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# TAMIL NADU GOVERNMENT GAZETTE

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## Part VI—Section 2

(Supplement)

NOTIFICATIONS BY HEADS OF DEPARTMENTS, ETC.

### Revised Syllabus for Diploma in Teacher Education Programme

No. VI(2)/781/2008.

## சுருக்கம்

[ஆசிரியர் கல்வி - 2008-2009 ஆம் கல்வியாண்டு முதல் நடைமுறைப்படுத்தவுள்ள ஆசிரியர் கல்வி பட்டயப் பயிற்சிக்கான கலைத்திட்டம் மற்றும் பாடத்திட்டத்திற்கான ஒப்புதல் - வளநூல்கள் எழுத அமைக்கப்பட்ட குழுக்களுக்கான ஒப்புதல் - பாடநூல்கள் எழுதுவதற்கான செலவின பட்டியலுக்கான ஒப்புதல் மற்றும் இச்செலவினத்தை தமிழ்நாட்டுப் பாடநூல் கழகத்திடமிருந்து பெற்று செலவிட ஒப்புதல் - ஆணை வெளியிடப்படுகிறது.]

[அரசாணை (1டி) எண் 221, பள்ளிக் கல்வி (டி1)த் துறை, நாள்: 12 ஜூன் 2008.]

படிக்கப்பட்டவை:

1. அரசாணை (நிலை) எண் 82, பள்ளிக் கல்வி (டி1)த் துறை, நாள் : 05-04-2007.
2. ஆசிரியர் கல்வி ஆராய்ச்சி மற்றும் பயிற்சி இயக்குநர் கடித ந.க. எண் 11565/இ2/2006, நாள் : 31 டிசம்பர் 2007 மற்றும் 10 ஏப்ரல் 2008.

## ஆணை:—

அரசாணை (நிலை) எண் 82, பள்ளிக் கல்வி (டி1)த் துறை, நாள் : 05-04-2007-ன்படி, 2008-2009 ஆம் கல்வியாண்டு முதல் நடைமுறைப்படுத்தவுள்ள ஆசிரியர் கல்வி பட்டயப் பயிற்சியின் கலைத்திட்டம் மற்றும் பாடத்திட்டம், கல்வி வல்லுநர்களைக் கொண்டு வடிவமைக்கப்பட்டது என்றும், வடிவமைக்கப்பட்ட பாடத்திட்டத்தின்படி வளநூல்கள் தயாரிக்கும் பணிக்காக குழுத்தலைவர்கள், மேலாய்வாளர்கள், ஒருங்கிணைப்பாளர்கள் மற்றும் நூலாசிரியர்கள் ஆகியோரைக் கொண்டு 13 பாடங்களுக்கான குழுக்கள் அமைக்கப்பட்டு, வளநூல் எழுதும் பணி தற்போது நடைபெற்று வருகிறது என்றும் ஆசிரியர் கல்வி ஆராய்ச்சி மற்றும் பயிற்சி இயக்குநர் தெரிவித்துள்ளார். மேலும் ஆசிரியர் கல்விப் பட்டயப் பயிற்சிக்கான ஒன்பது பாடங்களுக்குப் பாடநூல் மற்றும் செய்முறைப் பயிற்சியேடு என ஒவ்வொரு ஆண்டிற்கும் 8 பாடநூல்கள் தயாரிக்கத் திட்டமிடப்பட்டுள்ளது என்றும், சிறுபான்மைப்பாடங்களில் ஒவ்வொரு ஆண்டிற்கும் 4 பாடநூல்கள் வீதம் இரண்டு ஆண்டிற்கும் மொத்தம் 8 பாட நூல்கள் தயாரிக்கத் திட்டமிடப்பட்டுள்ளது என்றும், இப்பாடநூல்களைக் கணினித் தட்டச்சு செய்வதற்கு ஆகும் செலவினம் மற்றும் பாடநூல்கள் எழுதும் பணியில் உள்ள குழுத்தலைவர், மேலாய்வாளர், நூலாசிரியர் மற்றும் ஒருங்கிணைப்பாளர்களுக்கான மதிப்பீதியத் தொகை ஆகியவை அரசாணை (நிலை) எண் 11, பள்ளிக் கல்வித் துறை, நாள்: 22-01-2003 மற்றும் அரசு கடித எண் 38280/க்யூ2/2000, பள்ளிக் கல்வித் துறை, நாள்: 20 மே 2004-ன்படி கணக்கிடப்பட்டுள்ளது என்றும் இயக்குநர் தெரிவித்துள்ளார்.

2. வளநூல்கள் எழுதும் பணிக்கான பணிமனைகள் முதல் ஆண்டிற்கு 6 கட்டங்களாகவும், இரண்டாம் ஆண்டிற்கு 3 கட்டங்களாகவும் நடத்த வேண்டியுள்ளது எனவும், இப்பணிமனையில் கலந்து கொள்பவர்களுக்கான பயணப் படி மற்றும் சில்லரைச் செலவினங்கள் ஆகியவை Tamil Nadu Travelling Allowance Rules மற்றும் Tamil Nadu Financial Code ஆகிய விதிகளின்படி செலவிடும் வகையில் கணக்கிடப்பட்டுள்ளது எனவும், மேலும் வளநூல்களில் அமைக்கப்பட வேண்டிய ஓவியங்கள் மற்றும் படங்கள், பாடநூல்கள் தயாரிக்கும் பணியில் அனுபவம் உள்ள பள்ளி பாடநூல்கள் தயாரிக்கும் பணியில் ஈடுபட்டுள்ளவர்களைக் கொண்டு வரையப்பட்டுள்ளது என்றும், அதற்கான செலவினங்கள் அவர்கள் இதுவரையில் பெற்று வந்த தொகையை அடிப்படையாகக் கொண்டு கணக்கிடப்பட்டுள்ளது என்றும் இயக்குநர் தெரிவித்துள்ளார். ஆசிரியர் கல்வி பட்டயப் பயிற்சியின் கலைத்திட்டம் மற்றும் பாடத்திட்டத்திற்கு ஒப்புதல், வளநூல்கள் எழுத அமைக்கப்பட்ட குழுக்களுக்கு ஒப்புதல் மற்றும் வளநூல்கள் எழுதுவதற்கு ஆகும் செலவினத் தொகை ரூ. 14,17,200 (ரூபாய் பதினான்கு இலட்சத்து பதினேழாயிரத்து இருநூறு மட்டும்) தமிழ்நாட்டுப் பாடநூல் கழகத்திடமிருந்து பெற்று செலவிட அனுமதி ஆகியவற்றை வழங்கும்படி இயக்குநர் கேட்டுக்கொண்டுள்ளார். மேற்காணும் செலவினங்களை மேற்கொள்ள உத்தேச செலவினப் பட்டியல் கீழ்க்கண்டவாறு அமையும் எனவும் இயக்குநர் தெரிவித்துள்ளார்:—

வ.எண்.	செலவின விவரம்.	தொகை.
(1)	(2)	(3)
		ரூபாய்
1	வளநூல்கள் எழுதும் பணிமனை-1 (21-22 நவம்பர் 2007, இரண்டு நாள்கள்)	64,000
2	வளநூல்கள் எழுதும் பணிமனை-2 (10-11 டிசம்பர் 2007, இரண்டு நாள்கள்)	64,000
3	வளநூல்கள் எழுதும் பணிமனை-3 (8-11 ஜனவரி 2008, நான்கு நாள்கள்)	1,20,000
4	வளநூல்கள் எழுதும் பணிமனை-4 (28-31 ஜனவரி 2008, நான்கு நாள்கள்)	1,20,000
5	வளநூல்கள் எழுதும் பணிமனை-5 (11-15 பிப்ரவரி 2008, ஐந்து நாள்கள்)	29,500
6	வளநூல்கள் சீரமைப்பு மற்றும் ஒப்படைப்பு-(26-27 பிப்ரவரி 2008, இரண்டு நாள்கள்)	36,800
7	இரண்டாமாண்டு வளநூல்கள் எழுதும் பணிமனை 1(21-25 ஏப்ரல் 2008, ஐந்து நாள்கள்)	1,08,500
8	இரண்டாமாண்டு வளநூல்கள் எழுதும் பணிமனை 2 (6-9 மே 2008, நான்கு நாள்கள்)	91,400
9	இரண்டாமாண்டு வளநூல்கள் சீரமைப்பு மற்றும் ஒப்படைப்பு (19-20 மே 2008, இரண்டு நாள்கள்)	36,800
10	கணினி தட்டச்சு (ஒன்பது பாடங்களுக்கு இரண்டாண்டுகளுக்குமுரியவை)	2,15,000

(1)	(2)	(3) ரூபாய்
11	கணினி தட்டச்சு (நான்கு பாடங்களுக்கு இரண்டாண்டுகளுக்குமுரியவை)	1,04,000
12	மதிப்பீதியம் குழுத்தலைவர்கள் 9 பாடங்களுக்கு	36,000
	மதிப்பீதியம் மேலாய்வாளர்கள் 9 பாடங்களுக்கு	40,500
	மதிப்பீதியம் ஒருங்கிணைப்பாளர், நூலாசிரியர்கள் 9 பாடங்களுக்கு	1,35,000
13	மதிப்பீதியம் குழுத்தலைவர்கள் 4 சிறுபான்மைப் பாடங்களுக்கு	16,000
	மதிப்பீதியம் மேலாய்வாளர்கள் 4 சிறுபான்மைப் பாடங்களுக்கு	18,000
	மதிப்பீதியம் ஒருங்கிணைப்பாளர், நூலாசிரியர்கள் 4 சிறுபான்மைப் பாடங்களுக்கு	60,000
14	ஓவியத்திற்கு அளிக்கப்பட வேண்டிய தொகை ஓராண்டிற்குரிய 2 புத்தகங்கள் x 25 படங்கள் x ரூ.120/- (படம் ஒன்றிற்கு)	6,000
	இரண்டு ஆண்டுகளுக்குமுரிய 7 புத்தகங்கள் x 50 படங்கள் x ரூ.120/- (படம் ஒன்றிற்கு)	42,000
	இரண்டு ஆண்டுகளுக்குமுரிய 4 சிறுபான்மைப் புத்தகங்கள் x 50 படங்கள் x 120 (படம் ஒன்றிற்கு)	24,000
15	படங்களைப் பதிவு செய்ய (Scanning) உத்தேசிக்கப்பட்டுள்ள தொகை ஓராண்டிற்குரிய 2 புத்தகங்கள் x 25 படங்கள் ரூ. 50-(படம் ஒன்றிற்கு)	2,500
	இரண்டு ஆண்டுகளுக்குமுரிய 7 புத்தகங்கள் x 50 படங்கள் x ரூ.50- (படம் ஒன்றிற்கு)	17,500
	இரண்டு ஆண்டுகளுக்குமுரிய 4 சிறுபான்மைப் புத்தகங்கள் x 50 படங்கள் x 50 (படம் ஒன்றிற்கு)	22,500
16	குறுவட்டில் பதிவு செய்ய ஆகும் செலவினம் ஓராண்டிற்குரிய 2 புத்தகங்கள் x ரூ. 75/- x 4 குறுவட்டுகள் பாடத்திற்கு 4 வீதம்	600
	இரண்டு ஆண்டுகளுக்குமுரிய 7 புத்தகங்கள் x 75 x 8 குறுவட்டுகள்	4,200
	இரண்டு ஆண்டுகளுக்குமுரிய 4 சிறுபான்மைப் புத்தகங்கள் x 75 x 8 குறுவட்டுகள்	2,400
<b>மொத்தம் ..</b>		<b>14,17,200</b>

3. ஆசிரியர் கல்வி ஆராய்ச்சி மற்றும் பயிற்சி இயக்குநரின் கருத்தினை அரசு நன்கு ஆய்வு செய்து, அதனை ஏற்றுக் கொண்டு, வளநூல்கள் எழுத அமைக்கப்பட்ட குழுக்களுக்கான ஒப்புதல், பாடநூல்கள் எழுதுவதற்கான செலவின பட்டியலுக்கான ஒப்புதல், புதுப்பிக்கப்பட்ட கலைத்திட்டம் மற்றும் பாடத்திட்டத்திற்கான ஒப்புதல், மேற்கொள்ள வேண்டிய பாடநூல்கள் உருவாக்கத்திற்கான செலவினம் ரூ. 14,17,200-ஐ (ரூபாய் பதினான்கு இலட்சத்து பதினேழாயிரத்து இருநூறு மட்டும்) தமிழ்நாட்டு பாடநூல் கழகத்திடமிருந்து ஆசிரியர் கல்வி ஆராய்ச்சி மற்றும் பயிற்சி இயக்குநர் பெற்று செலவிட ஒப்புதல் ஆகியனவற்றை வழங்கி அரசு ஆணையிடுகிறது.

4. இவ்வாணை நிதித்துறையின் அ.சா.கு.எண் 144/து.செ (RC)/08-1, நாள்: 11-06-2008-ல் பெற்ற இசைவுடன் வெளியிடப்படுகிறது.

(ஆளுநரின் ஆணைப்படி)

**ம. குற்றாலிங்கம்,**  
அரசுச் செயலாளர்.

**ஆசிரியர் கல்வி ஆராய்ச்சி மற்றும் பயிற்சி இயக்ககம், சென்னை-600 006**  
(ந.க. எண் 11565/ஈ2/2006.)

- பார்வை :** 1. அரசாணை எண் 82, கல்வித் துறை, நாள்: 5 ஏப்ரல் 2007.  
2. அரசாணை (1டி) எண் 221, பள்ளிக் கல்வி (பு1)த் துறை, நாள்: 12 ஜூன் 2008.

பார்வை 1-ல் கண்ட அரசாணையின்படி 2008-2009 ஆம் கல்வி ஆண்டு முதல் நடைமுறையில் உள்ள ஆசிரியர் கல்வி பட்டயப் பயிற்சிக்கான பாடத்திட்டத்தை மாற்றியமைக்க அனுமதி வழங்கப்பட்டது. அதன்படி ஆசிரியர் கல்வி பட்டயப் பயிற்சியின் கலைத்திட்டம் மற்றும் பாடத் திட்டம் கல்வி வல்லுநர்களால் வடிவமைக்கப்பட்டது.

புதுப்பிக்கப்பட்ட கலைத்திட்டம் மற்றும் பாடத்திட்டத்திற்கு பார்வை 2-ல் கண்ட அரசாணையின்படி ஒப்புதல் வழங்கப்பட்டுள்ளது.

சென்னை-600 006,  
2008 செப்டம்பர் 18.

**தன். வசந்தராஜேவி,**  
இயக்குநர்,  
ஆசிரியர் கல்வி ஆராய்ச்சி மற்றும்  
பயிற்சி இயக்ககம்.

## CURRICULUM AND SYLLABUS FOR DIPLOMA IN TEACHER EDUCATION PROGRAMME IN TAMIL NADU

### 1. Preamble

The curriculum renewed in the light of NCF 2005, aims at the preparation of committed teachers whose professionalism would enable them to sustain their learning interest through out their career. The present curriculum has a paradigm shift from the teacher to the learner and from the focus on teaching methods to ways and means of facilitating and enhancing learning by children. Interestingly, the major thrust is given to the different and unique ways in which children learn rather than the existing methods of teaching tried uniformly on children with diverse learning abilities and backgrounds. The curriculum aims at the development of commitment and professionalism among teachers, teacher-community linkages and challenges encountered by children while learning and evolving strategies which would help them address the challenges with confidence. The curriculum and syllabi for various courses are the outcome of a series of workshops in which former vice-chancellors, senior academic consultants, senior professors from RIE, NCERT and Colleges of Secondary Teacher Education, DIET faculty, ABL experts and practicing teachers & teacher educators took active part in the deliberations. The present syllabus comes into effect from the academic year 2008-2009.

### 2. Objectives

In the light of these perspectives, the following objectives of teacher education at the elementary level are formulated. At the end of the programme the trainees will be able to

- understand the nature, purpose, problems and issues of elementary education,
- evolve need-based, community-specific and child-centered pedagogy including indigenous learning systems,
- understand the nature and maturity level of children for imparting education for their many sided development,
- to mobilize and manage community resources for the development of school infrastructure,
- use the constructivist pedagogy and evaluation techniques,
- develop desire, taste and capacity for life-long learning and make them aware of the latest developments in their areas of specialization and the needed transactional skills,
- understand the advantages of ICT and use the same for facilitating student learning,
- develop sensitivity towards the education of the neglected sections of society who are deprived of the rights they are entitled to and
- participate in the effective management of the school.

### 3. Duration

Duration of the course is two academic years with 220 working days in a year.

#### First Year

4 Days of Child Observation and doing Case Study	20 Hrs.
4 Days of School Visit	20 Hrs.
40 Days of Internship	200 Hrs.
172 Days of Class work (Theory and Practicum)	860 Hrs.
<b>Total</b>	<b>1100 Hrs.</b>

#### Second Year

8 Days of Project Related Work	40 Hrs.
40 Days of Internship	200 Hrs.
172 Days of Class work (Theory and Practicum)	860 Hrs.
<b>Total</b>	<b>1100 Hrs.</b>

#### 4. Eligibility for Admission

A pass in Higher Secondary or any equivalent examination conforming to the norms set by NCTE / State Government, if any.

#### 5. Taught Courses

##### First Year

- I. The Learning Child
- II. Facilitating and Enhancing Learning -I
- III. Teaching of Tamil/Telugu/Urdu/Malayalam -I
- IV. Teaching of English -I
- V. Teaching of Mathematics -I
- VI. Teaching of Science -I
- VII. Teaching of Social Sciences -I

##### Second Year

- I. Indian Education System
- II. Facilitating and Enhancing Learning -II
- III. Teaching of Tamil/Telugu/Urdu/Malayalam -II
- IV. Teaching of English -II
- V. Teaching of Mathematics -II
- VI. Teaching of Science -II
- VII. Teaching of Social Sciences -II

#### 6. Practicum

##### 6.1 Subjects taught under practicum

Trainees will do the following practicals under practicum.

##### First Year

- VIII. Observing Children and doing Case Study
- IX. School Visit
- X. Story Telling
- XI. Physical Education, Health Education & Yoga
- XII. Self- Development workshop
- XIII. Teaching Learning materials

##### Second Year

- VIII. Self- Development workshop
- IX. Teaching Learning materials
- X. Physical Education, Health Education & Yoga
- XI. Art Education & Work Experience
- XII. Educational Computing
- XIII. Projects

## **6.2. A brief note on practicum**

### **6.2.1 Observing Children**

This practice gives trainee teachers excellent opportunities to understand how children learn in various settings. They develop the skills of interviewing children and observing them. Recording their observations and reflecting on them helps, them understand various learning styles of children.

### **6.2.2 School Visit**

School Visit helps the trainees to acquire a through understanding on the structure and functioning of schools, to know about indicators of school development and to appreciate and mobilize community participation for activities.

### **6.2.3 Story Telling**

Trainee teachers identify their own skills of story telling and pick out stories relevant and interesting that children enjoy at different age levels. ~ Groups of students will critically reflect on story presentations. Professional story presentations. Professional story tellers could be invited to recount stories in Tamil and English.

### **6.2.4 Health Education and Yoga**

The knowledge of Health Education and yoga helps the trainees to understand the concepts of Total Health and to know about the advantages of practicing yoga.

### **6.2.5 Self Development Workshops**

These workshops are conducted in both the 1st and 2nd year under the getting help from professionals. They help teacher-trainees develop soft skills and integrated personality. These workshop shall help trainees respect individual differences and resolve conflicts in a collaborative way.

### **6.2.6 Teaching Learning Materials**

It is obvious that Audio-Visual aids maximize learning. TLM help students associate content knowledge with the learner. The development of Educational Technology ensures improvisation of TLM. Each TLM has its own advantages. Students need to be given adequate exposure to the optimum utilization of locally available resources.

### **6.2.7 Physical Education**

Physical Education is related to the over all sense of well being and self-worth. This subject ensures a healthy development of sports culture and sportsmanship. Trainee teachers tend to learn to need to observe rules for playing games. Sports and games develop team spirit and enables the students to play for the Institute, the State and later the Nation. It also helps students develop good physique and lead a disciplined life.

### **6.2.8 Art Education and Work Experience**

Dramatics and education are inter related. Drama is one of the natural ways for learning, Trainee Teachers are encouraged to use the techniques of drama, not exactly drama as such, for enhancing teaching learning process. this enables trainees to explore their capacity to perform different kinds of activities (e.g) Role Play. This develops the confidence and over all personality development of students.

### **6.2.9 Educational Computing**

Use of Information Technology in Education improves the quality of learning. Trainee's will be exposed to basic computing skills in preparing education related inputs using 'Word' 'Excel' 'Power Point' 'Paint; Internet and e-mail, Trainees will be trained in project based approach in teaching using computers related skills.

### **6.2.10 Projects**

Projects develop the process of reflective enquiry through classroom based research. They prepare the interns for reflective practices. Projects make learning an enjoyable experience. Small projects on misuse analysis, error analysis, Children's outstanding of specific concepts, they will create teachers oriented towards probing into children's learning process to improve class room process.

## **7. Internship**

Each student-teacher will have an intensive practice in observation-*cum*-teaching in an identified Government / Aided School for a period of 45 days each year. Internship will be preceded by student-teacher preparation in the respective Teacher Training Institute.

### 8. Transaction Duration

The suggested time allocation for each Course is as follows. 3 hours per course per week will be allotted for taught courses and one hour per course per week for Practicum excluding practicals VIII, IX in the first year and XIII in the second year:

<b>First Year</b>		
<i>Course</i>	<i>Title</i>	<i>Time in Hours</i>
<b>Taught Courses</b>		
I	The Learning Child	100
II	Facilitating & Enhancing Learning-I	100
III	Teaching of Tamil/Urdu/Malayalam/Telugu-I	100
IV	Teaching of English-I	100
V	Teaching of Mathematics-I	100
VI	Teaching of Science-I	100
VII	Teaching of Social Science-I	100
<b>Practicum</b>		
VIII	Observing Children and doing Case Study	20
IX	School Visit	20
X	Story Telling	40
XI	Physical Education, Health Education & Yoga	40
XII	Self- Development Workshop	40
XIII	Teaching Learning Materials	40
	<b>Total ..</b>	<b>900</b>
<b>Second year</b>		
<i>Course</i>	<i>Title</i>	<i>Time in Hours</i>
I	Indian Education System	100
II	Facilitating & Enhancing Learning-II	100
III	Teaching of Tamil / Urdu/Malayalam/Telugu-II	100
IV	Teaching of English-II	100
V	Teaching of Mathematics-II	100
VI	Teaching of Science-II	100
VII	Teaching of Social Science-II	100
<b>Practicum</b>		
VIII	Self- Development Workshop	40
IX	Teaching Learning Materials	20
X	Physical Education, Health Education & Yoga	40
XI	Art Education & Work Experience	20
XII	Educational Computing	40
XIII	Projects	40
	<b>Total ..</b>	<b>900</b>

## 9. Evaluation

There will be internal assessment as well as external examination in each year.

### 9.1 External Examination

External examination in the first seven taught Courses will be conducted by the Director of Government Examinations under the supervision of the Principal of the DIET of the District concerned utilizing the services of faculty members of DIET and TTIs.

<b>First Year</b>		
<i>Course</i>	<i>Title</i>	<i>Marks</i>
<b>Taught Courses</b>		
I	The Learning Child	100
II	Facilitating & Enhancing Learning-I	100
III	Teaching of Tamil/Urdu/Malayalam/Telugu-I	100
IV	Teaching of English-I	100
V	Teaching of Mathematics-I	100
VI	Teaching of Science -I	100
VII	Teaching of Social Science-I	100
<b>Total</b>		<b>700</b>

<b>Second year</b>		
<i>Course</i>	<i>Title</i>	<i>Marks</i>
I	Indian Education System	100
II	Facilitating & Enhancing Learning-II	100
III	Teaching of Tamil/Urdu/Malayalam/Telugu-II	100
IV	Tcaching of English-II	100
V	Teaching of Mathematics-II	100
VI	Teaching of Science-II	100
VII	Teaching of Social Science-II	100
<b>Total</b>		<b>700</b>

### Question Paper pattern for External Examination for Taught Course I in the First Year

Part A	Short Answer Questions (about 100 words) no choice 8 questions will be from the Units in Part A 'Child Development' and 7 questions from the Units in Part B 'Learning'.	15X2	30 marks
Part B	Paragraph Answer Questions (about 200 words) 10 out of 12 6 questions will be from the Units in Part A "Child Development" and 6 questions from the Units in Part B "Learning".	10X4	40 Marks
Part C	Essay Question (about 500 words) 3 with internal choice First question will be from the Units in Part A 'Child Development' Second question will be from the Units in Part B 'Learning'. Third question will be one from the Units of Part A 'Child Development' and the other from the Units of Part B 'Learning'.	3X10	30 Marks
<b>Total</b>		<b>..</b>	<b>100 marks</b>

**Question Paper pattern for External Examination for Taught Course-I in the second year and Taught Course II in the both first and second years**

Part A	Short Answer Questions (about 100 words) no choice	15X2	30 marks
Part B	Paragraph Answer Questions (about 200 words) 10 out of 12	10X4	40 marks
Part C	Essay Questions (about 500 words) 3 with internal choice	3X10	30 marks
<b>Total</b>		..	<b>100 marks</b>

**Question Paper pattern for External Examination for Taught Courses III to VII in both the first and second years.**

There will be two sections in these papers. Section A will test the content part of the syllabus and Section B, the Methodology Part

**Section-A Content**

Part A	Short Answer Questions (100 words) no choice	10X2	20 marks
Part B	Paragraph Answer Questions (200 words) 5 out of 8	5X4	20 marks

**Section-B Methodology**

Part A	Short Answer Questions (about 100 words) no choice	10X2	20 marks
Part B	Paragraph Answer Questions (200 words) 5 out of 8	5X4	20 marks
Part C	Short Essay Questions (500 words) internal choice	2X10	20 Marks

## 9.2 Internal Assessment

Internal Assessment will be made under the following three heads.

- a. Taught Courses
- b. Practicum
- c. Teaching Practice

### 9.2.1 Internal Assessment for Taught Courses

There will be continuous internal assessment for Taught Courses (I to VII)

**Taught Courses I and II**

Practicals suggested in the units	..	5
Subject-specific tasks other than suggested in the units	..	5
Test	..	5
Seminar	..	5
Review of Two books	..	5
<b>Total</b>	..	<b>25</b>

**Taught Courses III to VII**

Practicals suggested in the units	..	5
Subject-specific tasks other than suggested in the units	..	5
Test	..	5
Seminar 2	..	5
Preparation of question banks containing all types of questions (objective subjective) in each unit in the school syllabus and one unit in the course syllabus		5
<b>Total</b>	..	<b>25</b>

**First Year**

<i>Sl.No.</i>	<i>Taught Courses</i>	<i>Internal Assessment Marks</i>
I	The Learning Child	25
II	Facilitating & Enhancing Learning-I	25
III	Teaching of Tamil/Urdu/Malayalam/Telugu-I	25
IV	Teaching of English-I	25
V	Teaching of Mathematics-I	25
VI	Teaching of Science-I	25
VII	Teaching of Social Science-I	25
	<b>Total</b>	<b>175</b>

**Second Year**

<i>Sl.No.</i>	<i>Taught Courses</i>	<i>Internal Assessment Marks</i>
I	Indian Education System	25
II	Facilitating & Enhancing Learning-II	25
III	Teaching of Tamil/Urdu/Malayalam/Telugu-II	25
IV	Teaching of English-II	25
V	Teaching of Mathematics-II	25
VI	Teaching of Science-II	25
VII	Teaching of Social Science-II	25
	<b>Total</b>	<b>175</b>

**9.2.2 Internal Assessment for Practicum**

The following practical subjects will be assessed for a maximum of the marks noted against each practical. Grade should be given for each practical.

**First Year**

<i>Sl.No.</i>	<i>Courses</i>	<i>I Year</i>
VIII	Observing Children and doing Case Study	125
IX	School Visit	100
X	Story Telling	100
XI	Physical Education, Health Education & Yoga	100
XII	Self-Development Workshop	100
XIII	Teaching Learning Materials	100
	<b>Total</b>	<b>625</b>

**Second Year**

<i>Sl.No.</i>	<i>Courses</i>	<i>// Year</i>
VIII	Self-Development Workshop	100
IX	Teaching Learning Materials	75
X	Physical Education, Health Education & Yoga	100
XI	Art Education & Work Experience	75
XII	Educational Computing	150
XIII	Projects	125
<b>Total</b>		<b>625</b>

**9.2.3 Internal Assessment for Teaching Competency:**

Teaching practice in each subject will be assessed in each year as per the pattern given. The allotment of marks for teaching practice and observation in each subject will be as follows:

<b>Details</b>	<b>Marks</b>
Teaching Practice in Schools	30
Teaching Practice in the DIETs/TTIs	20
Observation	10
<b>Total</b>	<b>60</b>

Grade should be given for each subject.

**10. Grades for Internal Assessment**

Internal assessment marks for Practical Courses and Teaching Competency should be converted into grades as follows:

<b>Percentage of Marks</b>	<b>Maximum Marks</b>					<b>Grade</b>
	<b>60</b>	<b>75</b>	<b>100</b>	<b>125</b>	<b>150</b>	
75 and above	45 and above	56 and above	75 and above	93 and above	125 and above	A
60-74	36-44	45-55	60-74	75-92	90-124	B
50-59	30-35	37-44	50-59	62-74	75-89	C
Below 50	Below 30	Below 37	Below 50	Below 62	Below 75	D

Minimum for a pass is 50% in external examination as well as in internal assessment in papers I to VII and 'C' Grade for Practicum and teaching competency.

Those who fail in the external examination should appear for the examination in the subsequent year in the month of May/June. Students who fail in the internal assessment should appear before the practical Board of Examiners in the subsequent years at DIET of the District concerned irrespective of the TTI where the student has undergone the course in the District.

**11. Review Board and Conduct of Internal Assessment Examination**

A Board of Examiners for reviewing the internal assessment, in various courses will be appointed by the DIET Principal, as per orders to be issued by the Director, Directorate of Teacher Education, Research and Training (DTER). This board will consist of four members drawn from DIET/Government and Government Aided TTIs of the District concerned. The senior most DIET faculty member in the Board will be the Chairperson. The chairperson should monitor the entire proceedings of the internal assessment. The Board will review the performance and records maintained for internal assessment relating to Taught Courses, Teaching Practice and Practicum not exceeding 50 students on a day. The Board will finalize the marks awarded to the students for various practical courses and teaching practice in grades and the marks for the continuous internal assessment in taught courses and submit the final mark lists and grade sheets in a sealed cover to the DIET Principal who constituted the Board. The DIET principal should send all the Mark statements and the Grade Sheets of the

entire district with the consolidated abstract to the Director of Government of Examination (DGE), keeping a confidential source copy. Remuneration shall be given based on the work done by each board member *i.e.* No. of students assessed conforming to the norms prescribed by the DGE. The DIET Principal of the respective District should undertake surprise visits during the Internal Assessment Examination of the Teacher Training Institutes.

## 12. Format for Mark Statement and Grade Sheet :

The Mark Statement and the Grade Sheet will be in the format given below:

<b>First Year</b>					
<b>Part A</b>					
<b>Theory (Taught Courses)</b>					
<i>Paper.</i>	<i>Subject.</i>	<i>Internal Assessment (Max 25) Marks Scored.</i>	<i>External Assessment (Max 100) Marks Scored.</i>	<i>Total (Max 125) Marks Scored.</i>	<i>Pass/Fail</i>
(1)	(2)	(3)	(4)	(5)	(6)
I	The Learning Child				
II	Facilitating & Enhancing Learning-I				
III	Teaching of Tamil/Urdu/ Malayalam/Telugu-I				
IV	Teaching of English-I				
V	Teaching of Mathematics-I				
VI	Teaching of Science-I				
VII	Teaching of Social Science-I				
<b>Part B</b>					
<b>Practicals</b>					
<i>Paper.</i>	<i>Subject.</i>	<i>Grade.</i>	<i>Pass/Fail.</i>		
(1)	(2)	(3)	(4)		
VIII	Observing Children and doing Case Study				
IX	School Visit				
X	Story Telling				
XI	Physical Education, Health Education & Yoga				
XII	Self-Development Workshop				
XIII	Teaching Learning Materials				
<b>Part C</b>					
<b>Teaching Competency</b>					
<i>Paper.</i>	<i>Subject.</i>	<i>Grade.</i>	<i>Pass/Fail.</i>		
(1)	(2)	(3)	(4)		
XIV	Teaching of Tamil/Urdu/Malayalam/Telugu-I				
XV	Teaching of English-I				
XVI	Teaching of Mathematics-I				
XVII	Teaching of Science-I				
XVIII	Teaching of Social Science-I				

**Second Year****Part A****Theory (Taught Courses)**

<i>Paper.</i>	<i>Subject.</i>	<i>Internal Assessment (Max 25) Marks Scored.</i>	<i>External Assessment (Max 100) Marks Scored.</i>	<i>Total (Max 125) Marks Scored.</i>	<i>Pass/Fail.</i>
(1)	(2)	(3)	(4)	(5)	(6)
	I Indian Education System				
	II Facilitating & Enhancing Learning-II				
	III Teaching of Tamil/Urdu/Malayalam/ Telugu-II				
	IV Teaching of English-II				
	V Teaching of Mathematics-II				
	VI Teaching of Science-II				
	VII Teaching of Social Science-II				

**Part B****Practicals**

<i>Paper.</i>	<i>Subject.</i>	<i>Grade.</i>	<i>Pass/Fail.</i>
(1)	(2)	(3)	(4)
VIII	Self-Development Workshop		
IX	Teaching Learning Materials		
X	Physical Education, Health Education & Yoga		
XI	Art Education & Work Experience		
XII	Educational Computing		
XIII	Projects		

**Part C****Teaching Competency**

<i>Paper.</i>	<i>Subject.</i>	<i>Grade.</i>	<i>Pass/Fail.</i>
(1)	(2)	(3)	(4)
XIV	Teaching of Tamil/Urdu/Malayalam/Telugu-II		
XV	Teaching of English-II		
XVI	Teaching of Mathematics-II		
XVII	Teaching of Science-II		
XVIII	Teaching of Social Science-II		

**First Year**  
**Course I : The Learning Child**

**Introduction**

A Child has innate curiosity to learn. As learning is a dynamic internal process, child connects new information to what she already knows. Learning is supported by multiple experiences and social interactions rather than drill and rote memorization. A child's learning potential is activated to a great extent during her interaction with adults, peers and teachers pushing her into the zone of proximal development. A Caring family/a teacher who gives moral support and emotional support provide the much needed conducive atmosphere for learning. This paper consists of two parts viz., (a) Child Development and (b) Learning.

**Objectives :****The objectives of the course are :**

- \* To familiarize trainee-teachers with the basic concepts of the learning child.
- \* To enable trainee-teachers to have a knowledge of physical intellectual, emotional, social and moral aspects of learning child during three stages viz Pre-School, during-School and after School.
- \* To enable trainee teachers to know the factors influencing learning.
- \* To help trainee-teachers understand learning disabilities of students and adopt suitable strategies to help them.
- \* To enable trainee-teachers to understand constructivist approach to learning.

**Theory****Practicals****Part (A) : Child Development****Unit-I : The Children's Profile At the Beginning of Primary Education—Physical and Cognitive.**

Trends in physical growth—Hormonal influences on physical growth—Development of neurons Symbolic thinking and limits of logic—Sensory motor stage-Pre operational stage-Language Development—Influence of home environment, attitude of family members on cognitive development of the child-Identity status and psychological well being.

1. Observing physical aspects of children-Height, Weight, Movements and recording.
2. Studying the "home languages of children" and recording.

**Unit-II : The Children's Profile at The Beginning of Primary Education—Social and Emotional.**

Self concept and Social Awareness—Sibling relationships—Peer relationship and play—Self awareness—Cultural influence on self-concept-corresponding stages of Erickson's Psycho-social development Emotional development in a Social context-affection-sympathy-laughter-anger, sadness, fear-Parent-child relationship-Emotional well being emotion and health.

1. Observing the various play activities of the child and recording.
2. Pleasant and unpleasant emotions of children.

**Unit-III : Physical & Intellectual Development During Primary School Years (6 to 10 Years)**

Physical growth cycles-Body proportions-Muscles and fat-Capacity for attention and concentration-Selective attention-Memory strategies-processing speed and capacity-Thinking skills. Cognitive development. Concrete operational stage-Piaget's tasks-concept of intelligence as a mental ability. Development of mental/intellectual abilities. Intelligence tests-Creativity in primary school Children.

1. Experiments on distraction of attention.
2. Division of attention
3. Creativity of Children.
4. Non Verbal group intelligence test.
5. Piaget's tasks.
6. Records to be maintained

**Unit-IV : Social and Emotional Development During Primary School Years (6 to 10 Years)**

Meaning of social development-social expectations-Children's Friendships-factors in friendship and choices of companions-social acceptance-the desire to belong-peer grouping-Effects of schooling on social, emotional, and cultural spheres-Pattern of emotional development-common emotional patterns-the role of maturation and-learning in emotional development how children develop likes and dislikes to subjects, teachers, school, other students-emotional balance impact of media on emotional development.

1. Levels of social relationship-
2. "Who's Who" approach
3. Measure of anger
4. Emotional stability
5. Emotional regression.
6. Sociometry

**Unit-V : Moral Development During Primary School Years (6 to 10 Years)**

Meaning of moral development-factors in moral training of children- Honesty-Generosity-Children's heroes and ideals-Meaning of discipline-essentials of discipline-media and their influences on moral development.

1. Measure of moral attitude
2. Measure of Honesty

**Unit-VI : The Learning Child in Post Primary School Years (11 to 14 Years)**

Pubertal development in Boys and Girls-Pubertal changes, Emotion and social behaviour-Early Vs Late maturation-Formal Operational Stage-Meta cognitive knowledge-Cognitive self-regulations.

Problems of Adolescents—A Survey

**Part (B) : Learning.****Unit-I: Learning.**

Dynamic internal process-connecting old knowledge to new information-language learning-acquiring learning habits-learning to adapt to diverse situations in life-Nature of learning-learning through interactions.

Visit students of Std. I to V and observe their learning habits and also record how they adopt the knowledge acquired to life situations.

**Unit-II : Types, levels and approaches to Learning.**

Types of learning-Learning Hierarchy-signal learning stimulus-response learning-Motor and verbal chain learning-Multiple discriminations concept learning-Learning rules and problem-solving. Learning Levels from imprint to intuition- examples of learning at different levels. Approaches- Behaviourist-cognitivist and constructivist.

Observe children of Std. I to V and identify different types of learning they adopt. Collect examples of different types of learning by humans.

**Unit-III : Concepts and constructs.**

Concepts and constructs-concept-formation-Use of materials activities, scheme pictures, real life experiences-construct mental representations of external reality-connecting ideas generated by students due to exposure to peers, media and community-concept mapping.

Observe student-teachers explain how they correlate their personal life experiences with what is learnt inside the classroom, how they conceptualize a concept, mind mapping and concept mapping.

**Unit-IV : Factors Contributing to Learning.**

Personal psychological, social, emotional factors and school related factors, Learning style; teaching strategies; media; technology;

Case study of high achieving and low achieving students in a class. Investigate the causes low achievement.

1. Teaching Learning Process
2. Teacher's personality traits.

**Unit-V : Constructivist Approach to Learning.**

Learners construct knowledge for themselves-constructing meaning is learning-focus on the learner not on the lesson taught-Personal and social construction of meaning-Learning to Learn-making meaning Learning, a social activity-ZPD.

Allow students in your class to freely exchange ideas after you give an interesting assignment. Find out how collaboration with peers leads to ZPD and record your impressions.

**Unit-VI : Learning and Knowledge**

Active learner-Nurturing learners' active and creative activities-children's voices and experiences-integrating their experiences with School Knowledge-Right to learn-Physical and emotional security for learning.

Observe and record how children master a skill or complete a work-Does each child have the same pace of learning-Investigate and record your inferences as to why children have different paces of learning when the teacher's input is the same for all the students.

Conceptual development-continous process-All children capable of learning-important aspects of learning-various ways of learning-Cognitive readiness for learning-Learning in and outside the school-knowledge and understanding-recreating knowledge-manifesto for learning.

**Reference Books :**

1. Educational psychology. A cognitive view - by Ausubel, D.P.
2. Human Development and learning - by Crow. Lester D and Alice Crow.
3. Psychology for Effective Teaching - by Mouly, G.J.
4. Educational Evaluation: Theory and Practice - Worthen, B.R. and Sanders, J.R.
5. Measuring the intelligence of Indian Children - by Kamat, V.V
6. Introduction of Educational Research - Best, R.W.
7. கல்வி உளவியல் - எஸ். சந்திராநம்
8. Child Development - Laura, E. Perk, Illinois University.

**Course II : Facilitating and Enhancing Learning****Introduction :**

Formerly teacher education centred around teaching. But now, scenario is changed from teacher-centred to “child-centred” and there is a shift from “teaching” to “learning”. Teaching is not merely passing on information but it helps children construct knowledge. From this perspective, the following syllabus is framed.

**Objectives :**

The teacher trainee is able to :

- \* Motivate children and make them attentive in the class.
- \* Understand various methods of teaching, in order to facilitate learning.
- \* Organise different ways of learning, like individual learning, group learning, etc.
- \* Understand and use different types of communication in the class.
- \* Use different learning strategies in the class.
- \* Select and use technological aids for facilitating learning.
- \* Create conducive classroom climate for enhancing learning.
- \* Understand life-oriented learning.
- \* Handle multigrade situations to promote learning.
- \* Understand and promote affective learning among children.
- \* Effectively use assessment of achievement and assessment for achievement.

**Theory****Practicals****Unit-I : Motivation**

Motivation - Types -Cultivating intrinsic motivation-feedback, reinforcement hope of success, decreasing anxiety level, approval, rapport with children, fixing individual expectation level, avoiding competition, arousing and sustaining interest. Attention-gaining and sustaining through various instructional activities.

Measuring motivation through a questionnaire, Span of attention test.

**Unit-II : Methods of Facilitating Learning.**

- \* Playway method
- \* Biographical method
- \* Heuristic method
- \* Project method
- \* Demonstration method
- \* Activity based learning method
- \* Preparation of Lesson Plans and Activities for different methods.
- \* Choosing any one of the methods for teaching in peer groups.

**Unit-III : Organizing Learning Activities.**

1. Self Learning
2. Individual Learning
3. Peer group learning
4. Small group learning
5. Whole class activity
6. Basis for grouping Competency, situation, requirement.

- \* Learning activities for different groups to be organized.
- \* Choosing any one learning activities for demonstration in the class.

**Unit-IV : Learning as Communicating.**

Inter and intra communication-types of communication-characteristics of effective communication-barriers to communication how to overcome them-role of good communication in effective teaching -learning process-developing communication among learners-ways to improve effective communication between teachers and learners and among learners.

1. Oral Practice in questioning
2. Giving opinions
3. Narrating
4. Describing
5. Explaining
6. Instructing
7. Summarizing
8. Communication games.

**Unit-V : Learning and thinking.**

Learning for higher levels of thinking, learning to learn; metacognition-critical and creative thinking.

Workshop for developing critical and creative thinking among trainees.

**Unit-VI : Learning styles.**

Competitive-focus on norm referenced achievement-Co-operative Learning - focus on product-Collaborative Learning focus on process-interaction in pair/group-teacher as a supervisor-turn-taking-self-monitoring. Surface and deep learning.

Identification of one's predominant learning style.

### பாடம் 3; தமிழ்க் கல்வி

#### முன்னுரை :

மக்களைப் பிற உயிர்களிடமிருந்து வேறுபடுத்துவது மொழி. தாய்மொழி கருத்துப் பரிமாற்றத்திற்குரிய கருவியாக மட்டும் அல்லாமல் பண்பாட்டு அடையாளமாகவும் விளங்குகிறது. எனவே ஒருவன் பண்பட்ட மனிதனாக உருவாவதில் மொழிக் கல்வி முக்கிய பங்கு வகிக்கிறது. மேலும், பிற பாடங்களைச் சிறப்பாகக் கற்றுக்கொள்வதற்கும் மொழி அடிப்படையாக அமைகிறது. அத்துடன் மொழிப்பாடம் திறன் பாடம் என்பதால் பிற கருத்துப் பாடங்களைக் கற்பிப்பதிலிருந்து வேறுபட்டும் நிற்கிறது. மொழிப் பாடத்தில் திறன் வளர்ச்சி முதன்மை நோக்கமாகவும், கருத்துப் பாடத்தில் பாடப்பொருள் அறிவு முதன்மையாகவும் அமைகின்றன. ஆகவே மொழி கற்பித்தலில், குறிப்பாகத் தாய்மொழி கற்பித்தலில் கூடுதல் திறன் பெறுவது தொடக்க நிலை ஆசிரியர்களுக்கு இன்றியமையாததாகும்.

#### கற்றல் விளைவுகள் :

இப்பாடத் திட்டத்தைப் பின்பற்றிக் கற்கும் மாணவ ஆசிரியர்கள்,

- \* சூழ்நிலைக்கேற்பவும் பேசும் பொருளுக்கு ஏற்பவும் மொழியைப் பிழையின்றிப் பயன்படுத்தும் திறன் பெற்றிருப்பர்.
- \* ஐந்தாம் வகுப்பு வரை பாடநூல்களில் இடம்பெறும் இலக்கியங்களைப் பற்றி ஆழ்ந்த அறிவும்,
- \* உயர்நிலைப் பள்ளிப் பாடநூல்களில் இடம்பெறும் இலக்கியங்களைப் பற்றி ஓரளவு அறிவும் பெற்றிருப்பர்.
- \* ஐந்தாம் வகுப்பு வரை உள்ள தமிழ்ப் பாடப் பகுதிகளைக் கற்பிக்கும் திறன் பெற்றிருப்பர்.
- \* மொழியின் அடிப்படைத் திறன்களான கேட்டல், பேசுதல், படித்தல், எழுதுதல் ஆகிய திறன்களை வளர்க்கும் முறைகளை அறிந்திருப்பர்.
- \* பேச்சுத் தமிழுக்கும் எழுத்துத் தமிழுக்கும் உள்ள வேறுபாடு அறிந்து இரண்டையும் அவற்றிற்குரிய சூழ்நிலைகளில் பயன்படுத்தும் திறன் பெற்றிருப்பர்.
- \* தமிழ் கற்பிப்பதற்குரிய பாடம் கற்பிப்புத் திட்டம் தயாரித்துப் பயன்படுத்தும் முறையை அறிந்திருப்பர்.
- \* பயிற்சிகள் தயாரித்து மாணவர்களின் சொற்களஞ்சியம் பெருக்குவதற்கான திறன் பெற்றிருப்பர்.
- \* தமிழைக் கற்பிப்பதற்குத் துணைக் கருவிகளை உருவாக்கிப் பயன்படுத்தும் திறன் பெற்றிருப்பர்.
- \* தமிழ்ப் பாடநூலை மதிப்பீடு செய்யும் திறன் பெற்றிருப்பர்.
- \* மாணவர்களின் தமிழ் மொழித் திறனை மதிப்பீடு செய்ய உதவும் பலவகை வினாக்களை உருவாக்கவும், வினாத்தாள் திட்ட வரைவு தயாரிக்கவும் திறன் பெற்றிருப்பர்.
- \* மாணவர்கள் தமிழில் செய்யும் பிழைகளை இனங்கண்டு அவற்றை நீக்குவதற்குரிய பயிற்சிகளைத் தயாரித்துப் பிழைகளைக் களையும் திறன் பெற்றிருப்பர்.

### முதலாம் ஆண்டு

#### பகுதி அ. தமிழ் மொழித்திறன்.

#### அ. செய்யுள்.

பத்தாம் வகுப்பு வரையிலான பாடநூல்களில் அமைந்த கீழுள்ள செய்யுள் பகுதிகளைப் பற்றிய அறிவு பெறுதல்

#### அறிவுரைப் பகுதி

1. திருக்குறள்
2. திரிகடுகம்

#### தொடர்நிலைச் செய்யுள்

3. இராமாயணம்
4. நளவெண்பா

#### மறுமலர்ச்சிப் பாடல்கள்

5. பாரதிதாசன் கவிதைகள்
6. நாமக்கல் வெ. இராமலிங்கம் கவிதைகள்

**ஆ. உரைநடை**

இருபதாம் நூற்றாண்டு உரைநடையாசிரியர்களின் நூல்களைப் படித்துப் பொருள் அறிவதுடன் அவர்களின் நடைச் சிறப்பையும் சொற்களஞ்சியத்தையும் அறிந்து போற்றும் திறன் பெறுதல்.

1. திரு. வி.க.
2. ரா.பி. சேதுப்பிள்ளை.

**இ. இலக்கணம்**

கீழுள்ள இலக்கணப் பகுதிகள் பற்றிய தெளிவான அறிவு பெறுவதுடன் உரிய வகையில் பயன்படுத்தும் திறன் பெறுதல்.

1. இன எழுத்துகள்
2. பெயர்ச்சொல் வகை - ஆகுபெயர் - அன்மொழித் தொகை
3. வேற்றுமை உருபும் பொருளும் - உருபு மயக்கம்
4. இரட்டைக் கிளவி, அடுக்குத்தொடர்
5. வழு, வழுவமைதி
6. வல்லெழுத்து மிகுமிடம், மிகாவிடம்
7. புணர்ச்சி (உடல்மேல் உயிர், தனிக் குறில், குற்றியலுகரம், உடம்படுமெய், பண்புப்பெயர்)

**ஈ. படைப்பாற்றல்**

மாணவ ஆசிரியர்களின் மொழித்திறன் வளர்ப்பதற்கான பயிற்சி அளித்தல்

1. உரையாடலைக் கட்டுரையாக்குதல்
2. குறிப்பிட்ட தலைப்பில் கட்டுரை எழுதுதல்

**குறிப்பு:** இப்பகுதியில் பாடப்பொருள் பற்றி நேரடியான வினாக்கள் அமையா, மொழித்திறன் பற்றிய வினாக்களே இடம்பெறும்.

**பகுதி ஆ - தமிழ் கற்பித்தல்****தலைப்பும் உட்பிரிவுகளும்****செய்முறை****இயல் 1; மொழியின் இயல்புகள்**

- பேச்சுமொழி, எழுத்து மொழி
  - மரபு சார்ந்தது, விதிகளின் தொகுப்பு
  - மொழி, இலக்கியம், அழகுணர்ச்சி
  - மொழியும் சமுதாயமும்
  - மொழி பற்றிய மனப்பான்மையும் ஊக்கம் பெறுதலும்
  - மொழியும் அடையாளமும்
  - மொழியும் பால்வேறுபாடும்
  - மொழியும் பண்பாடும்
- மொழி கற்பித்தல்வழி பொறுப்புள்ள குடிமகனாக்குதல்

ஒரு பாலுக்கு மட்டுமே உரிய, மற்றொரு பாலில் இணையான சொல் இல்லாத சொற்களைத் (எ.கா. விதவை) தொகுத்தல்.

**இயல் 2; மொழி கற்பித்தல்**

- மொழிப்பாடம் திறன்பாடம்
- மொழி கற்பித்தலும் மொழிவழி கற்பித்தலும்
- மொழி பழகுதலும் கற்றலும்
- பள்ளிக்கு வரும் மாணவனின் தமிழ்மொழித் திறன்
- தாய்மொழி, வீட்டுமொழி, முதல்மொழி
- தமிழ் இரட்டை வழக்கு மொழி
- பேச்சு வழக்கிலிருந்து எழுத்து வழக்கிற்குச் செல்லுதல்
- எழுத்து வழக்கையும் பேச்சுக் கற்பித்தல்
- வீட்டுமொழி, கிளைமொழி அறிவு

ஏதாவது ஒரு வட்டார வழக்கின் தனித்தன்மைகளை (ஒலிப்பு, சொற்கள், இலக்கணம்) இனங்கண்டு அவற்றையும் அவற்றிற்கு இணையான எழுத்து வழக்கையும் பட்டியலிடுதல்

**இயல் 3: பயிற்று முறைகள்**

- பயிற்று முறைகள் (விரிவுரை, நடப்பு முறை, கலந்துரையாடல் முறை, விளையாட்டு முறை, செயல்திட்ட முறை, ஒப்படைப்பு முறை)
- பல வகுப்புக் கற்பித்தல்
- கற்பித்தலில் தொழில்நுட்பம்
- வீட்டுவேலை வழங்குதல்
- படைப்பாற்றல் கல்விமுறை (ALM)

பல வகுப்புக் கற்பித்தலில் எந்தெந்த வகுப்புகளை இணைத்து எந்தெந்தத் திறன்களைக் கற்பிக்கலாம் எனத் திட்டமிடுதல்.

**இயல் 4: உற்று நோக்கல்**

- உற்று நோக்கல், தேவை, முறை
- படிவம் நிரப்புதல்
- குறையறிந்து நீக்குதல்
- நிறையறிந்து பின்பற்றுதல்
- செய்தி திரட்டும் திறன்

நூலகம் சென்று செய்தி திரட்டுவதற்கான பார்வை நூல்களைப் பட்டியலிட்டு அவற்றின் உள்ளடக்கத்தைக் குறித்தல்.

உற்று நோக்கல் படிவம் நிரப்புதலை விளக்குதல்.

**இயல் 5: பாடம் கற்பிப்புத் திட்டம்**

- தயாரிப்பு முறை
- நன்மைகள்
- தயாரிப்புப் படிநிலைகள்
- கற்றல், கற்பித்தல் பொருள்கள்

பாடம் கற்பிப்புத் திட்டம் படிநிலைகளில் தயாரித்தல்

**இயல் 6: அடிப்படைத் திறன்கள்**

- கேட்டல், பேசுதல், படித்தல், எழுதுதல்
- உட்கொள்ளும் திறன்கள், வெளியிடும் திறன்கள்
- ஒலிவடிவ, வரிவடிவ அடிப்படையில் திறன்கள்
- கேட்டல் திறன்: உட்கூறுகள், வளர்க்கும் வழிவகைகள், பயிற்சிகள்
- பேசுதல் திறன்: உட்கூறுகள், வளர்க்கும் வழிவகைகள், பயிற்சிகள்
- வரிவடிவம் கற்பித்தல்: வரிவடிவ ஒலிவடிவத் தொடர்பு, எழுத்தொலிகள் பிறக்கும் முறை
- படித்தல் திறன்: உட்கூறுகள், வளர்க்கும் வழிவகைகள், பயிற்சிகள் (வாய்க்குள் படித்தல், வாய்விட்டுப் படித்தல், ஆழ்ந்த படிப்பு, அகன்ற படிப்பு)
- எழுதுதல் திறன்: உட்கூறுகள், வளர்க்கும் வழிவகைகள், பயிற்சிகள்

- குறிப்பிட்ட எண்ணிக்கையில் உள்ள சொற்களை மாணவர்களுக்கு வாய்மொழியாகக் கற்பிக்கும் உத்தியைத் திட்டமிடுதல்.

- குரல் ஏற்றத் தாழ்வோடு படிப்பதற்கான பகுதியைத் தயாரித்து வகுப்பில் படித்துக் காட்டுதல்

Note: The DTE I year and II year syllabus for the regional languages such as Urdu, Malayalam and Telugu will be prepared separately.

**Course IV: English Language Teaching****Introduction:**

English has become an integral part of India. After the advent of Globalization of economy, the parental demand for English has sky rocketed. Teachers are expected to train students not only in numbers and letters but also in soft skills that would increase their employability lately when they enter the employment market. English reaches children through various ways other than the teacher. Their acquaintance with English needs to be kept as a base and the teacher has to build on it.

We all know that **an interested teacher alone can make the classes interesting**. So it is necessary to instill enthusiasm and develop the **right attitude** among the teacher trainees in teaching English.

From this perspective, the syllabus for English Language Teaching has been framed with the following objectives:

**Objectives:**

To equip the trainees with the necessary skills

1. to Listen, Speak, Read and Write effectively.
2. to increase their vocabulary
3. to strengthen the knowledge of English Grammar and application skills.
4. to adopt effective Teaching-Learning strategies.

5. to organize language activities and games in the classroom.
6. to make children communicate in English
7. to teach various areas like Prose, Poem, Composition, Supplementary Readers.
8. to develop their capacity to use different evaluation techniques and prepare question papers.
9. to conduct workshops, undertake Action Research and simple projects.
10. to use Newspapers in teaching English.
11. to design and prepare Teaching Learning Materials, Self Learning Materials and use multimedia technology for teaching English.

### First Year

#### Part -A Content

- (a)
1. Interpretation of non-verbal data.
  2. Filling up different kinds of forms.
  3. Different types of greetings.
  4. Drafting telegrams / SMS.
  5. Developing topic sentences into paragraphs.
  6. Expansion of an outline into a cohesive text.
  7. Writing formal letters relating to school contexts.
  8. Note-making; Note-taking.
  9. Report writing.
  10. Reading comprehension.
- (b)
1. Nouns, verbs, adjectives, adverbs.
  2. Types of sentences-Recognition and usage.
  3. Sentence patterns.
  4. Using articles.
  5. Using Prepositions.
  6. Models and their usage.
  7. Making use of appropriate tense forms.
  8. Degrees of comparison.
  9. Direct and Reported speech.

#### Part - B Methodology

##### Theory

##### **Unit -I : Objectives of Learning English:**

- i. Need for learning English
- ii. General and specific objectives of learning English
- iii. Socio-psychological factors in learning English

##### **Unit -II : Oral skills**

- i. Classroom English
- ii. Telling stories
- iii. Creating situations for dialogue
- iv. language games - language activities.
- v. Use of language in social gatherings
- vi. Conducting interviews
- vii. Telephonic conversation

##### Practical

Interviewing peer group to find out the problems encountered while learning English.

Practising the oral skills in pair and small group situation. Using audio cassettes - recording, playing at self corrections Narrating stories with proper voice modulations compering programmes presentation of view short speeches on topics of day to day relevance for gaining fluency/confidence.

**Unit III : Listening and Speaking**

Listening and speaking skills-Listening Tasks-English speech sounds-vowels, diphthongs-and Consonants-Stress and intonation patterns-Developing communication skills through specific tasks-individual, pair and Group work.

Designing and taking up listening tests. Using audio visual aids for trainees Practise.

- i. Story telling and preparation of masks, puppets.
- ii. Describing pictures and people
- iii. Describing events.
- iv. Describing Processes/Experiences.
- v. Reporting.
- vi. Role - Play and Dramatization of skit.
- vii. Asking questions.
- viii. Conducting quiz programmes.

**Unit IV : Methods and Approaches of Teaching English**

i Language Acquisition Distinguish between acquisition and Learning.

Practice of the methods by trainees in appropriate contents.

ii Methods

Practice by trainees

- a. Grammer Translation
- b. Direct method
- c. Bilingual Method
- d. S-O-S approach

iii Latest trends --

Preparation of learning cards and supportive materials

Communicative approach.

ABL - Activity Based Learning.

**Unit - V: Teaching Vocabulary**

i. Active and Passive vocabulary

ii Selecting and grading

iii. Techniques to introduce a word

Demonstration followed by peer teaching

iv. Vocabulary Expansion - classroom divices and exercises

Preparation of a dictionary for each English Readers from I to V

v. Teaching spelling

vi. Difficulties and remedies in learning spelling.

vii. Spelling games.

**Unit - VI : Teaching of Prose**

i. Prose - intensive reading

Trainees practise peer teaching.

ii Aims of teaching prose

iii The steps involved in teaching prose

iv. Planning a prose lesson - model

Reading of non-textual passages.

v. Alternative Learning Method (ALM) for prose lessons

v. Extensive reading

vi. Steps in teaching supplementary reader

vii Teaching of Composition

**Unit - VII : Teaching of Poem**

i Aims of teaching poem/ Rhyme

Demonstration and peer teaching

vi. Steps in teaching a poem / Rhyme.

## Course V : Teaching of Mathematics

### Introduction :

The Vision of the Mathematics teaching is focused on achieving the goal of making student teachers understand how to make their pupils acquire Mathematics skills, understandings and attitudes that they will need to be successful in their careers and daily lives. Pupils must be able to solve real problems, reason effectively and make logical conclusions. The syllabus is framed in the light of this vision.

### Objectives :

At the end of the course the student-teacher will:

- \* Develop a conceptual understanding of number system, measurements, Algebra, Geometry, statistics and graphs and application of mathematics in every day life.
- \* Understand and face the challenges of teaching mathematics.
- \* Understand the different approaches to curriculum designing in Mathematics.
- \* Develop skills in formulating Graphic organizers in Mathematics.
- \* Develop problem solving skill in Mathematics.
- \* Develop skill in organizing peer group / small group learning.
- \* Prepare instructional material for teaching Mathematics.
- \* Comprehend the steps and strategies to solve word problems.
- \* Develop the necessary skills in designing activities for the teaching of Mathematics in primary schools.
- \* Identify the hot spots in Mathematics at Primary stage and undertake remedial measures.

### FIRST YEAR

*Theory*

*Practical*

### Part A: Content

#### Unit - 1 : History of Mathematics

Rabylonian - Egyptian-Greek-Romans-Chinees-Japanees- Hindus and Arabs-Contributions of Mathematicians-Aryabatta-Brahmagupta-Baskara-Ramanijam, Euclid, Pythagores Gauss. Collect Mathematicians' pictures and photos and prepare album and biography of mathematicians'

#### Unit - 2 : Number System

Natural Numbers (Positive Integers)-Odd & Even Numbers-Introduction of Zero-Whole Numbers (Non-negative Integers)-Odd & Even Numbers-Integers-Odd & [Even Numbers-Fraction, Decimal and Percentage-Factors and Divisors.-Prime Numbers-Rational Number System-Irrational Number System-Transcendental Numbers-Number Line-Real Number System-Operations on Number System-Decimal and binary-Digital language. Preparation of ABL Cards and other relevant Teaching Learning materials. Formulation of activities for peer group learning.

#### Unit - 3: Measurements

Metric-linear, weight volume and capacity- related sums.-Time as the fourth dimension-Measurement of time. Preparation of Suitable Self Learning Materials

#### Unit - 4: Geometry

Introduction of Regular & Irregular Shapes-Length and Circumference -Concept of 'Side' -Surface Area & Volume of 3-D objects-Distinguishing 3-Dimensional objects from 3-D co-ordinates Prepare Card board models, derivation of formulas inductively .

## Part B : Methodology

### Unit - 5 : Challenges of Teaching Mathematics

Language of mathematics -Mile stones of Mathematics - Challenges of teaching mathematics: Why mathematics - Anderson's (revised) cognitive objectives of teaching elementary school mathematics.

Learning is facilitated through experience and discussion. Choosing topics in mathematics for Std I to III provide experiences.

Discuss all the components of the cognitive objectives and provide examples for all the components in mathematics at primary level from child's experience.

### Unit - 6 : Problem Solving

#### Problem solving for Elementary students:

Steps in Problem solving -Stages: Problem Representation, Problem Execution- Instructional procedures for teaching mathematics problem solving: Sequencing and segmenting, Drill-Repetition and Practice- Review, Directed Questioning and Responses, Control Difficulty or Processing demands of the task, Technology, Group Instruction, Strategy cues, Verbal Rehearsal, Process Modeling, Role Reversal.

Identify the problems and apply the acquired knowledge for solving problems. Further, they are required to find new ways and find solutions for the problems and maintain a diary.

### Unit -7 : Graphic Organizers

Graphic organizers in elementary school mathematics: Definition & Meaning -Types of graphic resources -Components of (graphic Organizers -Role of Computer for the development of Graphic organizer - Concept Mapping -Concrete - Representational -Abstract (CRA) Instructional Approach: Definition -Stages of CRA -Teaching of Fraction through CRA.

Student teachers are required to prepare schematic diagrams with computer animation for the mathematical problems at primary stage which have to determine the necessary operations needed to find the solutions.

Student-teachers are required to identify a student with disability in mathematics and conduct case studies.

### Unit -8 : Peer Tutoring

Peer Tutoring: Definition and Meaning process -Teacher Vs Peer Tutoring - Constructivist approach in teaching mathematics at Primary stage -Mnemonic Instruction Definition & Meaning - Mnemonic strategies: Keyword Strategy, Peg word Strategy and Letter Strategy.

Student-teachers follow a highly structured tutoring procedure, in which tutors present materials previously covered by the teacher-educators, and provide feedback to the tutee and student-teachers switch roles after the teacher's signal. Initiating Group Discussion and deal with the three types of strategies.

### Unit -9 : ABL in Mathematics Teaching

Daunting task of teaching mathematics through ABL : Classes I to IV -Instructional strategies for teaching mathematics at Primary stage -Word problems in elementary school mathematics from classes I to IV : Steps and Strategies.

The student-teachers have to reflect on the instructional strategies and their merits and limitations.

The student-teachers are required to construct word problems and use instruction to find solutions for word problems.

### Unit -10 : Preparation of further activities

Preparation of further activities for learning mathematics from classes I to IV identification of Common mistakes in Mathematics among primary school children - Hot spots - Dyscalculia and Dyslexia.

Preparing activity plans for certain topics.

The student teachers identify the hot spots and suggest remedial measures by administering the test and are analyzing the results and further required to prepare self-learning materials, teaching aids.

## Course VI : Teaching of Science

### Introduction :

Science is a dynamic, expanding body of knowledge covering ever new domains of experience. Science has the potential to be beneficial or harmful in a progressive forward looking society. Science can play a truly liberating role, helping people out of the vicious circle of poverty, ignorance and superstition. Science, tempered with wisdom, is the surest and the only way to human welfare. This conviction provides the basic rationale for science education.

The major objective of teaching science is not only to teach content, but also to develop scientific temper and scientific attitude. To make science teaching effective and interesting, the prospective teachers must have direct purposeful experience. This learning experience will equip them with necessary skills to face the challenges of the digital era in the globalised context.

The activities and experiments can be performed with less expensive, and easily available materials. Teaching of science involves providing first hand experiential knowledge through experimentation.

The prospective teacher is expected to be thorough with the curriculum outlines prescribed for school education.

### Major Objectives

- \* To acquire knowledge of biological and physical environment
- \* To develop scientific attitudes such as objective outlook, spirit of enquiry, inventiveness, accuracy and precision, truthfulness, and respect for the opinion of others.

### Specific Objectives

- \* To acquire the skills to generate and validate the scientific knowledge
- \* To enable the student teachers to view science as a social enterprise
- \* To be aware of the issues that may arise at the interface of science, technology and society.
- \* To nurture in students curiosity, aesthetic sense and creativity in science and technology
- \* To imbibe the values regarding preservation and promotion of environment and
- \* To cultivate 'scientific temper', objectivity, critical thinking and freedom from fear and prejudice.

## FIRST YEAR

### Part A - Content

#### Unit 1: Food

Need for food -Carbohydrates -fats, proteins -vitamins -minerals - fat and water soluble vitamins -nutritious food- protein deficiency- food habits - preparation and preservation of food - balanced diet -food adulteration -food technology .

The student teacher collects different food materials, identifies the different -types of food and their calorific value.

#### Unit 2 : Human Body

Parts of the Human Body -Functions - Digestive system -Circulatory system - Respiratory System -Blood cells - Clotting of Blood - Blood Safety -Blood (group and Blood transfusion -Blood Pressure -Skeletal system -Nervous system -Excretory system -Sense organs -Hygienic habits -Adolescence Health -diseases and its prevention - simple home made medicines.

The student teacher undertakes an -individual project about simple home -made medicines (Siddha, Ayurvedha, Unani, etc.,).

#### Unit - 3: Plants, Insects, Birds and Animals

Seed -Seed Germination -Life span of plants -Mutation -Food preparation in plants -Respiration in plant -Medicinal plants Herbal garden -Types of insects - kinds of birds- its habitats - Classification of animals -Domestic animals and their uses -Land and aquatic habitats, parasites

Creates and maintains a kitchen- garden in the institute

\* Undertakes a field visit / nature -walk, and observes, collects and -records the different species of organisms.

**Unit - 4: Air**

Air pressure -Atmospheric pressure - Barin's barometer— characteristics of air -Air pressure and density Functions of syphon- Principles of syphon -air Pollution

Assignments on the use of the Principle of air pressure in various gadgets, instruments, etc.,

**Unit -5: Water**

Constituent & properties of water- ways of keeping water clean -preventing pollution of water -Conservation and storage of drinking water -water as a solvent -Hard and soft water -Osmosis and Reverse osmosis

Organizes a seminar on “way to prevent water pollution” and disseminates the ideas to the local public

**Unit -6: Clothing**

Need and utility -Kinds of clothes- Cotton- silk fabrics -Tussor silk- Woolen fabric -linen -rayon -Nylon - Polyester -Seasonal clothing - Importance of keeping clean clothing - maintenance of clothing

Collects samples of different kinds of clothes and prepares an album

**Unit -7: Housing**

Need and comforts of a house - maintenance -types of houses - Importance of keeping the house and surroundings clean- cement-glass- steel waste material management (uses and properties)

Undertakes a group discussion on waste material management' (domestic, school, village)

**Unit -8: Matter**

Types of Matter- Solids, Liquids, Gases - Types of chemical substances- Living and non-Living things-changes of a Mater. Sublimation -Evaporation - Saturation -Crystalization- Solubility - viscosity -surface tension -washing soda -Baking soda -Bleaching powder.

Performs experiments on sublimation, evaporation and solubility records the observation and analyse the observation

**PART B—METHODOLOGY****Unit I : Teaching Science**

Aims and objectives of teaching science -Introduction about different methods of teaching science -objectives -merits -limitations

**Unit II : Scientific Method**

Introduction -Definition -Objectives - Outcomes -Steps involved -Explaining the method with an appropriate example from the content -Scientific Method in ABL -Role of the Teacher -Qualities of Science Teacher -Merits and Limitations

Practices scientific method to identify and solve a problem and keeps record (action research)

**Unit III : Learning by Doing**

Aims and objectives -Importance of learning by doing - methodology influence on the learner -Explanation of the method with an example from the content -Application in ABL context - Science Lab -Mobile Lab - Design -Role of Laboratories in Learning Science

Performs experiments using *learning by doing* method with the content of his/her own choice. Prepares Learning Corner and Science Kit.

**Unit IV : Assignment**

Assignment -Meaning -Aims and Objectives -Types - Fundamental elements -Features of good assignment -Steps involved - Teacher's Role -Advantages - Limitations

Prepares 6 assignments related to latest developments in physical and biological sciences (3+3)

**Unit V : Seminar**

Seminar -Definition -Objectives - Cognitive and affective - Essentials of seminar as a teaching method - characteristics - types of seminar, National, State, Classroom -various roles to be performed by the personnel involved in the seminar -Steps involved -Evaluation of seminar Method -advantages -Limitations

Participates in 2 seminars at the class/district level seminar and submits the report covering the organizational aspects of the seminar

**Unit VI : ABL**

What is ABL -Concept -Objectives - Different Criteria -Historical perspectives -Implementation of ABL - Need of this system -ABL set up in school -Requisites -Introduction of Logos, Ladder, Cards, Achievement Charts -Preparation of Activity Cards - Merits - Limitations

Identifies, practices the logos and prepares the cards with innovative ideas; Preparation of Activity Cards

**Unit VII : Evaluation in Science**

Introduction -Measurement- Assessment -Evaluation - Continuous Competency based and Comprehensive Evaluation -Blue Print -Achievement Test -Types -Construction of Achievement Test.

**Course VII: Teaching of Social Science Introduction**

The Social sciences encompass diverse concerns of society and include a wide range of content, drawn from the disciplines of history, geography, political science, economics and sociology. The selection and organization of material into a meaningful social science curriculum, enabling students to develop a critical understanding of society by students' life experiences through scientific inquiry become the focus of this revised curriculum. Social sciences carry a normative responsibility to create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity, etc., Thus social science teaching aimed at investing in a child moral and mental energy so as to provide her with the ability to think independently.

The teaching of social science can achieve this by promoting children's ability to take initiative to critically reflect on social issues that have a bearing on the creative co-existence between individual good and collective good. Critical reflection presupposes a comprehensive curriculum in which learners both teachers and children participate in generating knowledge without any latent and manifest forces of coercion. It is through this non coercive and participatory mode that children and teachers stand the best chance of making teaching and learning interesting as well as enjoyable'.

It is needless to say that any of the teaching methodologies becomes effective only when it is enriched with content based upon concepts. Hence the core concepts of history, political science and geography are included in this curriculum.

**OBJECTIVES:**

The student trainees will be able :

1. To know about nature, scope and teaching-learning Social Sciences.
2. To develop a critical understanding of society and social issues.
3. To acquire the skill of observation, identification and classification of physical, biological, social and cultural aspects of life through scientific Inquiry .
4. To locate and comprehend the relationship between the natural and social environment.
5. To understand in proper perspective the issues concerning environment, resources and development at different levels from local to global.
6. To emphasize the concepts of plurality and change through the teaching of Indian History.
7. To conduct mock assembly, parliament sessions in the class.
8. To inculcate in students a critical appreciation and concern for conservation and environment.
9. To draw the attention of students to the broad span of time and space and the life in society.
10. To know the basic concepts of physical geography and their relationship to day to day activities.
11. To understand the need for human resource development.
12. To acquire the skills of using the tools in geography such as map, globes, atlas, charts, photographs, weather instruments for class room instruction.
13. To apply web based - on line approaches in the classroom teaching.
14. To adopt appropriate evaluation techniques in social sciences.

**PART A-CONTENT****Unit I : Impact of History on Human Life**

Impact of History on Human life - Educational -Social - Political - Economical -Religion -Cultural - Art and Architecture.

Collection of pictures, materials- Assignments- Project work-Map work-Time scale marking-Album-Time Chart-Time path-Dramatization-Discussion-Quiz-Field Trip-Web based learning.

**Unit II : Indian Constitution**

Indian Constitution -Preamble - Salient features -Directive principles -Party system in India - Fundamental rights and duties - Citizenship -Constitutional Provisions with specific reference to Education, child, women and handicapped.

Group work-Assignment-Guest-lecture

**Unit III : Central -State -Local Government****Central**

Parliament -membership -functions -The central executive organs - powers and functions -Judicial Legislative and executive functions - Supreme Court -Jurisdiction function and powers

- Mock Parliament
- Assignments
- Reporting on the observation of parliamentary functions in telecast

**State**

States and Union territories - State legislative - State executive -organs - Governor - Council of Ministers powers - functions - State Judiciary - High Court Jurisdiction and Powers

- Project Work
- Comparing the Central and State relating to legislative or Administrative powers and functions

**Local Government**

Local Self Government - federal system - distribution of powers - Central - State - Local relations.

**Unit IV : Universe -Galaxy -Solar System**

Universe -Galaxy -Solar system -. Earth -Its rotation and revolution - seasons -days and nights -eclipses Lithosphere -origin of Earth - Continental drift theory Hemispheres -Oceans and continents -Countries -mountains -plateaus -plains -rock structures I -Earth quake -Volcano -How they. relate with human life.

- Self Learning package on planets
- Discussion on unique positioning of Earth and recording
- Inquiry learning-why people do migrate?
- field work-local relief features
- Observation-Recording
- Preparation of Booklet on each relief
- Map

**PART - B METHODOLOGY****Unit I : Aims of Teaching Social Science**

Meaning, state and Aims of Teaching Social Science -Its contribution to Human development -Individual - Intellectual - Social -Political- Economical- National development.

- Related Discussion
- Group work

**Unit II Project Method**

Definition and meaning-steps advantages - topics to be covered under project method in Social Sciences.

- suggested Projects -projects relating to historical / geographical / economical / educational background of a village.
- Art and Architecture of temples in local area.
- influence of British rule in our life.
- Progress of India in I.T. Sector.

**Unit -III : Map Reading**

Map reading -Essential components of Maps distance, direction, colours - signs and symbols -Types of Maps - Local sketch map -Relief Map - Political Maps -Weather maps - Economic maps-map making -Sketch map drawing -Locating places in maps -Enlargement and Reduction of Maps.

Globe reading -Latitudes, Longitudes -Climatic zones - Time zones - Calculation of time -Location of Places in Globe -Globe addressing

Atlas reading - finding places -The distinction between map, globe and Atlas -Uses of maps, Globe and atlas for everyday human activities.

Demonstration -Group work - Assignment -Workshop — Organising Exhibition -Collection of current news

**Unit -IV : Seminar**

Definition and meaning of seminar- - Selection of theme- planning - Organization- conducting seminar and compending reports- Advantages- Topics to be selected for seminar

Seminar on social issues,  
Environmental issues-Preparation of compendium

**Unit-V: Field Trip**

Definition and meaning of Field Trip- Selection of Visiting Place - Organization -Execution -Discussion -Reporting - Selection of topics to be covered

Collection of Materials -  
Exhibition -Visit to pollution control boards -Planetarium- Museum -

**Unit -VI : Activity Based Learning**

Definition and meaning of ABL - Description of competencies - Procedure to be followed in evaluation- Advantages of this method

Learning activities related to the content of social science

**SECOND YEAR****Course I : Indian Education System****Introduction**

Indian Education System has developed over the years as demanded by the history, culture and politics during the various periods. The system has also had its concerns and problems during these periods. This course deals with the present Indian Education System with this historical perspective.

**Objectives**

The objectives of the course are to help the teacher trainee to develop competencies in :

- ♣ Acquiring the historic perspective of the Indian Education system development
- ♣ Understanding the system of Indian Education.
- ♣ Knowing the structural details of the system.
- ♣ Interpreting the rules and regulations governing the system.
- ♣ Understanding the multidimensional role of teachers and Headmasters.
- ♣ Fitting the system and performing effectively.
- ♣ Motivating the community towards ownership of the schools.
- ♣ Understanding and observing the institutional value system.
- ♣ Knowing the different types, and managements of school.
- ♣ Operating the welfare schemes in the Schools.
- ♣ Understanding the system's input, process and product.
- ♣ Understanding the challenges of primary education

*Theory**Practical***Unit I : Historical Perspective**

Historical Perspectives of the Development of the concept and aims of Education in India.

Educational Philosophy of Rousseau, Dewey, Montessori, Vivekanantha, Tagore, Gandhi

- ♣ Seminar on the concept and aims of Education during Vedic Jain, Buddhist & Tamil Sangam periods.
- ♣ Seminar on the Gurukula System of Education.
- ♣ To prepare booklets on the thoughts, maxims, and sayings of the great Educationists of the East and the West

**Unit II : Aims of Education**

Aims of education; Social, Economic Political, Cultural, Vocational & Individual aims of education.

Oratorical competitions related to the Aims of Indian Education / Present day & old.

**Unit III : Status of Elementary Education**

Growth of Elementary Education under Five Year Plan - Recent trends in Education —Constitutional provisions. NPE of 1986, POA. Constitutional amendment of 2002 on UEE. Right to Education Bill of 2005. AIMS of education for 21st century, NCF, 2005.

Debates on UEE, NPE, constitutional provision, Improvement in Access, Retention and literacy rates in primary education.

**Unit IV: Education for Economic Development**

Knowledge economy as distinct from agricultural/industrial economy - information age.

Success story collection on the economic progress of individuals community and families due to education.

**Unit V : Human Resource Development**

Education for Peace and Progress -Value Orientation of education -Gender Equality through Education. Education for social mobility. Development of attitudes and values for co-existence.

Debate on value building through education -ways, means and strategies.

Conduct of Seminar on different types of values; individual, moral, social, spiritual, cultural, democratic and global preparation of booklets on each set of values

**Unit VI : Community Involvement in Educational Management**

Community awareness, mobilization, Participation, monitoring, planning reforms, evaluation and ownership, Decentralization of Educational administration & activities. Activities to promote community monitoring and ownership

- ♣ Case study of VECs -Successful -Otherwise
- ♣ visits to VEC Meeting of schools.
- ♣ Project on the community expectations from the school and the school expectation from the community.

**Unit VII : Cultural heritage**

Role of culture in achieving national identity, integration. Cultural heritage; Role of culture in national harmony. Architecture, Sculpture, Drawing, Dance, Music & Arts. Pedagogical implications of these cultural artefacts.

- ♣ Drafting dialogues on national concerns
- ♣ An album with the collection of pictures of Art & Cultural Aspects.
- ♣ National integration, religious - harmony, egalitarian outlook.
- ♣ Writing of Songs & singing competition.
- ♣ Book reading sessions on cultural heritage of India (e.g. books by Dr. Radhakrishnan, Jawaharlal Nehru, Tagore, Gandiji )

**Unit VIII : Politics and education in democratic set up**

The spirit of the socialist, secular, democratic, Republic. Appreciation of Democratic setup, Universal Franchise, Political will for UEE, Rights of women and children, marginalised groups- equality and equity.

- Debate on Democratic set up.
- ♣ Assignment on Role Duties & Right of children, voters, teachers in the Democratic setup.
  - ♣ Initiatives of Government of India and Government of Tamil Nadu towards UPE & UEE
  - ♣ Equality and Equity
  - ♣ Child rights

**Unit -IX : Challenges of Primary Education**

Access, enrolment, completion, Drop-out, Repetition, EFA, QEFA, GER, NER, CR, DR, RR -welfare schemes -. National policy on Elementary Education. DPEP, DIET, SSA. Functioning of the Pioneer of SSA -Programmes. BRC, CRC, VEC progress achieved through SSA.

**Unit -X : School Education Structure**

Pre Primary Early childhood care and Education (ECCE) -Primary -Upper Primary -Secondary, Higher Secondary Streams of School Education -State Board, Central Board, Matriculation, Kendriya Vidyalaya Formal & Non formal Education.

**Unit -XI : National Concerns of Education**

Secular outlook orientation  
National integration  
Women empowerment  
Upkeeping of environment  
International understanding  
Egalitarian outlook  
Rights of children  
Education of children with special needs and disadvantaged group.  
Sensitization of Social issues  
Poverty, Child Labour, Illiteracy, Caste gender, class inequalities, rural & urban divide.  
Vocationalisation of education

**Unit -XII : Teacher Education Structure**

Multifaceted role of teachers;  
Pre-Primary-Certification Course  
Elementary -D.T.Ed., Board of Secondary Education  
Secondary Higher Secondary -B.Ed., -M.Ed., -M.Phil., - Ph.D.,  
Linkage with the other Social Institutions  
Role of BRC, CRC, DIET, SCERT/SIET/DTERT, CTE, IASE, RIE, NCTE,  
NCERT, in improving the quality of teacher education.

**Unit -XIII : School Management**

Principles of School Management.  
Role of Head Master-Leadership Qualities -  
Role of teacher in school management, commitment, accountability  
Duties of an AEE0, DEEO  
Academic Support by BRC/CRC.

- ♣ Collection and computation of Statistics from different sources related to Access, Enrolment, Drop-out, Completion of the District and the blocks compared.
- ♣ Seminar on SSA
- ♣ Assignments on;
- ♣ Functions of BRC, CRC, VEC
- ♣ Visit to : Balwadi-Anganwadi ECCE Centres.
- ♣ Categorisation of Schools in the district.

Assignments, Discussion on;

- ♣ Debate on Secular Teacher.
- ♣ School Activities to promote National integration.
- ♣ An empowered woman Teacher- Capabilities and Characteristics.
- ♣ Green Schools.
- ♣ Promoting activities for egalitarian outlook.
- ♣ Debate on Difference and Diversity a Blessing in Disguise.
- ♣ School programmes on National Concerns.
- ♣ Preparation of School Celebrations.

- ♣ Survey of TTIs, B.Ed., Institutions in the District.
- ♣ Tracing the gaps if any in the present system of D.T.Ed - Curriculum with reference to field realities.
- ♣ Network Mapping of SIET/SCERT, RIE, NCTE, NCERT -Regional Head Quarters etc.,
- ♣ Assessing the level of linkages.

- ♣ Record Work on the Visited Schools -Descriptions of:
- ♣ Enumeration of Records maintained in Primary Schools.
- ♣ Debate on "An Ideal Headmaster"
- ♣ Academic Duties of a Headmaster and Assistant Teacher.
- ♣ Managerial Duties of a H.M.

Rules and regulations of Elementary Education, class room Management, Total Quality management, Professional competence and development of teachers; School complex, linkages with other Departments  
Role of SIEMAT and NUEPA in improving the quality of School Management

- ♣ Administrative and academic functions of a Headmaster
- ♣ “An exemplary Asst. Teacher.”
- ♣ The utmost Co-operation of the Assistants to the Headmaster

#### Reference Books:

- |   |  |
|---|--|
| 1. Teacher Education in India   | - Digumarti Bhaskar Rao                      |
| 2. Universalisation of Elementary Education   | - J.S. Rajput                                |
| 3. Value Education-Changing Perspectives  | - Mohit Chakrabarti                          |
| 4. Education policy in India 1992   | - J .C. Aggarwal                             |
| 5. Theory and principles of education Philosophical and sociological bases of education | - J. C. Aggarwal                             |
| 6. Non-formal education for all   | - Arvinda Chandra & Anupama                  |
| 7. The cultural heritage of India Volume I  | - Dr. Sarvapalli Radhakrishnan               |
| 8. The New Education Policy in India  | - P.D. Shukla                                |
| 9. Curriculum Development and Educational Technology                                    | - -Malla Reddy Mamidi S. Ravi shankar        |
| 10. Pre School Education பள்ளி முன் பருவக் கல்வி  | - -Dr. G. Pankajam                           |
| 11. The Principles of Educational - Management- - Burnham Longmen Publication 1994.     | - -Edited by Tony Bush & John West           |
| 12. School Organisation and management  | - -by J anardhan Prasad                      |
| 13. Research in Educational Planning  | - by Sharma.                                 |
| 14. Efficient School Management and Role of Principals -.                               | - by Kalra (Alka) ADH Publishing Corporation |

### Course II : Facilitating and Enhancing Learning

*Theory*

*Practical*

#### Unit- 1: Technology for Learning

Technological aids -list of aids -how to select - appropriateness -optimum use -use of multimedia -kit preparation -use of ICT for facilitating learning -Technology for testing

Workshop on the preparation of teaching aids and use of

OHP

Slide Presentation

Model making

Puppet show

#### Unit -2: Classroom climate

Class room climate- safe, nurtured and intellectually stimulating -space for movement -freedom -materials for sensory stimulation -trust and love between teacher and students and among students -non-threatening atmosphere

Observing any 2 classrooms, administering a rating scale and reporting

Child's right -each child is taken care of -its socio—cultural capital - economic background -special care to physically challenged and slow -paced children

Child observation record to be maintained.

#### Unit -3: Multi- Grade Teaching

Learning in multi-grade situation- Learning activities for students -self - learning skills -management of learning in this context ABL- harnessing the resources of non-school educators

Visiting a multi-grade classroom and preparing a report

**Unit -4: Affective learning**

Taxonomy of objectives under affective domain; learning and living values - developing positive attitudes emotional intelligence -values listed in the constitution.

**Unit -5: Assessment of and for Learning**

Assessment of Learning -planning -focus to improve learning as well as teaching - formative and summative - evaluation for improving the qualification of learning - measurable learner outcomes in terms of knowledge, skill, attitude, behaviour - problem solving capacity in real-life: situation - ability to report -Teaching and assessment to go together. Tests for Assessment- forms - types - selection and supply types - Advantages and limitation - comprehensive and continuous internal assessment - Diagnostic tests and remedial measures.

**Unit -6: Special Education**

Learning of Disabled and Differently abled - problems of dyslexia and dysgraphia and remedial strategies - Problems of Handicapped - hearing and speech impaired - visually and orthopaedically handicapped - Role of parents and teachers in minimizing the impact of impairment - provision made available for education of these groups.

**Reference Books:**

1. Creativity - Potentials and Prospects
  2. Rise of Children Aavishkar Publishers
  3. Methods of Teaching Education.
  4. Technology Communication and Auto Visual Aids in Extension Education.
  5. Publication and Technology
  6. Information and communication Technology, Teaching Skills.
  7. Modern Technics of Teaching
  8. Multigrade Teaching Discussion Document
  9. Special Education
  10. Educational psychology. A cognitive view
  11. Human Development and learning by Crow
  12. Psychology for Effective Teaching
  13. Educational Evaluation: Theory and Practice Worthen
  14. Measuring the intelligence of Indian Children
  15. Introduction of Educational Research
  16. கல்வி உளவியல்
  17. Child Development
- Value profile of trainees; measure ment of their emotional intelligence.
  - Assessing children's achievement for learning; Preparing tests for assessment of achievement.
  - Preparation of test items for various types and forms of tests.
  - Preparation of questionnaire and rating scale.
  - Preparing case history of a differently abled child.
  - V.P. Sharma 2000  
P. Bhargava Publishers, Agra.
  - B. Gopalakrishnan, 2004, Jaipur.
  - Deepak Tiwani, 2007 Cresent Publishing Co-operation, New Delhi.
  - Venkatasubramanian V 2001
  - Venkatesh, 2004, New Delhi, APH Publishing Corporation.
  - Srinivasan T, 2002, Jaipur, Aavishkar Publishers.
  - S.K. Pandee, R.S. Sharma, 2002, Common Wealth Publishers, New Delhi.
  - Dr. Cherish Perry.
  - S.B. Prasath, 2004, Pointer Publishers, Jaipur.
  - by Ausubel, D.P.
  - Lester D and Alice Crow.
  - by Mouly, G.J.
  - B.R. and Sanders, J.R.
  - by Kamat, V.V.
  - Best, R.W.
  - எஸ். சந்திரன்
  - Laura E. Perk, Illinois University

## இரண்டாம் ஆண்டு

### பாடம் 3: தமிழ்க் கல்வி

#### பகுதி அ-தமிழ்மொழித் திறன்

#### அ. செய்யுள்

பத்தாம் வகுப்பு வரையிலான பாடநூல்களில் அமைந்த கீழுள்ள செய்யுள் பகுதிகளைப்பற்றிய அறிவு பெறுதல்.

#### அறவுறைப் பகுதி

1. நாலடியார்
2. நீதிநெறி விளக்கம்

#### தொடர்நிலைச் செய்யுள்

3. சிலப்பதிகாரம்
4. பெரியபுராணம்

#### மறுமலர்ச்சிப் பாடல்கள்

5. பாரதியார் கவிதைகள்
6. கவிமணி கவிதைகள்

#### ஆ. உரைநடை

இருபதாம் நூற்றாண்டு உரைநடையாசிரியர்களின் நூல்களைப் படித்துப் பொருளறிவதுடன் அவர்களின் நடைச் சிறப்பையும் சொற்களஞ்சியத்தையும் அறிந்து போற்றும் திறன் பெறுதல்

1. மறைமலை அடிகள்
2. மு. வரதராசன்

#### இ. இலக்கணம்

கீழுள்ள இலக்கணப் பகுதிகளப்பற்றிய தெளிவான அறிவுபெறுவதுடன் உரியவகையில் பயன்படுத்தும் திறன்பெறுதல்

1. வினை-வினைமுற்று-எச்சம்-பெயரெச்சம்-வினையெச்சம்
2. தன்வினை, பிறவினை-செய்வினை, செயப்பாட்டு வினை
3. இனங்குறித்தல்
4. வழக்கு-இயல்பு-தகுதி
5. தொகைநிலைத் தொடர்-தொகா நிலைத் தொடர்
6. மெய்யீற்றுப் புணர்ச்சி (ணகர னகர ஈறு, மகர ஈறு, லகர ளகர ஈறு, வருமொழித் தகர நகரம் திரிபு)
7. அணி (உவமை, எடுத்துக்காட்டு உவமை, பிறிது மொழிதல், தற்குறிப்பேற்றம்)

#### ஈ. படைப்பாற்றல்

மாணவ ஆசிரியர்களின் மொழித்திறன் வளர்ப்பதற்கான பயிற்சி அளித்தல்

1. கட்டுரையை உரையாடலாக்குதல்
2. குறிப்பிட்ட வகையில் கவிதை எழுதுதல்

**குறிப்பு:** இப்பகுதியில் பாடப் பொருள் பற்றி நேரடியான வினாக்கள் அமையா. மொழித்திறன் பற்றிய வினாக்களே அமையும்.

## பகுதி ஆ-தமிழ் கற்பித்தல்

தலைப்பும் உட்பிரிவுகளும்

செய்முறை

### இயல் 1: பாட ஏற்பாடு, பாடத்திட்டம், பாடநூல்

- பாட ஏற்பாடு
- பாடத்திட்டம்
- பாட ஏற்பாடு, படத்திட்டம், பாடநூல் தொடர்பு
- பாடநூல் ஆய்வு
- பாடநூலும் ஆசிரியர்களும்

ஏதேனும் ஒரு வகுப்புப் பாடநூலை மதிப்பீடு செய்தல்

### இயல் 2: பாடங்களைக் கற்பித்தல்

- உரைநடை கற்பித்தல்: மொழிக் குறிக்கோள், பாடப்பொருள் குறிக்கோள், கற்பிக்கும் உத்திகள்
- செய்யுள் கற்பித்தல்: மொழிக் குறிக்கோள், பாடப்பொருள் குறிக்கோள், கற்பிக்கும் உத்திகள்
- துணைப்பாடம் கற்பித்தல்: குறிக்கோள்கள், உத்திகள்
- இலக்கணம் கற்பித்தல்: இலக்கணம் கற்பித்தலும் மொழி கற்பித்தலும் விதி வருமுறை, விதி தருமுறை, தற்காலத் தமிழோடு தொடர்புபடுத்துதல்
- செயல்வழிக் கல்வி அறிமுகம்

சொற்களஞ்சியம் பெருக்குதல், பாடவிளக்கம், இலக்கணம் கற்பித்தல் ஆகியவற்றிற்கான துணைக் கருவிகள் தயாரித்தல்.

தமிழ் குறியீட்டு அட்டைகள் (லோகோ) தயாரித்தல்

### இயல் 3: சொற்களஞ்சியம் பெருக்குதல்

- சொல் அமைப்பு, பொருள், பயன்பாடு
- அறிந்த சொற்களஞ்சியம், பயன்படுத்தும் சொற்களஞ்சியம்
- சொல் கற்பிக்கும் முறைகள்
- அடிப்படைத்திறன்களும் சொற்களஞ்சியம் பெருக்குதலும்
- பாடங்களைக் கற்பித்தலும் சொற்களஞ்சியம் பெருக்குதலும்
- சொற் பயிற்சிகள்
- சொல் விளையாட்டுகள்

சொல் விளையாட்டு/பயிற்சிகள் தயாரித்து நடத்துதல்

### இயல் 4: உயர்நிலைத் திறன்கள்

- கடிதம் எழுதுதல்
- கட்டுரை எழுதுதல்
- பேச்சாற்றல்
- படைப்பாற்றல் (கவிதை, கதை எழுதுதல்)
- கலந்துரையாடலை ஒருங்கிணைக்கும் திறன் ஒவ்வொன்றின் உட்கூறுகள், வளர்க்கும் வழிவகைகள், பயிற்சிகள்

- ஐந்து மாணவர்கள் கொண்ட குழுக்களாகப் பிரித்துக் குறிப்பிட்ட தலைப்பில் கலந்துரையாடுதல். அதை ஒரு மாணவர் ஒருங்கிணைத்து நடத்துதல் இவ்வாறு எல்லா மாணவர்களும் செய்ய வாய்ப்பளித்தல்.

- பாதிக்கதையைச் சொல்லி மீதிக் கதையை முடிக்கும் பயிற்சி அளிக்கப் பல கதைகளைத் தொகுத்தல்.

### இயல் 5: பிழை ஆய்வும் குறை களைதலும்

- தவறு, பிழை வேறுபாடு
- கற்றலில் பிழையின் இடம்
- பிழை காணல்
- பிழை வகைகள்
- காரணம் காணல்
- பிழை நீக்கும் பயிற்சிகள்
- கற்பித்தல் முறையை மாற்றுதல்

குறிப்பிட்ட வகைப் பிழைகளுக்கான பிழை நீக்கும் பயிற்சிகள் தயாரித்தல்.

### இயல் 6: தேர்வு மதிப்பீடு

- அளவீடு, தேர்வு, மதிப்பீடு
- ஒவ்வொரு திறனையும் மதிப்பிடும் முறை
- வினைத்தாள் வடிவமைப்பு
- தேர்வைத் திட்டமிடல்
- தொடர் மதிப்பீடு

வினாத்தாள் திட்ட வரைவு தயாரித்தல்

### பார்வை நூல்கள் :

1. நற்றமிழ் பயிற்றலின் நோக்கமும் முறையும் - டாக்டர் மு. கோவிந்தராஜன், தேன்மொழி பதிப்பகம், சென்னை-14, 1980.
2. தமிழ் பயிற்றும் முறை - திரு. ந. சுப்புரெட்டியார், மாணிக்கவாசகர் நூலகம், சிதம்பரம், 1980.
3. பைந்தமிழ் கற்பிக்கும் முறைகள் - டாக்டர் இ.பா. வேணுகோபால், சாரதா பதிப்பகம், சென்னை-5, 2006.
4. தமிழ் கற்பித்தலில் பயிற்சிகள் - திரு. தா. பரசுராமன், அரசு பதிப்பகம், மதுரை-12, 2001.
5. தமிழ் கற்பித்தலில் புதுமைப் போக்குகள் - முனைவர் நா. பழனிவேலு, கபிலன் பதிப்பகம், ஓரத்தநாடு, 2005.
6. தமிழ்ப்பாடம் சொல்லும் முறை I & II - திரு. பா. பொன்னப்பன், தமிழ்நாட்டுப் பாடநூல் நிறுவனம், சென்னை, 1981.
7. நன்னூல் கண்டிகை உரை - ஆறுமுக நாவலர், சைவ சித்தாந்த நூற்பதிப்புக் கழகம், சென்னை.
8. நற்றமிழ் கற்பிக்கும் முறைகள் - பேராசிரியர் வி. கணபதி, சாந்தா பதிப்பகம், சென்னை.
9. கல்வியியல் தமிழ் - முனைவர் செல்வி வெ. கலைச்செல்வி, சஞ்சீவ் வெளியீடு, ஈரோடு.
10. இலக்கணக் களஞ்சியம் - முனைவர் பொற்கோ, பூம்பொழில் பதிப்பகம், சென்னை, 1997.
11. தமிழில் நீங்களுந் தவறில்லாமல் எழுதலாம் - முனைவர் பொற்கோ, புதுவாழ்வுப் பதிப்பகம், சென்னை (2000).
12. இலக்கிய வரலாறு - தமிழண்ணல், சைவ சித்தாந்த நூற்பதிப்புக் கழகம், சென்னை.
13. இலக்கிய வரலாறு - டாக்டர் தமிழண்ணல், மீனாட்சி புத்தக நிலையம், மதுரை.
14. அபிதான சிந்தாமணி - தமிழ்க் கலைக்களஞ்சியம் மற்றும் நிகண்டுகள்
15. கல்வியியல் தேர்வு - டாக்டர் பி. இரத்தினசபாபதி, சாந்தா பதிப்பகம், சென்னை-14.
16. இலக்கிய வரலாறு - டாக்டர் சி. பாலசுப்பிரமணியம், அணியகம், சென்னை.
17. செயல்வழிக் கற்றல் மற்றும் தானே கற்றல் (ஆசிரியர் கையேடு) - ஆசிரியர் கல்வி ஆராய்ச்சி பயிற்சி இயக்ககம், சென்னை-6.
18. Learning to Teach: A Hand book for Primary and Secondary School Teachers - Gill Nicholls (1999), Kogan Page Limited, London.
19. Document on Social, Moral and spiritual values in Education - B.R. Goyal (1979), NCERT
20. Methods of Teaching: A Skilled Approach, E. Chearles - D. Jacobsen (1985), Merrill Publishing Company, London.
21. Introduction to Educational Technology - Dr. A. Panneerselvam (1998), (4th Revised Edn.), Sterling Publishers, New Delhi.
22. A course in language Teaching Practice and Theory - Penny Ur. (1996), Cambridge University Press.
23. Tamil Phonetic Reader - S. Rajaram, Central Institute of Indian Languages, Mysore-6.
24. Principles of presenting Textbooks in Mother Tongue - Rastogietal (1970), NCERT
27. National Curriculum Framework — 2005. - NCERT

**Second Year**  
**Course IV: English Language Teaching**  
**Part - A : Content**

- (a)
1. Basic vocabulary -(Apart from vocabulary items from Std I -X, vocabulary for day to day use).
  2. Synonyms and antonyms.
  3. Expanding headlines.
  4. Developing proverbs into paragraphs.
  5. Explaining common processes.
  6. Writing formal and informal letters.
  7. Using punctuation.
  8. Writing specific instructions.
  9. Describing jobs.
  10. Preparing Bio-data.
  11. Completion of a given story.
  12. Summarising.
  13. Writing review of 2 books.
- (b)
1. Phrasal verbs and prepositional phrases.
  2. Relative clauses.
  3. Conditional clauses.
  4. Infinitives and gerunds.
  5. Framing questions.
  6. Question tags.
  7. Active and passive voice.
  8. Transformation: Simple — Compound — Complex.

**Section-B: Methodology**

***Theory***

***Practical***

**Unit -I : Reading**

i. Importance of Reading — Reading skill and reading process -Loud Reading and Silent Reading. —Reading readiness-Methods of teaching reading—Picture reading — materials for teaching reading. —How to make Reading effective. — Interpreting non-verbal texts.

**Types of reading:**

Study skills Skipping, Skimming and Scanning / SQ3R (Survey, Questioning, Read, Recite, Recall)

**Unit -II : Writing**

Handwriting — Mechanics of handwriting Characteristics of good handwriting — importance — Development of continuous writing — Giving dictation exercises — Written exercises — Common written exercises. — Expanding Sentences — Story mapping —Translation exercise — more of Tamil to English exercises. — Writing Review of 2 books relevant to the subject from the Institute library

Preparation of suitable materials, demonstration and peer teaching.

Workshop for preparation of materials-

Preparation of simple texts for reading.

Graphs, Pie-charts, Bar diagram, etc.,

Regular practice with italic copy books.

Records to be submitted by the trainees.

Designing exercises and records to be maintained by trainees.

**Unit - III : Grammar**

- |  |   |
|--|---|
| i. Place of grammar in school curriculum | Demonstration of Teaching specific grammar items and peer |
| ii. Formal and functional grammar        |   |
| iii. Methods of teaching grammar         | teaching  |
| - Deductive                              |   |
| - Inductive                              |   |
| iv. Steps involved in teaching grammar   |   |

**Unit - IV : Composition**

- |  |                                      |
|--|--------------------------------------|
| i. Aims and objectives of teaching composition |                                      |
| ii Oral and written composition                |                                      |
| iii. Controlled and guided composition         | Demonstrations and peer              |
| iv. Expansion exercises                        | teaching                             |
| v. Free composition                            |                                      |
| vi. Correcting composition exercises           | Assigning writing tasks              |
| vii. Developing creative competency            |                                      |
| viii. Developing Strategic competency          | Designing writing tasks for children |

**Unit -V : Assessment**

- |   |  |
|---|--|
| i. Need for Assessment  | Workshop -preparation of blue prints and question papers and question banks. |
| ii. Type of tests -Oral, written, Objective, subjective-diagnostic, achievement tests |  |
| iii. Formative, Summative evaluation  |  |
| iv. Error Analysis -<br>Common Errors- Remedial Measures-                             |  |

**Unit - VI : Teaching Learning Materials**

- |   |  |
|---|--|
| Setting up resource centres in the Institute and also in Practising schools | Workshop on preparation of variety of TLM for each class and each unit     |
| i. Language games — a few samples   | Workshop on preparation of simple meaningful tasks.                        |
| ii. Language Lab  | Conducting games   |
| iii. Newspaper for Teaching English (NITE)                                  | Project on how to exploit the print media for teaching English in Schools. |
| iv. Blackboard Sketches   |  |
| v. Use of Radio, TV, internet for teaching English                          |  |
| vi. Use of ICT (Information Communicative Technology) for Teaching English  |  |

**Reference Books:**

- |   |                           |
|---|---------------------------|
| 1. Living English Structure               | - W.S. Allen              |
| 2. Practical English Grammar              | - Thomson and Martinet    |
| 3. Spoken English for India               | - R.K. Bansal             |
| 4. English Teachers' Handbook             | - D.K. Baruah             |
| 5. Modern English Grammar and Composition | - Prof. N. Krishnaswamy   |
| 6. Essential English Grammar              | - Raymond Murphy          |
| 7. Teaching English as a Second Language  | - J .A. Bright & McGregor |

**Second Year**  
**Course V : Teaching of Mathematics**  
**Part A : Content**

**Unit - I : Application of Mathematics in everyday life**

Application of Mathematics in everyday life - Percentage  
 - Banking - simple and compound interest - Family budgeting  
 - Street mathematics to school mathematics

Collection of banking slips, forms, etc.

**Unit - II : Algebra**

Operations on Number System — Literals & Variables  
 ( $x \times y = xy$ ;  $5 \times 7 \neq 57$ ) — Simple equations with 1 and 2  
 variables.

Students are required to interpret the data and draw  
 inferences.

**Unit - III : Statistics**

Organisation of data — Measures of central tendency and  
 its applications. — Statistical graphs - Stem leaf; line graphs  
 and histogram — Functional graphs - Straight - line  $y=mx$  &  $y$   
 $=mx+c$  and applications

Collect data from internship - school teaching practice -  
 draw graph.

**Unit - IV : Practical Geometry**

Introduction and History of practical geometry -  
 Construction of quadrilaterals - Parallelogram - Rhombus -  
 Trapezium - Quadrilateral

Prepare Card board models, derivation of formulas  
 inductively.

**Part : B Methodology****Unit - V : Strategy instruction**

Strategy instruction: Definition & Meaning - Difference  
 between Direct Instruction, Strategy Instruction and Learning  
 Strategies - Components of Strategy Instruction - Criteria for  
 Strategy Instruction - Implicit and Explicit Instruction strategies  
 for teaching Primary Maths.

Student-teachers are required to stage their teaching  
 performance in Mathematics in their class using the  
 strategies discussed by the teacher educators.

**Unit - VI : Problem based learning (PBL) in mathematics**

Problem based learning (PBL) in mathematics at primary  
 level: Definition & Meaning - Students understanding in PBL  
 - Teachers role in PBL

Identify the problems and apply the knowledge of it for  
 solving problems. Further, they are required to find new ways  
 to find solutions for the problems and maintain a diary.

**Unit - VII : Word problems**

Word problems in elementary school mathematics: Steps  
 and Strategies for classes IV & V - At-Risk students in  
 Mathematics: Causes of At-Risk students - Role of teachers  
 in guiding At-Risk students.

The student-teachers are required to construct word  
 problems and use the STAR strategy instruction to find the  
 solutions for the word problems.

**Unit - VIII : Further activities for learning mathematics**

Preparation of further activities for learning mathematics  
 in class V.

Student-teachers are required to record the preparation  
 of further activities for learning mathematics in class V.

**Unit- IX: Identification of Common mistakes in Mathematics**

Identification of Common mistakes in Mathematics among  
 primary school children in classes IV and V - Communication  
 in Mathematics: Definition, Types Models — Teachers' role.

The student teachers should identify the hot spots and  
 suggest remedial measures by administering the test and  
 analyzing the results and further required to prepare self-  
 learning materials, teaching aids, etc.

The student -teachers are required to identify suitable  
 communication models for teaching different concepts in  
 mathematics.

**Unit - X : Evaluation in Mathematics**

Evaluation in Mathematics: Definition Purpose, Types of questions Construction of Achievement and Diagnostic tests in Mathematics - Measures of Central Tendency & Dispersion - Action Research in Mathematics Teaching

Student-teachers are required to maintain a record on Test & Measurement by Making use of achievement & Diagnostic tests, conducted during practice teaching.

**Reference Books:**

- |   |   |
|---|---|
| 1. "Teaching of Mathematics"                                | - Davies R. - Wesley Press  |
| 2. "Nature of Mathematics"                                  | - Kapur J.N. - Arya Book Depot, Delhi.                            |
| 3. "Short History of Mathematics"                           | - Ball W.W.K.   |
| 4. "Theory and practice of teaching of School Mathematics"  | - Sundararajan, S.  |
| 5. "Teaching of Essentials of Arithmetic"                   | - Ballard. P.B. - University of London Press Ltd.                 |
| 6. "Teaching of Mathematics"                                | - Damayanthi Bakeyanathan - Tamil Nadu Textbook Society, Chennai. |
| 7. "Enn. Kanitham Karpithal"                                | - Parthasarathy - The South India Saiva Sithantha Work, 1961      |
| 8. "Brochures of Themes Related to Teaching of Mathematics" | - NCERT   |
| 9. "Pedagogics of Mathematics"                              | - Gnanaraj Manuel   |

**SECOND YEAR****Course VI : Teaching of Science****Part A- Content****Unit -1: Light**

Laws of refraction, reflection- Dispersion of light- Optical instruments - compound microscope - Astronomical telescope.

Demonstrates dispersion of light.

**Unit -2: Electricity & Magnetism**

Magnetic effects - electro magnets - Domestic electric circuit -Safety measures in handling electricity. Conductors - insulators - non conductors - dynamo.

- Prepares a simple domestic circuit.
- Minor repairs to electric gadgets, circuits, etc.

**Unit -3: Energy**

Different types of energy - Transformation of energy - Solar energy- Wind energy - Conservation of energy - Safety disposal of nuclear waste

Discussion on current issues relating to use of technology for national development (e.g. 123)

**Unit -4: Sound**

Different types of waves - instruments

**Unit -5: Acids, Bases and Salts**

Sources - Properties and types of acids - Sources - properties and types of bases types and properties of salts- indicators - Neutralization - Reaction

Collects acids and bases from the plant kingdom and differentiates.

**Unit -6: Microorganisms**

Types of viruses - bacteria - fungus - common & important viral diseases- -HIV - bacterial disease - vector borne diseases - water borne diseases - Air borne diseases - Prevention and control.

**Unit -7: Immunology**

Types of Indian Medicine - *Siddha* - Naturopathy, Homoeopathy, Unani and *Ayurvedic* - Medicinal plants and their uses (Neem, *Vinca rosea* Thulasi)- Addictions and deaddictions - social aspects - role of science teaching in developing values.

Invites experts from the field of Indian medicine and records their talk.

**Unit-8: Environment**

Environmental Factors -Rain Water Harvesting -Role of insects, Animals and human beings on conserving the nature.

Seminar on environment protection for sustainable development

**Unit-9 : Application of Science in day to day life**

Correlates from life at home, school and Public places.

The current trends of anyone of 3 Os with the help of Information and Communication Technology

**Part B - Methodology****Unit VII : Heuristic Method**

Aims and objectives -Model - Steps involved Learning outcomes -Explaining the method with an appropriate example from the content -Educational implications of the method, Merits and Demerits.

Adopts heuristic method of teaching for the content of his own choice.

**Unit VIII : Co-curricular Activities**

Need and importance -Planning, ( execution and review-Precautionary measures -Field Trip / Nature Walk -Science club, eco-club, Science quiz, Science Exhibition -Role of teacher

Organises a field trip / nature walk to locally accessible place of scientific significance.

Organises science club activities

**Unit IX : Project Method**

Introduction -Definition -C Objectives — Outcomes -Types of projects -Steps involved -Need Role of Teacher - Educational in implications -Merits and Limitations

Conducts individual project under the supervision of Teacher educator and submits the report in the print form

**Unit X : Inductive and deductive method**

Introduction -Definition - Objectives - Outcomes -Steps - Differences -inductive, deductive approach -Explanation of the methods with a suitable content matter -Role of the Teacher - Merits and Limitations

Identify topics from the school yllabus for teaching through inductive and deductive methods

**Unit XI -Multi Media Package (MMP)**

Media -Mass media -Meaning - Significance -Merits - Limitations-Multimedia-Meaning-Definition-Multimedia package Meaning - Significance of Multimedia Package - Development of Multimedia package (MMP) various steps involved in the development of MMP-Merits-Limitations.

Prepares a MMP for any two topics of his own interest at the primary / elementary level.

**Unit XII : Active Learning Method (ALM)**

Objectives and need of ALM-Principles of ALM-Advantages

Observes and identifies the uniqueness of ALM

**Reference Books :**

1. Science Teaching in Schools - R.C. Das, Sterling Publishers Pvt. Ltd., New Delhi -110 051.
2. Teaching of Science - M.S. Yadav, Anmol Publications Pvt. Ltd., New Delhi.
3. Science Curriculum Resource Handbook - Corwin Press Inc. Sage Publications Company, Thousand Oaks, California.
4. Science method and Scientific Technology Development - Joshi (P.S.) & Vajreshwar D. Chand and Company, 152, Anna Salai, Chennai -600 002.
5. Scientific Attitude - Bhaskara Rao Digumart Discovery Publishing House, New Delhi.
6. Teaching of Science - Dr. Radha Mohan, Mc. Graw Bills Publisng Co.,
7. UNESCO source book for science teaching - Dr. Radha Mohan, UNESCO publications Orient Longmen, Chennai.

**Second Year**  
**Course VII Teaching of Social Science**

**Part - A Content**

**Unit - I : Progressive India**

Progressive India -Progress in Agriculture -Industry - Transport - Communication -Trade -Science and Technology -Satellite- Education -Defence -Policies and programmes in each sector

- Seminar
- Project
- Discussion
- Field Trip

**Unit II : National Concerns and Issues**

National Concerns and Issues: Secularism -Patriotism - Unity in diversity -Gender equality - Population -Human Rights -Child Rights -Child Protection -Women Empowerment -Non-violence - World Peace terrorism -Poverty- Illiteracy - Unemployment - Communalism.

- Group work
- Seminar
- Brain Storming
- Debate
- Project

**Unit III : Atmosphere**

Atmosphere -Structure of Atmosphere -Climatic factors - Weather and Climate -Temperature -Climatic zones -Pressure -Winds - Rain fall -Water cycle -Land and Sea Breeze - Monsoon winds and rainfall -Cyclones -Weather instruments - Rain Harvesting- Hydrospher - Oceans - Seas- Rivers - lakes - Waterfalls - Sea Waves - Tides - Currents - Sea Resources - Tsunami

- Experiments to measure, Temperature, pressure and rainfall
- Observation of weather and recording and reporting
- Interpretation of weather chart
- Field trip to meteorological Station / Observatory
- Web bases Teaching and learnin
- Assignments
- Project

**Unit IV : Biosphere and Environment Issues**

Biosphere - Eco system - Relationship between Man and Biosphere - Resources - Natural and Human Resources -Biotic-Abiotic- Soils -Forests, Minerals, Oil - Resource Management -Conservation -Sustainable development.

Environmental Issues -Pollution- Land, Air, Water - Urbanisation- Environmental degradation -global warming - Green house effect - Acid rain - Deforestation - Disaster Mitigation Measures.

- Projects
- seminar
- Assignments
- Preparation of Booklets
- Symposium
- Projects
- Debate
- Preparation of Photo albums for Pollution

**Part B: Methodology**

**Unit I - On-Line method**

Definition and meaning of this method - Selection of web resources - Organisation of materials - Show -Discussion - Recording Topics to be selected for collection of web resources

Eg : Galaxy, Solar system, - Collection of web resources

**Unit II - Story Telling method**

Definition and meaning of this method - conversion of content into stories - collection of relevant maps and pictures - body language - voice -tempo of expression - posing thought provoking questions -drawing conclusion.

Eg : Kingdoms Soil formataions.

Writing stories for events

**Unit III : Workshop**

Definition and meaning of workshop-Steps - to be followed organisation selection of relevent topics TLM Material Preparation Recording - Reporting.

TLM preparation - Map making Working Models - 3 D Models

**Unit-IV :Scientific Inquiry Method**

Definition and meaning in Steps - Recording -Reporting  
Reporting - Topics to be covered under this method.

Social Issues

Environmental issues

**Unit V : Dramatization**

Definition and meaning in Steps - Conversion of texts into dialogues form - Advantages - Suggested Topics under this method.

- Freedom struggle
- Dynasties -Shivaji & Aurangzeb
- Life of Buddha and Jain.
- Script writing for drama (three)
- National and Patriotic Songs

**Unit VI : Evaluation Techniques**

Preparation of Blue Print - Achievement Test paper, competency based continuous and comprehensive evaluation - Terminal Examination

- Preparation of Blue Print
- Assessment of Achievement test paper
- Keeping records of CCCE
- Preparation of ALM unit test paper

**Reference Books :**

- |   |  |
|---|--|
| 1. Teaching of History  | - S.K. Kochhar   |
| 2. The Teaching of History in Elementary - and Secondary School               | - New York -Macmillan                                    |
| 3. Teaching of History -  | - A practical approach - New Delhi -1992                 |
| 4. The Teaching of History -  | - Ghate -Oxford University .                             |
| 5. Suggestions on the Teaching of History -towards world understanding Paris. | - UNESCO-1954-HILILCP                                    |
| 6. Hand book for Geography Teachers -   | - Long M.L.(Ed.) 1974- London Methien Education Limited. |
| 7. Teaching of Geography -  | - Macnee E.A. 1952- London - Oxford University Press     |
| 8. வரலாறு கற்பிக்கும் முறைகள்   | - தமிழ்நாடு பாடநூல் நிறுவனம்.                            |