



ALAGAPPA UNIVERSITY

(A State University Established in 1985)
Karaikudi - 630003, Tamil Nadu, India



2017 Accredited with A+ Grade by NAAC (CGPA : 3.64)	2018 MHRD Govt. of India Graded as Category - 1 & Granted Autonomy	2018 UGC University Grants Commission	2018 MHRD UNIVERSITY OF INDIA Swachh Campus Rank : 4	2019 nirf NATIONAL INSTITUTIONAL RANKING FRAMEWORK Rank : 28	2019 QS India Rank : 20 BRICS Rank : 184 Asia Rank : 216
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ALAGAPPA UNIVERSITY COLLEGE OF EDUCATION



B.Ed.



[Choice Based Credit System (CBCS)]

[For the candidates admitted from the academic year 2019 -2020]



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(A State University Established in 1985)
KARAIKUDI - 630 003, Tamil Nadu, India
www.alagappauniversity.ac.in



2017	2018	2018	2018	2019
 Accredited with A+ Grade by NAAC (CGPA : 3.64)	  Graded as Category-1 & Granted Autonomy	 Rank : 27	 Swachh Campus Rank : 4	 India Rank : 20 BRICS Rank: 104 Asia Rank : 216

ALAGAPPA UNIVERSITY COLLEGE OF EDUCATION

Programme General Objectives

The general objectives of B.Ed., programme To imbibe knowledge of subject, culture and develop an understanding of the various **pedagogic skills** and approaches of organizing learning experiences. To develop skills required in selecting, organizing learning experiences and students support activities .To develop the skills and values involved in dealing with the academic and personal problems learners .To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications .To acquire knowledge and develop an understanding of various aspects of school management.

Programme specific objectives

- i. To develop a good command of the subject matter of the assignment given to him in the school.
- ii. To develop pedagogical skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere and evaluation of students' progress.
- iii. To understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children.
- iv. To develop proper altitudes towards teaching as a result of which he will be able to maximize the achievements from both the material and human resources.
- v. To develop the capacity to extend the resources of the school by means of improvisation of instructional facilities.
- vi. To understand the significance of individual differences of child and to take appropriate steps for their optimum development:
- vii. To know the causes of individual differences as a result of which he will be able to develop the ability to be a child with children, an adult with the adults, a responsible citizen among the community.
- viii. Development of the ability to give direct satisfaction of parents and school management from the achievement of children.

Programme outcome

On successful completion of the programme

- i. To act as an agent of social change while understanding and appreciating the inter relationship between our healthy cultural heritage and its impact on education.
- ii. To provide leadership to the community while utilizing the resources of the local community for the proper development of the school, the student and the community.
- iii. To facilitate the learning process in the students by means of available resources and organizing educational activities and programmes with special care for learners of the specific needs.
- iv. To show respect, love for the individuality of the child and to be just and impartial in his/her dealing with children
- v. To organize various activities of the school for the all-round development of the students by using media and appropriate instructional methods and technologies.
- vi. To inspire and professionally help the parents for the care and guidance of their wards.
- vii. To pressure proper balance of his/her life as a person of character, uphold the values of professional commitments and professional ethics and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he/she belongs.
- viii. To strive continuously to enrich his/her personality by the lifelong process of learning through study and research; uphold his/her teaching as sacred and inviolable.

Eligibility Criteria:

- i. Bachelor's degree of Alagappa University or any University in India or abroad recognized as equivalent through 10+2+3 pattern of education with prescribed percentage of marks as per Government of Tamilnadu norms. Tamil (B.A/B.Lit.)/English (B.A/B.Lit.) / Mathematics/Physics/Chemistry/Botany/ Zoology / History or its equaling degrees.
- ii. In case of Commerce, the candidates who fulfill the above norms should also have studied the same subject both at the U.G and P.G levels

Declaration of Result :

For pass in the university examination, a minimum of 40% (30 marks) out of a maximum of 75 marks should be secured by the candidate and minimum of 50 marks out of a maximum of 100 marks in both the internal assessment and the university examinations in each course. There is no seperaten minimum mark for the internal assessment.

Declaration of classes on the basis of percentage of aggregate marks:

The results of successful candidates at the end of four semesters shall be classified on the basis of aggregate percentage of marks obtained in four semesters and the aggregate or cumulative grade point average (CGPA) for the award of Bachelor of Education.

Percentage	Description
Above 90	First class with Exemplary (S+, S)
76-90	First class with Distinction (D++, D+, D)
60-75	First class (A++, A+, A)
50-60	second class (B, C)
Below 50	Re-appear (RA)
Absent	(AA)

Curriculum Framework for Two-Year B.Ed. Programme

Group (A) : Perspectives in Education (PE)

Sl. No;	Area	Title	Credits	Hours/Week	Marks		
					Int.	Ext.	Total
1	PE1	Childhood and Growing Up	4	6	25	75	100
2	PE2	Contemporary India and Education	4	6	25	75	100
3	PE3	Learning and Teaching	5	6	25	75	100
4	PE4	Gender, School and Society	4	6	25	75	100
5	PE5	Knowledge and Curriculum	4	6	25	75	100
6	PE6	Creating an Inclusive School	4	6	25	75	100
Total			25	36	150	450	600

Group (B): Curriculum and Pedagogic Studies (CPS)

Sl. No;	Area	Title	Credits	Hours/Week	Marks		
					Int.	Ext.	Total
1	CPS1	Language across the Curriculum, Understanding Discipline and Subject	4	6	25	75	100
2	CPS2	<i>Pedagogy of a School Subject 1-I (Any One Of The Following)</i> Pedagogy of General Tamil –I Pedagogy of General English -I	4	6	25	75	100
3	CPS3:	<i>Pedagogy of a School Subject 2-I (Any One Of The Following)</i> Pedagogy of Special Tamil –I Pedagogy of Special English –I Pedagogy of Mathematics –I Pedagogy of Physical Science –I Pedagogy of Biological Science -I Pedagogy of Social Studies –I Pedagogy of Commerce –I	4	6	25	75	100
4.	CPS4:	<i>Pedagogy of a School Subject 1-II (Any One Of The Following)</i> Pedagogy of General Tamil –II Pedagogy of General English – II	4	6	25	75	100
5	CPS5:	<i>Pedagogy of a School Subject 2-II (Any One Of The Following)</i> Pedagogy of Special Tamil –II	4	6	25	75	100

		Pedagogy of Special English –II					
		Pedagogy of Mathematics –II					
		Pedagogy of Physical Science –II					
		Pedagogy of Biological Science II					
		Pedagogy of Social Studies –II					
		Pedagogy of Commerce–II					
6	CPS6:	Assessment for Learning	4	4	25	75	100
7	CPS7:	Optional Courses – any one of the following	4	6	25	75	100
		i.Human Rights Education					
		ii.Environmental Education					
		iii.Yoga Education					
		iv.Disaster Management					
8	CPS8:	School Internship	25	25			
		i.Teaching Competence School Subject 1					200
		ii.Teaching Competence School Subject 2					200
		iii.Records					200
		NME – II & III Semester(2x2=4)	4	6			
		Library, Yoga, E.T.Lab, Extension, Activities, Fine Arts Art Education, Physical Education		27			
		Total	57	98	175	525	1300

Group (C): Experiences for Enhancing Professional Capacities (EPC)

Sl. No:	Area	Title	Credits	Hours/Week	Marks		
					Int.	Ext.	Total
1	EPC1	Reading and Reflection on Text, Drama and Art in Education	4	4	25	75	100
2	EPC 2	Critical Understanding of ICT and Understanding the Self	4	6	25	75	100
		Total	08	10	50	150	200
		Grand Total	90 Credits	144	-	-	2100

1. Semester wise Distribution of Courses and weightage of marks

SEMESTER – I

Sl. No;	Area	Paper Code	Title	Credits	Hours/Week	Marks		
						Int.	Ext.	Total

1	PE1:	711101	Childhood and Growing Up	4	6	25	75	100
2	PE2:	711102	Contemporary India and Education	4	6	25	75	100
3	CPS1:	711103	Language across the Curriculum, Understanding Discipline and Subjects	4	6	25	75	100
4	CPS2:		Pedagogy of a School Subject 1- I (Any one of the following)	4	6	25	75	100
		711104	Pedagogy of General Tamil – I					
		711105	Pedagogy of General English –I					
5	CPS3:		<i>Pedagogy of a School Subject 2 – I (Any one of the following)</i>	4	6	25	75	100
		711106	Pedagogy of Special Tamil – I					
		711107	Pedagogy of Special English –I					
		711108	Pedagogy of Mathematics –I					
		711109	Pedagogy of Physical Science –I					
		711110	Pedagogy of Biological Science –I					
		711111	Pedagogy of Social Studies – I					
		711112	Pedagogy of Commerce –I					
6			Library		6			
			Total	20	36	125	375	500

SEMESTER – II

Sl. No	Area	Paper Code	Title	Credits	Hours /Week	Marks		
						Int.	Ext.	Total
1	PE3:	711201	Learning and Teaching	5	6	25	75	100
2	PE4:	711202	Gender, School and Society	4	6	25	75	100
3	CPS4:		<i>Pedagogy of a School Subject 1-II</i>	4	6	25	75	100
		711203	Pedagogy of General Tamil – II					

		711204	Pedagogy of General English -II					
4	CPS5:		<i>Pedagogy of a School Subject 2 -II</i>	4	6	25	75	100
		711205	Pedagogy of Special Tamil – II					
		711206	Pedagogy of Special English –II					
		711207	Pedagogy of Mathematics – II					
		711208	Pedagogy of Physical Science –II					
		711209	Pedagogy of Biological Science –II					
		711210	Pedagogy of Social Studies –II					
		711211	Pedagogy of Commerce –II					
5			Library		5			
6			Extension Activities		4			
7			NME	2	3			
			Total	19	36	100	300	400
			*SLC MOOCS	-		-	-	-

SEMESTER – III

Sl. No.	Area	Paper Code	Title	Credits	Hours /Week	Marks		
						Int.	Ext	Total
1	EPC1	711301	Reading and Reflection on Text, Drama and Art in Education	4	4	25	75	100
2	CPS6:	711302	Assessment for Learning	4	4	25	75	100
3	CPS8:		<i>School Internship</i> <i>(Practical Examinations will be conducted after the completion of Internship Teaching Practice)</i>					
4		Practical Code	<i>Teaching Competence of School Subject 1 (Any one of the following)</i>	10	10		200	200
		711303	General Tamil					
		711304	General English					
		Practical Code	<i>Teaching Competence of School Subject 2 (Any one of the following)</i>	10	10		200	200

		711305	Special Tamil					
		711306	Special English					
		711307	Mathematics					
		711308	Physical Science					
		711309	Biological Science					
		711310	Social Studies					
		711311	Commerce					
6		711312	Records/Project	5	5		200	200
7			NME	2	3			
			Total	35	36	50	750	800
	*SLC	MOOCs	Extra credit	-	-	-	-	-

(NOTE: CPS 8 –School Internship Practical Examinations will be conducted both the internal and external examiners)

*Credits earned through Self Learning Courses (MOOCs) shall be transferred in the credit plan of the programme as extra credits.

SEMESTER IV

Sl. No.	Area	Paper Code	Title	Credits	Hours /Week	Marks		
						Int.	Ext.	Total
1	PE5:	711401	Knowledge and Curriculum	4	6	25	75	100
2	PE6:	711402	Creating an Inclusive School	4	6	25	75	100
3	CPS7 :		<i>Optional Courses – any one of the following</i>	4	6	25	75	100
		711403	i. Human Rights Education					
		711404	ii.Environmental Education					
		711405	iii.Yoga Education					
		711406	iv. Disaster Management					
4	EPC 2	711407	Critical Understanding of ICT and Understanding Self	4	6	25	75	100
5			Extension Activities		6			
6			Library		6			
			Total	16	36	100	300	400

1. Semester wise distribution of Credits and Hours/Week.

SEMESTER	CREDITS	Hours/Week
I	20	36
II	19	36
III	35	36
IV	16	36
TOTAL	90	144

2. To function as Teachers.

- Student teachers shall be equipped to cater to diverse needs of learners in Schools.
- Internship in schools is to be done for duration of **20 Weeks**.
- This should include an initial phase of **04 weeks** for observing a regular classroom with a regular Teacher and would also include Peer observations, Teacher observations and observations of intern's lessons by faculty.
- Students are to be actively in teaching for **16 weeks** in the final year of the course.
- For each students –teacher, internship should be conducted preferable in one school for the entire **16 weeks**.
- They shall be engaged at two levels. Upper Primary classes and Secondary Classes or Senior Secondary Classes.

NON MAJOR ELECTIVES

Sl. No :	Area	Title	Credits	Hours/Week	Marks		
					Int.	Ext.	Total
1	NME	Psychology of Teaching and Learning Process	2	3	25	75	100
2	NME	Gender ,School and Society	2	3	25	75	100

SEMESTER I			
Course Code: 711101	CHILDHOOD AND GROWING UP	Credits: 4	Hours: 04
Objectives	<p>At the end of the course, the student – teachers will be able</p> <ul style="list-style-type: none"> ➤ Acquire the knowledge of psychology to classroom situations ➤ Understand the salient features of growth and development from childhood to adolescence. ➤ Acquaint with the theories of Cognitive and Psycho-Social Development. ➤ Acquire the knowledge about the concept of memory, forgetting, and the factors influencing them. ➤ Develop the knowledge about the concept of Motivation and its theories. 		
Unit - I	<p>Introduction to Psychology Psychology: Meaning- Definition, Branches of Psychology- Schools of Psychology: Structuralism, Functionalism, Behaviorism, Constructivism, Humanism - Methods of Psychology. Educational Psychology: Meaning – Definition, Nature And Scope of Educational Psychology</p>		
Unit - II	<p>Growth and Development Meaning of Growth and Development - Differences between growth and development, Importance of growth and development -Childhood (Early and Later) and Adolescence -Physical, Cognitive, Emotional, Social and Moral Development-Characteristics of development with respect to diverse socio – economic and cultural backgrounds – family, schools, neighborhood and community and its educational implications.</p>		
Unit - III	<p>Theoretical Approaches to Cognitive and Psychological developments Cognitive theories- Piaget, Bruner and Bandura – Psycho social theories- Erickson- Sigmund Freud – Kohlberg’s Moral Development Theory.</p>		
Unit IV	<p>Remembering and Forgetting : Memory and forgetting - types of memory - Characteristics of good memory – Memory span – Techniques of promoting better memory for a child - Forgetting and its causes - Curve of Forgetting – Theories of forgetting.</p>		
Unit V	<p>Motivation Motivation: Meaning, Definition, Motivation and Learning -Characteristics of Motives - Classification of Motives- Theories of Motivation – Maslow’s Theory of Hierarchy of Needs- McDougal’s Instinct Theory and Hull Theory of Drive Reduction - Motivational Strategies in Classroom- Achievement Motivation- Level of Aspiration.</p>		
Practicum	<ul style="list-style-type: none"> ➤ Observe Various Age Group Children (Early Childhood, Later Child hood and Adolescent) in various situations like in the classroom, playground, at home with parents, friends and list down the characteristics of them in physical, social, economic and intellectual domain. ➤ List down different maladjusted behavior of adolescents which you could identify from the classroom and outside classroom. Take interview of few and try to understand the factors that may be responsible for their behavior. 		

References	<p>Agarwal.J.C(2018), <i>Essentials of Educational Psychology</i>, Vikas Publication,New Delhi.</p> <p>Ahmad.M.S.(2012),<i>Psychology of Learning and Human Development</i> ,Mital Publications, Jaipur.</p> <p>Ganesh Kumar Chawla Rramesh Nayak.k (2014),<i>Advanced Educational Psychology</i>, Apran Publications, New Delhi.</p> <p>Mangal, S.K.(2016), <i>Advanced Educational Psychology</i>, Phi Learning Publishers</p> <p>Misra .R.C. (2009),<i>Educational psychology</i> ,A.P.H.Publishing Corporation ,New Delhi.</p> <p>Tanton.R.k (2011), <i>Child Psychology</i>, A.P.H.Publishing Corporation, New Delhi.</p> <p>Vinod kumar bansal. (2011), <i>Hadbook of Children Psychology and Development</i>, DPS Publishing House, New Delhi.</p>
Outcomes	<p>At the end of this course the student – teacher shall be able to</p> <ul style="list-style-type: none"> ➤ Apply the knowledge of psychology to classroom situations ➤ Internalize the growth and development from childhood to adolescents ➤ Apply the cognitive and psychological theories for their psycho social development ➤ Develop the memory level and adapt techniques to promote better memory for a child ➤ Utilize the principles of motivational theories for achieving external and internal motivation of one’s own self and others

Course code: 711102	CONTEMPORARY INDIA AND EDUCATION	Credits:4	Hours: 04
Objectives	<ul style="list-style-type: none"> ➤ To understand the relationship between education and philosophy and different Indian and Western Philosophers. ➤ To understand the concept and aims of Education ➤ To develop an understanding of sociology and Education ➤ To make them understand the challenges of Education in India ➤ To acquire the importance of teacher education. 		
Unit -I	<p>PHILOSOPHY AND PHILOSOPHERS IN EDUCATION</p> <p>Philosophy –meaning-relationship between philosophy and education – Naturalism, idealism, pragmatism and existentialism with reference, to aims, curriculum ,methods of teaching, role of teacher and discipline – eclectic tendency in education – Great educators and their contributions in education-Western thinkers- Froebel, Montessori-Indian thinkers-Mahatma Gandhi-Tagore, Aurobindo, Swami Vivekananda, Dr.S. Radhakrishnan.-Educational implications of different Philosophy.</p>		
Unit-II	<p>CONCEPT AND AIMS OF EDUCATION</p> <p>Meaning-Nature-Aims and functions of education- formal education and alternative system of education (non formal education)- continuing education, distance education, adult education and mass literacy programme. Informal learning –Role of family, peer group and community</p>		
Unit III	<p>SOCIOLOGY,CULTURE AND EDUCATION</p> <p>Sociology –meaning and scope- relationship between sociology and education -transmission and transformation of culture-education as an agent of social change -Values –meaning-classification of values- social, moral and spiritual- traditional values of India –Dharma ,non violence, tolerance ,simplicity, spirituality and self realization -constitutional values of India –democracy ,secularism, Socialism and equality- value education – meaning- significance Approaches- direct ,indirect and incidental –Educational implications.</p>		
Unit IV	<p>CHALLENGES OF EDUCATION IN INDIA</p> <p>Universalisation of elementary and secondary education, Wastage and stagnation, remedial measures-Equality of educational opportunities –education of the socially and economically disadvantaged –women education – human rights education and population education, globalization -impacts of globalization in Indian society and education –combating social evils-corruption, consumerism communalism, gender discriminations ,violence, role of education-New trends in Education-SarvaShiksha Abiyan,RMSA,RUSA-Role of UGC,NAAC,NCTE-Challenges in implementing NPE -2019.</p>		
Unit V	<p>Teacher Education</p> <p>meaning -aims and Objectives ,pre service and in -service education -need and significance ,role of teachers in the emerging Indian Society -Accountability of teachers –code of ethics for teachers- innovations in teacher education – competency based teacher education- role of teacher in implementing NPE -2019</p>		
Practicum	<ul style="list-style-type: none"> ➤ Identify and prepare a report on various philosophies adopted by the teacher in their teaching learning process. ➤ To study the various cultural values adopted in the particular village. 		

	<ul style="list-style-type: none"> ➤ To identify the social relationship by using socio metric techniques. ➤ Study the impact of Right to Education Act on private schools and make a report on it. ➤ Visit to Special school and Teacher Education Institutions ➤ Field visit to vocational institutes to make a report.
<p>References</p> <p>Textbooks:</p> <p>Bhattacharya, S. (2006). <i>Sociological Foundation of Education</i>: Atlantic Publishers. New Delhi</p> <p>Dhankar. N. (2010). <i>Education In Emerging Indian Society</i>. New Delhi: APH Publishing Corporation.</p> <p>Kakkat, S. B. (1995). <i>Changing Perspectives in Education</i>. New Delhi: Vikas, Publishing House Pvt. Ltd.</p> <p>Mehra D. D. (2009). <i>Education in Emerging Indian Education</i>, Indian Education. Ludhiyana: Tondan Publications, Books Market.</p> <p>Murthy, S. K. (2009). <i>Philosophical and Sociological Foundation of Education</i>. Ludhiyana: Tondan Publication. Books Market.</p> <p>Pathak, K. R. (2007). <i>Education in the Emerging India</i>. New Delhi: Atlantic Publishers.</p> <p>Pathak, R. P. (2009). <i>Philosophical and Sociological Foundations of Education</i>. New Delhi: Kanishka Publishers.</p> <p>Rao, D. B. (1996). <i>G lobals Perception on Peace Education</i>, Vol. I, II & III. New Delhi: Discovery Publishing House.</p> <p>Siddiqui, M. H. (2009). <i>Philosophical and Sociological foundation of Education</i>. New Delhi: APH Publishing Corporation, APM Publication Corporation.</p> <p>Singh Y. K. (2007). <i>Philosophical. Foundation of Education</i>. New Delhi: APH Publication Corporation.</p> <p>Thakur, A. S., and Berwal, S. (2007). <i>Education in Emerging Indian Society</i>. New Delhi: National Publishing House.</p>	
<p>Outcomes</p>	<p>At the end of the course ,the student –teacher will be able to</p> <ul style="list-style-type: none"> ➤ Understand the relationship between education and philosophy and different Indian and Western Philosophers. ➤ understand the concept and aims of Education ➤ develop an understanding of sociology and Education ➤ make them understand the challenges of Education in India ➤ acquire the importance of teacher education

Name of the Course Teacher: Dr.J.E. Merlin Sasikala

SEMESTER-I			
Course Code: 711103	CPS 1 -LANGUAGE ACROSS THE CURRICULUM, UNDERSTANDING DISCIPLINES AND SUBJECTS	Credits:4	Hours:4
Objectives	<ul style="list-style-type: none"> ➤ Understand nature, function and role of language across the curriculum ➤ Understand importance and use of first, second language and multi languages system and its significance on culture in developing language skills. ➤ understand the nature of communication process in the classroom ➤ understand the nature of reading comprehension in different content areas ➤ Develop attitude being a good language teacher 		
Unit: I	<p>Nature and function of Language Language- meaning and concepts - Functions of Language - Role of Language across Curriculum – language learning - Theories of language learning – teaching language as skill rather than knowledge subjects - Barriers in using language and strategies in overcome them.</p>		
Unit: II	<p>Language across Curriculum Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction - Factors related to poor reading comprehension - Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory - Educational implications of language - Understanding the nature of classroom interaction.</p>		
Unit: III	<p>Language diversity in classrooms First Language and Second Language Acquisition - Using of First and Second Language in the classroom - Difference between language as a school subject and means of Communication. - Relationship between language mastery and subject mastery. - Mastery in first language and subject - mastery in second language and subject. - Understanding of multilingualism in classroom.</p>		
Unit: IV	<p>Position of English Language in the Indian Context Position of English as a second language in India - Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control</p>		
Unit: V	<p>Qualities of Language teacher Language teacher – basic qualification – role of language teacher developing language – language skill and knowledge– developing techno pedagogy skills – characteristics of good language teacher - dating skills through in- service training.</p>		
	<p>Mode of Transaction: Lecture, Discussion, debate, conversation, exercise, dramatization, assignments and language games.</p>		

PRACTICUM	<ul style="list-style-type: none"> ➤ School visit to find out communication problem/Apprehension in students ➤ Designing games and Exercise for developing listening, speaking, writing and Reading skills Assigning Assignment on listening skills ➤ Assigning Assignments on developing speaking skills ➤ Assigning Assignments on developing reading skills ➤ Assigning Assignment for developing writing skills ➤ Organizing debate, discussion, seminar, stage speak, public speak and drama.
REFEREN CES	<p>Agnihotri, R.K. (1995), Multilingualism as a classroom resource. Heinemann Educational Books.</p> <p>Earl Stevick.W.(1982), Teaching and Learning Languages. Cambridge: Cambridge University Press.</p> <p>Krashen, S.D.(1981), The study of second language acquisition and second language learning. Oxford: Oxford University Press.</p> <p>Richards,J.C.(2006), Communicative language teaching today. Cambridge: Cambridge University Press.</p> <p>Thangasamy, Kokila (2016) Communicative English for College Students. Chennai: Pava Publications.</p> <p>Floyd,K.(2009). Interpersonal communication. New York.McGraw Hill Companies Inc.</p> <p>Fronklin,V. Rodman,R.& Hymys, (2011) Introduction to language (9th ed).Canada. CengangaL earning.</p>
Course Outcomes	<p>Explain about nature, function, Theories of language learning and role of language across the curriculum</p> <p>Describe Knowledge about importance and use of first, second language and multi languages system and its significance on culture in developing language skills.</p> <p>Get knowledge and understand the nature of communication process in the classroom, Relationship between language mastery and subject mastery</p> <p>Give explanation about the nature of reading comprehension in different content areas</p> <p>Develop attitude of being a good language teacher enhancing pedagogical skills</p>

Name of the Course Teacher: Dr.J.Jayachithra

முதல்பருவம்			
Course Code: 711104	பொதுத்தமிழ்	Credits: 4	Hours: 04
நோக்கங்கள்	<p>ஆசிரியமாணவர்கள்,பயிற்சிமுடிவில் கீழ்க்கண்டதிறன்களைப் பெறுகிறார்கள்.</p> <ul style="list-style-type: none"> ➤ தாய்மொழிகற்றலின் நோக்கங்களை அறிதல் ➤ தமிழ்மொழியின் பல்வேறுபயிற்றுமுறைகளை அறிதல் ➤ நுண்ணிலைக்கற்பித்தல் திறன்களில் பயிற்சிபெறுதல்மற்றும் பாடத்திட்டம் அமைத்தலில் அமைந்துள்ளகோட்பாடுகளை அறிதல் ➤ மொழிக்கற்பித்தலில் துணைக்கருவிகளின் பயன்பாட்டினை அறிதல் ➤ வினாத்தாள் அமைத்தலில் உள்ளபல்வேறுதிறன்களை வளர்த்தல் 		
அலகு -1	<p>தாய்மொழிக் கல்வியின் சிறப்பு தாய்மொழிக் கல்வியின் இன்றியமையாமை-தாய்மொழிகற்பித்தலின் நோக்கங்கள் : மொழி அறிவைப் பெறுதல், கேட்டுப் பொருளுணரும் ஆற்றல் பெறுதல், படித்துப் பொருள் உணரும் ஆற்றல் பெறுதல், இலக்கியப் பாடலின் சுவையுணர்ந்துபோற்றுதல், மனத்திலே உள்ளவற்றை வெளியிடுதல், கற்பனை ஆற்றலையும் அழகுணர்வாற்றலையும் வளர்த்தல், சிறந்தமனப்பயிற்சியாக அமைதல், மொழிப்பற்று, நாட்டுப்பற்றை ஊட்டுதல், படைப்பாற்றலை வளர்த்தல், பிழையின்றி எழுதுதல், பண்புநலன்களை போற்றி வளர்த்தல், வாழ்க்கை கருகர்வுகளை எடுத்தியம்புதல், சொல்லாட்சித் திறன் பெறுதல் - பயன்கள் - தாய்மொழியின்தனிச்சிறப்பு - எண்ணத்தை வெளியிடும் கருவி- திருத்தமாக பேச, கேட்க, படிக்க, எழுதப் பயிற்சி அளித்தல்.</p>		
அலகு -2	<p>தமிழைப் பயிற்றும் முறைகள் பண்டையோர் கண்ட பயிற்றுமுறை: குருகுலமுறை- 1. சொற்பொழிவு, 2. உரையாடல் 3. தடைவிடை, 4. வினாவிடை, 5. பயிற்சி-பன்முறைப் பயிற்சி, 6. விதிவிளக்கமுறை, 7. காரணகாரியமுறை, 8. போலக்கற்றல் முறை, 9. நெட்டுரு அல்லது மனப்பாடமுறை, 10. உய்த்துணர்தல் முறை-நன்மைகள், தீமைகள். புதிய முறைகள் : விளையாட்டுமுறை-நடிப்புமுறை-செயல்திட்டமுறை-தனிப்பயிற்சிமுறை-மேற்பார்வைபடிப்புமுறை-திட்டமிட்டுக்கற்றல் - வகைகள் - நிறைகள், குறைகள்.</p>		
அலகு -3	<p>பாடத்திறன்களில் பயிற்சி, பாடத்திட்டம் தயாரித்தல் புள்ளியின் கற்பித்தல் கோட்பாடுகள் - நுண்ணிலைக்கற்பித்தல் திறன்களில் பயிற்சி-தொடங்குதல் திறன், விளக்குதல் திறன், முடித்தல் திறன், பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன், கிளர் வினாத் திறன், வலுவூட்டிகளைப் பயன்படுத்தும் திறன், உதாரணங்களைப் பயன்படுத்தும் திறன், கரும்பலகையைப் பயன்படுத்தும் திறன் மற்றும் இணைப்புப் பயிற்சி. பாடத்திட்டம் விளக்கம் - பயன்கள் - பாடத்திட்டம் தயாரிக்கும்போது கவனிக்கப்பட வேண்டியவை-பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை-மாதிரி பாடத்திட்டம். - பாடக்குறிப்பு, பாடத்திட்டம் வேறுபாடு</p>		
அலகு -4	<p>மொழிக்கற்பித்தலின் நுட்பக்கூறுகள் மொழிக்கற்பித்தலின் நுட்பக்கூறுகள் - துணைக் கருவிகளைப் பயன்படுத்துதல் - துணைக்கருவிகளின் பங்கு - வகைகள் - காட்சிக் கருவிகள், கேள்விக்கருவிகள் - காட்சிக் கேள்விக்கருவிகள் - பயன்கள் - மொழிப் பயிற்றாய்வுக் கூடம்.</p>		
அலகு -5	<p>மதிப்பீடல் மதிப்பீடல், அளவிடல், - தேர்வு வகைகள் - ஆசிரியர்களால் உருவாக்கப்படும் தேர்வுகள், தரப்படுத்தப்பட்ட தேர்வுகள் - தேர்வுச் சீர்திருத்தங்கள் - நல்லமதிப்பீட்டுக் கருவியின் பண்புநலன்கள் - குறையறிசோதனை, குறைதீர் பயிற்சி-புறவயத் தேர்வு அமைத்தல் முறைமை-தொடர் மற்றும் முழுமையான மதிப்பீடு (ஊனூ) - நோக்கம் - பயன்கள். வினாக்கள் - வினாக்கள் கேட்டலின் இன்றியமையாமை-வினாவுதல் நோக்கங்கள் - பயன்கள் - வினாக்களின் வகைகள் - சிறந்தவினாக்களின் சிறப்பியல்புகள் - வினாத்தாள் வடிவமைக்கும் முறை-தமிழ் வினாத்தாள் - மாதிரி வினாத்தாள் வடிவமைப்பு - புள்ளியியல் பகுப்பாய்வு.</p>		

<p>செயல்முறை</p>	<ul style="list-style-type: none"> ➤ கருத்தரங்கம் நடத்துதல் ➤ கற்பித்தல் துணைக்கருவிகள்தயாரித்தல் ➤ வானொலி (அ) தொலைக்காட்சிபேச்சைக் கேட்டுகுறிப்பிடுதல் ➤ வினாவங்கிதயாரித்தல் ➤ குறையறிசோதனையும்,குறைதீர் பயிற்சியும் ➤ மொழிப்பயிற்றாய்வுக் கூடம் ➤ திட்டமிட்டுக்கற்றல் சட்டகம் தயாரித்தல் ➤ நாடகங்கள் எழுதுதல் மற்றும் நடித்தல் ➤ கல்விச் சுற்றுலாசெல்லுதல்
<p>பார்வை நூல்கள்</p>	<p>முனைவர்.பழனிவேலு,ஞா. (2011),<i>செந்தமிழ் கற்பித்தல்- பொதுத்தமிழ்</i>, தஞ்சாவூர்: நதிபப்ளிகேஷன்ஸ். .கலைச்செல்வி. வெ (2013),<i>பொதுத்தமிழ் கற்றல் - கற்பித்தல்</i>,ஈரோடு: சஞ்சீவ் வெளியீடு. புலவர்செந்தூர்பாண்டியன்(1979) “<i>நுண்ணிலைப்பயிற்சி</i>”புதுக்கோட்டை:மீனாட்சிபதிப்பகம். கோவிந்தராஜன் மு. (1980) “<i>மொழித்திறன்களும் சிலசிக்கல்களும்</i>”சென்னை: தேன்மொழிப்பதிப்பகம். கணபதி வி. (2005) “<i>நற்றமிழ் கற்பிக்கும் முறைகள்</i>”சென்னை:சாந்தாபதிப்பகம். டாக்டர்.ந.சுப்புரெட்டியார்(1964),<i>தமிழ்பயிற்றுமுறை</i>,சிதம்பரம்.:மெய்யப்பன் பதிப்பகம், இலக்குவன் (2008) : <i>தமிழ்ப்பாடநூலும் ஆசிரியரும்</i>,சென்னை : சாரதாபதிப்பகம் வேணுகோபால் இ.பா (2008) <i>பைந்தமிழ் கற்பிக்கும் முறைகள்</i>. சென்னை: சாரதாபதிப்பகம். இரத்தினசபாபதிபி.(1997) <i>செம்மொழிக்கல்வி</i> . சென்னை: சாந்தாபப்ளிஷர்ஸ். தஞ்சைமாவட்டம்:திருமலைக்குமரன் பதிப்பகம். பேராசிரியர்.தண்டபாணி,சு பேராசிரியர் தேவசகாயம். வி. (2009) <i>தமிழ் கற்பித்தல்</i>,மதுரை:மீனாபதிப்பகம். பேராசிரியர் வி.கணபதி பூ ஜெயராமன் (2010) <i>நற்றமிழ் கற்பிக்கும் முறைகள்</i>,சென்னை: சாந்தாபப்ளிஷர்ஸ்.</p>
<p>வெளிப்பாடுகள்</p>	<p>ஆசிரியமாணவர்கள்,பயிற்சிமுடிவில் கீழ்க்கண்டதிறன்களைப் பெறுகிறார்கள்.</p> <ul style="list-style-type: none"> ➤ தாய்மொழிகற்றலின் நோக்கங்களைஅறிந்துகொள்கிறார்கள். ➤ தமிழ்மொழியின் பல்வேறுபயிற்றுமுறைகளைஅறிந்துகொள்கிறார்கள். ➤ நுண்ணிலைக்கற்பித்தல் திறன்களில் பயிற்சிபெறுகிறார்கள்மற்றும் பாடத்திட்டம் அமைத்தலில் அமைந்துள்ளகோட்பாடுகளைஅறிந்துகொள்கிறார்கள் ➤ மொழிக்கற்பித்தலில் துணைக்கருவிகளின் பயன்பாட்டினைஅறிந்துகொள்கிறார்கள் ➤ வினாத்தாள் அமைத்தலில் உள்ளபல்வேறுதிறன்களைவளர்த்துக்கொள்கிறார்கள்

Name of the Course Teacher: Dr.M.Suganthi

SEMESTER I			
Course Code: 711105	BCPS-2 - PEDAGOGY OF GENERAL ENGLISH-I	Credits: 04	Hours: 04
Objectives	<ul style="list-style-type: none"> ➤ To acquire knowledge of the nature, structure and components of English language. ➤ To acquire knowledge of the history of English in India. ➤ To familiarize with the aims and objectives of teaching English at different levels. ➤ To adapt various approaches and methods to teach English language. ➤ To frame general and specific objectives before planning the lessons. ➤ To prepare and use appropriate teaching aids to make teaching more effective. 		
Unit - I	CONCEPTUAL FRAME WORK OF ENGLISH LANGUAGE Meaning and Nature of English Language- Importance of English Language- The History of English in India – Characteristics of English Language - English as a Second Language – English as the Medium of instruction – Bilingualism and Trilingualism - Three Language Formula- Aims and Objectives of Teaching English at secondary level –Values of Teaching English - Utilitarian and Cultural Values of Learning English – General Principles of Teaching English as Foreign Language.		
Unit - II	STRATEGIES FOR TEACHING ENGLISH LANGUAGE General principles of language teaching - Microteaching Practice- Training in Stimulus variation, Reacting, Questioning, Explanation Skills- Rhymes Reading, - Computer Assisted Language Learning (CALL) - Multimedia Approach - Web-Based Language Learning (WBLL) - Language Laboratory – Role of Language Laboratory in teaching English.		
Unit - III	TEACHING METHODS AND APPROACHES Methods: Grammar cum Translation Method – Bilingual Method-Direct Method – Structural Approach – Situational Approach - Communicative language teaching (CLT) - Eclectic Approach – Dr. West’s New Method. Approaches: The structural – Situational approach – Communicative approaches – Recent trends in communicative approach.		
Unit - IV	TEACHING SKILLS AND LESSON PLANNING Micro teaching: Definition ,Origin, Need and Procedure, skills of micro teaching – Skill of Reinforcement – Skill of introducing, Skill of Explaining, Skill of stimulus Variation, Skill of probing questioning, closure illustration with examples – Need for link practice- Importance of Lesson plan - The Format of typical Lesson Plan – Lesson plan for Teaching Prose- Lesson plan for Teaching Poetry- Lesson plan for Teaching Supplementary Reader- Lesson plan for Teaching Composition- Lesson plan for Teaching Grammar - Evaluation and Assignment.		
Unit - V	LEARNING RESOURCES IN ENGLISH Flash Cards – Black Board – Charts and Models - Library – Dictionaries -Lingua Phone, Tape Record – language laboratory –Talking Books, Visuals, Audio, Video, Computer, Web, e' resources - Characteristics of an English Text Book - Programmes for professional development of English teaching.		
PRACTICUM/ SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Oral practice in sounds that cause difficulty. ➤ Oral practice in words and sentence stress. ➤ Practice of any five microteaching skills. ➤ Preparation of teaching aids. ➤ Practice in quick black board sketches for the purpose of introducing new items. ➤ Reading comprehension and note making exercise. 		

	<ul style="list-style-type: none"> ➤ Practice in reading poems aloud. ➤ Preparation of remedial material for one unit.
References	<p>Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London (1961).</p> <p>Bright, J.A., McGregor G.P: Teaching English as a Second Language, ELBS London, (1972). Programmes for professional development of English Teaching.</p> <p>Bose K: Teaching of English Language, A modern Approach Doaba House Book Seller & Publishers, New Delhi.(1979).</p> <p>Doff Adrian, Teach English- A Training Course for Teachers, Cambridge University Press, Cambridge, (1985).</p> <p>Freeman, D.L. Techniques & Principles in Language Teaching, Oxford: O.U.P. (2000).</p> <p>Grenville Kleiser, Practical Writing and Reading. New Delhi: APH Publishing Corporation, (2004).</p> <p>MowlaShaikh, Techniques of Teaching English, Neelkamal Publications Private Ltd., New Delhi. (2004).</p> <p>NCERT: Rolding in Language and language teaching Book-I, Publication Division, NCERT, New Delhi.</p>
Outcomes	<ul style="list-style-type: none"> ➤ Know the importance of English language; Aims, Objectives and Principles of Teaching English. ➤ Understand the strategies for Teaching English Language. ➤ Know the teaching methods and approaches. ➤ Acquire the Knowledge of teaching and lesson planning. ➤ Prepare and use appropriate teaching aids to make teaching more effective. ➤ Acquire knowledge of the methodology of the teaching English. ➤ Develop own criteria and judgements for effective language teaching.

முதல்பருவம்			
Course Code: 711106	சிறப்புத் தமிழ்	Credits: 4	Hours: 04
நோக்கங்கள்	ஆசிரியமானவர்கள்,பயிற்சிமுடிவில் கீழ்க்கண்டதிறன்களைப் பெறுகிறார்கள். <ul style="list-style-type: none"> ➤ மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிதல் ➤ தமிழ்மொழியின் ஒலிஅமைப்புமுறையை அறிதல் ➤ மொழிபெயர்ப்பு மொழிவளர்ச்சிக்குத் துணையாதலையுணர்தல் ➤ சமூகப் பின்னணியில் மொழியை வளர்த்தல் ➤ தமிழ் மொழியின் வளர்ச்சிநிலையினை அறிதல். 		
அலகு -1	தமிழ் மொழிவரலாறு மொழியின் பண்புகள் - மொழியின் தோற்றக்கொள்கை-மொழியின் வளர்ச்சி-தமிழ் மொழிவரலாறு:தமிழ் மொழியின் கிளைமொழிக் கொள்கைகள் - பேச்சுமொழியும் எழுத்துமொழியும் - தமிழ்மொழியின் தனித்தன்மைகள்.		
அலகு -2	மொழியியல் ஒலிமொழியாதல் - தமிழ் ஒலிகளின் பிறப்பு-பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும் - தமிழ் மொழியின் கிளைஅமைப்பு-மெய்யொலிகள் - அடைப்பொலிஇஉரசொலிஇ மூக்கொலிஇஆடொலிஇமருங்கொலி - ஒலியனியல் - ஒலியன்களை கண்டறியும் கொள்கைகள் - உருபன் - உருபன்களைக் கண்டறியும் விதிகள்.		
அலகு -3	மொழிபெயர்ப்பு மொழிபெயர்ப்பு- மொழிவளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு- மொழிபெயர்ப்பின் தன்மைகள் - மொழிபெயர்ப்புச்செயல் நடைபெறுதல் - தாய்மொழியினின்று பிறமொழிகளில் மொழிபெயர்ப்பு - பிறமொழிகளினின்று தாய்மொழியில் மொழிபெயர்ப்பு - மொழிபெயர்ப்பின் வகைகள் -மொழிபெயர்ப்பில் ஏற்படும் சிக்கல்களும் தீர்வுகளும் - மொழிபெயர்ப்பின் நன்மைகள்-மொழிபெயர்ப்பாளரின் பண்புகள்.		
அலகு -4	மொழியின் சமூகப்பணிகள் மொழியும் சமூகமும் - சூழ்நிலையின் குறைகளை அறிதல் -சமூகவியல் பின்னணியில் மொழிமற்றும் பண்பாட்டைக்கற்றல் - மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு-பண்பாட்டில் பின்தங்கியவரை ஈடுசெய்யும் கல்விமுறை-மதிப்புக்கல்வியும் மொழியும் - மொழியும் பொருளாதாரமும். - காந்தியவிழுமங்களும் மொழியும்.		
அலகு -5	தமிழ் மொழிவளர்ச்சிநிலை அறிவியல் தமிழ் - கணிப்பொறியும் தமிழும் - பல்லாடகமும் தமிழ் கற்பித்தலும் - தமிழ் இணையம் - திறன்மிகு கற்பித்தல் (எ.அ.ச.வ. ஊடகவளம் சமூக அ) - விண்ணரங்கம் (வருடந ஊழகெநசநஉந) - ஒலி, ஒளிகலந்தாய்வு (ஏனைநழ ஊழகெநசநஉந) - செம்மொழித்தமிழ்.		
செயல்முறைபயிற்சி	<ul style="list-style-type: none"> ➤ முன்னறிவிப்பில்லா சொற்பொழிவுகள் ➤ சொற்போர்-பட்டிமன்றம் நடத்துதல் ➤ கருத்தரங்கம் நடத்துதல் ➤ இதழ் தயாரித்தல். ➤ பேச்சுறுப்புகளைப் பயன்படுத்தி ஒலியின் தோற்றத்தை உணரச்செய்தல். 		
பார்வை நூல்கள்	முனைவர் பழனிவேலு. ஞா. (2011), “செந்தமிழ் கற்பித்தல் - சிறப்புத்தமிழ்”, தஞ்சாவூர்: நதிபப்ளிகேஷன்ஸ். முனைவர் ஸ்ரீகுமார்.எஸ் (2002) “மொழியும் சமூகமும்” தி.நகர் சென்னை -17. செண்பகாபதிப்பகம் முனைவர் சேதுமணியன் (1990) “மொழிபெயர்ப்புக் கோட்பாடுகளும் உத்திகளும்” மதுரை செண்பகம் வெளியீடு. கணபதி .வி., ஜெயராமன். பூ., (2010) “நற்றமிழ் கற்பிக்கும் முறைகள்” பகுதி-2 சென்னை. சாந்தாபப்ளிகேஷன்ஸ்., முனைவர் முத்துசண்முகம் (1988) “இக்காலமொழியியல்” கழக வெளியீடு முனைவர் முவ. (1988) “மொழிவரலாறு” கழக வெளியீடு.		

	<p>வெ.கலைச்செல்வி., (2013) “சிறப்புத்தமிழ்”ஈரோடு.. சஞ்சீவ் வெளியீடு, முனைவர் வேணுகோபால், இ.பாசாந்தகுமாரி. மு (2009) “சிறப்புத்தமிழ் கற்பித்தல்”சாரதாபதிப்பகம் சென்னை.</p> <p>முனைவர் சு. சக்திவேல் (1996) “தமிழ் மொழிவரலாறு”சென்னை மாணிக்கவாசகர் பதிப்பகம்</p> <p>முனைவர் கோவிந்தராஜன்மு.“மொழித்திறன்களும் சிலசிக்கல்களும்” சென்னை: தேன்மொழிபதிப்பகம்</p> <p>சு.கண்ணன்., (2011) “தமிழ் (இரண்டாம் பாகம்)”.சென்னைதானுபதிப்பகம், காரைக்குடி.</p>
<p>வெளிப்பாடுகள்</p>	<p>ஆசிரியமாணவர்கள்,பயிற்சிமுடிவில் கீழ்க்கண்டதிறன்களைப் பெறுகிறார்கள்.</p> <ul style="list-style-type: none"> ➤ மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிந்துகொள்கிறார்கள். ➤ தமிழ்மொழியின் ஒலிஅமைப்புமுறையை அறிந்துகொள்கிறார்கள். ➤ மொழிபெயர்ப்பு மொழிவளர்ச்சிக்குத் துணையாதலையுணர்ந்துகொள்கிறார்கள் ➤ சமூகப் பின்னணியில் மொழியை வளர்த்துக் கொள்கிறார்கள். ➤ தமிழ் மொழியின் வளர்ச்சிநிலையினை அறிந்துகொள்கிறார்கள்.

Name of the Course Teacher: Dr. M. Suganthi

SEMESTER I			
Course Code: 711107	CPS-3 - PEDAGOGY OF SPECIAL ENGLISH-I	Credits: 04	Hours: 04
Objectives	<ul style="list-style-type: none"> ➤ To understand the connections of English speech sounds in English to acquire good pronunciation and fluency of speech. ➤ To help them acquire the knowledge and skills in suprasegmental features of language. ➤ To familiarize with Teaching English grammar. ➤ To accomplish competencies of an English teacher. ➤ To able to in still among the learners a love for language and use it efficiently in real life situations. ➤ To aet familiarized with the syllabi related to high school and higher secondary classes. 		
Unit - I	DESCRIPTION OF SPEECH SOUNDS Speech sounds in English Language: Phonetics and its Meaning Definition - Received Pronunciation - - Classification of English Vowels - English Diphthongs - Classification of Consonants - Characteristics of a Good Classroom Speech – Teaching Difficult Sounds - Organs of Speech - Pronunciation Drills.		
Unit - II	SUPRASEGMENTAL FEATURES OF LANGUAGE Primary and Secondary Stress - Strong and Weak Forms of certain Words - Rhythm in English Speech - Intonation - Falling Tone – Rising Tone - Rising Falling Tone - Falling Rising Tone - Phonic Drill - Assimilation - Elision - Phonetic Transcription - Pronunciation difficulties for Tamil Speaking Students of English.		
Unit - III	EVALUATION OF ENGLISH Evaluation: Meaning of Evaluation - Definition of Evaluation – Evaluation of Language skills – Blooms Taxonomy and Language Teaching – Blue print of a question paper – Characteristics of a good question paper in English.		
Unit - IV	COMMUNICATIVE APPROACH IN GRAMMAR Language Functions: Commands - Instructions - Requests - Invitations - Suggestions - Prohibition - Permission - Probability - Likelihood - Possibility - Obligation and Necessity – Comparison - Concession – Supposition –Teaching Function - Communicative Approach in teaching Grammar.		
Unit - V	GRAMMATICAL COMPETENCE Meaning and Definition of Grammatical Competence and its Character – Socio Linguistic Competence – Meaning, Definition and Character - Meaning, Definition and Character of Pragmatic Competence.		

PRACTICUM/ SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Conducting an investigatory project on any English topic and presenting the report. ➤ Preparation of labelled diagram of speech organs. ➤ Designing laboratory experiences for using in teaching – learning process in classroom situation – two innovative activities and two improvised apparatus. ➤ Critical review of a Textbook of English language. ➤ Development of language games. ➤ Exercise to enrich vocabulary among secondary students. ➤ Report of one Action Research carried out in the practicing school. ➤ Preparation of material for role play and dramatization.
References	<p>Doff Adrian, <i>Teach English- A S Training Course for Teachers</i>, Cambridge University Press, Cambridge, (1985).</p> <p>Freeman, D.L. <i>Techniques & Principles in Language Teaching</i>, Oxford: O.U.P. (2000).</p> <p>Grenville Kleiser, <i>Practical Writing and Reading</i>. New Delhi: APH Publishing Corporation, (2004).</p> <p>Hill,L.A. and Dobby, M.A. <i>Training Course, Trainer’s Book</i>, Cassell, London, (1979).</p> <p>Krishnasamy, <i>Modern English Grammar Composition</i>, Macmillan, (1975).</p> <p>MowlaShaikh, <i>Techniques of Teaching English</i>, Neelkamal Publications Private ltd., New Delhi. (2004).</p> <p>NCERT: <i>Rolding in Language and language teaching Book-I</i>, Publication Division, NCERT, New Delhi.</p> <p>Pillons, F.L, <i>The techniques of language teaching, London</i>, Languaon, (1975).</p> <p>Paliwal, A.K, <i>Episodic Teaching of English</i>, Jaipur: Surabhi Publications, (2004).</p> <p>Richard J.and Theodore S. R oders T.S. <i>Approaches and Methods in Language</i>, Cambirdge University Press, (1986).</p>
Outcomes	<ul style="list-style-type: none"> ➤ Enrich English Speech Sound in English language. ➤ Acquire Good Pronunciation and Fluency of Speech ➤ Apply the Knowledge of Skills in Suprasegmental Features of Knowledge. ➤ Apply the steps in curriculum development and make an attempt to develop an English curriculum. ➤ Develop the habit of reading journals, writing articles to magazines and journals. ➤ Use the evaluation tools effectively according to the nature of the content in English Language. ➤ Apply the principles in preparing scholastic achievement test and also develop the skill in using the pedagogy in dealing the content

SEMESTER I			
Course Code: 711108	PEDAGOGY OF MATHEMATICS - I	Credits: 4	Hours: 4
Objectives	<p>The student – teachers will be able</p> <ul style="list-style-type: none"> ➤ To understand the nature, aims and objectives of teaching mathematics. ➤ To develop various skills of teaching mathematics ➤ To acquire competencies in teaching mathematics and to prepare lesson plans ➤ To understand various methods of teaching mathematics. ➤ To understand various technologies available for teaching mathematics. 		
Unit - I	<p>UNDERSTANDING OF MATHEMATICS</p> <p>Meaning and Nature of mathematics — Characteristics of mathematics: Precision and Accuracy, Logical Sequence, Symbolism and Applicability –Values of teaching mathematics: practical, cultural, social and disciplinary values - Correlation of Mathematics with other subjects: Science, Social science, Language and literature, Art and architecture</p> <p>History of mathematics — its importance for a teacher - Contributions of Mathematicians: Aryabhata, Bhaskaracharya, Ramanujam, Euler, Euclid, Pythagoras.</p>		
Unit - II	<p>AIMS AND OBJECTIVES OF TEACHING MATHEMATICS</p> <p>Aims of teaching mathematics: practical, social, disciplinary and cultural aims - Objectives of teaching mathematics- Taxonomy of educational objectives with special reference to mathematics - Bloom's Taxonomy of educational objectives, Classroom objectives in the cognitive, psychomotor and affective domains — specifications of these objectives in mathematics learning.</p>		
Unit - III	<p>TEACHING SKILLS AND PLANNING FOR INSTRUCTION</p> <p>Microteaching: Meaning, characteristics and cycle -Relevant skills in Micro teaching- Skill of Illustrating with examples, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Questioning, Skill of Explaining, Skill of Introduction, Skill of Closure</p> <p>Year plan, Unit plan: Characteristics, steps and advantages - Lesson plan: Preparation, characteristics, and advantages – Herbartian steps - Format of a typical lesson plan: teaching aids, motivation, presentation, application, recapitulation and assignment.</p>		
Unit IV	<p>MODE OF TRANSACTION</p> <p>Methods of Teaching: Inductive and Deductive method, Analytic and Synthetic method, Laboratory method, Heuristic method, Problem Solving method and Project method – Constructivist Approach : Activity Based Learning(ABL) - Active Learning Method (ALM): TIGER method - Individualized instruction: Programmed Learning Material (PLM), Computer Assisted Instruction</p> <p>Modern Teaching Techniques: Brain Storming, Team Teaching, Workshop, Seminar, Concept mapping – Modern Learning Approaches: Blended Learning, Flipped Classroom, Brain based learning, Game based learning, Phenomenon based learning.</p>		
Unit V	<p>TECHNOLOGY IN TEACHING MATHEMATICS</p> <p>Audio-Visual aids: concept, importance and classification – Teaching Learning Materials(TLM) - Computer and Internet — Interactive white Board for teaching mathematics - Web based learning- e-learning– Webinars - Virtual classroom– Mobile learning– web 2.0 tools – e-content and e-resources for teaching mathematics.</p>		

PRACTICUM/SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Collection of Biographies of any two mathematicians and history of symbols. ➤ Select a topic in mathematics at the secondary level and write instructional objectives in terms of cognitive, affective and psychomotor domain. ➤ Practicing five micro teaching skills and link practice. ➤ Preparation of lesson plan for any topic in Mathematics at the secondary level. ➤ Construct a mind map for any topic in Mathematics at the secondary level
References	<p>Anice James. (2005). <i>Teaching of Mathematics</i>. Hyderabad: Neelkamal Publications.</p> <p>Bagyanathan, D. (2007). <i>Teaching of mathematics</i>. Chennai: Tamil Nadu Text Book Society.</p> <p>Bolt, B., & Hobbs, D. (2005). <i>101 Mathematical Projects</i>. New Delhi: Cambridge University Press.</p> <p>Deborah Loewenberg Ball. (2003). <i>Mathematical Proficiency for All Students</i>, RAND Corporation.</p> <p>Ediger, M., & Bhaskara Rao, D. B. (2004). <i>Teaching mathematics successfully</i>. New Delhi: Discovery Publishing House.</p> <p>Mangal, S. k., & Mangal, S. (2005). <i>Essentials of Educational Technology and Management</i>. Meerut: loyal book depot.</p> <p>Michelle Manes. (2017). <i>Mathematics for Elementary Teachers</i>, Pressbooks: A University of Hawai'i OER. Retrieved from http://pressbooks.oer.hawaii.edu/math-forelementaryteachers</p> <p>Sharan, R., & Sharma, M. (2006). <i>Teaching of Mathematics</i>. New delhi: A.P.H. Publishing Corporation.</p>
Outcomes	<p>At the end of this course the student – teacher shall be able to</p> <ul style="list-style-type: none"> ➤ Appreciate the nature and scope of Mathematics and also recognize the values of teaching mathematics. ➤ Appreciate the interdisciplinary contributions of Mathematics and also recognize the Correlation of Mathematics with other subjects. ➤ Acquire the skill of writing objectives and specifications of any topic in Mathematics and acquire various skills in the teaching of Mathematics. ➤ Develop the skill of identifying suitable method to teach a particular topic in Mathematics and also recognize the need and importance of teaching aids. ➤ Appreciate the use of various technologies in teaching mathematics and develop the skill of integrating ICT in teaching of mathematics.

Name of the Course Teacher: **Dr. A. Pio Albina**

SEMESTER I			
Course Code: 711109	PEDAGOGY OF PHYSICALSCIENCE I	Credits: 4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ To understand the nature, scope, aims and objectives of teaching Physical Science. ➤ To understand the skills in the teaching of Physical Science and to develop the skills in them. ➤ To acquire skills related to planning their lessons and presenting them effectively ➤ To develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science and the importance of self-learning devices through classroom teaching. ➤ To understand the technology of teaching Physical Science and give them practice in the application of modern techno-pedagogical skills. 		
Unit - I	CONCEPTUAL FRAMEWORK OF PHYSICALSCIENCE Science - Meaning, Nature, Scope, and Importance – Structure of Science: Process and Product of Science – Values of learning Physical Science / Function of Teaching Science: Intellectual, Disciplinary, Utilitarian, Cultural, Vocational, Recreative, Aesthetic, Moral, Social etc. Correlation with other subjects - Scientific Attitude and Scientific Aptitude, Branches of Sciences, Emerging Interdisciplinary Subjects like Biotechnology, Biomedical sciences, Bioinformatics, Biophysics, Biochemistry, Molecular Biology, Geoinformatics, ICT etc – Nature of Modern Physical Science and its impact on Community – Eminent Scientists and their contributions.		
Unit - II	AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE Aims and Objectives of Teaching Physical Science in Elementary, Secondary, and Higher Secondary level – taxonomy of Educational Objectives – Blooms, Anderson– Revised Blooms Taxonomy and Higher Order Thinking Skills – Anticipated Outcomes of teaching Physical science – Scientific Creativity – Scientific Literacy – Scientific Temper - Instructional and Behavioural Objectives of Teaching Physical Science.		
Unit - III	TEACHING SKILLS AND PLANNING FOR INSTRUCTION Teaching Skills: Micro teaching - Importance of Planning for Teaching – Year Plan – Lesson Plan: Meaning, and importance, Herbartian Lesson Plan, Unit Plan: Meaning, Importance, Format, and Uses – Developing Lesson designs on different topics and through various approaches taking examples from Upper Primary, Secondary, and Higher Secondary Stage.		
Unit - IV	MODE OF TRANSACTION Concept of Teaching with Special reference to Physical Science – Approaches and Methods – Lecture, Lecture cum Demonstration, Historical method, Heuristics, Projects, Scientific method, field visit etc. Modern Teaching Techniques: Brain Storming, Team Teaching, Panel Discussion, Workshop, Seminar, Symposium, Supervised Study, Concept mapping – Emerging approaches: Flipped Classroom, Blended Learning, Collaborative learning, Brain Based Learning – Constructivist Approach : Activity based learning, Active Learning Method (ALM), Simplified Active Learning Method (SALM).		

Unit - V	<p>TECHNOLOGY IN TEACHING PHYSICAL SCIENCE Audio Visual Aids – Concept, Importance and Classification of audio-visual aids,– Teaching Learning Material(TLM) – Improvisation of Teaching aids- Science Educational Programmes – Information and Communication Technology in Science Teaching – Utilization of e-resources in science classroom – Role of internet in science teaching – E – learning – e content –: Web based learning, e-tutoring, Webinars(video conferencing), Interactive White Board (Smart Classroom), Virtual classroom, Mobile learning.</p>
PRACTICUM/ SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Apply Scientific method in a specific problem situation and present a report on it. ➤ Select a topic in Science and write Cognitive, Affective and Psychomotor objectives to it based on Bloom’s taxonomy. ➤ Practicing 5 micro lessons with 5 different teaching skills and link practice. ➤ Construct a mind map for any topic in Physics and Chemistry at the higher secondary level ➤ Conducting an investigatory project on any Science topic and presenting the report. ➤ Preparation of Digital album or short film on the life and contributions of a scientist. ➤ E-content Development on any topic in Physics and Chemistry. ➤ Prepare a digital programme for motivating learners at Secondary/Hr. secondary level. ➤ Explore the reasons for the failure of adopting team teaching in the present context. ➤ Preparation of a programme of 20 frames on any topic in Physics and Chemistry.
References	<p>Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project, University of Colorado, U.S.A.</p> <p>Carin& Robert Sund, (1989). Teaching Modern Science(Fifth Edition), Merrill Publishing Co., U.S.A.</p> <p>Edgar Dale, Audio-Visual Methods in Teaching, Revised Edition, Thy Dryden Press, Newyork.</p> <p>Kerr, S.T., (Ed.), Technology and the Future of Schooling, University of Chicago Press, U.S.A.</p> <p>Mangal, S.K., Shubhra Mangal.,(2016). Pedagogy of Physical Science</p> <p>Nagaraju, M.T.V., Vanaja, M., (2016). Methods of Teachings Physical Science</p> <p>Newbury N.F., Teaching of Chemistry in Tropical Secondary Schools, Oxford University Press.</p> <p>Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.</p> <p>Nayak, (2003). Teaching of Physics, APH Publications, New Delhi.</p> <p>Owen, C.B. (1966). Methods of Science Master, The English Language Society and Macmillan Company Limited.</p> <p>Radha Mohan, (2016). Methods of Physical Science</p> <p>Rajasekar, S. (2016). Methods of Teaching Physical Science, Neelkamal</p>

	<p>Publisher</p> <p>Rao, C.S. (1968). Science Teacher's Handbook, American Peace Crops.</p> <p>Thurber, Walter, A., and Collettee, Alfred, T. (1964). Teaching Science in Today's Secondary School, Prentice Hall of India Pvt. Ltd.</p>
Outcomes	<ul style="list-style-type: none"> ➤ Appreciate the interdisciplinary contributions of Physical Sciences and also recognize the nature and structure of Physical science. ➤ Acquire the skills in the teaching of Physical Science and to develop the skills in them through classroom teaching. ➤ Acquire the skill of identification and writing of objectives and specifications of any topic in science. ➤ Develop the skill in identifying the topics which can be taught through various methods and also recognize the need and importance of teaching aids. ➤ Develop the skill in teaching of Physical Science by integrating ICT and other modern techno pedagogical skills.

Name of the Course Teacher: Dr.M.PARIMALA FATHIMA

SEMESTER I			
Course Code: 711110	PEDAGOGY OF BIOLOGICAL SCIENCE - I	Credits: 4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ To understand the nature, scope, aims and objectives of teaching Biological Science. ➤ To understand the skills in the teaching of Biological Science and to develop the skills in them. ➤ To acquire skills related to planning their lessons and presenting them effectively. ➤ To develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science and the importance of self-learning devices through classroom teaching. ➤ To understand the technology of teaching Biological Science and give them practice in the application of modern techno-pedagogical skills. 		
Unit - I	UNDERSTANDING OF BIOLOGICAL SCIENCE Science - Meaning, Nature, Scope, and Importance – Structure of Science: Process and Product of Science – Values of learning Biological Science / Function of Teaching Science: Intellectual, Disciplinary, Utilitarian, Cultural, Vocational, Recreative, Aesthetic, Moral, Social etc. Correlation with other subjects - Scientific Attitude and Scientific Aptitude, Branches of Sciences, Emerging Interdisciplinary Subjects like Biotechnology, Biomedical sciences, Bioinformatics, Biophysics, Biochemistry, Molecular Biology, etc. – Nature of Modern Biological Science and its impact on Community –Eminent Scientists and their contributions.		
Unit - II	AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE Aims and Objectives of Teaching Biological Science in Elementary, Secondary, and Higher Secondary level – taxonomy of Educational Objectives – Blooms, Anderson– Revised Blooms Taxonomy and Higher Order Thinking Skills – Anticipated Outcomes of teaching Biological science – Scientific Creativity – Scientific Literacy – Scientific Temper - Instructional and Behavioural Objectives of Teaching Biological Science.		
Unit - III	TEACHING SKILLS AND PLANNING FOR INSTRUCTION Teaching Skills: Micro teaching - Importance of Planning for Teaching – Year Plan – Lesson Plan: Meaning, and importance, Herbartian Lesson Plan, Unit Plan: Meaning, Importance, Format, and Uses – Developing Lesson designs on different topics and through various approaches taking examples from Upper Primary, Secondary, and Higher Secondary Stage.		
Unit IV	MODE OF TRANSACTION Concept of Teaching with Special reference to Biological Science – Approaches and Methods – Lecture, Lecture cum Demonstration, Historical method, Heuristics, Projects, Scientific method, field visit etc. Modern Teaching Techniques: Brain Storming, Team Teaching, Panel Discussion, Workshop, Seminar, Symposium, Supervised Study, Concept mapping – Emerging approaches: Flipped Classroom, Blended Learning, Collaborative learning, Brain Based Learning – Constructivist Approach : Activity based learning, Active Learning Method (ALM), Simplified Active Learning Method (SALM).		
Unit V	TECHNOLOGY IN TEACHING BIOLOGICAL SCIENCE Audio Visual Aids – Concept, Importance and Classification of audio-visual aids,– Teaching Learning Material(TLM) – Improvisation of Teaching aids- Science Educational Programmes – Information and Communication Technology in Science Teaching – Utilization of e-resources in science classroom – Role of internet in science teaching – E – learning – e content –: Web based learning, e-tutoring, Webinars(video conferencing), Interactive White Board (Smart Classroom), Virtual classroom, Mobile learning.		

PRACTICAL SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Practicing 5 micro lessons with 5 different teaching skills and link practice. ➤ Conducting an investigatory project on any Science topic and presenting the report. ➤ Select a topic in Science and write Cognitive, Affective and Psychomotor objectives to it based on Bloom's taxonomy. ➤ Preparation of Digital album on the life and contributions of a scientist. ➤ E-content Development on any topic in Biology. ➤ Prepare a digital programme for motivating learners at Secondary/Hr. secondary level. ➤ Explore the reasons for the failure of adopting team teaching in the present context.
References	<p>Bhatia, K.K. (2001). <i>Foundations of teaching learning process</i>. Ludhiana: Tandon Publications.</p> <p>Bloom, S. Benjamin, (1984). <i>Taxonomy of educational objectives</i>. Book ICognitivedomain. New York: Longmans, Green.</p> <p>Choudary.S. (2008) <i>Teaching of Biological Sciences</i>, New Delhi: PHI Learning Private Ltd.</p> <p>DiptiPinakin Bhatt (2011) <i>Teaching of Science</i>, New Delhi: APH Publishing Corporation.</p> <p>Heiss, Obourn& Hoffman (1985). <i>Modern Science in Secondary Schools</i>, Sterling Publication (Pvt.) Limited.</p> <p>Jasim Ahmad (2011) <i>Teaching of Biological Sciences</i>, New Delhi: PHI Learning Private Ltd. Second edition.</p> <p>Marlow Ediger and BhaskaraRao.D (2016) <i>Teaching Science Successfully</i>, New Delhi: Discovery Publishing House Pvt. Ltd.</p> <p>Pandey, (2003). <i>Major Issues in Science Teaching</i>, New Delhi: Sumit Publications.</p> <p>Satnam Singh and Devendra Aggarwal (2014) <i>Teaching Methods of Biology</i>, New Delhi: Shristi Book Distributors.</p> <p>Sharma, P.C. (2006). <i>Modern Science Teaching</i>, New Delhi: Dhanpat Rai Publications.</p> <p>Yadav, M.S. (2003). <i>Teaching of Science</i>, New Delhi: Anmol Publications Private Ltd.</p>
Outcomes	<ul style="list-style-type: none"> ➤ Appreciate the interdisciplinary contributions of biological Sciences and also recognize the nature and structure of biological science. ➤ Acquire the skills in the teaching of biological Science and develop the skills in them through classroom teaching. ➤ Acquire the skill of identification and writing of objectives and specifications of any topic in science. ➤ Develop the skill of selecting appropriate methods for teaching different topics in science and also recognize the need and importance of teaching aids. ➤ Develop the skill in teaching of biological Science by integrating ICT and other modern techno pedagogical skills.

Name of the Course Teacher: Dr. G. Rajeswari

SEMESTER I			
Course Code: 711111	PEDAGOGY OF SOCIAL STUDIES - I	Credits: 4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ To understand the nature, scope, aims and objectives of teaching Social Studies. ➤ To understand the skills in the teaching of Social Studies and to develop the skills in them. ➤ To acquire skills related to planning their lessons and presenting them effectively ➤ To develop a theoretical and practical understanding of the various methods and techniques of teaching Social Studies and the importance of self-learning devices through classroom teaching. ➤ To understand the technology of teaching Social Studies and give they practice in the application of modern techno-pedagogical skills. 		
Unit – I	CONCEPTUAL FRAMEWORK OF SOCIALSTUDIES History- Meaning, Definition, Nature and purpose of History - Different concept of Social Studies - History - Geography - Civics and Culture- History is the mother subject of all other subjects and Daily Life - Great man theory who is Great man- History is the philosophy of Examples – Relations, Difference between social studies and Social Science- School of Indian thinkers and western thinkers in History.		
Unit - II	AIMS AND VALUES OF LEARNING AND TEACHING OF SOCIAL STUDIES Social studies- aims, goals and objectives - values of teaching Social Studies at various levels - Curriculum reference in Social Studies at the Global, National and State level -strategies of Learning of Social studies.		
Unit - III	TEACHING SKILLS, LESSON AND UNIT PLANNING FOR INSTRUCTION Micro Teaching - Microteaching Cycle - Skill of Stimulus Variation -Skill of Questioning - Skill of Explanation - Skill of Reacting - Link Practice - Benefits from Micro-Teaching - Instructional objectives in behavior form - Bloom's Taxonomy of objectives -Cognitive Domain - Affective Domain - Psychomotor Domain - Advantages of planning a lesson - Steps involved in lesson planning – Herbertian steps-Laboratory, Heuristic, Problem Solving and Project Methods-Specimen lesson plan- Teaching Aids- Learning Experiences -Evaluation of objectives and learning experiences - Unit planning - Advantages of unit planning - Specimen unit plans - Resource units.		
Unit IV	MODE OF TRANSACTION IN TEACHING SOCIALSTUDIES Methods of Teaching- Lecture Method- Demonstration Method- Inductive Method and Deductive Methods- Seminar- Symposia- Workshop- Panel discussion- Debate- Team teaching- Supervised Study- Modern Teaching Techniques- Brain storming- Programmed learning (linear and branching)- Characteristics of students of slow and gifted learners.		
Unit V	TECHNOLOGY IN TEACHING OF SOCIAL STUDIES Educational Technology- Meaning, Definition- Traditional Methods- Need and important of Instructional materials-Programmed Learning Material (PLM)- Information and Communication Technology in History Teaching- History Room –Social Science Laboratory- Museum – Field Trips- Epigraphy- Excavation- Smart Board- Web based Learning- E-Learning-Video Conferencing-Virtual Classroom- Mobile Learning.		
PRACTICUM / SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Preparation of programmes of work for (a) A year (b) A Term (c) A week (d) Lesson. 		

	<ul style="list-style-type: none"> ➤ Drawing up detailed notes of Lesson for at least 20 Typical - Lessons. ➤ Preparation of Teaching Aids and making 3 slides and one film strip. ➤ Preparation and Administration of Diagnostic scoring, Tabulation and Interpretation of Marks. ➤ Practice of any ten Micro - Teaching Skills. ➤ Drawing up detailed 40 lesson plan for semester. ➤ Preparing programmed instructions for any five units. ➤ Maintaining a Smart Board and preparing display materials.
References	<p>Narayanan, N.K. <i>Modern Indian History</i>. Tamilnadu Text book Society.</p> <p>Rajendran, N.(2006). <i>Construction and Reconstruction of History</i>. Bangalore. ICHR.</p> <p>Balu, A.(2011). <i>Methods of Teaching History</i>. Mohan Publications.</p> <p>Balu , A. (2012). <i>Human Rights Education</i>. ACT Publications.</p> <p>Perikkar . <i>A Survey of India History</i>. APH.</p> <p>Ellis, A.K. (1977), <i>Teaching and Learning Elementary Social studies, Allyn and BaconInc</i>.London.</p> <p>Michactis J.V. (1963), <i>Social Studies for Children in a Democracy. Recent Trends and Development</i>. 3rd ED; Prestice Hall Inc. Englewood Cliffs.</p> <p>Taylor, J., & Duran, M. (2006). <i>Teaching Social Studies with Technology: New Research On Collaborative Approaches. The History Teacher</i>, 40(1), 9-25. doi:10.2307/30036936</p> <p>Kincheloe, J. (2001). <i>Chapter 25: Educational Studies as a Component of the Social Studies Curriculum. Counterpoints</i>, 100, 683-692. Retrieved from http://www.jstor.org/stable/42976215</p>
Outcomes	<ul style="list-style-type: none"> ➤ Appreciate the interdisciplinary contributions of social studies and also recognize the nature and structure of social studies. ➤ Acquire the skills in the teaching of social studies and to develop the skills in them through classroom teaching. ➤ Acquire the skill of identification and writing of objectives and specifications of any topic in social. ➤ Develop the skill in identifying the topics which can be taught through various methods and also recognize the need and importance of teaching aids. ➤ Develop the skill in teaching of social studies by integrating ICT and other modern techno pedagogical skills.

Name of the course Teacher: Dr.A.Balu

Semester I			
Course code:711112	Pedagogy of Commerce– I	Credits: 4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Acquire knowledge about the characteristics of commerce, nature, knowledge, aims and general objectives of teaching higher secondary school commerce ➤ Understand about the development of commerce Education and its present status ➤ Develop ability in micro teaching skills, lesson planning and preparation of teaching materials etc., ➤ Develop ability to select appropriate teaching methods and technology for teaching of different topics in commerce and Accountancy ➤ Develop desirable attitude towards Commerce Education 		
Unit – I	<p>Conceptual Background of Commerce Introduction to Commerce: Meaning, Definitions, scope and nature of commerce as discipline - Classification: Trade, Transport, Warehouse, Banking, Insurance and Advertisement – Consumer education – E-commerce - Correlation of commerce with other subjects like economics, geography, mathematics, law and statistics. Accountancy- Book keeping, Subsidiary books, Ledgers - Trial balance, Final accounts.</p>		
Unit – II	<p>Objectives of teaching Commerce:- Aims and Objectives of teaching Commerce at higher secondary level – Historical development of commerce education in India - need and importance of learning commerce and accountancy - values of learning commerce (practical utility, social, disciplinary and cultural values)- Bloom’s taxonomy of educational objectives(cognitive, affective and psycho motor domains)</p>		
Unit – III	<p>Teaching skills and Planning for Instruction:- Micro-teaching – Meaning, Definition, Objectives – Development of micro teaching – Micro teaching cycle – Stages of micro teaching – Advantages of micro teaching - Micro Teaching practice in basic teaching skills (Skill of Introducing a lesson, Explanation, illustrating with examples, Questioning, Reinforcement and Blackboard work)– Link practice. Meaning, Importance and purpose of planning – Year plan – Unit plan - Lesson plan: Needs, Advantages - Aspects of a good lesson plan(prerequisite information, Instructional objectives, Specifications, Teaching aids, Steps and Content, Learning experiences, Evaluation, Review, and Assignments).</p>		
Unit – IV	<p>Instructional methods:- Lecture method – Demonstration method – Inductive method and Deductive methods - Seminar – Symposia - Workshop – Panel discussion - Debate - Team teaching - Supervised study - Tutorial - Assignment – Brain storming – Heuristic method – Programmed learning(linear and branching)</p>		
Unit – V	<p>Teaching aids and Educational Technology:- meaning – Definition – importance — Types of teaching aids (on the basis of projected and non projected) - Computer Assisted Instruction - Television learning – Radio - Over Head Projector – Tape recorder – epidiastope - Video-conferencing - Internet - Mass media and Multimedia in teaching of commerce</p>		
<p>Reference and Textbooks:- Passi, B.K (1976), Becoming a better teacher: Micro teaching approach. Ahemedabad: SahityaMudranalaya. James, M.L (1965), Principles and methods of secondary education, New York: McGraw – Hill Publicasher Company Ltd., Singh, Y.K (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation. Sharma R.N (2009) Principles of Techniques of Education. Delhi: Surjeet Publications Rao, S.(2000) Teaching of commerce. New Delhi: Anmol Publications Pvt. Ltd. Kocher S.K (1992) Methods and techniques of teaching. New Delhi: Sterling Publishers Private</p>			

Limited.

Gupta, U.C.(2007), Teaching of Commerce. New Delhi: Khelsahidtya Kendra.

Rao, Seema (2007), Teaching of Commerce, New Delhi: Anmol Publication.

Wilson, Bob. (1984), Methods of Training: Resource-based and open learning: study skills- volume 4. New Jersey: Parthenon Publishing group Ltd.,

Kundu C.L (1988), Educational Psychology, Sterling Publishers Private Limited: New Delhi.

Outcomes

By the end of the course, the student teacher will be able to

- Explain the basic concepts of commerce
- Describe the development of commerce education
- Demonstrates the different teaching skills, prepares lesson plans and teaching materials.
- Select and use the appropriate teaching method suitable for the teaching of commerce content
- Select and use the appropriate teaching aid for the teaching of commerce

Name of the Course Teacher: Dr.C.Anbuchelvan

SEMESTER – II			
Course Code: 711201	LEARNING AND TEACHING	No. of Credits:04	No. of Hours:04
OBJECTIVES	<ul style="list-style-type: none"> ➤ To understand the Learner and learning process ➤ To explain the major approaches of learning ➤ To understand the basic teaching model ➤ To appreciate the role of a teacher ➤ To use various skills & competencies in classroom teaching 		
UNIT I	LEARNER AND LEARNING PROCESS Learning – Meaning, Concept, Nature, Characteristics and Significance – Factors affecting Learning – Ways to Enhance Learning skills and Minimizing learning problems – Levels of learning – Maxims of learning – Pillars of learning – Transfer of learning – Meta-cognition and learning styles , Attention – Perception and Concept formation.		
UNIT II	THEORIES OF LEARNING Different Viewpoints of Learning and their classroom implications - Learning by Trial and Error (Thorndike) – Learning by Stimulus – Response Conditioning- Pavlov – Classical Conditioning, Skinner – Operant Conditioning – Hull’s Reinforcement theory – Gestalt Theory - Gange’s theory of Learning – Lewin’s field theory – the Educational Implications.		
UNIT III	APPROACHES TO TEACHING Teaching – Meaning and nature – phases of Teaching – levels of Teaching – Models of Teaching – Information processing model, Personal Development and Social Development model.		
UNIT IV	TEACHING AS A PROFESSION Profession – meaning – knowledge and its types – thinking and it types – role of teacher – skills and competencies of a teacher – status of teaching as a profession-Indian thinker views on teaching profession.		
UNIT V	COMMUNICATION IN TEACHING AND LEARNING Thinking and its types – Reasoning and its types – communication Concept -components and types , Classroom communication – Barriers of communication – Strategies for promoting effectiveness of communication – communication and Teacher effectiveness – communication in learning process		
PRACTICUM	<ul style="list-style-type: none"> ➤ Recording & Feedback of a Lesson ➤ Study of the Teaching Styles of a Teacher ➤ Study of the Learning Styles of the Learners ➤ Presentation of Innovation Teaching 		
REFERENCES	<ul style="list-style-type: none"> ➤ Aggarwal .J.C. (2007, 2008).<i>Essentials of Educational Psychology</i>. Vikas Publishing House Pvt Ltd, New Delhi. ➤ Ganesh Kumar Chawla Ramesh K.Nayak. (2014). <i>Advanced Educational Psychology</i>. Arpan Publications, New Delhi. ➤ Dr.LaxmiRani.P, Chetal Prasad. (2014). <i>Educational Psychology Basic Concepts and Challenges</i>.Globus Press, New Delhi. ➤ Mangal. S.K.(2016). <i>Advanced Educational Psychology</i>. PHI learning Private Limited. New Delhi. ➤ Nagarajan.K and Mr.Deva Seetharaman.(2014).<i>Psychology of Learning and Human Development</i> .SriRam Publishers, Chennai. ➤ Dr.Seemasethi. (2014).<i>Teaching Learning Psychology</i>.KSK Publishers, New Delhi. ➤ Tandon.R.k. (2011). <i>Child Psychology</i>. APH Publishing Corporation, New Delhi. ➤ Vankhede. A.N, Sheikh Mushtaq Ahmad.(2017).<i>A Textbook of Psychology</i>. Black printers, India 		

OUTCOMES	<ul style="list-style-type: none">➤ Develop the Learning abilities➤ Utilize the Learning approaches in day today life➤ Apply the teaching models on their classroom teaching➤ Enrich the role as a teacher➤ Enhance the teaching competencies
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Name of the Course Teacher: Dr.M.Shanmuga Revathi

SEMESTER-II			
Course Code: 711202	PE4 : GENDER, SCHOOL AND SOCIETY	Credits:4	Hours:4
Objectives	<ul style="list-style-type: none"> ➤ Develop knowledge about gender sensitivity and gender mainstreaming. ➤ Understand about the gender issues faced in school, society and work place ➤ Aware about constitutional provisions of human rights and women right ➤ Aware of the livelihood management in rural and tribal societies. ➤ Develop sensitivity towards national and international women development 		
Unit: I	Concept of Gender: Introduction - Definition and concept of Gender - Difference between Gender and Sex -Biological Determinism – Patriarchy – Feminism – Gender diversity and transgender -Gender Discrimination –Gender Stereotyping – Gender Sensitivity – Gender Equity – Equality – Gender Mainstreaming :Steps , Tools and Techniques ,Empowerment.		
Unit: II	Gender and Education Representation of gendered roles , relationships and ideas in textbooks and curricula - Role of schools, peers, teachers, curriculum and textbooks in challenging gender - Issues related to Gender in School: Sexual abuse, Sexual Harassment, and Perception of safety at school, home and beyond Andro-centric construction of knowledge - Education goals from gender perspective-Transgender education –Inclusiveness- Challenges of Transgender Education.		
Unit: III	Gender, Society and Livelihood Environment and Livelihoods of Rural Women, Environmental Degradation and Livelihoods of Tribal Women, Role of Women in Sustainable Environment, Livelihood Management -Gender division of labour and asymmetric role structure - Gender and Economy :Segmented labour market - Occupational segregation and wage discrimination - Gender stereotyping in work place		
Unit: IV	International and National Initiatives for Women’s development: Mexico City conference -Copenhagen conference -Nairobi Conference - Beijing Conference - The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) - Women development programs in India- National Commission for Women- Indian Association of Women’s Studies- Women’s Movement against Poverty and Violence (MAPOVT)-resolution and implementations-Education policy frame working: Gender Reference		
Unit: V	Gender and Law The Indian constitution and provisions according to women- Women Education and Law-Human rights and women's rights-Media and Women-National efforts to protect women’s rights –Law related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance) - Women's reservation bill — history and current status		
	Mode of transaction Lecture, Discussion, Case-Study, Field Visits, Problem solving, Film Show		
PRACTICUM	<ul style="list-style-type: none"> ➤ Abuse, work place harassment in terms of drama, street play, poster, Power Point Presentations ➤ Debate on women reservation bill ➤ Develop an awareness programme for female infanticide and feticide, child marriages, dowry, sexual ➤ Group Activities on Domestic violence and other personal issues and its 		

	<p>remedies.</p> <ul style="list-style-type: none"> ➤ Prepare presentation on laws related to dowry, remarriage, divorce, property inheritance, trafficking etc. ➤ Text book analysis for identifying gender issues, gender biases reflected in it.
REFERENCES	<p>Bhasin Kamala,(2004) <i>Understanding Gender : Gender Basics</i> , New Delhi : Women Unlimited.</p> <p>Bhasin Kamala,(2004) <i>Exploring Masculinity: Gender Basics</i> , New Delhi: Women Unlimited</p> <p>Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.,)(2006) <i>Capabilities , Freedom , and Equality: Amartya Sen's Work from a Gender Perspective</i>, New Delhi: Oxford University Press. Rajadurai.</p> <p>S.V,Geetha.V, (2007)Themes in Caste Gender and Religion, Tiruchirappalli: Bharathidasan University.</p> <p>Saha Chandana (2003), <i>Gender Equity and Gender Equality : Study of Girl Child in Rajasthan</i>, Jaipur: Rawat Publication.</p> <p>Momsen J. H. (2010) <i>Gender and development, 2nd edition</i>, New York: Routledge</p> <p>Ceka, A., & Murati, R. (2016).<i>The Role of Parents in the Education of Children</i>.Journal of Education and Practice, 7(5), 61-64.</p> <p>https://equitablegrowth.org/gender-segregation-at-work-separate-but-</p>
Course Outcomes	<ul style="list-style-type: none"> ➤ Explain about Gender Sensitivity ,Gender Equity, Gender Stereotyping, Gender Mainstreaming ➤ Describe the gender issues like Sexual abuse, Sexual Harassment and Perception of safety at school and home ➤ Get the knowledge about constitutional provisions of human rights and women rights ➤ Describe about Livelihoods of Rural Women, Environmental Degradation and Livelihoods of Tribal Women ➤ Explain about International and National Initiatives for Women's development

Name of the Course Teacher: Dr.J.Jayachitra

இரண்டாம் பருவம்			
Course Code: 711203	பொதுத்தமிழ்	Credits: 4	Hours: 04
நோக்கங்கள்	<p>ஆசிரியமாணவர்கள்,பயிற்சிமுடிவில் கீழ்க்கண்டதிறன்களைப் பெறுகிறார்கள்.</p> <ul style="list-style-type: none"> ➤ அடிப்படைத்திறன்களைவளர்ப்பதின் இன்றியமையாமையைஅறிதல் ➤ செய்யுள்,உரைநடைபாடங்களைக் கற்பித்தலின் வேறுபாடுகளைஅறிதல் ➤ மொழிப்பாட நூலின் பண்புகளைஅறிதல் ➤ சிறந்தமொழிப்பாடஆசிரியர்களுக்கானபண்புகளையும்நூலகத்தின் பயன்களையும்அறிதல் ➤ தகவல் நுட்பவியல் வழியாகதமிழ் கற்பித்தலைஅறிதல் 		
அலகு -1	<p>மொழித்திறன்களைகற்பித்தல்</p> <p>கேட்டல் : வரையறை-கேட்டல் வகைகள் : உற்றுக் கேட்டல்,செவிமடுத்தல் கேட்டல் - கேட்டல் திறனைவளர்ப்பதற்கானநோக்கங்கள் - கேட்டல் பழக்கத்திறனைவளர்த்தல் - கேட்டல் பயிற்சி.</p> <p>பேசுதல் : வரையறை - திருத்தமானபேச்சின் பயன்கள் - பேச்சுத் திறனைவளர்ப்பதற்கானநோக்கங்கள் - பேசுதல் திறனின் பண்புகள் - தொடக்கநிலையில் பேச்சுத் திறன் பயிற்சிகள் -பேச்சின் குறைகளைப் போக்கும் முறைகள் - திருந்தியபேச்சின் நல்லியல்புகள் - பேச்சுத் திறனைவளர்க்கஆசிரியர் செய்யவேண்டுவன.</p> <p>படித்தல் : வரையறை -படிக்கக் கற்பித்தலின் நோக்கங்கள் - படிக்கக் கற்பிக்கும் முறைகள்- எழுத்துமுறைப் படிப்பு-சொல்முறைப் படிப்பு-சொற்றொடர் முறைப் படிப்பு, இவற்றின் நிறை,குறைகள் - சொற்களஞ்சியப் பெருக்கம் - வாய்விட்டுப் படித்தல்,வாய்க்குட் படித்தல் முறைகள் - நன்மை,தீமைகள் - நூலகப் படிப்பு - படிப்பு வகைகள் -ஆழ்ந்தபடிப்பு,அகன்றபடிப்பு-நோக்கங்கள் - நிறை,குறைகள்</p> <p>எழுதுதல் : வரையறை-எழுதுதலின் நோக்கங்கள் - எழுதுவதற்குப் பயிற்சிஅளித்தல் - நல்லகையெழுத்தின் நல்லியல்புகள் - எழுத்துப்பயிற்சிமுறைகள் - பிழைகளைக் களையும் வழிமுறைகள் - நிறுத்தல் குறியீடுகளைப் பயன்படுத்துதல்.</p> <p>வாய்மொழிப்பயிற்சி - இன்றியமையாமை,நோக்கங்கள் -வாய்மொழிப் பயிற்சியைப் பல்வேறுநிலைகளில் அளிப்பதற்கானமுறைகள்.</p>		
அலகு -2	<p>கற்பித்தல் பொதுமுறை</p> <p>செய்யுள் பயிற்றுமுறை-உரைநடைபயிற்றுமுறை- இலக்கணம் பயிற்றுமுறை-துணைப்பாடம் பயிற்றுமுறை- (மாதிரிவகுப்புகள் வழி பயிற்சிஆசிரியர்களுக்குவிளக்கம் அளித்தல்) -கட்டுரை - கட்டுரைஎழுதுவதன் நோக்கங்கள் - கட்டுரையின் வகைகள்.</p>		
அலகு -3	<p>பாடநூல் தயாரித்தல்</p> <p>பாடநூல் - அமைப்புமுறை-பாடநூலின் தன்மைகள் - மொழிப்பாட நூலின் பண்புகள் - சிறந்தபாடநூல்களைத் தயாரிக்கும் பொழுதுமனதிற்கொள்ளத்தக்கசெய்திகள் - தொடக்கநிலை,நடுநிலை,உயர்நிலை,மேல்நிலைவகுப்புகளின் மொழிப்பாடத் திட்டநோக்கங்கள் - பயிற்றுச் சிக்கல்கள் - தீர்வுகள்</p>		
அலகு- 4	<p>மொழியாசிரியர்கள், நூலகம்</p> <p>மொழியாசிரியர் - கல்வித்தகுதி-மொழியாசிரியரின் பொதுப்பண்புகள்,சிறப்புப்பண்புகள் - நூலகம் - நூலகத்தின் வகைகள் : பொது நூலகம் - பள்ளி நூலகம் - வகுப்பு நூலகம் - மேற்கோள் நூலகம் - நூலகமும் மொழியாசிரியரின் கடமையும் - நூலைத் தேர்ந்தெடுப்பதில் கவனத்தில் கொள்ளவேண்டியவை- அகராதியைபயன்படுத்தும் முறை.</p>		
அலகு -5	<p>தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும்</p> <p>மொழிக் கற்பித்தலில் மக்கள் தொடர்புச்சாதனங்கள் (ஆயுள்ள ஆநனயை டியபெரயபநள வுநஉாஔ௩ரநள) - கணினிஅடிப்படையில் கல்வி(ஊழாஅிரவநச டியபநள நுளரஉயவழை) -கணினிதுணையுடன் கற்பித்தல் (ஊழாஅிரவநச யுள்ளளைவநள ஐளௌவசரஉவழை) - கணினிமேலாண்மையில் கற்பித்தல் (ஊழாஅிரவநச ஆயயெபநள ஐளௌவசரஉவழை) - கணினிஊடகக் கற்பித்தல் (ஊழாஅிரவநச ஆநனயைவநள ஊழாஅரஔௌயவழை) கணினியில் தமிழ் - மின் தமிழ் - இணையத்தில் இணைந்ததமிழ்.</p>		
செயல்முறை	<ul style="list-style-type: none"> ➤ கருத்தரங்கம் நடத்துதல் ➤ செயலரங்கம் நடத்துதல் 		

	<ul style="list-style-type: none"> ➤ வானொலிமற்றும் தொலைக்காட்சிபேச்சைக் கேட்டுக்குறிப்பெடுத்தல் ➤ கட்டுரையின் வகைகள் தலைப்புகள் தொடர்பானசெய்திகளைத் திரட்டுதல். ➤ மேடையில் பேசிபழகுதல் ➤ வினாடிவினா அமைத்தல் ➤ மாதிரிவகுப்புகள் நடத்துதல்
பார்வை நூல்கள்	<p>முனைவர் பழனிவேலு. ஞா. (2011), <i>செந்தமிழ் கற்பித்தல், பொதுத்தமிழ், தஞ்சாவூர்: நதிபப்ளிகேஷன்ஸ்.</i></p> <p>கலைச்செல்வி.வே(2013), <i>பொதுத்தமிழ் கற்றல் - கற்பித்தல், ஈரோடு: சஞ்ஜீவ் வெளியீடு.</i></p> <p>கோவிந்தராஜன்.மு. (1990), <i>நற்றமிழ் பயிற்றலின் நோக்கமும், முறையும், சென்னை: சரஸ்வதிபதிப்பகம்.</i></p> <p>டாக்டர்.சுப்புரெட்டியார்.ந.(1964), <i>தமிழ்பயிற்றுமுறை, சிதம்பரம் : மெய்யப்பன் பதிப்பகம்,</i></p> <p>இலக்குவன் (2008) : <i>தமிழ்ப்பாடநூலும் ஆசிரியரும், சென்னை : சாரதாபதிப்பகம்</i></p> <p>வேணுகோபால் இ.பா (2008) <i>பைந்தமிழ் கற்பிக்கும் முறைகள். சென்னை: சாரதாபதிப்பகம்.</i></p> <p>இரத்தினசபாபதிபி.(1997) <i>செம்மொழிக்கல்வி . சென்னை : சாந்தாபப்ளிஷர்ஸ்.</i></p> <p>பேராசிரியர் கணபதி.வி., ஜெயராமன்.பூ (2010) <i>நற்றமிழ் கற்பிக்கும் முறைகள். சென்னை: சாந்தாபப்ளிஷர்ஸ்</i></p> <p>முனைவர் வை.சு.சு.கண்ணன் (2008), <i>மின்-தமிழ். காரைக்குடி: தானுபதிப்பகம்.</i></p>
வெளிப்பாடுகள்	<p>ஆசிரியமாணவர்கள், பயிற்சிமுடிவில் கீழ்க்கண்ட திறன்களைப் பெறுகிறார்கள்.</p> <ul style="list-style-type: none"> ➤ அடிப்படைத்திறன்களை வளர்ப்பதின் இன்றியமையாமையை அறிந்து கொள்கிறார்கள். ➤ செய்யுள், உரைநடைபாடங்களைக் கற்பித்தலின் வேறுபாடுகளை அறிந்து கொள்கிறார்கள். ➤ மொழிப்பாட நூலின் பண்புகளை அறிந்து கொள்கிறார்கள். ➤ சிறந்த மொழிப்பாட ஆசிரியர்களுக்கான பண்புகளையும் நூலகத்தின் பயன்களையும் அறிந்து கொள்கிறார்கள். ➤ தகவல் நுட்பவியல் வழியாக தமிழ் கற்பித்தலை அறிந்து கொள்கிறார்கள்.

Name of the Course Teacher: Dr. M. Suganthi

SEMESTER – II			
Course Code: 711204	CPS4: PEDAGOGY OF GENERAL ENGLISH – II	Credits: 04	Hours: 04
Objectives	<ul style="list-style-type: none"> ➤ To exhibit the acquired skills in Teaching Skills viz., listening, speaking, Reading and writing (LSRW). ➤ To develop proficiency in communicative skills. ➤ To understand the concept of communication. ➤ To understand teaching learning process of languages. ➤ To acquire a working system in English. ➤ To acquire knowledge of the current trends in the teaching of English. 		
Unit - I	<p>ENGLISH LANGUAGE IN CURRICULUM Concept of English Language Curriculum – Components of English Language Curriculum Principles involved in curriculum construction - Basis for the selection of the content -Chronological Method - Spiral Method - Concentric Method –Logical and Psychological - English syllabus as recommended by Ministry of Education - Principles of selection of content - Comparison of Indian English Language Curriculum with other Countries.</p>		
Unit - II	<p>TEACHING OF LANGUAGE SKILLS Basic language skills - Listening, Speaking, Reading Writing – Nature, Characteristics and Importance of Language skills - Different skills in Teaching Language - Influence of Peer Group, School and Home Environment in Learning.</p>		
Unit - III	<p>TEACHING OF PROSE AND POETRY Teaching English Prose – Teaching English Poetry – Differences between Teaching a Prose Lesson and a Poem - Teaching the Extensive Reader – Inductive and Deductive Methods of Teaching Grammar. Strategies to develop vocabulary – Blooms Taxonomy and Language Teaching - Herbarian Steps – Steps involved in Lesson Planning.</p>		
Unit - IV	<p>TEACHING GRAMMAR Meaning of grammar - Traditional model of teaching grammar – Free teaching model – Communicative competence model – Strategies for Teaching grammar – communicative skills – Developing activities for Teaching Grammar - Teaching composition: Meaning of Composition –Types of Composition: controlled, guided and free composition.</p>		
Unit - V	<p>ENGLISH IN THE GLOBAL ERA Linguistics and Language Teaching - Psycholinguistics - Sociolinguistics - English for Specific Purposes - English in Global World- Recent trends in learning English – Comparative studies of teaching oriented in INDIA and USA English and learning process - Role of Teaching in Teaching Language.</p>		
PRACTICUM/ SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Preparation of Teaching Aids. ➤ Practice of any Five Microteaching Skills. ➤ Evaluation of a Text Book. ➤ Awareness of Different Phonemic Scripts. ➤ Oral Practice in Sounds that cause Difficulty. 		

References	<p>Aggarwal.J.C, Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt ltd, (2008).</p> <p>Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London (1961).</p> <p>Bright, J.A., McGregor G.P: Teaching English as a Second Language, ELBS London, (1972).</p> <p>Chaturvedi, M.C, Position of language in school curriculum in India, New Delhi, NCERT (1995).</p> <p>Doff Adrian, Teach English- A Training Course for Teachers, Cambridge University Press, Cambridge, (1985).</p> <p>Freeman, D.L. Techniques & Principles in Language Teaching, Oxford: O.U.P. (2000).</p> <p>Krishnasamy, Modern English Grammar Composition, Macmillan, (1975).</p> <p>Richard J.and Theodore S. R oders T.S. Approaches and Methods in Language, Cambirdge University Press, (1986).</p> <p>Siddiqui, M.H, Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation, (2009).</p> <p>Somaratne, W.R.P, Aids and Tested in the Teaching of English as a Second Language, London, Oxford University Press, (1955)</p>
Outcomes	<ul style="list-style-type: none"> ➤ Understand the concept of curriculum being set up in the English language and the methods involved in it. ➤ Develop proficiency in communication skills. ➤ Acquire teaching skills of prose and poetry. ➤ Know method of teaching grammar. ➤ Acquire knowledge of the current trends in teaching of English globally. ➤ Develop the ability of structure. ➤ Enrich the historical knowledge of in India. ➤ Enhance the ability of preparing and utilizing instructional resources.

இரண்டாம் பருவம்			
Course Code: 711205	சிறப்புத் தமிழ்	Credits: 4	Hours:04
நோக்கங்கள்	<p>ஆசிரியமாணவர்கள்,பயிற்சிமுடிவில் கீழ்க்கண்டதிறன்களைப் பெறுகிறார்கள்.</p> <ul style="list-style-type: none"> ➤ கலைத்திட்டதின் கோட்பாடுகளை அறிதல் ➤ மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகளை அறிதல் ➤ பள்ளியிதழ்கள் மற்றும் இலக்கியக் கழகங்களின் இன்றியமையாமையை அறிதல் ➤ முத்தமிழின் பண்புகளையும் வளர்ச்சிநிலைகளையும் அறிதல் ➤ இலக்கியத் திறனாய்வுபற்றி அறிதல் 		
அலகு -1	<p>கலைத்திட்டத்தில் தாய்மொழி கலைத்திட்டம் - கலைத்திட்டதின் கோட்பாடுகள் - கலைத்திட்டத்தில் தாய்மொழிபெருமிடம் - தேசியக்கல்விக் கொள்கை - தேசியக்கல்வியின் நோக்கங்கள் - தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் உள்ளதொடர்பினைக் காணல் - பள்ளிக் கலைத்திட்டம் - தேசியக்கல்விக் குறிக்கோளுக்கும்,பள்ளிக் கலைத்திட்டத்திற்கும் உள்ளதொடர்பினைக் காணல் - ஆசிரியர் தகுதித்தோஷூர் அறிமுகம்.</p>		
அலகு -2	<p>மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகள்</p> <p>பேச்சுப்பிழைகள் -வாக்கிய அமைப்புப் பிழைகள் - பொருண்மையியற் பிழைகளின் பாகுபாடு - எழுத்துப்பிழைகள் - எழுத்துக்களைத் தவறாகப் பயன்படுத்தும் பிழைகளின் பாகுபாடு-பிழைகளின் மூலங்கள் - மொழிக்கற்றலில் பிழைஆய்வு - பிழைஆய்வுவரம்புக்குட்பட்டது-நிறுத்தற்குறிகள் - வல்லினம் மிகும் இடங்கள் - வல்லினம் மிகா இடங்கள்.</p>		
அலகு 3	<p>இலக்கியகழகங்கள்இப்பள்ளியிதழ்கள்</p> <p>இலக்கியகழகங்கள் - இன்றியமையாமை-அமைக்கும் முறை-பணிகள் - திறன் வளர்ச்சி-செயல்முறை - இடம் பெறத்தக்கவை-நடத்துதலின் பயன்.</p> <p>பள்ளி இதழ்கள் - கையெழுத்துப்பிரதிகள் - அமைப்புமுறை- பயன் - இதழாசிரியர்கள் - ஆசிரியர் குழு,செயற்குழு-அளவும் அமைப்பும் - நடைமுறை.</p>		
அலகு -4	<p>முத்தமிழ் இயல் - கவிதை-மேனாட்டார் மற்றும் தமிழறிஞர் விளக்கம் - கற்பனை-உணர்ச்சிஇவடிவம்இப்பாடுபொருள் - உள்ளுறைஉவமம் - அணிஇ இறைச்சிமற்றும் சியப்பியல்புகள் - புதுக்கவிதை</p> <p>இசைத்தமிழ்,தமிழிசை - மொழிக்கல்வியில் இசை-தொல்காப்பியத்தில் இசைக் கூறுகள் - பக்திப்பாடல்கள் இநாட்டுப்புறப்பாடல்கள் - தற்காலக்கவிதைவளர்ச்சிக்கு இசையின் பங்களிப்பு.</p> <p>நாடகம் -தோற்றம் - சங்ககாலம் முதல் இக்காலம் வரைநாடகஅமைப்பு - நாடக வகைகள் - எழுத்துஇவாசனாலிவட்டாரமொழிஇசெய்யுள் நாடகங்கள் - நாடகஉத்திகள்.</p>		
அலகு 5	<p>இலக்கியத் திறனாய்வு</p> <p>திறனாய்வின் தோற்றம் - இன்றையதிறனாய்வின் நிலை-திறனாய்வின் வகைகள் - படைப்புவிழித்திறனாய்வு-மரபுவிழித்திறனாய்வு-முகுகியல் திறனாய்வு - விளக்கமுறைத் திறனாய்வு-மதிப்பீட்டுமுறைத் திறனாய்வு-வரலாற்றுமுறைத் திறனாய்வு-ஒப்பீட்டுமுறைத் திறனாய்வு- பாராட்டுமுறைத் திறனாய்வு - நவீனஆய்வுப்போக்குகள் ஓர் கண்ணோட்டம் - பாத்திரப்படைப்பு-நலம் பாராட்டல் - புதினம் (டாக்டர் மு.வஇஅகிலன்)- சிறுகதை (புதுமைப்பித்தன் இகு.ப. ராஜகோபாலன்)- பண்புநலன் ஆராய்தல் - நாட்டுப்புற இலக்கியம் (டாக்டர் தமிழண்ணல் நா. வானமாமலை) -பயண இலக்கியம் (நெ.துசுந்தரவடிவேலுஇமணியன்) - குழந்தை இலக்கியம் (அழ.வள்ளியப்பாஇநாமக்கல்கவிஞர் இராமலிங்கம் பிள்ளை)</p>		
செயல்முறையிற்சி	<ul style="list-style-type: none"> ➤ சொற்பொழிவுகள் நடத்துதல் ➤ திறனாய்வுக் கட்டுரைகள் தயாரித்தல் ➤ கையெழுத்துப்பிரதிதயாரித்தல் ➤ இதழ் தயாரித்தல். ➤ சிறுகதைப்படைப்பில் பின்பற்றவேண்டியவைகுறித்துகலந்துரையாடல். ➤ கல்லூரிஆண்டுமலரில் ➤ இடம்பெறத்தக்ககவிதை,சிறுகதை,கட்டுரை,துணுக்குச்செய்திகள் எழுதுதல். ➤ களப்பணிமூலம் நாட்டுப்புறப் பாடல்களைத் தொகுத்தல் 		
பார்வை	<p>முனைவர் பழனிவேலு. ஞா. (2011),“செந்தமிழ் கற்பித்தல் - சிறப்புத்தமிழ்”,</p>		

<p>நூல்கள்</p>	<p>தஞ்சாவூர்:நதிபப்ளிகேஷன்ஸ். முனைவர் ஸ்ரீகுமார்.எஸ் (2002) “மொழியும் சமூகமும்”தி.நகர் சென்னை -17. செண்பகாபதிப்பகம் முனைவர் சேதுமணியன் (1990) “மொழிபெயர்ப்புக் கோட்பாடுகளும் உத்திகளும்”மதுரைசெண்பகம் வெளியீடு. கணபதி .வி., ஜெயராமன். பூ., (2010) “நற்றமிழ் கற்பிக்கும் முறைகள்”பகுதி-2சென்னை.சாந்தாபப்ளிஷர்ஸ்., முனைவர் முத்துசண்முகம் (1988) “இக்காலமொழியியல்”கழகவெளியீடு முனைவர் முவ. (1988) “மொழிவரலாறு”கழகவெளியீடு. வெ.கலைச்செல்வி., (2013) “சிறப்புத்தமிழ்”ஈரோடு.. சஞ்சீவ் வெளியீடு, முனைவர் வேணுகோபால், இ.பாசாந்தகுமாரி. மு (2009) “சிறப்புத்தமிழ் கற்பித்தல்”சாரதாபதிப்பகம் சென்னை. முனைவர் சு. சக்திவேல் (1996) “தமிழ் மொழிவரலாறு”சென்னை மாணிக்கவாசகர் பதிப்பகம் முனைவர் கோவிந்தராஜன்மு. “மொழித்திறன்களும் சிலசிக்கல்களும்” சென்னை: தேன்மொழிபதிப்பகம் சு.கண்ணன்., (2011) “தமிழ் (இரண்டாம் பாகம்)”.சென்னைதானுபதிப்பகம், காரைக்குடி. விஜயலட்சுமி,இ., (2008). “கற்பித்தலில் சிக்கல்கள் - தீர்வுகள்”சாந்தா பதிப்பகம் சென்னை.</p>
<p>வெளிப்பாடுகள்</p>	<ul style="list-style-type: none"> ➤ கலைத்திட்டதின் கோட்பாடுகளை அறிந்துகொள்கிறார்கள். ➤ மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகளை அறிந்துகொள்கிறார்கள். ➤ பள்ளியிதழ்கள் மற்றும் இலக்கியக் கழகங்களின் இன்றியமையாமையை அறிந்துகொள்கிறார்கள். ➤ முத்தமிழின் பண்புகளையும் வளர்ச்சிநிலைகளையும் அறிந்துகொள்கிறார்கள். ➤ இலக்கியத் திறனாய்வுபற்றி அறிந்துகொள்கிறார்கள்.

Name of the Course Teacher: Dr. M. Suganthi

SEMESTER II			
Course Code: 711206	PEDAGOGY OF SPECIAL ENGLISH – II	Credits: 04	Hours: 04
Objectives	<ul style="list-style-type: none"> ➤ To get familiarize with techniques of oral practice of language items. ➤ To formulate their own criteria and judgments for effective language teaching. ➤ Use multimedia and technology in language teaching. ➤ To Identify and reflect on factors which shape language planning and policy. ➤ To acquire knowledge of the concepts, terms and procedures in the content and methodology of teaching English. ➤ To understand the role of Textbooks and carryout content analysis. 		
Unit - I	NATURE OF TEACHING ENGLISH Origin of English language - Scope of Teaching English at the secondary level – The Functions of a Second Language in a multilingual society – Linguistics: Meaning – Definition - Scope.		
Unit - II	MULTI MEDIA AND COMMUNICATION TECHNOLOGY Use of audio-visual, multimedia and the effective utilization of language laboratory Use of Computer Assisted Language Learning (CALL) - Use of CD-ROM, DVD Technology, Web based CALL- Whole class teaching with interactive whiteboard; use of blogs, wikis, podcasts and other social networking.		
Unit - III	LANGUAGE LEARNING RESOURCES Text Books, - Dictionaries – Thesaurus – Encyclopedia – Electronic Equipments for language Learning – Study Clubs – Discussion Forums – Pair and Group activities – Recent Trends in Teaching English		
Unit - IV	LANGUAGE PLANNING AND POLICY Historical, critical, ecological perspective; global language and multilingualism-Minority languages, heritage languages, national languages and classroom practices; issues related to revival, maintenance, spread, shift of these languages; language revitalization and social change; bilingualism and multilingualism: code mixing and code switching- its place in the English Language classrooms.		
Unit - V	CONTENT ANALYSIS Content analysis: Meaning and Definition - The Subject Contents Prescribed for standard VI to XII by the Tamil Nadu School Textbook society. Content of English at the secondary and higher Secondary Stage – English Curriculum as recommended by National Curriculum Framework 2005 - 2009.		
PRACTICUM/ SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Exercise to enrich vocabulary among secondary students. ➤ Critical analysis of any one of the poem or essay of a great poet or writer. ➤ Studying the problems of English teachers through interview or brief survey. ➤ Examination of the design and content of readers prescribed for the primary, secondary and higher secondary classes. ➤ Practice in quick black board sketches for the purpose of introducing new items. ➤ Preparation of material for role play and dramatization. ➤ Practice in reading poems aloud. ➤ Examination of examples of controlled and guided composition tasks found in various course books. 		

References	<p>Doff Adrian, Teach English- A S Training Course for Teachers, Cambridge University Press, Cambridge, (1985).</p> <p>Freeman, D.L. Techniques & Principles in Language Teaching, Oxford: O.U.P. (2000).</p> <p>Grenville Kleiser, Practical Writing and Reading. New Delhi: APH Publishing Corporation, (2004).</p> <p>Hill,L.A. and Dobby, M.A. Training Course, Trainer’s Book, Cassell, London, (1979).</p> <p>Krishnasamy, Modern English Grammar Composition, Macmillan, (1975).</p> <p>NCERT: Rolding in Language and language teaching Book-I, Publication Division, NCERT, New Delhi.</p> <p>Richard J.and Theodore S. R oders T.S. Approaches and Methods in Language, Cambirdge University Press, (1986).</p>
Outcomes	<ul style="list-style-type: none"> ➤ Know the nature of Teaching of English. ➤ Use multimedia and technology in language teaching. ➤ Acquire knowledge of language learning resources. ➤ Develop understand the role of textbooks and carryout content analysis. ➤ Establish English Language laboratory. ➤ Use the evaluation tools effectively according to the nature of the content in English language. ➤ Apply the principles in preparing scholastic achievement test and also develop the skill in using the pedagogy in dealing the content.

SEMESTER II			
Course Code: 711207	PEDAGOGY OF MATHEMATICS – II	Credits: 4	Hours:4
Objectives	<p>The student – teachers will be able</p> <ul style="list-style-type: none"> ➤ To realize the importance of curriculum development in mathematics and identify the principles and steps in curriculum construction. ➤ To identify the uses and applications of different equipments and resources in teaching mathematics. ➤ To recognize the qualities, competencies and commitments expected from a good mathematics teacher. ➤ To understand the role of a mathematics teacher in remedying the differentials in the mathematics classroom. ➤ To understand the techniques of evaluation, to construct achievement test to evaluate the progress of pupils and to develop statistical skills to interpret the test results. 		
Unit - I	<p>CURRICULAR REFORMS IN MATHEMATICS Curriculum: Definition and concept- Principles of Curriculum Construction – Principles of Curriculum Organization -Approaches to Curriculum Organization: psychological and logical, unitary, Integrated, topical and spiral methods. Critical evaluation of mathematics syllabus at the secondary stage – Overview on Tamil Nadu State Board, CBSE and ICSE syllabi - Current Trends in Mathematics Curriculum.</p>		
Unit - II	<p>RESOURCES FOR TEACHING MATHEMATICS Mathematics Library: Need and importance, Mathematics Textbook: Need and qualities of good mathematics textbook, Mathematics club: Functions, organisation and activities - Field trip – Mathematics laboratory: Need, Material and equipments for mathematics laboratory - Mathematics journal— National Council of Teachers of Mathematics (NCTM) E-Resources: ICT and multimedia resources for teaching mathematics — DIKSHA APP WITH QR CODE Established by Tamil Nadu Government – Educational Blogs - Open learning resources – Online courses: SWAYAM portal , Massive Open Online Course (MOOC) in teaching of Mathematics – Open Educational resources (OER) in teaching Mathematics.</p>		
Unit - III	<p>ESSENTIAL SKILLS FOR A GLOBAL COMPETENT MATHEMATICS TEACHER: PROBLEMS AND PROSPECTS Qualities of a good mathematics teacher- Professional growth of mathematics teacher – Promoting culturally inclusive classroom environment - Developing speed and accuracy in mathematics, Developing and maintaining interest in mathematics - Classroom Management - Essential Skills for a Mathematics Teacher (Global Competent): Creativity and innovation, Critical thinking and problem solving, Collaboration, Communication, Construction and exploration of new understandings, Metacognitive skills, Research skills, interrogative questioning, Techno-pedagogic skills. Current research trends in mathematics education – Reflection of Gandhian values in teaching of mathematics.</p>		
Unit IV	<p>CATERING TO INDIVIDUAL DIFFERENCES Meaning of individual differences - Catering to individual differences in learning Mathematics – Causes and remedial measures for slow learning mathematics – identification and enrichment programmes for the gifted-Mathematics Olympiad – Dyscalculia- meaning, symptoms, causes and types - Role of a mathematics teacher in remedying the differentials in the classroom.</p>		
Unit V	<p>EVALUATION IN MATHEMATICS Measurement and Evaluation — Purposes and Programmes — Criteria of a</p>		

	good test— Diagnostic test, Prognostic tests, achievement test - Construction of an achievement test - Concept of CCE - Statistical Interpretation of Scores - Measures of central tendency, Standard Deviation, Skewness, Kurtosis, Normality, Rank difference and product moment Correlation.
PRACTICUM/SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Collection of mathematical puzzles, riddles etc., ➤ Prepare 10 Power Point slides about a mathematician and his contributions. ➤ Critical analysis of Standard IX mathematics text book. ➤ Critical review of recently published research paper in Mathematics Journal. ➤ Construction of Achievement Test and Diagnostic Test. ➤ Report of an Action Research carried out in the practicing school.
References	<p>Anice James. (2005). <i>Teaching of Mathematics</i>. Hyderabad: Neelkamal Publications.</p> <p>Bagyanathan, D. (2007). <i>Teaching of mathematics</i>. Chennai: Tamil Nadu Text Book Society.</p> <p>Bolt, B., & Hobbs, D. (2005). <i>101 Mathematical Projects</i>. New Delhi: Cambridge University Press.</p> <p>Cooney, Thomas J. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i>, Boston: Houghton Mifflin.</p> <p>Grouws, D.A. (1992). <i>Handbook of Research on Mathematics Teaching and Learning</i>, New York: Macmillan Publishing.</p> <p>Kulbir Singh Sidhu. (2005). <i>The Teaching of Mathematics</i>. New Delhi: Sterling Publishing.</p> <p>Mangal, S. k., & Mangal, S. (2005). <i>Essentials of Educational Technology and Management</i>. Meerut: loyal book depot.</p> <p>Michelle Manes. (2017). <i>Mathematics for Elementary Teachers</i>, Pressbooks: A University of Hawai'i OER. Retrieved from http://pressbooks.oer.hawaii.edu/math-forelementaryteachers</p> <p>Nickson, Marilyn. (2000). <i>Teaching and Learning Mathematics: A Guide to Recent Research and its Applications</i>, New York: Continuum.</p> <p>Pratap, N. (2008). <i>Teaching of Mathematics</i>. Meerut: R.Lall Books Depot.</p> <p>Sharan, R., & Sharma, M. (2006). <i>Teaching of Mathematics</i>. New delhi: A.P.H. Publishing Corporation.</p> <p>Sidhu, K. S. (2006). <i>The Teaching of Mathematics</i>. New Delhi: Sterling Publishers.</p> <p>Singh, M. (2006). <i>Modern Teaching of Mathematics</i>. New Delhi: Anmol Publications.</p> <p>Stephen Hegedus, et al. (2017). <i>Uses of Technology in Upper Secondary Mathematics Education</i>, Springer Open Publishers. Retrieved from</p>
Outcomes	<p>At the end of this course the student – teacher shall be able to</p> <ul style="list-style-type: none"> ➤ Recognize the principles of curriculum construction and curriculum organization in Mathematics and critically evaluate the mathematics syllabus at the secondary stage. ➤ Appreciate the uses of different equipments and resources in teaching mathematics and appraise the importance of Mathematics Library, Mathematics Textbook, Mathematics club and Mathematics laboratory in teaching mathematics.

	<ul style="list-style-type: none">➤ Identify the requisite qualities of a good mathematics teacher and develop the essential Skills for a Mathematics Teacher.➤ Gain insight on individual differences in learning Mathematics and understand the role of a mathematics teacher in remedying the differentials in the classroom.➤ Realize the importance of evaluation in teaching mathematics and understand the techniques of evaluating and acquire the statistical skills to interpret the test results.
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Name of the Course Teacher: Dr. A. Pio Albina

SEMESTER II			
Course Code: 711208	PEDAGOGY OF PHYSICALSCIENCE II	Credits: 4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ To understand the principles of curriculum construction, organization of subject matter and curriculum reforms in Physical Science. ➤ To understand the various resources for teaching and their utilization in the class room. ➤ To apply the various techniques used to assess the learner in learning Physical Science. ➤ To understand the special qualities of good Science teacher, acquire those qualities and to evaluate himself or herself ➤ To know the individual differences in the class room and cater to their needs. 		
Unit - I	CURRICULUM REFORMS IN PHYSICAL SCIENCE Curriculum- Meaning and scope - Curriculum and syllabus, Principles of Curriculum Construction -Critical evaluation of Tamil Nadu higher secondary school Science Curriculum-Curriculum Improvement Projects in India-NCERT and Abroad-CHEM Study, PSSC,CBA, Nuffield- Overview of scientific concepts in State board, CBSE and ICSE curriculum – recent trends in Physical Science curriculum.		
Unit - II	RESOURCES FOR TEACHING PHYSICAL SCIENCE Physical Science Laboratory - Structure and Design-Organization and Maintenance of Science Laboratory - Maintenance of Registers-Storage of Chemicals - Organization of Practical Work- Accidents and First Aids - Organization of Science Club - Science Exhibitions and Fairs, Fieldtrips and Excursions - Learning resources of Physical science - Science text book: - Qualities of a good Science textbook-Criteria for evaluation of Science textbooks. - Science Libraries-Journals and Magazines in Science. E-Resources: ICT and multimedia resources for teaching Physical science – Simulated computer based laboratory (Virtual Laboratory) – Integrating ICT in teaching – DIKSHA APP WITH QR CODE Established by TN Government – ICT resources- use of computer for simulation, Internet –Educational blogs - Online courses: SWAYAM Portal, Massive open online courses (MOOC) in teaching of Physical Science – Open Educational resources in Physical Science.		
Unit - III	ESSENTIAL SKILLS FOR A GLOBAL COMPETENT PHYSICAL SCIENCE TEACHER: PROBLEMS AND PROSPECTS Science Teacher - Academic and Professional qualification-Special qualities – Essential Skills- Communication skills, Social skills, Research skills, Critical thinking skills, Problem solving skills, Team work, and collaborative skills, Metacognitive skills, Techno-pedagogic skills, Self-regulated learner-In-service training-Classroom Management:: Autocratic, Democratic and Laissez faire pattern - Promoting Culturally Inclusive Classroom Environment -Problems of Science teaching in urban and rural areas. Developing scientific temper among the people in the society. Current research trends in physical science education – Reflection of Gandhian values in teaching of Physical science.		
Unit - IV	CATERING TO INDIVIDUAL DIFFERENCES Meaning of individual differences - Catering to individual differences, Identification and care of scientifically talented pupils - National Talent Examination – individual differences in learning physical science – causes for slow learning and remedial measures for the backward – identification of the gifted and enrichment programmes for the gifted - DST-NCSTC Network- National Children Science Congress- National Teacher Science Congress, Initiative for Research and Innovation in Science – IIT-JEE,NEET and other competitive exams based on concepts in physics and chemistry.		

Unit - V	<p>EVALUATION IN PHYSICAL SCIENCE Concept of CCE, Planning, Presentation and conduct of Achievement test in CCE model-Modes of Evaluation: Oral, Observation, Written. -Tests and its types-Achievement tests-Qualities of a good test- Evaluating outcomes of Science teaching-Principles of test construction-Blue Print and Question Paper - Criterion and Norm – Referenced Tests – Interpretation of Test Results – Need for Continuous Evaluation – Prognostic and Diagnostic Tests- Analysis and Interpretation of test scores.</p>
PRACTICUM/SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Conducting an investigatory project on any Science topic and presenting the report. ➤ Preparing a Science album with internet materials of scientific issues and website reports. ➤ Critical review of recently published research paper in Science/Physics/Chemistry/Educational Journal ➤ Designing laboratory experiences for using in teaching – learning process in classroom situation – two innovative activities and two improvised apparatus(artifacts) ➤ Critical review of a Textbook of science/Physics/Chemistry. ➤ Report of one Action Research carried out in the practicing school.
References	<p>Anderson, R.D et al. (1992). <i>Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project</i>, University of Colorado, U.S.A.</p> <p>Carin & Robert Sund, (1989). <i>Teaching Modern Science(Fifth Edition)</i>, Merrill Publishing Co., U.S.A.</p> <p>Joseph, (1966). <i>The Teaching of Science</i>, Harvard University Press.</p> <p>Mangal, S.K., Shubhra Mangal.,(2016). <i>Pedagogy of Physical Science</i></p> <p>Nagaraju, M.T.V., Vanaja, M., (2016). <i>Methods of Teachings Physical Science</i></p> <p>Newbury N.F., <i>Teaching of Chemistry in Tropical Secondary Schools</i>, Oxford University Press.</p> <p>Radha Mohan, (2016). <i>Methods of Physical Science</i></p> <p>Rajasekar, S. (2016). <i>Methods of Teaching Physical Science</i>, Neelkamal Publisher.</p> <p>Saunders, A.N. (1955). <i>Teaching of General Science in Tropical Secondary School</i>, Printed in Great Britain by Butter and Taunen Limited, London.</p> <p>Summer, W.L. (1945). <i>Teaching of Science</i>, Oxford.</p> <p>Thurber, Walter, A., and Collette, Alfred, T. (1964). <i>Teaching Science in Today's Secondary School</i>, Prentice Hall of India Pvt. Ltd.</p> <p>Yadav, M.S. (2003). <i>Teaching of Science</i>, Amol Publications.</p>
Outcomes	<ul style="list-style-type: none"> ➤ Apply the steps in curriculum development and make an attempt to develop a science curriculum. ➤ Develop the habit of reading physical science journals, writing articles to magazines and journals. ➤ Establish science / physical science laboratory. ➤ Use the evaluation tools effectively according to the nature of the content in physical science. ➤ Apply the principles in preparing scholastic achievement test and also develop the skill in using the pedagogy in dealing the content

Name of the Course Teacher: Dr.M.PARIMALA FATHIMA

SEMESTER II			
Course Code: 711209	PEDAGOGY OF BIOLOGICAL SCIENCE - II	Credits: 4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ To understand the principles of curriculum construction, organization of subject matter and curriculum reforms in Biological Science. ➤ To understand the various resources for teaching and their utilization in the class room. ➤ To apply the various techniques used to assess the learner in learning Biological Science. ➤ To understand the special qualities of good Science teacher, acquire those qualities and to evaluate himself or herself ➤ To know the individual differences in the class room and cater to their needs. 		
Unit – I	<p>CURRICULAR REFORMS IN BIOLOGICAL SCIENCE Curriculum- Meaning and scope - Curriculum and syllabus, Hidden curriculum, Principles of Curriculum Construction, Curriculum Planning and development – Approaches to Curriculum organization – concentric plan, topical method, psychological & logical – learner centered curriculum-Critical evaluation of Tamil Nadu higher secondary school Science Curriculum-Curriculum Improvement Projects in India-NCERT and Abroad- BSCS, Nuffield Science Teaching Project - Overview of scientific concepts in State board, CBSE and ICSE curriculum - recent trends in Biological Science curriculum.</p>		
Unit - II	<p>RESOURCES FOR TEACHING BIOLOGICAL SCIENCE Biological Science Laboratory - Structure and Design-Organization and Maintenance of Science Laboratory - Maintenance of Registers- Organization of Practical Work- Accidents and First Aids-Improvisation of Apparatus - Organization of Science Club, Science Exhibitions and Fairs, Fieldtrips and Excursions - Learning resources of Biological Science – Science text book - Qualities of a good Science textbook-Criteria for evaluation of Science textbooks - Science Libraries-Journals and Magazines in Science. E-Resources: ICT and multimedia resources for teaching Biological Science – Simulated computer based laboratory activities (Virtual Laboratory) – Integrating ICT in teaching – DIKSHA APP WITH QR CODE Established by TN Government –ICT resources-use of computer for simulation, Internet and open learning resources –Educational blogs - Online courses: SWAYAM Portal, Massive open online courses (MOOC) in teaching of Biological Science – Open Educational resources in Biological Science.</p>		
Unit - III	<p>ESSENTIAL SKILLS FOR A GLOBAL COMPETENT BIOLOGICAL SCIENCE TEACHER: PROBLEMS AND PROSPECTS Science Teacher - Academic and Professional qualification-Special qualities-Essential Skills: Communicative skills, Social skills, Self-management skills, Research skills, Critical thinking skills, Problem solving skills, Team work, collaborative skills, Metacognitive skills, Techno-pedagogic skills.. Self-regulated learner-In-service training-Classroom Management: Autocratic, Democratic and Laissez faire pattern-Promoting Culturally Inclusive Classroom Environment - Problems of Science teaching in urban and rural areas-Developing scientific temper among the people in the society. Current research trends in Biological Science education – Reflection of Gandhian values in teaching of Biological Science.</p>		

Unit IV	<p>CATERING TO INDIVIDUAL DIFFERENCES Meaning of individual differences - Catering to individual differences, Identification and care of the scientifically talented pupils - National Talent Examination – individual differences in learning Biological Science – causes for slow learning and remedial measures for the backward – identification of the gifted and enrichment programmes for the gifted- Science communication in India- DST-NCSTC Network- National Children Science Congress- National Teacher Science Congress, Initiative for Research and Innovation in Science – NEET and other competitive exams based on concepts in Biology.</p>
Unit V	<p>EVALUATION IN BIOLOGICAL SCIENCE Concept of CCE, Planning, Presentation and conduct of Achievement test in CCE model-Modes of Evaluation: Oral, Observation, Written -Tests and its types-Achievement tests–Qualities of a good test- Evaluating outcomes of Science teaching-Principles of test construction-Blue Print and Question Paper - Criterion and Norm referenced Tests – Interpretation of Test Results – Need for Continuous Evaluation – Prognostic and Diagnostic Tests- Analysis and Interpretation of test scores.</p>
PRACTICUM / SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Conducting an investigatory project on any Science topic and presenting the report. ➤ Preparing a Science album with internet materials of scientific issues and website reports. ➤ Criticalreview of recently published research paperin Science/Educational Journal. ➤ Designing laboratory experiences for teaching – learning process in classroom situation – two innovative activities and two improvised apparatus(artifacts) ➤ Critical review of a Textbook of science/Botany/Zoology. ➤ Report of one Action Research carried out in the practicing school.
References	<p>Bhatia, K.K. (2001). <i>Foundations of teaching learning process</i>. Ludhiana: TandonPublications.</p> <p>Bloom, S. Benjamin, (1984). <i>Taxonomy of educational objectives</i>. Book ICognitivedomain. New York: Longmans, Green.</p> <p>Choudary.S. (2008) <i>Teaching of Biological Sciences</i>, New Delhi: PHI Learning Private Ltd.</p> <p>Jasim Ahmad (2011) <i>Teaching of Biological Sciences</i>, New Delhi: PHI Learning Private Ltd. Second edition.</p> <p>Marlow Ediger and BhaskaraRao.D (2016) <i>Teaching Science Successfully</i>, New Delhi: Discovery Publishing House Pvt. Ltd.</p> <p>Satnam Singh and Devendra Aggarwal (2014) <i>Teaching Methods of Biology</i>, New Delhi: Shristi Book Distributors.</p> <p>Sharma, P.C. (2006). <i>Modern Science Teaching</i>, New Delhi: Dhanpat Rai Publications.</p>
Outcomes	<ul style="list-style-type: none"> ➤ Apply the steps in curriculum development and make an attempt to develop a science curriculum. ➤ Develop the habit of reading biological science journals, writing articles to magazines and journals. ➤ Establish science / biological science laboratory. ➤ Use the evaluation tools effectively according to the nature of the content in biological science. ➤ Apply the principles in preparing scholastic achievement test and also develop the skill in using the pedagogy in dealing the content.

Name of the Course Teacher: Dr. G. Rajeswari

SEMESTER II			
Course Code: 711210	PEDAGOGY OF SOCIAL STUDIES - II	Credits: 4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ To the student teacher develops and understanding of the curricular activities pertinent to the teaching of Social Studies. ➤ To know the Selection of Materials in Social Studies. ➤ To understand the Human relationship and social studies teaching and Learning Strategies. ➤ To understand the Education for Democracy and Education for Citizenship ➤ To the utilization of Current Affairs and recent trends. 		
Unit – I	<p>SOCIAL STUDIES CURRICULUM Present Social Studies Curriculum - Modern concept of Social Studies Curriculum -Principles involved in curriculum construction - Basis for the selection of the content - Chronological Method - Spiral Method - Concentric Method –Logical and Psychological - Content of Social Studies at the secondary and higher secondary stage - Social Studies syllabus as recommended by Ministry of Education- Principles of selection of content - Individual, Social and National Heads - Theories influencing Selection of Materials - Doctrine of Natural. Tastes- Cultural Epoch Theory- Proceeding from the Near to the Remote-Comparison of Indian Social Studies Curriculum with the Europe and far East Countries.</p>		
Unit - II	<p>LEARNING RESOURCES OF SOCIALSTUDIES Text book - Reference books - Research Journals- Newspapers- E-Resources- Field Trips- Educational Tours- Social Studies Club- Temples- Museums- Art Galleries- Exhibitions- Collection of Specimens- Stamps, Coins etc. Reading of Historical Novels, Magazines and learning from other media- Self learning materials and using instructional materials- Assignment- Oral- Written- Map Drawing- Preparation of charts- Models, Albums - Motion Picture- Video Tapes- Radio- Software and Hardware. Need of a Social Studies Room- Equipment of Social Studies- Advantage of Social Studies Room - Classroom Management - Laboratory- Library facilities in schools - Materials for social studies library- How to motivate pupils to utilize the Library Resources.</p>		
Unit - III	<p>UNIT - III: HUMAN RELATIONSHIP IN SOCIAL STUDIES TEACHING AND LEARNING STRATEGIES National Integration and Social Studies Teaching - Meaning of national integration - Factors and Forces standing in the way of national integration - Role of Social Studies in fostering national integration - Need for international Understanding - Causes of international Dissensions and Conflicts –Nationalism Vs Internationalism - Role of Social Studies in International Understanding - Role of UNESCO - Struggle for Tolerance and Peace- Uses of Various Learning Activities. Importance of Current Affairs- Purpose of teaching current affairs- Criteria of Selecting Current Events.</p>		
Unit IV	<p>EDUCATION FOR DEMOCRACY AND EDUCATION FOR CITIZENSHIP Values of Democracy – Relationship between Democracy and Education – Function of Schools in Democracy – Aims of Democratic Education – Education for Democracy through Social Studies - Citizenship – Rights and Duties of a Citizen – Need for Education for citizenship – Citizenship Education through Social Studie</p>		
Unit V	<p>UTILIZING CURRENT AFFAIRS AND RECENT TRENDS Importance of Current Affairs – Purpose of teaching current affairs – Criteria of selecting Current events – Programme of current affairs – Restriction – Use of Various Learning Activities in Current Affairs programme – Specimen Current Affairs for Higher classes - Recent Trends in Social Studies Education – Evaluation of History, Geography, and Civic form political and Social point of view.</p>		
PRACTICUM/	<ul style="list-style-type: none"> ➤ Preparation of Teaching aids. ➤ Giving a Radio, Film, or TV Lesson. 		

SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Maintaining a Smart board and Preparing Display Materials. ➤ Undertaking a Project and Maintaining a Record.
References	<p>Narayanan, N.K. <i>Modern Indian History</i>, Tamil Nadu Text book Society.</p> <p>Rajendran, N. (2006). <i>Construction and Reconstruction of History</i>, Bangalore. ICHR.</p> <p>Balu, A. (2011). <i>Methods of Teaching History</i>, Mohan Publications.</p> <p>Balu, A. (2012). <i>Human Rights Education</i>, ACT Publications.</p> <p>Johnson. <i>Teaching of History</i>, Macmillan.</p> <p>Hasluk . <i>Teaching of History</i>, OUP.</p> <p>Paul Klapper. <i>Teaching of History</i>.</p> <p>Ghate . <i>Teaching of History</i>, OUP.</p> <p>Meenakshisundaram, A (2012), <i>Teaching of History</i>, Dindigul:Kavyamala Publishers.</p> <p>Blaik-Hourani, R. (2011). <i>Constructivism and Revitalizing Social Studies. The History Teacher</i>, 44(2), 227-249. Retrieved from http://www.jstor.org/stable/25799419</p>
Outcomes	<ul style="list-style-type: none"> ➤ Develop the different curricular activities pertinent to the teaching of social studies. ➤ To aware and get the different types of materials in social studies. ➤ Get knowledge for different human relationships. ➤ To generate a broad perspective of Democracy and Citizenship. ➤ Acquaints the students to update current affairs.

Name of the course Teacher: Dr.A.Balu

Semester II			
Course code:711211	Pedagogy of Commerce – II	Credits: 4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Understands about the curriculum, learning resources, evaluation, exceptional children. ➤ Understands about the principles of curriculum construction, usage of learning resources, types of teachers, need of professional development of teachers and different disabilities. ➤ Develops ability in organization of content, field trips, solving classroom problems and evaluation techniques, statistics, interpretation of results and professional development ➤ Develops desirable attitude towards Commerce Education 		
Unit – I	Curriculum:- Curriculum – Meaning, Definition – Principles involved in the curriculum construction - Organization of content: Organization of subject matter – Unit- Topical – Concentric – Logical and psychological – Maxims in teaching - comparison of CBSE and state board commerce and accountancy syllabus – need and importance of reforms of curriculum – comparison of commerce education at school level of India and Finland.		
Unit – II	Learning Resources, and addressing the needs of Exceptional Children:- Learning Resources: Resources – Textbook – Reference books - Periodicals - Research journals – Survey reports – Business documents - News paper - E-resources – Library – Field trip – Educational tours - Guest lecture – Excursions – Commerce club. Exceptional Children: Concept and Meaning of exceptional children and special Education – Objectives of Special Education - different types of Disabilities – Recent trends in the field of Special Education - Characteristics of students of slow and gifted learners.		
Unit – III	Classroom Management:- Classroom management - Factors influencing classroom management - classroom interaction analysis – Class room climate - Types of teachers based on leadership styles (autocratic, democratic, free-rein/laissez fair and paternalistic) - Characteristics of slow and gifted learners - Problems faced by commerce teacher in rural schools		
Unit – IV	Assessment of Commerce Learning and Educational Statistics:- Evaluation-Meaning, definition – objectives and importance of evaluation - Formative and Summative Evaluations - Achievement test, steps involved in construction of an achievement test – Different test items - Diagnostic test and Prognostic test - Educational statistics: Measures of Central Tendency – Standard deviation – Rank correlation - Graphical representation of scores).		
Unit – V	Professional Development of Commerce Teacher:- Qualifications: Academic and professional qualifications of commerce teacher – Good qualities of commerce teacher - Role of teacher - Teachers diary - Social and environmental responsibilities of commerce teacher – types of training of teachers (Pre-service, Induction and In-service training programs) – Professional development of commerce teacher (professional writings, publications, continues learning, professional contacts, participation and presentation of papers in seminar conferences etc.)		
Reference and Textbooks:- James, M.L (1965), <i>Principles and methods of secondary education</i> , New York: McGraw – Hill Publisher Company Ltd., Singh, Y.K (2009) <i>Teaching of Commerce</i> . New Delhi: APH Publishing Corporation. Sharma R.N (2009) <i>Principles of Techniques of Education</i> . Delhi: Surjeet Publications Rao, S.(2000) <i>Teaching of commerce</i> . New Delhi: Anmol Publications Pvt. Ltd. Kocher S.K (1992) <i>Methods and techniques of teaching</i> . New Delhi: Sterling Publishers Private Limited.			

Khan M.S (1982) *Commerce education*. New Delhi: sterling publishers' private limited.
 Verma, M.M.A. (1979) *Method of teaching accountancy*. New York: McGraw Hill.
 Dhand, H. (2009), *Techniques of teaching*. New Delhi: APH Publishing Corporation
 Sharma, R.N (2008), *Principles and techniques of Education*. Delhi: Surjeet publications
 Chauhan, S.S (2008) *Innovations in Teaching Learning Process*. UP: Vikas Publishing House
 Ltd.,
 Gupta, U.C.(2007), *Teaching of Commerce*. New Delhi: Khel sahidtya Kendra.
 Rao, Seema (2007), *Teaching of Commerce*, New Delhi: Anmol Publication.
 Sampath K, Pannirselvam A, and Santharam S (1984), *Introduction to Educational Techonology*,
 New Delhi: Sterling.

Outcomes	<p>By the end of the course, the student teacher will be able to</p> <ul style="list-style-type: none"> ➤ Explain about the curriculum, learning resources, evaluation, exceptional children ➤ Describes the principles of curriculum construction, usage of learning resources, types of teachers, need of professional development of teachers and different disabilities ➤ Demonstrates the ability in organization of content, field trips, solving classroom problems and evaluation techniques, statistics and interpretation of results. ➤ Resolve the achievements of students through remedial strategies ➤ Ability to have professional development
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Name of the Course Teacher: Dr.C, Anbuchelvan

SEMESTER - III			
Course Code: 711301	READING AND REFLECTION ON TEXT, DRAMA AND ART IN EDUCATION	Credits: 4	Hours: 04
Objectives	<p>At the end of the course, the student – teachers will be able</p> <ul style="list-style-type: none"> ➤ Understand the meaning process, importance and characteristics of reading ➤ Understand and apply different levels, types, techniques and methods of reading ➤ Use role play technique in the teaching learning process and understand the importance of dramatic way of presentation ➤ Understand various dance forms and their integration in educational practices ➤ Use of arts drawing and painting in teaching learning process and develop creativity through different creative art forms 		
Unit – I	<p>Introduction to Reading and Reading Skills Reading - Meaning of Reading - importance of Reading - characteristics of Reading - Types of Reading - Oral and silent Reading - Types of Reading Techniques - skimming, scanning, intensive, Extensive - Benefits of Reading - Reading Skills— Developing Reflective skills – Activities Developing Reading Skills - Creating Environment for Reading - Reading clubs, class libraries - Using Reading as a tool for Reference skills i.e. use of Dictionary, Encyclopaedia and Internet .</p>		
Unit - II	<p>READING THE TEXT AND TYPES OF TEXTS Types of texts – Narrative Text – Definition of Narrative Text, Types of Narrative Text, Characteristics of Narrative Text, Purpose of Narrative Text, Narrative Technique, Characteristics, Limitations – Descriptive Text – Purpose, Feature, Description Technique, Expository Text – Exposition Technique, Ethnography - Field notes – Ways of Reading Texts – Skim Reading – Specific Reading – In-depth Reading – Critical reading – Interpretation, Analysis, Synthesis, Evaluation.</p>		
Unit - III	<p>PERFORMING ARTS : DRAMA AND MUSIC Music – Indian Music, Classical Music : Hindustani Music, Carnatic Music – Indian Folk Music : Bihu – Dandiya – Ganasangeet – Uttarakhandhi Music – Indian Musical Instruments – (String Instruments) - Aerophones (Wind Instruments) - Membrophone (Avandh Vadya) – Idiophones (Ghana Vadya) – Melodic Instruments – Rhythmic Instruments – Electronic Instruments - Drama – Types of Drama - Elements of drama – Enhancing learning through drama and music for children – Creative activities - Mime , Monacting – Puppetry –Classification of puppets – Bommalattam – Mask- Integration of drama and music in education practices – Integration of Arts with subjects.</p>		
Unit IV	<p>PERFORMING ARTS: DANCE AND ART EDUCATION Performers – Dance – Elements of dance – Performing arts in India: Indian Dance – classical dance : Bharatanatyam – kathakali - kathak – Manipuri – Mohiniyattam – Odissi - Kuchipudi – sattriya – Enhancing learning through dance for children – Art and Art Education- Types of Art - The importance of Art in Child Education – The contribution of Arts Education to children’s lives in Academic and other areas - Cartoon – Gandhiji’s Views on Education - Buniyadi Shiksha (Fundamental Education) – Education through crafts – TLM- Benefits of craft-centered education – The Gandhian link with Kothari Commission .</p>		

Unit V	<p>VISUAL ART : DRAWING AND PAINTING Drawing - Different Elements of Visual Art or Fundamental Arts - Painting – Indian Painting – Cave Painting, Madhubani , Miniature , Mughal , Mysore , Pahari , Rajput , Tanjore – Indian Folk Art -Different types of Painting Styles: Water colour , Oil Painting, Ink Wash Painting, Acrylic , Pastel colour , Glass Painting, , Fabric Painting, Fresco, Encaustic , Gouache, Spray Painting, Tempera , Digital Painting, Sand Painting, Collage , Kalamkari , Warli , Pahad , Gond Painting, Patachitra , Picchwai Painting</p>
PRACTICUM/ SESSIONAL WORK	<ul style="list-style-type: none"> ➤ Dividing the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text. ➤ Design vocabulary games to enhance to your vocabulary. ➤ Skim through the text and give suitable title to the text. ➤ Develop a script of any lesson in any subject of your choice to perform a play/Drama. ➤ Prepare a script for a skit on some socio political issues. ➤ Prepare a pictorial monograph on various folk dances of Tamil Nadu. ➤ Prepare some useful productive and decorative models out of the waste material. ➤ Prepare some useful Teaching Learning Materials in out of the waste.
References	<p>Rajesh Gill. (2017), <i>A Text book of Art Education</i>, Paragon International Publishers.</p> <p>Doff A. (1988), <i>Teach English training course for teachers</i> , Cambridge University press.</p> <p>Mukale, J.C.(1988). <i>Approaches to English language teaching</i> , New Delhi discovery published house.</p> <p>Richard Jand Theodore, S. and Rodgers, T.S (1968) . <i>Approaches And methods in language</i>, Cambridge university press.</p> <p>Venkateswaram, S. (1995). <i>principles of teaching English</i> , new Delhi vikas publishing house.</p> <p>NCERT (2006), <i>Position paper by national focus group on Arts music Dance and Theatre</i>, Abinav raga by Pt Bhatkhande.</p> <p>Renu Pandey, <i>Reading and Reflecting on Texts</i>, Rakhi Prakashan Pvt. Ltd.</p> <p>Munesh Kumar, <i>Fundamental of Visual Art</i>, Doaba Publications. BLOOMFIELD, A. (1994). Arts in schools. RSA Journal, 142(5447), 83-83. Retrieved from http://www.jstor.org/stable/41376407</p>
Outcomes	<p>At the end of this course the student – teacher shall be able to</p> <ul style="list-style-type: none"> ➤ Appreciate the interdisciplinary contributions of biological Sciences and also recognize the nature and structure of biological science. ➤ Acquire the skills in the teaching of biological Science and to develop the skills in them through classroom teaching. ➤ Acquire the skill of identification and writing of objectives and specifications of any topic in science. ➤ Develop the skill in identifying the topics which can be taught through various methods and also recognize the need and importance of teaching aids. ➤ Develop the skill in teaching of biological Science by integrating ICT and other modern techno pedagogical skills.

Name of the course Teacher: E.M.N.Sharmila

Semester-III			
Course Code:711302	Assessment for Learning	Credits:4	Hours:4
Objectives	<ul style="list-style-type: none"> ➤ To gain a critical understanding of issues in assessment and evaluation ➤ To become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination ➤ To be exposed to different kinds and forms of assessment that aid student learning ➤ To understand the nature of assessment and evaluation and their role in teaching-learning process ➤ To develop the skill necessary to compute important statistical estimates and interpret the test scores by applying them. 		
Unit-I	<p>Clarifying the terms :Test, measurement, examination, assessment and evaluation - Purpose and objectives of assessment and evaluation- Need and importance of assessment and evaluation for quality education- Forms of assessment- Formative, Summative, Diagnostic, Prognostic, Norm Referenced, Criterion Referenced- Teacher made tests and Standardized tests- CCE, School based assessment; concept of CCE, need for CCE its importance- Recent trends in assessment and evaluations: Assessment for Learning, Assessment of Learning, and Assessment as Learning.(Self-Assessment, Peer-Assessment, Teacher Assessment)- Achievement surveys-Online assessment; On demand assessment/evaluation- Focus on Assessment and Evaluation in various educational commissions and NCFs.</p>		
Unit -II	<p>Major Tools, Techniques and Strategies of Evaluation- General Techniques of Evaluation - Observation techniques-Projective techniques- Socio Metric Techniques- Tools of Evaluation- Rating Scales – Check list – Anecdotal Records – Cumulative Record -Intelligence and Aptitude Tests- Interview- Questionnaire and Inventories - Promoting Self assessment and Peer assessment- concept and criteria- Portfolio assessment- meaning, scope & uses; developing & assessing portfolio; development of Rubrics.</p>		
Unit -III	<p>Developing Assessment Tools, Techniques and Strategies-Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives- Knowing dimensions:-factual, conceptual, procedural and Meta-cognition- Cognition, Affective and Psychomotor domains- Stating objectives as learning outcomes: General, Specific- Construction of achievement tests-steps, procedure and uses (Teacher made test/Unit tests)- Construction table of specifications & writing different forms of questions (Objective type, VSA, SA, ET)with their merits and demerits; assembling the test ,preparing instructions, scoring key and marking scheme; and question wise analysis- Construction of diagnostic test –Steps, uses & limitation; Remedial measures-needs types and strategies- Characteristics of a good test.</p>		
Unit -IV	<p>Quality assurance in tools - Validity: Meaning & Different methods of estimating validity (Face, content, construct) – Reliability: Meaning & Different methods of estimating reliability (Test-retest; equivalent forms; split-half) - Objectivity- Usability- Practicability – Measurability- Inter dependence of validity, reliability and objectivity.</p>		
Unit -V	<p>Analysis, Interpretation, and Reporting of student's performance- Interpreting students performance- Descriptive Statistics (Measures of central tendency, Measures of dispersion/variability, Spearman's rank correlation)- Graphical Representation of Data(Histogram, Frequency Curve, Frequency Polygon, Cumulative Frequency Curve, Cumulative Percentage Frequency Curve (or) Ogive)- Grading-Meaning, types and its uses- Norms -Meaning, types and its uses- Reporting student's performance- Progress reports, and cumulative records.</p>		

Reference and Textbooks:

- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student Learning*. Thousand Oaks, CA. Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to Standards* (2nd Ed.) Thousand Oaks, CA: Corwin.
- Rani, P (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishers.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication.
- Ebel, R.L and Fresbie, D.A (2009). *Essential of Educational Measurement*. New-Delhi: PHI Learning PVT. LTD.
- Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*. New-Dehil: PHI Learning PVT LTD.
- Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). *Measurement and Assessment in Education*. New-Delhi: PHI Learning PVT LTD.

Outcomes

- The students will be able to understand the issues of assessment and evaluation.
- The students gain knowledge in key concepts such as formative, summative assessment, evaluation, measurement, test and examination.
- The students will be exposed to different kinds and forms of assessment that aid student learning.
- The students will be able to understand the nature of assessment and evaluation and their role in teaching-learning process.
- The students will be able to develop the skill necessary to compute important statistical estimates and interpret the test scores by applying them.

Name of the Course Teacher: I.Lenin

Semester-IV			
Course Code:711401	Knowledge And Curriculum	Credits:4	Hours:4
Objectives	<ul style="list-style-type: none"> ➤ To understand the concept and the need for curriculum in schools. ➤ To analyze the principles employed in sequencing the school curriculum and the syllabus at different levels. ➤ To enable students to understand various concepts of education and models of teaching. ➤ To enable the students to understand models and process of curriculum development ➤ To enable the students to understand the strategies of curriculum implementation 		
Unit-I	Epistemological bases of knowledge: Nature of knowledge-Meaning of knowledge-Types- Sources and Ways of acquiring knowledge and Information- Knowledge and Knowing-Differentiate between knowledge belief and truth-Knowing process – different ways of knowing knowledge transmission and construction.		
Unit -II	Concept and the nature of Curriculum - Curriculum – Meaning- Concept- Need and Nature of Curriculum-Educational policy reforms leading to curriculum reforms-Relationship between curriculum framework- curriculum- syllabus and textbooks-their significance in school education-Types of curriculum: subject-centered (Core curriculum and Integrated curriculum)- student-centered (Activity curriculum and Experience curriculum) life-centered curriculum and their relevance.		
Unit -III	Models of Teaching- Models of Teaching- Salient features of models of teaching-Components of models of teaching-Classification of models of teaching based on Joyce and Well- Models of Teaching: Richard Suchman’s Inquiry Training Model- Bruner’s Concept Attainment Model- Ausubel’s Advance Organizer Model.		
Unit -IV	Foundations of Curriculum Development & Curriculum Implementation- Models of curriculum development - Process of curriculum development–Curriculum planning - Curriculum designing - Curriculum implementation - Curricular team and its functions at local- state and national levels- Tools of implementation- Handbooks- Manuals-Textbooks-Modules-Instructional Materials -Training teachers for curriculum implementation.		
Unit -V	Curriculum Evaluation and issues- Meaning-concepts and importance of Evaluation- Types of Evaluation -Formative and Summative Evaluation - Participatory and Self evaluation- Criteria for evaluating the curriculum - Curriculum evaluation models.		
Reference and Textbooks: (APA Format)			
<p>NCERT (2000). <i>National Curriculum Framework for School Education</i>.</p> <p>Sharma, R. (2002). <i>Modern methods of Curriculum Organization</i>. Jaipur: Book Enclave.</p> <p>Satyanarayan, P.V. (2004). <i>Curriculum development and management</i>. New Delhi: DPI-1.</p> <p>Hassrin, M. (2004). <i>Curriculum Planning for elementary education</i>. New Delhi: Anmol Publishers.</p> <p>Aggrawal, J. C., & Gupta, S. (2005). <i>Curriculum Development</i>. New Delhi: Shipra Publisher.</p> <p>NCERT (2005) .<i>National Curriculum Framework</i>. NCERT Publications.</p> <p>Yadav, Y.P. (2006). <i>Fundamentals of Curriculum design</i>. New Delhi; Shri Sal Printographers.</p> <p>Srivastava, H. S. (2006). <i>Curriculum and methods of teaching</i>. New Delhi: Shipra Publishers.</p> <p>Erickson, H.L. (2007). <i>Concept based curriculum and instruction for the thinking classroom</i>. California: corwin press.</p> <p>Panday, M. (2007). <i>Principles of Curriculum Development</i>. New Delhi: Rajat Publications.</p> <p>Letha ram mohan, (2009). <i>Curriculum instruction and evaluation</i>. Agra: Agarwal Publication.</p> <p>Schilvest, W.H. (2012).<i>Curriculum: prospective paradigm and possibilty</i>.M.C.MLLAN</p>			

Publication.

Outcomes

- The students will be able to understand the concept and the need for curriculum in schools.
- The students will be able to analyze the principles employed in sequencing the school curriculum and the syllabus at different levels.
- The students will be able to understand various concepts of education and models of teaching.
- The students will be able to understand models and process of curriculum development
- The students will be able to understand the strategies of curriculum implementation

SEMESTER – IV			
Course Code: 711402	CREATING AN INCLUSIVE SCHOOL	No. of Credits:04	No. of Hours: 04
OBJECTIVES	After completing the course the student-teacher will be able to <ul style="list-style-type: none"> ➤ Understand the concept of main streaming. Special Education and inclusion. ➤ Understand the national policy programme and acts with respect to the disabled and analyze it critically. ➤ Understand the nature and needs of different categories of disabled children. ➤ Appreciate the special needs of individuals with disabilities ➤ Comprehend and apply the special techniques of teaching the disabled 		
UNIT I	CONCEPT OF SPECIAL SCHOOL, MAIN STREAMING AND INCLUSION Special Education concept and History – Different ways of mainstreaming – inclusion education Concept and definition – difference between integration and inclusive education – factors affecting inclusion		
UNIT II	NATIONAL POLICIES, PROGRAMME AND ACTS FOR INCLUSIVE EDUCATION NPE – 1986 , Policies guide lines on inclusive Education, UNESCO – 2009 – UN convention on rights of the child, UNESCO 1989 – Un convention on rights of the person with disability , UNESCO 2006 acts – RCI Act 1992, PWD act 1995,National trust Act 1999,RTE Act 2009.		
UNIT III	NATURE AND NEEDS OF THE INDIVIDUALS HAVING DISABILITIES Hearing impaired – visual impaired – Orthopedic impaired (physical disability) – Mental impaired (Intellectual disability) – Learning disabilities – Autism – Cerebral palsy.		
UNIT IV	INCLUSIVE IN OPERATION Parameters of inclusive education – challenges of inclusive education – issues in special education and inclusive education promoting inclusive education – early detection of disability – Parental attitude – community awareness – Special school versus integrated school, inclusive school – rehabilitation of disabilities – inclusive education in the context of EFA – models of inclusive education – role of the parent, community, peers, resource person, itinerant teacher, shadow teacher , head master and teacher.		
UNIT V	INCLUSIVE SCHOOLS AND MIXED ABILITY GROUPING AND TEACHING Meaning - benefits of learning through mixed ability group – teaching a multiple ability group – group interactive sessions – co-operative learning – collaborative learning -Sustainable Practice – Characteristics of inclusive school.		
PRACTICUM	<ul style="list-style-type: none"> ➤ Collection of data regarding children with special from Municipal records ➤ Visits to inclusive school and to observe classroom transaction of my one of such school in Baroda and make a report of the same ➤ Identifying one/two pupils with special needs in the primary schools and preparing a profile of the pupils ➤ Preparing of teaching aids toys charts, flash cards for children having any one type of disability visits to resource room ➤ Preparation of lesson plan instruction material for teaching students with disability in inclusive school ➤ Developing list of teaching activities of CWSN in the school. 		

REFERENCES:	<p>Dr. Anjum Mahdi, Shilpisharama & Bharti Saxena.(2014). <i>Inclusive Education</i>. Alfa Publications, New Delhi.</p> <p>Ashima Das, Shankar Das & Ruth Kattumari .(2013).<i>Inclusive Education A Contextual Working Model</i>. Concept Publishing company Pvt.Ltd, New Delhi.</p> <p>Kaushal Sharma. (2016). <i>Inclusive Education ,Perspectives And Paradigm In Professional Practices</i>. SR Publishing House, New Delhi.</p> <p>Mangal.S.K.(2017).<i>Educating Exceptinal Children,An Introduction to Special Education</i>.PHI Learning private Ltd, New Delhi.</p> <p>Prof.Nagarajan.K and Dr.Doreen Gnanam.(2016).<i>Creating an Inclusive School</i>, SriRam Publishers, Chennai.</p> <p>Dr.Nagaraju .M.T.V. (2014). <i>Inclusive Education, Quality Aspect</i>. Common Wealth Publishers Pvt.Ltd, New Delhi.</p> <p>Dr.Nagaraju. M.T.V. (2014). <i>Inclusive Education Roles And Responsibilities</i>, CommenWealth Publishers, New Delhi.</p> <p>Yogendra K.Sharma, Madhulika Sharma. (2014). <i>Inclusive Education , Conceptual Framework, Approaches And Facilitators</i>. Kanishka Publishers, New Delh.</p>
OUTCOMES	<p>At the end of this course the student- teacher shall be able to</p> <ul style="list-style-type: none"> ➤ Propagate the concept of main streaming and inclusion ➤ Apply the national policy programme to uplift the disabled ➤ Identify the special needs of the individuals and fulfill their needs ➤ Promote inclusive education in the context of education for all ➤ Apply special techniques of teaching disabled children

Name of the Course Teacher: Dr.M.Sanmuga Revathi

Semester-IV			
Course Code:711403	Human Rights Education	Credits:04	Hours:04
Objectives	<ul style="list-style-type: none"> ➤ To develop analytical skills to question and appraise Human Rights policies and practices at national and international levels; ➤ To explore the substantive knowledge of policies concerning Human Rights Education, prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics; ➤ To perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education ; ➤ To understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights; and ➤ To identify potential roles for oneself in the promotion of Human Rights Education. 		
Unit-I	Unit -1 Conceptualizing Human Rights and Education Human Rights Education –Meaning – Basic Concepts –Need and Significance- Scope of Human Rights- Human Being: Crown of all creations- Rights - meaning of Human Rights.		
Unit -II	Issues, Movements and Promotion of Human Rights Magna Carta (Bill of Rights) of England (1215), United Nation organization Declaration of Human Rights (1948) - Vienna Declaration (1993) – Indian Constitution (1995-2002) Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals. - Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights.		
Unit -III	Emerging Concerns in Human Rights Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest - Methods of Human Rights Research and Human Rights as pedagogy - Critical review of Democracy with reference to Human rights -Revisiting of Indian constitution with reference to Human Rights- Critical review of Human Right in globalized world		
Unit -IV	School Education and Human Rights Perspective Human Rights perspective in curriculum -Human Rights perspective in teaching-learning Processes - Human Rights Perspectives in Assessment - Human Right Perspective and school ethos and culture -Inclusion and Exclusion		
Reference and Textbooks:	Baxi, Upendra, ' <i>From Human Rights to the Right to be Human; Some Heresies</i> ', in UpendraBaxi (ed.) <i>The Right to be Human</i> , New Delhi: Lancer International Dennis Altman 2004, ' <i>Sexuality and Globalization</i> ', <i>Agenda: Empowering Women for Gender Equity</i> , No. 62, African Feminisms Volume 2,1: <i>Sexuality in Africa</i> (2004), pp. 22-28: on Behalf of Taylor & Francis, Ltd. Desai, A.R. ' <i>Democratic and Authoritarian Faces of the Indian constitution</i> ', in A.R. Desai (ed.) <i>Violation of Democratic Rights in India</i> , Bombay: Popular Prakashan Ellen Messer, 1997, ' <i>Pluralist Approaches to Human Rights</i> ', <i>Journal of Anthropological Research</i> , Vol. 53, No. 3, <i>Universal Human Rights versus Cultural Relativity</i> (Autumn, 1997), pp. 293-317: University of New Mexico.		

Outcomes	<ul style="list-style-type: none"> ➤ The students will be able to develop analytical skills to question and appraise Human Rights policies and practices at national and international levels; ➤ The students will be able to explore the substantive knowledge of policies concerning Human Rights Education, prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics; ➤ The students will be able to perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education ; ➤ The students will be able to understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights; and ➤ The students will be able to identify potential roles for oneself in the promotion of Human Rights Education
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SEMESTER IV			
Course Code: 711404	CPS7 - ENVIRONMENTAL EDUCATION	Credits:4	Hours: 04
Objectives	<p>To acquaint with the concept of Environment and its relation to human beings. To sensitize students to the Global Environmental problems. To acquire knowledge about the conservation of the resources. To develop desirable attitude, values and respect for the Environment. To develop an understanding of the various approaches in the teaching of environmental education.</p>		
Unit - I	<p>OUR ENVIRONMENT Meaning of the term Environment and its relation to human beings; Assessing the state of the environment; Study of environmental concerns including perspectives from both social and natural sciences; The emergent inter-disciplinary perspective.</p>		
Unit - II	<p>CHALLENGES OF ENVIRONMENT Population explosion – problems and prospects - Urbanization and environmental degradation - Waste disposal and management - effect on health and environment, zero waste management. Environmental Pollution: Causes, effects and remedial measures of Air, Water, Soil, Radio Active, Noise and E - waste pollution; Causes, effects and remedial measures of Deforestation, soil erosion, Climate change, Greenhouse effect, Global warming, Ozone depletion, Acid rain.</p>		
Unit - III	<p>ENVIRONMENTAL MOVEMENTS, POLICIES AND LEGISLATIONS Environmental protection and polices in India –Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws; Environmental Movements and Developments; Environmental movements in India: Silent Valley movement, Chipko movement, Narmada BachaoAndolon; International Efforts for Environmental Protection - The Stockholm conference 1972 – The Rio Summit 1992 – the Rio Declaration at the Earth Charter – Major achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997.Recent efforts at National and International level.</p>		
Unit IV	<p>ENVIRONMENTAL MANAGEMENT, CONSERVATION OF NATURAL RESOURCES Environmental Management and Protection - Need for environmental management – function and characteristics of environmental management – dimensions of environmental management. Conservation of renewable and non - renewable resources - Natural resources and associated problems (a) Forest resources: use and over exploitation and deforestation (b) Water resources: over utilization of surface and ground water, floods, drought, conflicts over water, Water conservation, rain water harvesting, water shed management. (c) Mineral Resources: use and exploitation, environmental effects of extracting and using mineral resources (d) Energy resources: Growing energy needs renewable and non - renewable energy sources and use of alternate energy sources. Bio-diversity and its conservation - Threats to biodiversity - Role of an individual in conservation of natural resources.</p>		
Unit V	<p>ENVIRONMENTAL EDUCATION AND TEACHER EDUCATION Meaning, Objectives, nature, scope, its need & Principles of Environmental Education - Integration of environmental concerns in curriculum - Environmental awareness through Education - Different environmental education programs for secondary school children - developing pro-environmental behaviour in children. Methodology of teaching - specific approaches. Activities – Field trips, workshops, exhibitions, video shows, Nature clubs, Nature walk and celebration of environment day. Environmental education for developing healthy attitude</p>		

	towards environmental protection - Role of Teachers & Students in Environmental conservation and significance on Sustainable Development. Enhancing Ecological empathy, Environmental ethics and Environmental accountability. Role of information technology and media in environment awareness/consciousness.
PRACTICUM/SESSIONAL WORK	<p>A critical study of any one school habitat in the context of drinking water, sanitation, energy, garbage management etc.</p> <p>Develop a road map for implementation of Environmental Education as suggested by NCF 2005.</p> <p>Develop a list of investigatory environmental problems (stage specific) work on the problem in a group of 2-3. Prepare a report.</p> <p>Compilation of articles and news on Environmental Education.</p> <p>Maintaining garden in the college campus</p> <p>Organising co-curricular activities in environmental education - organising environmental club.</p> <p>Inviting experts to develop environmental awareness.</p> <p>Maintaining eco – friendly environment in the college campus.</p>
References	<p>Agarwal, A et.al. (ed.) (2001). <i>Green Politics: Global Environment Negotiations</i>. New Delhi: Centre for Science and Environment.</p> <p>Behera. B.N. and Rath. A.K. (2014) <i>Basic Environmental education</i>, New Delhi: Dominant Publishers and Distributors Pvt.Ltd.</p> <p>Bharti Kumar. (2017) <i>A Text Book of Environmental Education</i>, New Delhi: Wisdom Press.</p> <p>Gujar. M. C. (2014) <i>Environmental Study</i>, Jaipur: DND Publications.</p> <p>Keshri.K (2013) <i>Environment and Biodiversity</i>, New Delhi: Rajesh Publications.</p> <p>Krishnamacharyulu and Reddy GS. (2005): <i>Environmental Education</i>, Neelkamal Publication, Hyderabad.</p> <p>Ramesh Ghanta and DigumartiBhaskara Rao (2012) <i>Environmental education Problems and prospects</i>, New delhi: Discovery Publishing House.</p> <p>Sexena, A.B. (1986): <i>Environmental Education</i>, National Psychological Corporation, Agra, pp.191.</p> <p>SnehLataverma (2008) <i>Resource Book of Environmental Education</i>, New Delhi: Academic Excellence Publishers and Distributors.</p> <p>Sunder. I. and Vijayan. S. (2008) <i>Principles of Environmental Education</i>, New Delhi: SARUP & SONS Publications.</p> <p>UNEP (2013). <i>Emerging issues in our global environment</i> (year book).United Nations Environment Programme</p> <p>Yencker, D., Fier, J. & Sykes, H. (2000). <i>Environment Education and Society in the Asia– Pacific</i>. London & New York: Routledge Publication.</p>
Outcomes	<p>Appreciate the wonder of environment with regard to the dependence of human beings in the environment.</p> <p>Become aware of the various environmental problems and need for environmental management.</p> <p>Develop an attitudinal change regarding environmental protection.</p> <p>Develop an appreciation of implementing environmentally sustainable practices.</p> <p>Adopt suitable methods and approaches in teaching of environmental education.</p>

Name of the Course Teacher: Dr. G. Rajeswari

SEMESTER IV			
Course Code: 711405	YOGA EDUCATION	Credits: 04	Hours: 04
Objectives	At the end of the course, the student – teachers will be able <ul style="list-style-type: none"> ➤ To understand the concept and principles of yoga. ➤ To understand the ancient system of yoga. ➤ To learn mindfulness meditation techniques. ➤ To understand the historical aspects of yoga. ➤ To know the concept of positive health and disease. ➤ To understand the role of yoga and education. 		
Unit - I	INTRODUCTION TO YOGA AND YOGIC PRACTICES Yoga: Meaning and Initiation- Introduction to yoga concept and principles – Classical approach to yoga practices Viz, Kriyas, Mudras , Asanas, Pranayama, Bandhas & Meditation-General guidelines for performing yoga practices.		
Unit - II	HISTORICAL DEVELOPMENT OF YOGA Origin and history of development of yoga- Misconceptions of yoga – Messages from Buddhism, Bhagavat Gita, Bible and Quran. – Astanga yoga – Patanjali’s Eight limbs of yoga (yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi). Streams of Yoga – Karma Yoga, Bhakti Yoga, Jnana Yoga, Raja Yoga (Astanga) and Hatha Yoga.		
Unit - III	ANCIENT SYSTEMS OF INDIAN PHILOSOPHY AND YOGIC TEXT Ancient system of Indian philosophy – Yoga & Sankhya Philosophy and their Relationship – Significance of Yogic texts in the context of School of Yoga – Hathayogic Texts (Hatha Pradaspika and Ghera and Sahita) – Complementarities between Patanjali Yoga and Hathayoga - Meditational Processes in Patanjali Yoga Sutras.		
Unit IV	YOGA AND HEALTH Need of Yoga for Positive health – concept of health, healing, and disease : Yogic perspectives – potential cause of ill health – Yogic principles of healthy living – Concept of pancha Kopsa for integrated Yogic perspectives – mindfulness meditation techniques to overcome Stress, aggression, anxiety, tension – Utilitarian values of yoga in modern age.		
Unit V	YOGA AND EDUCATION Role of Yoga in Education with special emphasis on values – Role of Yoga towards personality development – Role of teacher in development of health and good hygiene habits – yogic practices for common man – Yogic Management of common disorders – Role of Yoga and healthy lifestyle in society.		
PRACTICU MACTIVITI ES	Practical activities to the course may be given as an assignment. Based on the practical, prepare the student’s practical note and submit in time. The following topic may help the students in executing their practical work. <ul style="list-style-type: none"> Asanas postures-standing, sitting, lying (prone&supine). a) Types of yoga-ashtanga yoga &kriya yoga. b) Meditational process in pantanjali yoga sutras. c) yoga practices - Pranayama, Viz, Mudras, Bandhas 		
References	Anjana kaul, (2011) Yoga Education, New Dellhi: A.P.H.Publishing corporation. Dr.Krishna Raman. (1998) A Matter of Health (Integration of yoga and western medicine for prevention and cure) (Chennai East Books (Madras) Pvt.Ltd. Karmanada Swami (2008), Yogic Management of common diseases, Munger: Yoga Publications Trust. Sivananda Yoga Center (2003), The Sivananda Companion to Meditation, Newyork: Simen& Schuster. Visharadananda Swami (2007), Human Values, Bangalore: Swami Vivkananada Yoga Prakashana.		

Outcomes	<p>At the end of this course the student – teacher shall be able to</p> <ul style="list-style-type: none">➤ Yoga education brings knowledge of yoga techniques and ancient system of yoga.➤ Develop awareness about the historical aspects of yoga.➤ The spirit of yoga regulates body, mind soul into harmony and living life to the fullest as a citizen of this country.➤ Knowledge of health and diseases relevant to the yoga techniques.➤ Develop mindfulness meditation techniques.➤ Application of yoga importance yoga in education.
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Name of the Course Teacher: Dr. A.Rube Jesintha

Semester IV			
Course code:711406	Disaster Management		Credits: 4
			Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ To acquire knowledge about general concepts of Disaster Management. ➤ To understand various types, trends, control of disasters. ➤ To know disaster management cycle and framework ➤ To understand disaster management policy and Role of various stake holders on disaster management ➤ To create awareness about the applications of science and technology for disaster management. 		
Unit – I	Understanding Disasters: - Understanding the Concepts and definitions of Disaster, Hazard, Vulnerability, Risk, and Capacity – nature of disaster – importance of disaster management - Disaster and Development, and disaster management.		
Unit – II	<p>Types of Disasters, Trends, Causes, Consequences and Control of Disasters: -</p> <p>Natural disasters: meaning - Geological Disasters (earthquakes, landslides, tsunami, mining); Hydro-Meteorological Disasters (floods, cyclones, lightning, thunderstorms, hail storms, avalanches, droughts, cold and heat waves) Biological Disasters (epidemics, pest attacks, forest fire);</p> <p>Manmade disasters: meaning - Technological Disasters (chemical, industrial, radiological, nuclear) and (building collapse, rural and urban fire, road and rail accidents, nuclear, radiological, chemicals, pollution and deforestation and biological disasters) Global Disaster Trends –Emerging Risks of Disasters – Climate Change and Urban Disasters</p>		
Unit – III	<p>Disaster Management Cycle and Framework: - Disaster Management Cycle – Paradigm Shift in Disaster Management - Pre-Disaster –Risk Assessment and Analysis, Risk Mapping, Zonation and Microzonation, Prevention and Mitigation of Disasters, Early Warning System; Preparedness, Capacity Development; Awareness During Disaster –Evacuation –Disaster Communication –Search and Rescue – Emergency Operation Centre –Incident Command System –Relief and Rehabilitation – Post-disaster –Damage and Needs Assessment, Restoration of Critical Infrastructure –Early Recovery –Reconstruction and Redevelopment; IDNDR, Yokohama Strategy, Hyogo Framework of Action</p>		
Unit – IV	<p>Disaster Management in India: - Mega Disasters of India and Lessons Learnt - Disaster Management Act 2005 – Institutional and Financial Mechanism - National Policy on Disaster Management, National Guidelines and Plans on Disaster Management; Role of Government (local, state and national), Non-Government and Inter-Governmental Agencies</p>		
Unit – V	<p>Applications of Science and Technology for Disaster Management:- Geoinformatics in Disaster Management (RS, GIS, GPS and RS) - Disaster Communication System (Early Warning and Its Dissemination) – wireless and radio - Land Use Planning and Development Regulations - Disaster Safe Designs and Constructions - Structural and Non Structural Mitigation of Disasters - S&T Institutions for Disaster Management in India</p>		

Reference and Textbooks:-

- Vinod K Sharma (1995). *Disaster Management* –IIPA, New Delhi,
- Bajpai S. R. (1975). *Methods of Social Survey and Research*. Kitabghar, Kanpur
- Hans Raj (1988). *Theory and Practice in Social Research*. SurjeetPublication,Kolhapur
- Krishnaswami O. R. (1988). *Methodology of Research in Social Science*. Himalaya Pub. House
- Barlow, D.H. (1988). *Anxiety & its Disorders*, New York, Guilford Press.
- Spacapan, S & Orkamp, S (Eds) (1992). *Helping and being Helped*, Newbury Park, CA: sage.
<http://www.studymode.com/essays/Role-Of-Students-In-Disaster-Management>
- Satish Modh. (2012). *Introduction to disaster management*. Macmillan Publication India Ltd.
- Coppola D P, (2007) *Introduction to International Disaster Management*, Elsevier Science (B/H), London.
- M C Gupta (2009) *Manual on natural disaster management in India*, , NIDM, New Delhi
- An overview on natural & man-made disasters and their reduction*, R K Bhandani, CSIR, New Delhi
- S L Goyal, Deep & Deep(2006), *Encyclopedia of disaster management*, Vol I, II and III
Disaster management policy and administration, New Delhi.
- Angus M. Gunn(2008) *Encyclopedia of Disasters –Environmental Catastrophes and Human Tragedies*, Vol. 1 & 2, Greenwood Press.
- H.N. Srivastava & G.D. Gupta, Daya Publishers, Delhi (2006), *Management of Natural Disasters in developing countries*.

Outcomes

- The student teachers gain knowledge about general concepts of Disaster Management.
- The student teachers will be able to describe various types, trends, control of disasters.
- The students teachers able to cope up with disaster management cycle and framework
- To explain the disaster management policy and Role of various stake holders on disaster management
- To aware and cop-up on the applications of science and technology for disaster management.

SEMESTER IV			
Course Code: 711407	EPC3&4 -CRITICAL UNDERSTANDING OF ICT AND UNDERSTANDING THE SELF	Credits: 4	Hours: 04
Objectives	<p>At the end of the course, the student – teachers will be able</p> <ul style="list-style-type: none"> ➤ To understand the various techniques used to ICT for Teaching Learning and role of e-resources in education. ➤ To understand the various skills to use computer technology for sharing the Information and ideas through the social Networking. ➤ To understand oneself and develop Self Concept. ➤ To understand the theories of intelligence. ➤ To understand one’s own personality and the ways to develop personality. 		
Unit - I	<p>Introduction to basic computing Computer – Types of computers – Parts of computers –Evolution of computers – Generation of computers – Theoretical and practical outlook of working with windows – M.S word – create, edit and print document – M.S power point – Create and manage presentation – M.S Excel – create and manage worksheets – Formatting worksheets.</p>		
Unit - II	<p>Internet and Educational Resources Introduction to Internet –Internet guidelines for teachers- E-mail, Search Engines- Introduction to E-learning, Mobile-learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs)-Social networking, E–Content Development – Meaning, Need and Significance – Types and Forms of e- content. E-Resources in Indian Education: UGC – INFLIBNET, NPTEL, SWAYAM. Web 2.0 Technologies - Nature and Characteristics of Web 2.0 – Blogs, Podcasts, and Wikis.</p>		
Unit - III	<p>Self-Concept : Self concept –Meaning, Definition and importance- Components of Self-Concept -Factors influencing self-Concept -Development of Self-Concept - Impact of Positive and Negative Self-Concept –Self esteem –meaning, definition, importance and Types –strategies for positive behavior - keys to increase Self esteem.</p>		
Unit IV	<p>Intelligence Definition, concept-Types: Social, Biological, Eco-cultural determinants. Theories of intelligence: Spearman, Thurston, Guilford, Guthrie’s continuity theory, Lewin’s field theory, and Factors influence learning, Transfer of learning and its theories, Emotional intelligence, Individual and group differences: Extent and Causes, Measurement of human abilities.</p>		
Unit V	<p>Personality Concept of personality: Theories of personality – Measurement of personality (projective tests, pencil-paper test) Determinants of personality: Biological and socio-cultural. Concepts and process of adjustment and mental health: Characteristics of a mentally healthy person. Concept of stress-sources of stress, Stress Management- Defence mechanism, mental hygiene.</p>		
PRACTICUM/ SESSIONAL WORK	<p>Practicum</p> <ol style="list-style-type: none"> 1. Projects that may involve software like MS Word processor, Spread sheet, Power point presentation. 2. Develop a report on preparing a lesson plan on any topic from your subject using Internet resources. 3. Preparation of e-content. 		
References	<p>Aggarwal. J.C. (2013). Essentials of Educational Technology, Noida: Vikas Publishing House. Bigge, M.L(1982), <i>Learning Theories for Teachers</i>, 4th Edition, New York, Harper and Row Publishers Bolles,R.C.(1975), <i>Learning Theory</i>, New York, Holt, Rinehart and Winston,</p>		

	<p>p.p.18-19</p> <p>Chauhan, S.S (1978), <i>Advanced Educational Psychology</i>, Vikas Publishing House Pvt. Ltd., New Delhi.</p> <p>Dhandapani .S (2001), A text Book of <i>Advanced Educational Psychology</i>, New Delhi, Anmol Publications.</p> <p>Kumar, K.L (2008). Educational Technology New Delhi, New Age International private Ltd.</p> <p>Muthusamy.I & Thiyaku.K (2011). Teaching and Learning skills, New Delhi: <i>KALPAZ</i> Publications.</p> <p>http://oasis.col.org/</p> <p>http://www.gesci.org</p> <p>Free software Foundation, www.fsf.org.</p>
Outcomes	<p>At the end of this course the student – teacher shall be able to</p> <ul style="list-style-type: none"> ➤ Utilize the ICT and e-resources in Teaching Learning Process. ➤ Develop ICT skills in through social networking. ➤ Gain experience through by enhancing self concept. ➤ Apply the Intelligence theories in Teaching Learning process. ➤ Develop personality and personality traits.

Name of the Course Teacher: Dr. G. Sivakumar.



Personal information

First name(s) / Surname(s) :**Robert Urban**

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Fax(es)	+36-14612695
E-mail	r.urban.bp@gmail.com
Nationality	Hungarian

Teaching experiences:

Teaching subjects on different levels including BA, MA, PhD and other postgraduate trainings in Hungarian and also in our English language program for foreigner students:

- Health psychology (lecture)
- Health behavior and health promotion (lecture)
- Personality psychology
- Research methods – general (lecture and interactive group work)
- Research methods in clinical and health psychology (lecture and interactive group works)
- Practice in statistics with SPSS (intense interactive group work)
- Structural equation modeling practice (AMOS & MPlus) (intense interactive group work)
- Evidence-based medicine for psychologists (interactive group work)
- Motivational interviewing – introductory level (interactive group work)



Dr. E. Ramganesh
Professor and Head

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BharathidasanUniversity
Tiruchirappalli – 620 023
Tamil Nadu, INDIA

Employee Number : BDU1680754
Date of Birth : 22.06.1968 Contact
Phone (Office) : +91 431 2331743
Contact Phone (Mobile) : +91 94430-85415
Contact e-mail(s) : dreramganesh@bdu.ac.in, eramganesh68@gmail.com
Skype id : drramganeshbdu
Academic Qualifications: M.Sc, M.A (Psy), M.Ed, M.Phil (Edn) Ph.D (Edn), Ph.D (CS), PGDCA

Teaching Experience: 25 Years

Research Experience: 19 Years

Additional Responsibilities:

Registrar (i/c)

Finance Officer (i/c)

Director, College & Curriculum Development Cell,

Professor Head

Director (i/c) UGC- Human Resource Development Centre,

BDUChair, School of EducationCoordinator, UGC-SAP (DRS-II)

Director (i/c) Institute for Entrepreneurship and Career Development (IECD), BDU

Director (i/c) DDU-KAUSHAL Kendra

CumulativeImpactFactor(asperJCR) :	0.905
h-index	: 01
TotalCitations	: 33

Conferences / Seminars / Workshops: 191

Conferences	: 65
Seminars	: 77
Workshops:	: 49

Profile of Dr. A.Jahitha Begum



- (i) Designation : Professor & Head i/c
(ii) Qualification : M.A.(Eng), M.A (Pol.Sci), M.Ed., M.Phil., PGDCA.,
Praveen in Hindi, Dip. In Urdu, Ph.D.
(iii) Experience : 16 years, School Experience 10 years
(iv) Specialization : Cognitive Science, Communicative Competence
(v) Email id : jahee_j@yahoo.co.in

(vi) Research Guidance:

Degree	Awarded	Guiding
M.Phil	12	-
Ph.D	12	3

(vii) Publications

Sl. No.	Category	Total	For the period 2010-2015
1.	Books	16	9
2.	Chapters in Books	35	25
3.	No. of papers in Edited Volume / Proceedings	16	11
4.	No. of Publications in International and National Journal	45	17

Dr. K. Chellamani
Professor
School of Education

1	Ph.D.	Education	Alagappa University, Karaikudi, Tamil Nadu	2002
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Total Experience: 18 Years

Area of Specialization/Interest:

Teacher Education, Science of Education, Language Education, Neuro-linguistic Programming, Metacognition and Neuro-cognition.

Interested and experience in Think-Aloud protocol, Comprehension Monitoring, Writing competence and construction of e-portfolios and Portfolio assessment.



1. Name : **Dr. G. PAZHANIVELU**
2. Date of Birth & Age : .28-04-1966, 52yrs
3. Designation : **Associate Professor**
4. Qualification : M.A., M.Ed, M.Phil. Ph.D
5. Area of Specialization : Tamil Education

6. E-mail id : prof.pazhanivelu@gmail.com
7. Teaching / Research Experience : 29 Years



Name : Dr. A. BALU
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Alagappa University,
Alagappapuram,
Karaikudi.03.
Mobile Number: +91 9787658009
Email : sakkarvarthybalu1962@gmail.com

Educational Qualification: MA. M.Phil, M.Ed., P.hD (Edn).

Professional Experience : Teaching: 23 Years

Research : 14 Years

Honours and Awards :

1. Manitha Neya Panpalar – Tamil Nadu College of Education, Sivaganga.
2. Best Teacher Award – VSS Govt. Arts College, Sivaganga.

Recent Publications :

1. Dr.A.Balu, 2013 Humanistic Education in Teaching and Learning Abhinav National Monthly Refereed Journal of Research in Arts & Education 2(6):9-12
2. Dr.A.Balu 2014, Classroom Climate and Academic Performance of Higher Secondary Students Abhinav National Monthly Refereed Journal of Research in Arts & Education 2(6):9-12
3. Dr.A.Balu, 2016, emerging trends on inculcation of values Sai Om Journal of Arts & Education: A peer reviewed International Journal, 5 (8):537-528 Cumulative Impact Factor: 4.889

PROFILE

Name : **Dr.J.E.Merlin Sasikala**
Designation : Assistant Professor in Education
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Karaikudi.
Phone : 9487310877
E.mail : merlin.sasikala@gmail.com



Educational qualification: M.Sc., Zoology, M.Ed General, M.Phil Coastal Aqua culture, NET – Education, Certificate Course on Learning Disabilities, M.A. Sociology.

Professional Experience:

- ❖ Seven years served as Assistant Professor in S.N.D.P Yogam Training College, Adimaly, Kerala.
- ❖ One Year Acted as Principal in Sri Bharathi College of Education, Pudukkottai.
- ❖ Presently working as an Assistant Professor, Alagappa University College of Education Karaikudi.

Honours and Awards:

- ❖ Excellent Educators Award has been given by Voice of Teachers 2017
- ❖ Excellence Teaching In Higher Education award has been given by DKIRF 2018
- ❖ Best Women Faculty award has been given by DKIRF 2018
- ❖ Best Young Teacher Award has been given by GRABS Educational Charitable Trust September 5, 2018
- ❖ Young Researcher Award has been given by Voice of Teachers 2019

Recent publication:

- ❖ Parental Influence and Academic Achievement of Higher Secondary students, Review of Research, Laxmi Book Publications Maharashtra ISSN 2249-894X, Vol.8, issue-5, Feb 2019. Impact Factor 5.763.
- ❖ Effectiveness of certain Instructional Strategies to overcome learning disabilities in Mathematics at primary level, Review of Research, Laxmi Book Publications Maharashtra ISSN 2249-894X Vol.8, issue-5, Feb 2019. Impact Factor 5.763.
- ❖ Effectiveness of need based strategies to overcome Dyslexic students at primary level, Review of Research, Laxmi Book Publications Maharashtra ISSN 2249-894X Vol.8, issue-5, Feb 2019. Impact Factor 5.763.
Publications Maharashtra ISSN 2249-894X, Vol.8, issue-3, Dec 2019. Impact Factor 5.763.

PROFILE OF THE BBOS MEMBER

Name : Dr. C. ANBUHELVAN
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Karaikudi-630003.
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Fax :
E-mail : anbuchelvanc@alagappauniversity.ac.in



Educational Qualification: M.B.A, NET, M.Com, M.Phil, NET, M.Ed, M.Phil, NET, Ph.D.(Edu)

Professional Experience:

Institution	Designation and period	Classes handled	Duration
Alagappa University College of Education, Karaikudi- 630 003.	Assistant Professor in Commerce (28.5.2012 to Till date)	B.Ed., and M.Ed.,	7 years & 5 months
K.R.P.College of Education, Sankari.	Asst. Professor in Education (26.09.2007 to 26.05.2012)	B.Ed., and M.Ed.,	4 years & 8 months
Dr. G R D College of Education, Coimbatore.	Lecturer in Commerce Education (1.7.2006 to 25.9.08)	B.Ed.,	1 Year & 2 months

Honours, awards & projects:

Projects completed:-

- ❖ Motivational factors determining regular attendance of primary school children – from SSA, Rs. 3,00,000/-
- ❖ Occupational stress and job satisfaction of teaching fraternity at higher education level in Tamilnadu- from ICSSR, Rs. 8,00,000/-

Profile



Name : **Dr. A. Pio Albina**
Designation : **Assistant Professor in Maths,**
Address : **Alagappa University College of Education,
Alagappa University,
Karaikudi – 630 003.**
Phone : **9944526677**
E-mail : **pioalbina123@gmail.com**
Educational Qualification: **M.Sc., M.Ed., M.Phil.(Maths), M.Phil.(Edn.), NET., Ph.D.,**
Professional Experience: **10 years**
Awards : **3**

Recent Publications:

1. Pio Albina.A, (2019), “A Study on Students with Dyscalculia and their Mathematical Abilities at Primary Schools in Karaikudi”, *International Journal of Social Sciences*. 4(3), 1533-1542. DOI: <https://dx.doi.org/10.20319/pijss.2019.43.15331542>
2. Pio Albina.A, (2018), “Effectiveness of E-Content in Teaching of Mathematics Education among B.Ed. Student-teachers”, *American Journal of Educational Research*. 2018, 6(7), 1021-1028. DOI: 10.12691/education-6-7-20

Number of papers published in Journals : **22**
Number of Invited / Special Lectures delivered : **52**
Number of papers presented in Conferences : **28**
Number of Seminars / Workshops attended : **24**
Number of projects completed : **2**
Number of Countries visited : **6**

PROFILE OF THE BBBOS MEMBERS



Name	: Dr.M.SUGANTHI
Designation	: Assistant Professor in Tamil
Address	: Alagappa University, College of Education Alagappa University, Karaikudi – 630 003.
Phone	: 9443520027
Email.	: sugu.rasu.2005@gmail.com.
Educational Qualification (Psy.)	: M.A. (Tamil) M.A.(Sociology). M.Sc. (Zoology) M.Sc. M.Ed., M.Phil. (SLET & NET in SOCIOLOGY)
PGDIR&LW.,	:Ph.D., (Edu.)
Professional Experience	: U.G. 13 Years P.G. 12 Years
Honours and Awards	: 1. Best women faculty award 2. Excellence teaching in higher education award 3. Best research advisor award 4. Distinguished Faculty in Humanities and Social Sciences
Recent Publications	: National – 2 Inter National - 4

Profile of the BBBOS Members

Name: Dr.M.PARIMALA FATHIMA

Designation: Assistant professor

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School of Education, Alagappa University
Karaikudi. Tamil Nad,.Pin Code – 630 003

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Educational Qualification: M.Sc(Che),M.Sc(Psy),M.A(Soci),M.A(Philo),M.Ed.,
M.Phil.,Ph.D.

Professional experience: U.G -13 P.G -07

Honours and Awards: 8

Recent publication: Inter National - 13 National -11

Cumulative impact factor: 5.7634



Name : **Dr.R.PORTIA**
Designation : Assistant Professor
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Educational Qualification:

- M.Sc Chemistry
- M.Ed Education
- M.Phil Chemistry
- M.Sc Psychology
- PG Dip.in Guidance and Counselling
- M.Sc Counselling & Psychotherapy
- MA Sociology
- Ph.D Education

Professional Experience:

- Teaching – 14 Years 6 Months
- Research - 09 Years

Honours and Awards:

- NET in Education
- NET in Psychology
- College Gold Medallist and University II rank in M.Sc Chemistry
- College Gold Medallist and District First in M.Ed
- University II rank in M.Sc Psychology
- University First rank and Gold Medallist in PG Dip. Psychological Counselling
- University First rank and Gold Medallist in PG Dip .Gerontology
- **Achievement Award for Excellence in Teaching and Research** by GRABS Educational Charitable Trust, Chennai on 3rd Febraury 2019.
- **Best Social Scientist Award** by Indian Academic Researchers Association, Trichy on 21st April 2018.
- **Best Researcher Award** by D K International Foundations, Perambalur on May 2018

Publications:

- Research Articles Published - 40
- Conferences /Seminrs - 70
- Books Published - 06

Cumulative Impact Factor : 4.10
Total Citation : 3
h- Index : 1

Jayachithra.J

Designation: Assistant professor

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Phone: 9442564225

E-mail: jayamadhav.chithra@gmail.com

Educational qualification: M.Sc., M.Ed., M.Phil., Ph.D



Professional Experience:

- Teaching Experience :10 Years
- Research Experience : 9 years
- Research Guidance (Ph.D.) : 03
- papers presented in seminar : 45
- chaired session/Special Lectures delivered : 15
- Courses and Workshops attended : 27

Honors and awards:

“**Best Teacher**” Award from Innovative Research Developers and Publishers (IRDP) Awards -2018.

Recent publications:

Books published:

1. Dr.Jayachithra, J. (2017) Life Skills of B.ED Students in Relation to their teaching performance, Shanlax Publications.Madurai. (ISBN: 978-93-86537-19-5)
2. Dr.Jayachithra, J. (2018) Attitude to Science and Academic Achievement in Physics of the Students of XI Standard in Madurai district, Shanlax Publications. Madurai. (ISBN: 978-93-87871-64-9)

Journal published:

1. M.Monicka, Dr.J.Jayachithra (January-2019) Information and Communication Technology Awareness of M.Ed Trainees: Journal of Applied Science and computations (ISSN: 1076-5131) volumeVI, Issue I, January/2019, p.2572-2578.(impact factor 5.8) (UGC approved).
2. Dr.J.Jayachithra (January-2019) Wellness Education: Life skill approach in Teacher Education: Ajantha, an International Multidisciplinary Quarterly Research Journal, Peer reviewed, Referred, and UGC listed Journal (ISSN: 2277-5730) Volume-VIII, Issue-1, January/2019, p.53-57. (impact factor 5.5) (UGC approved).
3. M.Monicka, Dr.J.Jayachithra (June-2019) “Information and Communication Technology Awareness among Prospective Teachers”, Pramana Research Journal (ISSN No: 2249-2976)Volume 9, Issue 6, 2019,p787-792.(impact factor 6.2)(UGC CARE listed)
4. Dr.J.Jayachithra (July-2019)”Enrolment of Narikuravar (NOMADS) Students in Primary School” , The International Journal of Analytical and Experimental Modal Analysis (ISSN NO:0886-9367) Volume XI, IssueVII,2019,P.374-379. (impact factor 6.3)(UGC CARE listed)

Chapters in Book:

1. M.Monicka and Dr.J.Jayachithra (January 2019),teacher educators attitude towards information and Communication Technology,conference on “Education for sustainable development” on January 15th and 16th, under the scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT),at Gandhigram Rural Institute

(Deemed to be University), Gandhigram. Shanlax publication, (ISBN 9789388398237) P 201-203

2. Dr.J.Jayachithra (February 2019), “Digital classroom Technology: A study on Internet utilization of prospective teachers” conference on National seminar on “Technology Enabled Learning” under the scheme of (PMMMNMTT), at School of Education Gandhigram Rural Institute , Shanlax publication (ISBN 978-93-88398-45-9) P.114-117
3. M.Monicka and Dr.J.Jayachithra (February 2019), “Impact of Blended Learning on Teaching Competency among B.Ed Trainees” conference on National seminar on “Technology Enabled Learning” under the scheme of (PMMMNMTT), at School of Education Gandhigram Rural Institute , Shanlax publication (ISBN 978-93-88398-45-9) P.233-236

Cumulative Impact factor: 23.3

PROFILE OF THE BBBOS MEMBERS

Name : Dr.M.Sanmuga Revathi
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Educational Qualification :

M.Sc. (Bot.), M.Sc. (Psy.), M. Ed., M.Phil. (Edu.), Ph.D. (Edu.),

Professional Experience :

Teaching Experience UG: 9years, PG: 3years

Honors and Awards :

‘Dr.Radhakrishnan Award’ from Theivanaipriya kalaimandram
(Reg no: 116/2016)-07.01.2018

‘Best Innovative Teacher’ Award from AdaikkanChinnammal
Trust. On 31/01/2018

Recent Publications :

Dr.M.Sanmuga Revathi. (2019), “Challenges of Mental Health at Work Place”, *AJANTA –An International Multidisciplinary Quarterly Research Journal*, vol. VIII, Issue – 1, January-March-2019, pp. 116 -121

Recent Seminar, Conference Proceedings: Inter National-3.National-4.

Average Impact Factor : 5.5

Profile of the BBBOS Members

Name: **Dr. G. Sivakumar**

Designation: **Assistant Professor in Education**

Address: **College of Education**

School of Education,

Alagappa University

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Email: **sivamannai@gmail.com**



Educational Qualification: M.Sc., MEd., M.Phil., M.Phil(Edn) Ph.D. (Edn), PGDHE, NET (Edn)

Professional Experience: Teaching Experience UG: 14 years, PG: 10 years, Research ; 10 Years

Honours and Awards:

F632/BSS/2019 -Bose Science Society – Fellow of Bose Science Society.
--

KALVISUDAR AWARD –Theivanai Priya Kalai Ilakkia Narpanimandram, Chennai.

KALVISEMMAL AWARD – Dr.A.B.J.Abdulkaam Kalai Illakkia Narpanimandram, Chennai.

BEST FACULTY AWARD - Adaikkan Chinnammal International Educational Trust.
--

Dr.A.B.J. ABDULKALAM BEST EDUCATOR AWARD – BOSE Science Society-TNSRO.

Average Impact Factor: 7.5

Total citation: 76

h – Index: 5

I-10 Index: 3

Profile of the BBBOS Members

Name: **Dr. G. Rajeswari**

Designation: **Assistant Professor in Biological Science,**

Address: Alagappa University college of Education

School of Education, Alagappa University

Karaikudi, Tamil Nadu – 630 003

Phone: **94444 85073**

Email: **rajeswariau2016@gmail.com**



Educational Qualification: M.Sc. (Bot.), M.Sc. (Psy.), M. Ed., M.Phil. (Bot.), Ph.D. (Bot.),

Professional Experience: Teaching Experience UG: 12 years, PG: 10 years

Honours and Awards:

‘Dr. Radhakrishnan Award’ from Theivanaipriyakalaimandram (Reg no: 116/2016)-07.01.2018

‘Best Performing Teacher’ Award from AdaikkanChinnammal Trust.

Recent Publications:

Rajeswari.G. (2018), Human Behaviours and Environmental Sustainability, *Education Dynamics*, Vol.III, Issue – II, pp. 90 -92

Rajeswari.G. (2019), Classroom Practices for Positive Mental Health, *AJANTA –An International Multidisciplinary Quarterly Research Journal*, vol. III, Issue – 1, pp. 106 -111

Rajeswari.G. (2019), Massive Open Online Courses- A New Paradigm for Sustainable Learning, *AJANTA –An International Multidisciplinary Quarterly Research Journal*, vol. III, Issue – 1, pp. 121 – 126.

Average Impact Factor: 5.5

Total citation: 103

h – Index: 3

I-10 Index: 1

Name : I.LENIN
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Educational Qualification: M.Sc; M.Ed; M.Phil (Edn); UGC-NET (Edn).

Professional Experience : Teaching: 6 Years
Research: 4Years

Honours and Awards :

1. Best Teacher Award

Dr A.P.J.Abdul Kalam Kalai Illakiya Narpani Mandram,
Chennai.18

2. Excellent Teacher Award

Adaikkan Chinnammal Trust,
Pudukottai.12

Recent Publications : Education Dynamics

Cumulative Impact Factor: 4.889

Profile



Name : **Dr. A. Rube Jesintha**
Designation : **Assistant Professor in Physical Education,**
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Alagappa University,
Karaikudi – 630 003.**
Phone : **9942177077**
E-mail : **drrubejesintha@gmail.com**
Educational Qualification: **B.sc., M.P.Ed., P.G.D.Y (YOGA),, P.G.D.C.A., Ph.D.,**
Professional Experience : **03 years**
Awards : **3**

Recent Publications:

1. “Yoga for Human well –being”, An International Multidisciplinary quarterly research journal(AJANTA).ISSN2277-5730 Volume-VIII,Issue-1,January-March-2019
2. “Physiological Benefits of Asanas and pranayama”, An International Multidisciplinary quarterly research journal.(AJANTA).ISSN2277-5730 Volume-VIII,Issue-1,January-March-2019
3. “Effect of Isolated and combined intermittent training”, continuous running training on anaerobic power performance of inter-collegiate men hockey players, Education Dynamics.volume-III No.II,July-Dec2018.Biannual Alagappa University,karaikudi.

Number of papers published in Journals : **06**
Number of Invited / Special Lectures delivered : **12**
Number of papers presented in Conferences : **22**
Number of Seminars / Workshops attended : **12**
Number of projects completed : **1**
Number of Countries visited : **1**

Profile of the BBBOS Members

Name : E.M.N.Sharmila
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Address : Alagappa University College of Education
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Educational qualifications: M.C.A., M.Phil, B.Ed., SET, T.T.C., D.Y.Sc.,

Professional experience : PG 4 Years, UG 4 Years

Honours and Awards : ‘Dr.Radhakrishnan Award’ from Theivaipriya Kalai Mandram
(Reg. No. : 116/2016) – 07.01.2018

‘Best Teacher’ Award from Adaikkan chinnammal Trust.

‘Best Motivator’ from Alagappa University,
Digital Education Cell - 2019

National Seminars : 6

National Conferences : 5

International Conferences : 2

Attended many workshops, symposium, short term courses, Training Courses.

Guest Lectures : 2

Recent publication:

Sharmila.E.M.N. (2019), Global Classification and Retrieval of Disease from Unstructured Medical Data of Health Care System using Deep Neural Network in Cognitive Computing, L Ordine Nuovo Publication.