, Lakhimpur Khiri, 2002.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18237T - TEACHING OF GENARAL SANSKRIT-II

Internal Assessment: 30
External Assessment: 70

Total Marks : 100
Time : 64 hrs

OBJECTIVES :-

After Completion of Course the Students will be able to:

- Understand the different roles of language.
- Develop an understanding of the nature of language system.
- Understand the role and importance of Sanskrit and its cultural background.
- Develop creativity among learners.
- Know the place of Sanskrit in curriculum.
- Examine authentic literary and non-literary texts in Sanskrit.
- Understand the use of language in context, such as grammar and vocabulary in context.
- Develop activities and tasks for learners.
- Practice the language teaching skills.
- Understand about the methods of teaching Sanskrit.
- Use multilingualism as a strategy in the classroom situation.
- Understand and prepare various kinds of lesson plans.
- Understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- Appreciate the use of audio, audio-visual aids and ICT (Internet and Computer technology).
- Understand the process of language assessment.
- Understand the need and function of language lab.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I TEACHING OF DIFFERENT FORMS OF SANSKRIT LITERATURE	Teaching of prose Teaching of poetry Teaching of pronunciation Teaching of grammar Teaching of composition, Translation, Drama, Rapid reading and spelling in Sanskrit	Assignment Lecture Presentation	12
II IMPORTANCE OF LESSON PLAN	Lesson plan – Nature, objectives and needs Types of lesson plans Lesson plan of prose, poetry, drama, story, and grammar MicroTeaching– Nature, objectives, needs, merits, demerits MicroTeachingSkills–Introduction, questioning and blackboard writing, Stimulus variation, Reinforcement skill.	Lecture Presentation	14
III	Understanding the relationship between	Lecture	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS	curriculum, syllabus and textbook; Characteristic and evaluation procedure of textbooks A critical appraisal of the present text book in Sanskrit Suggestion for improvement and qualities of a good teacher Selection of materials; Development of activities and tasks Connecting learning to the world outside Moving away from rote-learning to constructivism Teacher as a researcher	Assignment Report writing Group discussion Higher order thinking process Group Discussion	
IV TEACHING-LEARNING MATERIALS AND AIDS	Print media, other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc. ICT, audio, video and audiovisual aids, films, language labs etc; Psychological perspectives of audiovisual aids, Concept, components, Importance and their effective use.	Report Writing Presentation Lecture Assignment	12
V ASSESSMENT – ITS ROLE AND IMPORTANCE	Progress and assessment of development of language Continuous and comprehensive evaluation Techniques of evaluation– oral, written, portfolio; Cloze test, self evaluation; Peer evaluation; Group evaluation Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) Reflecting – Problem solving, creative and critical thinking Enhancing imagination and environmental awareness. Feedback to students, parents and teachers.	Lecture Presentation Higher order thinking Process Assignment	12

REFERENCES-

1. "Syllabus for Two-year Bachelor of Education", NCERT. 2015.
2. C.S. J. M University, Regulation, Devi Ahilya Vishwavidyalaya University Indore, Regulation, 2012.
3. Models of Teaching, Society for Educational Research & Development, Baroda, 1991.
4. Ordinances, Regulations & Curriculum Faculty of Education, CCS University Meerut, 2003-2004.

5. Pal .H.R and Pal .R, “Curriculum-yesterday, today and tomorrow”, Shipra, New Delhi,
6. Singh .S.D and Sharma, Shashikala, “Sanskrit Shikshan”, Radha prakashan Mandi, Agra, 1999.
7. Tamilnadu Teachers Education University “Regulation”, 2009.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

SEMESTER – III

TE18339T - ASSESSMENT FOR LEARNING

Internal Assessment : 30
External Assessment : 70

Total Marks : 100
Time : 64 hrs

OBJECTIVES :

After Completion of Course the Student Teachers will be able to:

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination
- Be exposed to different kinds and forms of assessment that aid student learning
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view
- Develop an investigatory attitude through a proper understanding of the paradigms of research
- Understand the methods of finding important statistical measures and representing data using graphs.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I EDUCATIONAL TESTING, MEASUREMENT AND EVALUATION	Meaning of Testing, Measurement and Evaluation in Education Steps of Evaluation process Types of evaluation – Formative and Summative, Outcome Evaluation, Self Evaluation, Peer Evaluation, External Evaluation, Internal Evaluation and CCEBloom's taxonomy of educational objectives; Domains of learning – cognitive, affective and Psycho motor.	Lecture – Discussion ICT enabled group discussion Group discussion and Meaningful verbal expression Collaborative Interaction	14

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
II MAJOR TECHNIQUES AND TOOLS OF EVALUATION	Techniques of Assessment – Observation, Projects, Assignments, Worksheets, Practical work, Seminar, Interview and self reporting Tools of Assessment – Intelligence test rating scale, check list, anecdotal records, socio – metric techniques, questionnaire and inventory Characteristics of good evaluation tool – validity, reliability, objectivity, practicability and usability	Lecture, cooperative learning and discussion Collaborative Interaction in debates Work on Online resource and presentation	13
III TYPES OF TESTS	Norm – referenced tests and Criterion – referenced tests. Diagnostic Test and Achievement Test – the construction of an Achievement test and Diagnostic test, Types of items – Objective type, Short answer type and Essay type, Item analysis – concept, Teacher made and Standardized Achievement tests	Discussion and presentation	13
IV BASIC STATISTICS IN EDUCATIONAL EVALUATION	Role and importance of statistics in analyzing assessment data, Data, Types of Data, Classification of Data, Frequency Table, Graphical representation of data Measures of Central Tendency – Measures of Variability – Correlation and its types	Narrative expression in small group Group discussion Active Learning process and Mathematical problem solving	13
V NEW TRENDS IN EVALUATION	Organising and planning for student portfolios and developing rubrics for portfolio assessment. Question bank, Grading system, Online Examination and Open book Examination Examination reform report	Lecture cum ICT enabled group discussion Lecture Critical evaluation	11

REFERENCES

1. Fisher, R.A., "Statistical Methods for Research Workers", Edinburg, Oliver and Boyd. (1936)
2. Mangal, S.K. & Na d Shubhra Mangal (2007), "Research Methodology in Behavioural Sciences", PHI Learning Pvt. Ltd., New Delhi.
3. Singh, A.K. (2005), "Tests, Measurements and Research methods in Behavioural Sciences", Bharathi Bhavan Publishers and Distributors. Ebel Robert L., (1991), "Essentials of Educational Measurement", Prentice Hall of India.
4. Dr.Periannan "Assessment for Learning", Vanitha Pub.House, pondibazaar

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

SEMESTER – IV

TE18441T - GENDER, SCHOOL AND SOCIETY.

Internal Assessment : 30

Total Marks : 100

External Assessment : 70

Time : 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- develop gender sensitivity among student teachers
- develop clarity among the concept of Gender and sexuality
- make student understand about the gender issues faced in school
- make students aware about the role of education in relation to gender issues
- understand the gender issues faced in society and educational implications
- make them aware about constitutional provisions of human rights and women
- make them aware about constitutional provisions of human rights and women rights

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I THEORIES ON GENDER AND EDUCATION	Understanding Gender Socialization, Theories of Socialization, Structural Functionalism as a sociological theory, Examples of structural functionalist Oriented research, Under-standing Education theory, Describing Educational Theories, Understanding Deconstruction as Part of Theories on Gender and Education	Seminar and Discussion	12
II GENDER AND SOCIETY	Gender Identity, Socialization practices in Family, Socialization process in School, Socialization process in Organization, Gender Inequality, Reasons for gender Inequality	Power point presentation	12
III GENDER AND SCHOOL	Gender Inequality Role of school in challenging gender inequalities Role of peers Role of teachers Role of Curriculum Role of text-books Actual gender roles and Responsibilities in Schools	Debates and Discussion	15

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
IV GENDER AND SCHOOL CURRICULUM	History of Women's Education in India-Importance of Women's Education in India-Role of Education in Women Empowerment-Women's achievements in various fields- Barriers to Women Education- Promoting higher Education for Women-Education Commission on Women's Education-Co-Education	Seminar and Discussion	13
V GENDER BIAS AND WOMEN EMPOWERMENT	Reflecting Gender Bias against Women Gender Bias against women in Work-places Gender Bias against women in Education History of Women's Education in India Importance of Women's Education in India- Role of Education in Women Empowerment Women's achievements in various fields Barriers to Women Education- Promoting higher Education for Women Education Commission on Women's Education-Co-Education	Discussion and power point	12

REFERENCES

1. Aggrawal N, women and law in India. New Delhi: New century pub.(2002).
2. Agene, F-, Charidra S.,& Basu,M Women and law in India. New Delhi: Oxford University press. (2004).
3. Gooresekere S..(Ed).(. Violence and women's rights in South Asia. New Delhi: Sage 2004.
4. Jaising, I (Ed.).). Men's laws women's lives: A constitutional perspective on, region, common law and culture and South Asia :New Delhi :Women Unlimited , 2005 .
5. Maswood,S., Laws relating to women New Delhi: orient Law House'(2004)
6. Schuler M., & Kadirgama, S.R., Legal literacy A Tool for women's empowerment' In M' Schuler&.(1992.)
7. S. R. Kadirgama (Eds.), Legal literacy: A tool for women's empowerment(pg.no 21-70) New York: UNIFEM
8. Sen,S Women' rights and empowerment New Delhi: Astha Publishers'.(2013).
9. Siddiqi,F.E.,& Ranganathan,S., Hand book on women and human rights. New Delhi: Kanishka Publishers. (2001).
10. Stone L ., & James C, .. Dowry, ride-burning and female-power Indian In. C.B. Brettell, & C. F.sargen, (Eds.), Gender in cross-cultural perspective (5 ed.,pp.308-317).New Delhi: PHI learning Private Limited(2011)

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18442T - CREATING AN INCLUSIVE SCHOOL

Internal Assessment : 30

Time : 64 hrs

External Assessment : 70

Marks : 100

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand the global and national commitments towards the education of children with diverse needs,
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- Develop awareness of learner towards inclusive education and its practices.
- Enable the student to organize inclusive classroom.
- Develops scientific/positive attitudes towards teaching and learning.
- Appreciates the contribution of the subjects to the teaching and learning.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I CONCEPT OF SPECIAL SCHOOL, MAINSTREAMING AND INCLUSIVE EDUCATION	Definition, concept and importance of Special School, Mainstreaming and inclusive education. Historical perspectives on education of children with diverse needs. Difference between special education, integrated education and inclusive education Advantages of inclusive education for education for all children.	Demonstration Hands on experience	12
II NATIONAL POLICIES PROGRAMMES AND ACT FOR INCLUSIVE EDUCATION POLICIES AND PRACTICES TO RESPOND TO DIVERSITY	The Indian Education Commission (1964-66). Integrated Education for Disabled Children (IEDC, 1974). National Policy on Education (NPE, 1986-92). Establishment of National Institutes and their Regional Centers. Project Integrated Education for disabled children (PIED, 1987). District Primary Education Programme (DPEP). The Persons with Disabilities Act (PWD Act, 1995). Sarva Shiksha Abhiyan. Initiatives for the gifted and talented children. National Curriculum Framework, 2005 NCERT Current Laws and Policy Perspectives supporting IE for children	Demonstration Meaningful verbal expression	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	with diverse needs The Mental Health Act 1987. Rehabilitation Council of India Act, 1992 The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995). The National Trust for the Welfare of Persons with Autism, cerebral palsy, Mental Retardation and Multiple Disabilities Act 1999.		
III Nature AND NEEDS OF THE INDIVIDUALS HAVING DISABILITY, PHYSICAL LAYOUT OF INCLUSIVE CLASSROOM	Hearing impairment, Visual impairments, Orthopedic impairment, Mental Retardation,. Autism, Cerebral Palsy,Physical Layout of Inclusive Classroom. Special Assistance to children. Medication in the classroom. Challenging Behavior Violence & Touching Class Meetings.	Lecture, Group activity	13
IV LEARNING DISABILITIES AND LEARNING DISABLED CHILDREN	Meaning and Definitions, Nature and Characteristics of Learning Disabled, Causes of Learning Disabilities, Identification and Labelling as Learning Disabled, Educational Provisions for the Learning Disabled, Remedial Measure for Specific Learning Deficiencies and Problems, Specialized Approaches and Techniques for Helping the Learning Disabled	Class discussion Class seminar Assignment	12
V PRINCIPLES AND PROCEDURES USED IN CLASSROOM MANAGEMENT IN INCLUSIVE EDUCATION	Introduction, Principles of Classroom Management, Procedures of Classroom Management in Inclusive Education, Factors Affecting Classroom Management.	Group discussion Small group session	14

REFERENCES

1. Dr.Umadevi, M.R. (2010): Special Education, A Practical Approach to Educating Children With Special Needs, Neelkamal Publications PVT.LTD. New Delhi.
2. S.K.Mangal (2015): Educating Exceptional Children, An Introduction to Special Education, PHI Learning Private Limited New Delhi – 110092.
3. Krishna Maitra and Vandana Saxena (2016): Inclusion, Issues and Perspectives, Kanishka Publishers, Distributors, New Delhi – 110002.
4. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
5. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18443T - CRITICAL UNDERSTANDING OF ICT & UNDERSTANDING THE SELF

Internal Assessment: 30
External Assessment: 70

Total Marks: 100
Time: 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Describe a computer system and operate the Windows Operating Systems and use Word processing, Spread sheets and Presentations software;
- Elucidate the application of ICT for Teaching Learning;
- Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups.
- Understand the meaning and importance and be aware of different factors related to self-concept and self-esteem.
- Develop interpersonal intelligence.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I RELEVANCE OF ICT IN EDUCATION	ICT-concept-Need-Importance-Characteristics- Role of ICT in Education – Effectives uses of technology. Uses and Types of Teleconferencing- Audio-Video-Computer.	Lecture	10
II USE OF COMPUTERS IN EDUCATION	MS Office-MS Word-MS Excel -MS Power Point. Use of Audio Visual Aids(Radio, Television and Computers) and Interactive use of audio-visual programme -Developing PPT slide show for classroom use	Demonstration	10
III INTERNET AND EDUCATIONAL RESOURCES	Introduction to Internet- E-mail, Search Engines Info-Savvy Skills-Digital Age Skills, safe surfing mode – General introduction to E-learning, Mobile-learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs)- Critical issues in 'internet usage' – authenticity of information, addiction, plagiarism, downsides of social networking group.	Lecture cum Demonstration	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
IV SELF-CONCEPT &SELF-ESTEEM ANDINTRODUCTION TOPERSONALITYDEV ELOPMENT	Meaning and Definition of self-concept, Importance of self-concept -Components of self-concept -Factors influencing self-conceptDevelopment of self-concept - Impact of Positive and negative self-concept.Meaning and concept of self-esteem. Importance of self-esteem - Types of self esteem. Strategies for positive behaviour Keys to Increase Self-Esteem.Meaning and Types ofPersonality- Factors Affecting Personality.	Lecture, PPT,Group ActivitiesLecture anddiscussion	17
V PERSONALITYDEVEL OPMENT,INTERPERS ONALINTELLIGENCE &EMOTIONALINTELLI IGENCE	Attributes of goodPersonality-Strategies for personalityDevelopment.Concept of InterpersonalBehaviour.Need and Importance of Interpersonal behavior.Strategies to DevelopInterpersonal Relationship.Meaning and concept ofEmotional intelligence-components of emotionalintelligence-differentiating EQ, IQ and SQ. Emotional Intelligence forpersonal and professionaldevelopment	Role play, activityPPT, group work	15

REFERENCES

1. Aggarwal, J.C Essentials of Educational Technology-Teaching Learninginnovations in Education. New Delhi. Vikas Publishing House. .(2006).
2. S.K.Mangal Essentials of Educational Technology, New Delhi, PHI Learning Pvt. Ltd(2009).
3. Alexis, Leon & Others Fundamentals of Information Technology. NewDelhi: Vikas Publishing House Pvt. Ltd(1999).
4. Curtin, Dennis, Sen,Kunal, Foley Kim, Morin 'Cathy(1997) InformationTechnology: The Breaking Wave, Tata MacGraw Hill
5. Stevens N. Learning to coach. United Kingdom: How to books. (2008).
6. Rohrer, J. ABC of Awareness Oberurnen: UTD Media(2002).
7. Arlair, J. & Allen, M.. Time Management and Personal Development.London: Hawksmere. (1999)
8. Simanorvitz. V. and Pearce P. Personality Development, Beckshire: OpenUniversity Press. (2003)
9. J.C. Agarwal, "Essentials of Educational Psychology", Vikas Publishing House, New Delhi, 2013.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18444T - HEALTH, YOGA AND PHYSICAL EDUCATION

Internal Assessment : 30
External Assessment : 70

Total Marks : 100
Time : 64 hrs

OBJECTIVES:

After Completion of Course the Student Teachers will be able to:

- Know the Concept of Health Education and Health related Problems
- Enable them to understand the various dimensions & determinants of health.
- Know the Health related problems and preventive measures.
- Enable them to understand the need & importance of Physical Education.
- Understand the physical fitness & its importance.
- Understand the importance of Yoga and Meditation.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I CONCEPT OF HEALTH EDUCATION AND HEALTH RELATED PROBLEMS	Health Education – Meaning, Definition, Objectives and Importance. Food and Nutrition – Concept, Classification of food - Food obtained from vegetables and animals - Constituents of food Chemical composition: Sources and Uses (Protein, Carbohydrate, Fats, Vitamins and Minerals) – Vitamins and deficiency: Sources and Uses, Fat soluble's – A, D, E and K, Water soluble – B and C.	Lecture Demonstration Project	14
II PERSONAL HYGIENE & HEALTH RELATED PROBLEMS	Personal hygiene: Meaning and importance - Balanced diet - Composition of balanced diet - obesity - Causes of obesity, problems, Diet tips - Under weight. Malnutrition - Causes - Symptoms - Remedies for malnutrition. Communicable diseases: Malaria, Chikungunya, Typhoid, Cholera, Small Pox, and Dengue: Causes, Symptoms and Prevention. Impact of Pollution on Human health - Role of teacher in development of Health.	Case study Lecture Project	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
III INTRODUCTION TO PHYSICAL EDUCATION	Physical Education –Meaning, Definition, Aims of Physical Education, Developments, Importance, Scope of Physical Education- Basic Skills, Rules and Regulation of Basketball, Cricket, Kabbadi and Volleyball , Chess and Carrom - Athletics:100,200,1500 mts Running, 4X100 mts relay, shot put, Discus throw.		
IV PHYSICAL FITNESS	Physical Fitness – concept - Meaning, Definition, Components and Benefits - Importance of physical fitness. First aid: First aid equipments - Fracture - causes and symptoms and first aid, Muscular sprain causes, symptoms and remedies. Developing the awareness regarding physical education among Students - Importance of physical activities at school level.		
V IMPORTANCE OF YOGA EDUCATION	Meaning, Definition and Aim and objectives of Yoga- Eight limbs of yoga:Yama, Niyama, Asana, Pranayama, Prathyagghara, Dharana, Dhyana and Samadhi. Importance of yoga -Asanas Methods &Benefits :Padmasana, Yogamudhra, Matsyasana, Paschimottanasana, Bhujangasana, Salabhasana, Dhanurasana and Trikonadana - Surya Namaskara - Pranayama and Meditation. Importance of Meditation in schools.		

REFERENCES

1. Pro. K. Nagarajan "Education in the emerging Indian society" Sriram Publishers 2013
2. Singh, Ajmer, et.al "Essentials of Physical Education", kalyani publishers, New Delhi, 2003.
3. Dash. B.N (2007), Health and Physical Education, New Delhi, Neelkamal publications.
4. HiSvendra Chandra, Sothi, Puri Krishnan "Health Education and Physical Education", Surject Publications Delhi, 2005.

5. Dash. B.N (2007), Health and Physical Education, New Delhi, Neelkamal publications.
6. Sharma., B.L., & Naresh Pratap (2007) Physical Education, Meerut: R. Lall Book Depot.
7. Bookwalter, Karl. W, "Physical Education in secondary Schools". The centre for applied
8. Thomas.J.P, "Organization of Physical Education", Gnanodaya Press, Madras, 1972.
9. Bucher Charles. A. "Foundations of Physical Education", 8th Rd., the C.V. Mosby Co., St.Louis, 1979.
10. Khurana, S. Suresh, P and Kalsi. R. "Health Education and community Pharmacy", Research in Education, Inc., Newyork, 1962.

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18445T - PEACE EDUCATION

Internal Assessment : 30

Total Marks : 100

External Assessment : 70

Time : 64 hrs

OBJECTIVES

After Completion of Course the Student Teachers will be able to:

- Understand about the meaning, concept and need of peace, value and different procedures of solution about the conflict.
- Understand about the Concept of value and its status.
- Know about orienting education for peace building and global issues, peace movement and approaches.
- Use different techniques to enrich peace related value.
- Know about peace as a dynamic social reality.

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I INTRODUCTION OF PEACE EDUCATION	Peace Education - Meaning, Concept and need of Peace Education. universal value Aims and Objectives of Peace Education Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education. Current Status of Peace Education at Global Scenario.	Lecture Discussion Lecture cum Demonstration	11
II UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY	Awareness of relevance of peace. Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Approaches to peace education Highlights of various	Discussion Lecture	12
UNIT- III ORIENTING EDUCATION FOR PEACE BUILDING	philosophies of peace, of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Critical pedagogy of peace education Challenging the traditional models of learning to constructivist approaches in teaching Rethinking authority relations from democratic perspective: Promoting dialoging and developing capabilities for decision-making Understanding social justice in local context – its implications for beliefs, attitudes , and values and school / social practices and conflict resolution at all levels	Lecture cum Demonstration Demonstration Project Case study	17

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. On-evaluative orientation empathetic founding academic and discipline problems. Becoming peace teacher – acquisition of relevant		
IV GLOBAL ISSUES AND PEACE MOVEMENTS & APPROACHES AND STRATEGIES	knowledge, attitudes, values and skills. Human rights, Preservation of Ecology, population control, Economic Exploration, Deprivation, Equitable Economic world order. Gandhiji's contribution to peace Studies, Non-Aligned Movement, Campaign for Nuclear Disarmament, Role of different organizations like UNESCO in peace enrichment Peace in our Global Neighborhood. Approaches and Strategies - Value inculcation Means and Approaches analysis and clarification Strategies. Direct-Curricular, Indirect Co- Curricular, personal activities and Extra Curricular Programmes.	Lecture Lecture cum Demonstration Discussion	11
V EDUCATING FOR A CULTURE OF PEACE & VALUES	Educating for a Culture of Peace - Ecological thinking and respects for life (age 8-12) - Tolerance and respect for human rights (age between 11-16) Critical thinking and active non- violence (age 12+)-Social Justice and Civic responsibility (age 14+) Leadership and global citizenship(age 16+) knowledge, attitude and skills to be learnt in each of them-class room activities. Values – Concept – Meaning, nature and its relevance in present Global scenario. Classification of values. Role of community, school and family in the development of values. Importance of Values in school,	Lecture cum Demonstration Discussion Project	13

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
	Recommendations of Education commission on Value inculcation.		

REFERENCES

1. Aggarwal .J. C, "Education for values, environment and human rights", NewDelhi, Shipra publication, 2005.
2. Diwahaar .R. R & Agarwal .M, "Peace education" , New Delhi , GandhiMarg, (Ed). 1984.
3. Jagannath .M, "Teaching of moral values development", New Delhi, Deep and Deep publication, 2005.
4. Johan .G, "Peace by peaceful means" , New Delhi , Sage Publication, 1996.
5. Morrison .M. L, "Peace education", Australia, McFarland, 2003. 26
6. Salomon .G & Nevo .B, "Peace Education, The concept, principles, andpractices around the world", London, Lawrence Erlbaum Associates, 2002.
7. Shukla .R. P, "Value education and human rights", New Delhi: Sarup and sons, 2004.
8. Singh .Y. K, "Value education", New Delhi, APH Publishing Corporation, 2009.
9. Subramanian .K, "Value Education" , Madurai , Ravana Publication, 1990.
10. Venkataiah .N, "Value Education", New Delhi , Aph Publishing Corporation, 1998.
11. Venkataiah, "Value education", New Delhi , APH Publishing Corporation

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-II	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

TE18446T - ENVIRONMENTAL EDUCATION

Internal Assessment : 30

Total Marks : 100

External Assessment : 70

Time : 64 hrs

OBJECTIVES

On completion of this course the student teachers will be able to:

- Create awareness among students and policies in India.
- Understand the relationship between environment and human life.
- Acquire knowledge regarding environment and its Conservation.
- Acquire skills for identifying environmental problems & Conservation of natural resources
- Know Global Climate change& Natural Disaster

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
I INTRODUCTION TO ENVIRONMENT	Meaning, Definition of Environment – Components of Environment - biotic and abiotic Lithosphere, Hydrosphere and Atmosphere Ecosystem- concept of ecosystem- Function of ecosystem Eco logical pyramids - Bio- Diversity Learning to live in harmony with nature - Difference between environmental education and educational environment	Lecture Discussion	9
II ENVIRONMENTAL EDUCATION	Meaning, Definition of Environmental Education - Importance, objectives, Scope of Environmental Education. Need for Environmental Education - Factors of degradation of Environment- adverse socio-economic Impact of degradation of environment. Natural Resources: Energy – Non renewable and Renewable energy(Solar Energy, Wind Energy, Tidal Energy, Geo-thermal energy)	Lecture Discussion Project	12

UNITS	CONTENT	MODE OF TRANSACTION	HOURS
III ENVIRONMENTAL POLLUTION	Environmental Pollution - Definition, causes, effects & control measures of Air Pollution, Water Pollution, Land Pollution, Noise Pollution and Thermal Pollution. Solid Waste Management: Solid waste – Management of waste- Landfill, Incineration and composting. Population Explosion- Causes- effect - control Measures.	Discussion & PPT Project Reviewing of Datas	12
IV GLOBAL CLIMATE CHANGE & NATURAL DISASTER	Global Climate change - Earth's Natural Green House effect. Global Warming- Cause and effect of Ozone layer depletion. Cause and effect of Acid rain. Natural Disaster-Meaning of disaster – Types of disasters - Earth quake - Flood – Cyclone - Volcano – Landslide - Tsunami - Forest fire - Cause, Effect and Disaster management	Project Discussion Demonstration Lecture cum Demonstration	12
V CONSERVATION OF NATURAL RESOURCES	Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food Traditional knowledge and biodiversity conservation. Sustainable development- conditions for achieving the goals of sustainable development. Ex-situ conservation, In-situ conservation. Role of an individual in conservation of Natural resources. Environmental legislation: awareness and issues involved in enforcement- Role of media in creating environmental awareness Role of NGO in Environmental Protection	Discussion Lecture Project Discussion Lecture cum Demonstration	19

REFERENCES

1. Balu .V, "Environmental Studies", Chennai Sri Venkateswara Publication, 2007.
2. Ravi Krishnan. A, "Environmental Science and Engineering", Chennai Sri Krishna Publication, 2007.
3. Reddy .P.K & Reddy .N.D, "Environmental education", Hyderabad Neelkamal Publication, 2001.
4. Sharma .R.A, "Environmental Education", Meerut R.Lall Books depot, 2008.
5. Singh .Y.K, "Teaching of Environmental Science", New Delh APH Publishing Corporation, 2009.
6. Meerut: R.Lall Books Depot. Kumar, A. A text book of environmental science. New Delhi: APH Publishing Corporation. Singh, Y. K. 2009.
7. Sharma, V. S. Environmental education. 2005.
8. Environmental Education. Hyerabad: Neelkamal publications.
9. Kelu, P. Environmental education: A conceptual analysis. Calicut: Calicut University. 2000.
10. Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts. Bondurant, J. V. (1996).
11. Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday. Ingelstam, M. Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building. 1996
12. New York: N. Y. City. Joy, P., & Neal, P. The handbook of environmental education: London 1994

Nature of Course: Theory (Max Marks -100)					
Assessment Method: Internal and External					
In Semester- Internal	Assessment Tools	Cycle Test-I	Cycle Test- II	Attendance (Min-80%)	Total
	Marks	10	10	10	30
End Semester-Written Examination External					70
Total Weightage					100

SEMESTER – I

PRACTICUM / FIELD WORK

TE18101P - CHILDHOOD AND GROWING UP

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Comparison of different schools by the Case study of Students.
- Make a chart on growth and development of different individuals.
- Categorise the children by Sheldon's Personality Theory.
- Experiments on Trial and Error
- Experiments on Transfer of Learning
- Experiments on Span of Attention
- Observe the various age groups of children (Early childhood, later childhood, Adolescent) in various situations in the classroom, playground, at home, with parents, friends, siblings and list down their characteristics in physical, social, emotional and intellectual domains.
- List down different maladjusted behaviours of adolescents whom you see in and out of classrooms. .
- To list down the instances of peer pressure which may have harmful Consequences on the students and the ways adopted by them to face or cope with these unfavourable situations. (Smoking, injecting drug, drinking alcohol, consuming opium etc.)
- Observe some successful individuals and list down their behavioural characteristics which impress you.
- Interviewing five low achievers and five high achievers and find out their ways of learning.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE 18102 P CONTEMPORARY INDIA AND EDUCATION

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Report on the level of educational system in Tamilnadu.
- Discussion on importance of mass media in education.
- Project on Montessori system of education
- Celebration of religious function for national integration.
- Collect information about regional languages of India and their culture.
- Seminar on personality development.
- Case study on Social changes.
- Debate on reason for unemployment.
- Collect the pictures of cultural activities of the Tamils..
- Make an album of news paper clippings on education

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18103P-LANGUAGE ACROSS THE CURRICULUM & UNDERSTANDINGDISCIPLINES AND SUBJECTS

INTERNAL ASSESSMENT MARKS-50

Credit-2

- School visit to find out Communication problems/ apprehensions in students
- Designing Games and Exercise for Developing Listening, Speaking, Writing and Reading Skills.
- The students to be actively engaged in drill and Practice exercise with respect to honing their proficiency in Speaking, Reading, Writing in English and their Mother Tongue with the support of assistive devices in the language Laboratory under the guidance of faculty Members.
- Critical reading of Specific texts to develop conceptual clarity.
- Analysis of school text books to construct and discuss nature and type of knowledge and Pedagogic elements.
- New discoveries/ Inventions in Science made in 1935 and enumerate important events of that year in other subject areas.
- Developing concept maps to design subject –based and Thematic – based curriculum Materials.

Nature of Course: Practicum (Max Marks -50)
Assessment Method: Internal

In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE 18104 P - TEACHING OF SPECIAL TAMIL – I
rpwg;Gj; jkpo;fw;gpj;jy;-l

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- ❖ Kd;dwptpg;gpy;yh nrhw;nghopTfs;
- ❖ nrhw;Nghh;-gl;bkd;wk; elj;Jjy;
- ❖ fUj;juq;fk; elj;Jjy;
- ❖ fw;gpj;jy; nghUs; njhlh;ghd Jizf;fUtpfisj; jahhpj;jy;
- ❖ tpdhtq;fp> ,jo; jahhpj;jy;.
- ❖ Ngr;RWg;Gfisg; gad;gLj;jp xypapd; Njhw;wj;ij czur;nra;j
- ❖ Ez;zpiyf; fw;gpj;jy; fhnzhspg;T kw;Wk;gjp gjpNtL vOJjy;

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18105P – TEACHING OF SPECIAL ENGLISH – I

INTERNAL ASSESSMENT MARKS-50

CREDIT -2

1. Microteaching – Video recording and Record writing.
2. Preparation of lesson plans.
3. Analysis of passages in Science, Social Science and Mathematics Textbooks of Classes VI and VII (English Medium) to find-out the registers, learner-friendliness of the technical language used and if it facilitates learning.
4. Analysis of advertisements aired on Radio/T.V on the basis of language and gender.
5. Difference between spoken and written language.
6. Analysis of English textbooks of classes VI to VIII of State Board to collect ten examples of grammar and vocabulary in context.
7. Preparation of activities to teach the four LSRW skills and their sub-skills.
8. Preparation of Testing items to test all the four LSRW skills.
9. Preparation of activities to teach English to special needs of the challenged children.

Nature of Course: Practicum (Max Marks -50)
--

Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE 18106P-TEACHING OF SPECIAL HINDI –I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Preparation of a report on the Status of languages given in the Constitution of India and language-policies given in Kothari Commission: NPE-1986, & POA-1992.
- On the basis of the English textbooks(VI to XII) prepare a list of topics and activities given on : (i) Language and Gender (ii) Language and Peace Write a report on their reflection in the textbooks.
- Do a survey of five schools in your neighbourhood to find out Level of Introduction of English
 - Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992.
 - Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
 - Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Hindi classroom.
- Do a survey of five schools in your neighbourhood to find out:
- Level of Introduction of Hindi
- Materials (textbooks) used in the classroom Prepare a report
- on the challenges faced by the teachers and the learners in the teaching-learning process.
- Do a comparative study of positive features and weaknesses of different approaches to language learning.
- Develop four activities keeping in view 'Constructivism in a Language Classroom.
- Design activities for listening, speaking, reading and writing. (5 Each)
- Design three activities to develop the reading skills of Class VI students.
- Keeping in view the needs of the children with special needs, develop two activities for Hindi teachers.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total

	Marks	10	30	10	50
--	-------	----	----	----	----

TE 18107P-TEACHING OF SPECIAL SANSKRIT –I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992.
- Visit some schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Do a survey of five schools in your neighbourhood to find out:
- Level of introduction of Sanskrit
- Textbooks used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Prepare a report on textbooks in Sanskrit at school level
- On the basis of the Sanskrit textbooks (VI to XII), prepare a list of topics and activities given on: Language and gender.
- Language and social casts and write a report on their reflection in the textbooks.
- Collect ten examples of Grammar in context from Sanskrit textbooks of Classes VI to VIII and have a group discussion.
- Prepare activities for listening, speaking, reading and writing.(5 Each).
- Have a discussion on the topic 'difference between spoken and written language.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE 18108P-TEACHING OF MATHEMATICS-I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Write an essay on nature of Mathematics and contribution of Indian Mathematicians
- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Preparation of various teaching aids.
- Evaluation of Mathematics text book.
- Development and tryout of Teaching –learning strategy for teaching of particular Mathematical concepts.
- Use of Mathematics activities for recreation.
- Develop Mathematical activities in the context of socio-cultural aspects.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18109P – TEACHING OF PHYSICAL SCIENCE -I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Teaching aids preparation
- Demonstration of Science Experiments , visit to planetarium and making of working models
- Analysis of science/physics and chemistry syllabi and textbooks of NCERT and three States (at upper primary, secondary and higher secondary stage);
- Analysis of print and non print materials used in various states in the area of physical science.
- Analysis of Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie , J. C. Bose, C. V. Raman, Albert Einstein, etc.

- Path tracking discoveries and land mark development in Science – Inter disciplinary approach.
- Project work and report on a topic related to a scientific problem
- Conduct of work shop , seminar and exhibition in science topics.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18110P – TEACHING OF BIOLOGICAL SCIENCE –I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Speech and Book let preparation on Deficiency Diseases
- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Teaching aids preparation
- Medicinal values of plants and animals - Speech
- Awareness program on Food Adulteration
- Nutritional food preparation without cooking
- Organic Manure Production in SRM Campus
- Classification of Plants and Animals – Charts Preparation
- Preparation and Maintenance of Aquarium
- Qualities of Biology Teachers – An Analysis from schools
- Debate on Advantages and Disadvantages of Pet Animals at home.
- Herbarium Preparation
- Visit to SRM Water Treatment plant and Submission of a Report
- Hybridization – Speech
-

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18111P – TEACHING OF SOCIAL SCIENCE -I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Teaching aids preparation
- Action Research
- Visit to
 - Historical places
 - Ecological places
 - Commercial places
 - Political places
- Organization Programmes
 - Environment Awareness
 - Social Awareness
 - Election awareness
 - Blood Donation
- Construction and use of achievement test, Analysis and interpretation of test scores.
- Preparation of display materials and maintaining bulletin board
- Multimedia Preparation (25 slides).
- Conduct of guest lectures on topical interest
- Construction of a museum
- Preparation of unit plan and yearly plans

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18112P – TEACHING OF COMMERCE & ACCOUNTANCY -I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Teaching aids preparation
- Report writing on any one bank .
- Adzap in enacting anyone topic from commerce.
- Visit to industries.
- Debate on reasons for price rise in Tamilnadu.
- Discussion on advantages and disadvantages of online Shopping.
- Case study on insurance.

- Prepare 3 notices for advertisement.
- Conduct an interview in super market.
- Field trip to ware housing.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18113P – TEACHING OF COMPUTER SCIENCE -I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Preparation of aids – charts, Pictures (drawn, printed ,photographed) transparencies – recording.
- Select relevant topics from the optional subjects for teaching practice Each student teacher must know how to handle and operate atleast two Audio – Visual Equipment such as Overhead projector, and Slide projector.
- Developing application software for teaching materials.
- Picture album (Each student shall collect a minimum of 15 pictures in relation to each of his/her optional subjects)
- Scrap book (Clippings from newspapers, periodicals, journals etc on five different topics of educational interest)

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18114P – TEACHING OF HOME SCIENCE -I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Presenting demonstration lessons to the peers in selecting topics from Home Management.
- Undertaking minor projects

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18115P – TEACHING OF ECONOMICS -I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Micro Teaching – Video recording and Record writing
- Preparation of lesson plan for teaching school subject
- Preparation of Observation and demonstration file
- Preparation of unit plans in Economics
- Preparation of programmed instruction file
- Linear Programming (15) frames
- Branched Programming (10) frames
- Collection of Clipping related to Economics from Year books, Newspaper, Magazines and articles Clipping related to Economics
- Construction and use of achievement test, Analysis and interpretation of test scores.
- Collection of pictures for an album related to concepts of economics.
- Preparation of workshop files for
 - Question Bank
 - Instructional Media
- Preparation of instructional material file
- Conducting Economic survey in a locality with reference to Population, Savings.
- Preparation of display materials and maintaining bulletin board
- Multimedia Preparation (25 slides).

Nature of Course: Practicum (Max Marks -50)
--

Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18116P – TEACHING OF GENERAL TAMIL -I

ngHj;jkpo; fw;gpj;jy;-I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- ❖ fUj;juq;fk; elj;Jjy;
- ❖ fw;gpj;jy; ngHUs; jahhpj;jy;
- ❖ thndhyp (m) njhiyf;fhl;rp Ngr;irf; Nfl;L Fwp;gplJy;
- ❖ tpdhtq;fp jahhpj;jy;
- ❖ Fiwawp NrHjidAk;> FiwjPh; gapw;rpAk;
- ❖ nkhopg;gapw;wha;Tf; \$lk;
- ❖ jpl;lkpl;Lf;fw;wy; rl;lfk; jahhpj;jy;
- ❖ ehlfq;fs; vOJjy; kw;Wk; ebj;jy;
- ❖ fy;tp; Rw;Wyhy;Yjy;nr
- ❖ eilKiwapYs;s-6,10 my;yJ-9,12 Mk; tFg;Gj; jkpo; ghlq;fSf;fhd
fw;wy; fw;gpj;jy; Nehf;fq;fis tiuaWj;jy;
- ❖ jw;Nghija R+opyy; jkpo;f; fy;tpapd; epiyapid kjpg;gpl;L mwpf;if
jahhpj;jy;
- ❖ mbg;gilj;jpwd; tsh;r;rp;fhd goFr; nray;fs; Jizf fUtpfs; jahhpj;jy;
- ❖ gilg;ghw;wy; Kiw gad;gLj;jp ghlk; fw;gpg;Gj; jpl;lk; jahhpj;jy;
- ❖

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18117P – TEACHING OF GENERAL ENGLISH – I

INTERNAL ASSESSMENT MARKS-50

CREDIT -2

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.
- Topic for Debate: Globalization and English.
- Discussion on the topic 'War Begins When Words Fail'.
- Keeping in view the challenges faced by teachers to teach English, prepare a questionnaire and Interview ten teachers and write a report on it.
- Do a survey of five schools in your neighbourhood to find out 1. Level of Introduction of English 2. Materials (textbooks) used in the classroom.
- Prepare four activities keeping in view 'Constructivism in a Language Classroom'.
- Prepare activities for developing listening, speaking, reading and writing. (5 Each)
- English Day Celebrations

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18118P – TEACHING OF GENERAL HINDI -I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

The objectives of the course will make the students' teachers able to:

- Preparation of vowel and consonant charts.
- Preparation of diagrams to show the position of various speech organs in the production of consonant sounds.
- Examination of phonemic scripts used in various text books and dictionaries.
- Oral practice in word and sentences stress.
- Practice in transcribing passages and dialogues in Hindi into phonetic script.
- Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
- Take any topic of your choice and write about it in any form of creative writing.
- Review any two stories of your choice
- Interview any local artist/poet/writer
- Prepare a newsletter on the basis of your school experience programme (hand written).

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18119P – TEACHING OF GENERAL SANSKRIT -I

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Preparation of labelled diagrams of speech organs.
- Speech without topic.
- Preparation of diagrams to point out the position of varied speech organs within the production of consonant sounds.
- Writing brief drama and story in Sanskrit, motivating students to participate in it.
- Comparison of phonemic system in Sanskrit and Hindi.
- Examination of phone scripts utilized in numerous text books and dictionaries.
- Oral practice of word and sentences stress.
- Exercises and tests assessing the teacher trainees' knowledge and mastery of the varied areas in descriptive linguistics.
- Preparation of teaching aids and lesson plans.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

SEMESTER II

PRACTICUM / FIELD WORK

TE18220P – LEARNING AND TEACHING

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Recording & Feedback of a Lesson
- Study of the Teaching Styles of a Teacher
- Student-Teacher shall conduct individual and Group Intelligence. Testing through culture fair tests chosen by faculty mentors and prepare a report.
- Prepare a list of study habits prevailing among students of a particular class through interaction of students.
- A report on learning situation, learners attention, motivational status among the students of a particular class through observation.
- Conduct a group discussion on strategies of Memorization and prepare a report.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18221P - KNOWLEDGE AND CURRICULUM

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Conduct Quiz programme (General topic).
- Spot debate.
- Memory games.
- Prepare 2 innovative curriculum for school students.
- Project on recent trends in school curriculum.
- Comparative study on Anglo Indian School and International school curriculum.
- Prepare ppt on Student – centered Curriculum.
- Book analysis.(Any 5 books)
- Seminar on present changes in the curriculum.
- Collect the information of international curriculum models.(any 5 country)
- Visit to international schools and submit a report on their activities.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18222P – TEACHING OF SPECIAL TAMIL -II

rpwg;Gj; jkpo; fw;gpj;jy;-II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- ❖ Kd;dwptpg;gpy;yh nrhw;nghopTfs;
- ❖ nrhw;Nghh;-gl;bkd;wk; elj;Jjy;
- ❖ nrhw;nghopTfs; elj;Jjy;
- ❖ fUj;juq;fk; elj;Jjy;
- ❖ jpwdha;Tf; fl;Liuufs; jahhpj;jy;
- ❖ fw;gpj;jy; nghUs; njhlh;ghd Jizf;fUtpfisj; jahhpj;jy;
- ❖ tpdhtq;fp> ,jo; jahhpj;jy;.
- ❖ fy;Y}hp Mz;L kyhpy; ,lk;ngwj;jf;f ftpij> rpWfij> fl;Liu> JZf;Fr;nra;jpfs; vOJjy;.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18223P – TEACHING OF SPECIAL ENGLISH – II

INTERNAL ASSESSMENT MARKS-50

CREDIT -2

- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself.
- Review any two stories of your choice. (English and Mother Tongue)
- Interview any local artist/poet/writer.
- List language related errors common among the students.
- Prepare a list of idioms and proverbs in English.
- From any creative writing, choose a poem or a story and develop teaching strategies and teaching the same piece to children with special needs.
- Take any piece on Geography and prepare a teaching strategy for teaching any Geographical Phenomena, e.g. climate change, water pollution, tsunami, etc.

- Collect Indian folk tales in English (translated) for your portfolio.
- Prepare your own portfolio.
- Select any ten questions from the Class VI English textbook which lend scope to the creativity of the learners.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18224P – TEACHING OF SPECIAL HINDI -II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.
- Prepare an outline of a school magazine.
- Develop the material for school magazine based on your experiences during school experience practice.
- Review any two magazines for women.
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Select any ten questions from the Class VI Hindi textbook which lends scope to the creativity of the learners.
- Devise a strategy to incorporate the suggestions given in the I term report for the progress of the learner.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18225P – TEACHING OF SPECIAL SANSKRIT -II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Prepare an outline to conduct District/State level Sanskrit competition for school students.
- Prepare four activities keeping in view 'Constructivism in a Language Classroom.
- Write a report on current practices of assessment and evaluation at the Upper Primary Stage.
- Analyse the question papers of Sanskrit language (previous 3 years)– Classes X and XII (CBSE/STATE BOARD) in the light of new approach of assessment.
- Develop question paper for upper primary and secondary stage to assess all the aspects of teaching Sanskrit
- Select any ten questions from Class VI Sanskrit textbook which lend a
- Scope to the creativity of the learners.
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself in Sanskrit
- Collect interesting folktales in Sanskrit
- Collect magazines and newspapers in Sanskrit and have a discussion on their language and presentation.
- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.
- Prepare the list of common errors in Sanskrit among students.
- Interview any Sanskrit expert regarding Sanskrit teaching.
- Prepare a newsletter in Sanskrit on the basis of your school experience
- programme
- Collect interesting folktales in Sanskrit.
- Collect magazines and newspapers in Sanskrit and have a discussion on their language and presentation.
- Do a comparative study of one textbook of Sanskrit from any class (VI to VII) developed by any two states.
- Prepare an outline for the development of the textbook for the same class for your state.
- Interview any member of the textbook development committee of Sanskrit textbooks (NCERT/SCERTs/Rashtriya Sanskrit Sansthan/ Sanskrit Universities/State Boards).
- Prepare a collection of poems and stories in Sanskrit of your choice.
- Prepare a list of audio-visual aids related to teaching of Sanskrit and use them wherever necessary
- Identify and prepare different types of teaching aids for children with
- Special needs (speech impaired)

- Organise a workshop/seminar/conference on the topic—Improvement of Sanskrit Teaching at School Level' or any other related topic.
- Prepare an outline of a school magazine in Sanskrit
- Develop the material for school magazine based on your experiences during school experience practice
- Review contemporary children's literature in Sanskrit

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18226P – TEACHING OF MATHEMATICS -II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Identifying and Evaluating ICT resources suitable for Teaching Mathematics
- Preparation of programmed learning materials for selected Units in Mathematics
- Case study of gifted child and slow learners with interventions suggested.
- Preparing Diagnostic tests on any 2 topics from VIII to X class
- Mathematics syllabus.
- Collect the Mathematical Aptitude questions from different Competitive Exam question papers.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18227P – TEACHING OF PHYSICAL SCIENCE –II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Evaluation of textbook
- Write a Report on current practices of assessment and evaluation at the upper primary stage.
- Study the key points of the I term assessment of any student of class VI.(ii) Devise a strategy to incorporate the suggestions given in the I CCE report for the progress of the learner.
- Preparation a C.A.I. for the unit.
- To identify use of learning resources in physical development from immediate environment Eg soap, detergent , baking soda , fibre pulley , inter conversion
- Improvisation of apparatus for developing science kit
- Preparation of working models , Aids
- Preparation of indents , first aid
- Report on Field trip
- Draw design for conducting science lab
- Conduct a lab for sslc and higher secondary students and give report
- Preparation of chemicals for analysis (minimum 10)

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18228P –TEACHING OF BIOLOGICAL SCIENCE -II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Science Day celebration
- Science Exhibition/Science Club organization
- Collection of Biology Laboratory Manual from Schools
- Observation of Biological Experiments in Schools and Report submission
- Collections of Information from school students about their difficulties in doing Experiments
- Preparation of a Booklet on Scientists and their Inventions
- Preservation of Animals and Plants
- Insect collection and Insect Box Preparation
- Visit to SRM Hospital to learn about Refractive Error and measuring techniques by using Snellen chart.

- Visit to SRM Hospital to observe different stages of human Embryo
- Blood grouping- Demonstration
- Vocational opportunities for Biology students – Speech/Report
- Communicable and non-communicable diseases – Report
- Preparation of Child vaccination Chart
- Genetic Engineering – A Glance – Speech

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18229P –TEACHING OF SOCIAL SCIENCE -II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Preparation of Observation and demonstration file
- Preparation of programmed instruction file a) Linear Programming (15) frames
- b)Branched Programming (10) frames
- Collection of Year books, Newspapers, Magazines and articles for cutting Clippings related to Economics
- Construction and use of achievement test, Analysis and interpretation of test scores.
- Collection of pictures for album related to economics concepts.
- Preparation of workshop files for
- Question Bank
- b)Instructional Media
- Preparation of instructional material file
- Construction and standardization of an achievement test.
- Guest Lectures about Marketing and topical interest.
- Preparation of Album
- Multi- media presentation of 25 slides
- Project on any topic in social science

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18230P –TEACHING OF COMMERCE & ACCOUNTANCY –II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Create a web page for advertisement.
- Case study on online Banking.
- Project on Customs
- Visit to a bank.
- Collect daily information of share market rates from news paper.
- Debate on Economic changes.
- Make an album of different coins & Rupees.
- Observation of the Company and submit the report.
- Discussion on Recent trends in commerce.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18231P –TEACHING OF COMPUTER SCIENCE – II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Hands-on – Training in the operation of the computer
- Preparation of simple program in BASIC and C
- Maintain a record book containing at least 15 programs
- Preparing a question Bank.
- Preparation of instructional materials for teaching units.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18232P –TEACHING OF HOME SCIENCE – II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

Submit Report on any one of the following activities:

- A course of ten practicals by the Pupil- teacher in the following:
- Cooking-its types
- Stitching/Embroidery/knitting
- Home Management
- Writing of project report in extension education.
- Preparation of test items (50) - Objective type, short- answer type, and essay-type.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18233P –TEACHING OF ECONOMICS –II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Maps of India can be drawn showing the following things:
- Birth Ratio
- Mortality
- Migration
- Industry
- Survey to find out the problems of the Rural Community
- Poverty
- Malnutrition
- Un Employment
- Illiteracy
- Status of Women
- Labour Problem

- Construction and standardization of an achievement test.
- Guest lectures about Marketing and topical interest.
- Construction of album on news-paper clippings
- Preparation of unit plans in social science

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18234P –TEACHING OF GENERAL TAMIL -II
nghJj;jkpo; fw;gpj;jy;-II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- ❖ fUj;juq;fk; elj;Jjy;
- ❖ fw;gpj;jy; nghUs; jahhpj;jy; njhlh;ghd Jizf;fUtpfisj; jahhpj;jy;
- ❖ thndhyp my;yJ njhiyf;fhl;rp Ngr;irf; Nfl;L Fwpg;ngLj;jy;
- ❖ tpdhtq;fp jahhpj;jy;
- ❖ fl;Liuapd; tiffs; jiyg;Gfs; njhlh;ghd nra;jpfisj; jpul;Ljy;.
- ❖ fy;tpr; Rw;Wyh nry;Yjy;
- ❖ Nkilapy; Ngrp goFjy;> tpdhb tpdh mikj;jy;

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18235P – TEACHING OF GENERAL ENGLISH – II

INTERNAL ASSESSMENT MARKS-50

CREDIT -2

- Design vocabulary games to enhance vocabulary.
- Reading Comprehension exercises.
- Read the text and provide five words summary to each paragraph.
- Skim through the text and give suitable title to the text.
- Summarizing the text given in stipulated time in 6/7 lines and assign a suitable title.
- Topic for the Debate: "Internet in Education: Blessing or Curse".
- Prepare a question paper using different types of questions.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18236P –TEACHING OF GENERAL HINDI –II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Take any creative writing, e.g. poem or story and develop teaching strategy to teach:
- Same pieces for different stages;
- Understanding any creative piece at different levels;
- Teaching the same piece to children with special needs
- Prepare a list of idioms and proverbs in Hindi.
- Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
- Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
- Identifying and classifying grammatical errors from students' work, using grammatical terminology.
- Exercise in word formation.
- Practice in the use of dictionary.
- Note- making and summary writing exercise.
- Preparation of annotated bibliography on different aspects of English language
- Comprehension exercises.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18237P –TEACHING OF GENERAL SANSKRIT-II

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Identifying and classifying grammatical errors from students' work, using grammatical terminology.
- Collecting information from book and preparing booklet.
- Practice in word formation and use of dictionary.
- Note- making and summary writing exercise.
- Preparation of annotated bibliography on different aspects of Sanskrit language.
- Reading Compositions and comprehension
- Preparing of question bank.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18238P – READING AND REFLECTING ON TEXT AND DRAMA AND ART IN EDUCATION

INTERNAL ASSESSMENT MARKS - 50

CREDIT - 2

- Design vocabulary games to enhance students' vocabulary
- Developing reading skills with drill-critical reading skills, reflective skills, Meta cognition for reading.
- Reading the texts-narrative, expository, descriptive, suggestive, empirical, conceptual ethnography, policy documents, and field notes.
- Skimming – on text-with suitable title to the text.
- Drill and practice-types of reading
- Reading and comprehension exercises on the text
- Workshop on pottery and its decoration can be conducted for aesthetic sensibility
- Workshop – Developing theatre skills, Musical intelligence, pottery, folk dance animations depicting culture and art.
- Develop art material/poster through waste expressing an innovative idea
- Workshop on Film reviewing as a technique of teaching and reflection
- Perform a drama or dance or music of local culture
- Workshop on techniques of integrating drama and art in teaching
- Participate in a stage presentation and observe the stagecraft and audience etiquettes

- Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

SEMESTER – III

PRACTICUM / FIELD WORK

TE18339P – ASSESSMENT FOR LEARNING

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Conducting an achievement test
- Data processing and interpretation of any achievement test of school students.
- Preparation of Blue print and a question paper.
- Prepare graphs and use statistics for analysis of test result.
- Analyse Answer given by the learners for one particular question.
- Select any ten questions from the IX Text book of the subject of your choice which lend scope to the Creativity of the learners.
- Preparation of the diagnostic test
- Compare the two test papers and analyse (rank correlation, mean , median, SD, QD)

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18340P - COMMUNITY BASED ACTIVITIES

INTERNAL ASSESSMENT MARKS-100

CREDIT-4

- Community survey and preparation of report
- Participate in community games/festivals/any celebration and prepare a reflective report.
- Undertake beautification of a school & involve in its Gardening work.
- Visit a nearby school and address the Assembly or participate in any activity organized by the school.
- Promote cleanliness / hygiene in Aganwadis/Balawadis/rural school by organizing various activities of your choice.
- Visit a Self-help group and understand its functioning and present a report. Participate in Citizenship Training Camp Involve in a school's Red Cross activity
- Select a child from the community and support him/her in the development of Reading Skills.
- Organize and conduct Street play in the local community with emphasis on role of education and media in addressing the problem of social exclusion.
- Organize a small fund raising activity (like fete, bake-sale, garage sale etc.) and make contribution towards an NGO which promotes elementary education.
- Prepare a scrap book of social mapping/demographic profile of a village in and around your district: Identify the structure of society according to heterogeneous nature of the community such as community, caste, class, linguistic and any other
- Conduct a Literacy/ awareness programs (related to Environment, Population, Health and hygiene, Sociological issues, Financial Literacy, well-being, etc.) and write a report.
- Visit a nearby community and undertake a group activity of "Enrolling out of school children".
- Sensitize the ladies of the community on seasonal diseases, communicable diseases, HIV/Aids, preventive measures and other related aspects; Nutritional values of staple food items (Not less than 30 items) tips for the maintenance of good hygienic surroundings etc.
- Visit an orphanage/old-age home and write your reflections.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

SEMESTER – IV

PRACTICUM / FIELD WORK TE18441P – GENDER, SCHOOL AND SOCIETY.

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Visit schools and study the sexual abuse and sexual harassment cases.
- Text book analysis for identifying gender issues, gender biases reflected in it.
- To undertake a study of sex ratio and analysis of it state wise
- Develop an awareness programme for female infanticide and foeticides, child marriages, dowry, sexual abuse' work place harassment in terms of drama, street play, poster, documentary, power point Presentations.
- Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.
- Debate on women reservation bill
- Group Activities on Domestic violence and other personal issues and its remedies.
- Visits to institutions like WSRC, Dowry prohibition cell, Women help line, NGO working for women.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18442P –CREATING AN INCLUSIVE SCHOOL

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Sessional Work: The students may undertake any one of the following activities:
- Preparation of status report on school education of children with diverse needs.
- Evaluation of text books from the perspective of differently abled children.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Planning and conducting multi level teaching in the local school.
- Critical review of policy and practice and panel discussion by a group of students.
- Visit to special, integrated and inclusive classrooms .Reflective journal writing.
- Review of literature related to education of children with diverse needs presentation of reports in a seminar.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18443P – CRITICAL UNDERSTANDING OF ICT & UNDERSTANDING THE SELF

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

Critical Understanding of ICT

- Using any Educational Blog to carry out following activities for facilitating learning in any of the units of your choice:- identify resources for a topic of your choice and upload it.
- Use any discussion forum available for the discussion on the uploaded learning material. Generate a test.
- Develop a report on preparing a lesson plan on any topic from your methods while using internet resources. The report should maintain the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds and justify the fact-figures (data) graphics explanation and logic of the topic. Teaching with a multimedia content developed by the student.

- Preparation of Educational document (lesson plan) with the help of MS Word.
- Calculations through MS Excel.
- . Preparation of School Lesson in MS Word.
- Preparation of School Lesson in MS Power Point.
- Prepare an album of news paper article on Misuse of internet
- Case study on IT law in India.

Understanding the Self

- Johari Window – a self- awareness diagnostic tool/ Survey on self-concept.
- Prepare a personal growth journal and noting the daily observations.
- Films and documentaries on different aspects of human victories and defeats.
- Analyzing the priority and scheduling priority to minimize the stress.
- Practically applying the interpersonal intelligences in various given classroom situations.
- Activity (let's face it) Teams of four to six; facilitator from each team.
- Interpretation of facial expressions followed by discussion. Listing the positive and negative attributes of personality.
- Doing and classifying different types of yoga and their effects on wellbeing.
- Designing and applying activities to develop self-esteem.
- Review of one's own videotaped lessons.
- Review Mona Lisa smiles, Dead Poet's Society, Taare Zameen Par, Kaka
- Muttai movie.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18444P – HEALTH, YOGA AND PHYSICAL EDUCATION

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Prepare healthy food without fire.
- Report on changes in the food habits.
- Discussion on human diseases due to environmental pollution.
- Prepare ppt on prevent measures from Communicable Diseases, Stress, Depression and obesity.
- Case study on problems of fast food.
- Learn fitness exercise and Athletic activities.
- Play any 3 Major and Minor games.

- Do any 10 asanas & Write an assignment on advantage of asanas.
- Project on benefits and importance of meditation.
- Visit to GYM.171

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18445P – PEACE EDUCATION

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Visit to school for teaching and demonstrating some techniques about removing tensions of students.
- Case study on Causes of Stress and Preventive measures.
- Debate on reason for violence and conflicts.
- Prepare ppt on Compassion, love and caring.
- Project on Social Justice.
- Conduct extra - curricular activities for national integration.
- Collect the detailed information about Role of different organizations like UNESO in peace enrichment and Peace in our Global Neighborhood.
- Discussion on role of mass media in promoting peace.
- Survey on reason for crimes.
- Prepare peace related songs and poetry.
- Collect best 10 quotes for Peace, Belief and Truth from internet.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50

TE18446P – ENVIRONMENTAL EDUCATION

INTERNAL ASSESSMENT MARKS-50

CREDIT-2

- Rally to create awareness in nearest places about environmental pollution.
- Clean and plant trees in your surroundings.
- Report on recent disasters in the world.
- Visit to water planting treatment and Zoo.
- Collect information of Environmental news from news papers and journals.
- Seminar on impacts of environmental degradation.
- Project on solid waste management.
- Debate on environmental protection.
- Make an album on Lithosphere, Hydrosphere, Atmosphere, Ecosystem and Ecological pyramids.
- Case study on NGO organization.
- Conduct Exhibition on past and present environment.

Nature of Course: Practicum (Max Marks -50)					
Assessment Method: Internal					
In Semester- Internal	Assessment Tools	Oral Presentation	Record Work	Field Work	Total
	Marks	10	30	10	50