

Curriculum and Syllabus for Diploma in Teacher Education Programmes 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 practising teachers & teacher educators took active part in the deliberations.

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-centred 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.
- 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

2 Days Child Observation and doing Case Study	10 Hrs
6 Days School Visit	30 Hrs
40 Days Internship	200 Hrs
172 Days Class work (Theory and Practicum)	860 Hrs
Total	1100 Hrs

Second Year

8 Days Project Related Work	40 Hrs
40 Days Internship	200 Hrs
172 Days Class work (Theory and Practicum)	860 Hrs
Total	1100 Hrs

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

1. The Learning Child
2. Facilitating and Enhancing Learning
3. Teaching of Tamil/Kannada/ Urdu /Malayalam
4. Teaching of English
5. Teaching of Mathematics
6. Teaching of Science
7. Teaching of Social Sciences

Second Year

1. Indian Education System
2. Facilitating and Enhancing Learning
3. Teaching of Tamil
4. Teaching of English
5. Teaching of Mathematics
6. Teaching of Science
7. Teaching of Social Sciences

6. Practicum

6.1 Subjects taught under practicum

Trainees will do the following practicals under practicum.

First year

1. Observing Children and doing Case Study
2. School Visit
3. Story Telling
4. Health Education & Yoga
5. Self- Development workshop
6. Teaching Learning materials

Second Year

1. Self- Development workshop
2. Teaching Learning materials
3. Physical Education
4. Art Education & Work Experience
5. Resource Centres
6. Projects

7. Internship

Each student-teacher will have an intensive practice in observation-cum teaching in an identified Government / Aided School for a period of 40 days each year. Internship will be preceded by student-teacher preparation in the respective Teacher Training Institutes.

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 1, 2, in the first year and 6 in the second year)

First Year

Paper	Title	I Year (in Hours)
Taught Courses		
1	The Learning Child	100
2	Facilitating & Enhancing Learning	100
3	Teaching of Tamil/ Urdu/ Malayalam/Telugu	100
4	Teaching of English	100
5	Teaching of Mathematics	100
6	Teaching of Science	100
7	Teaching of Social Science	100
Practicum		
1	Observing Children and doing Case Study	20
2	School Visit	20
3	Story Telling	40
4	Health Education & Yoga	40
5	Self- Development workshop	40
6	Teaching Learning materials	40
	Total	900

Second year

Paper	Title	II Year (in Hours)
Taught Courses		
1	Facilitating & Enhancing Learning	100
2	Indian Education System	100
3	Teaching of Tamil / Urdu/ Malayalam/Telugu	100
4	Teaching of English	100
5	Teaching of Mathematics	100
6	Teaching of Science	100
7	Teaching of Social Science	100
Practicum		
1	Self- Development workshop	40
2	Teaching Learning materials	20
3	Physical Education	40
4	Art Education & Work Experience	40
5	Resource Centres	20
6	Projects	40
	Total	900

9. Evaluation

There will be internal assessment as well as External examination in each year. External examination in the first eight taught Courses will be conducted by Director of Government Examinations under supervision of Principals of the DIETs of the District concerned.

9.1 External Examination

External examination will be conducted at the end of first Year and Second Year for the following Courses given as below

First Year

Sl. No.	Taught Courses	Marks
1.	The learning child	100
2.	Facilitating and Enhancing Learning	100
3.	Teaching of Tamil / Urdu/ Malayalam/Telugu	100
4.	Teaching of English	100
5.	Teaching of Math	100
6.	Teaching of Science	100
7.	Teaching of Social Science	100
	Total	700

Second Year

Sl. No.	Taught Courses	Marks
1.	Facilitating and Enhancing Learning	100
2.	Indian Education System	100
3.	Teaching of Tamil / Urdu/ Malayalam/Telugu	100
4.	Teaching of English	100
5.	Teaching of Math	100
6.	Teaching of Science	100
7.	Teaching of Social Science	100
	Total	700

Question Paper pattern for External Examination for Taught Courses 1 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'.	15 x 2	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'.	10 x 4	40 marks
Part C	Essay Questions (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 in Part A 'Child Development' and the other from the Units of Part B 'Learning'	3 x 10	30 marks
Total			100 Marks

Question Paper pattern for External Examination for Taught Course 1 in the second year and Taught Course 2 in the both first and second years

Part A	Short Answer Questions (about 100 words) no choice	15 x 2	30 marks
Part B	Paragraph Answer Questions (about 200 words) 10 out of 12	10 x 4	40 marks
Part C	Essay Questions (about 500 words) 3 with internal choice	3 x 10	30 marks
Total			100 Marks

Question Paper pattern for External Examination for Taught Courses 3 to 7 in the both 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 Methodology Post

Section – A Content

Part A	Short Answer Questions (100 words) no choice	10 x 2	20 marks
Part B	Paragraph Answer Questions (200 words) 5 out of 8	5 x 4	20 marks

Section B Methodology

Part A	Short Answer Questions (about 100 words) no choice	10 x 2	20 marks
Part B	Paragraph Answer Questions (200 words) 5 out of 8	5 x 4	20 marks
Part C	Short Essay Questions (500 words) internal choice	2 x 10	20 marks

8.2 Internal Assessment

Internal Assessment will be made under the following three heads.

8.2.1 Taught Subjects

There will be continuous internal assessment for Taught Courses (1to7)

Taught Courses 1 and 2

Practicals	-	5
Test	-	5
Seminar	-	5
Review of Two books	-	5
Subject-specific Tasks	-	5
Total		25

Taught Courses 3 to 7

Practicals	-	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
Subject-specific Tasks	-	5
Total		25

First Year

Sl. No.	Taught Courses	Internal Assessment Marks
1.	The learning child	25
2.	Facilitating and Enhancing Learning	25
3.	Teaching of Tamil	25
4.	Teaching of English	25
5.	Teaching of Math	25
6.	Teaching of Science	25
7.	Teaching of Social Science	25
	Total	175

Second Year

Sl. No.	Taught Courses	Internal Assessment Marks
1.	Facilitating and Enhancing Learning	25
2.	Indian Education System	25
3.	Teaching of Tamil	25
4.	Teaching of English	25
5.	Teaching of Math	25
6.	Teaching of Science	25
7.	Teaching of Social Science	25
	Total	175

8.2.2 Internal Assessment for Teaching Practices:

The allotment of marks for teaching practice and observation in each subject will be as follows:

Details	Marks
Teaching Practice in Schools	30
Teaching Practice in the internship	20
Observation	10
Total	60

The Grading for this Assessment will be

Marks	Grade
45 and above	A
36-44	B
30-35	C
Below 30	D

8.2.3 Internal Assessment for Practicum

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

First Year

Sl.No	Courses	I Year
1	Observing Children and doing Case Study	125
2	School Visit	100
3	Story Telling	100
4	Health Education & Yoga	100
5	Self- Development workshop	100
6	Teaching Learning materials	100
Total		625

Second Year

Sl.No	Courses	II Year
1	Self- Development workshop	100
2	Teaching Learning materials	100
3	Physical Education	100
4	Art Education & Work Experience	100
5	Resource Centres	100
6	Projects	125
Total		625

9. Grades for Internal Assessment

Internal assessment marks for practical courses should be converted into grades as follows.

Grade	Percentage of marks
A	75 & above
B	60 – 74
C	50 – 59
D	Below 50

Minimum for a pass is 50% in external examination as well as in internal assessment in papers 1 to 7 and 'C' Grade for Practicum and teaching practice.

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.

10. Review Board & Conduct of Examination

A Board of Examiners for reviewing the internal assessment, in various courses will be appointed by the DIET Principal. This board will consist of members drawn from DIET / Government and Government Aided TTIs of the District concerned. The senior most DIET faculty member will be the Chair Person. The Board will review the performance and records maintained for internal assessments relating to Taught Courses, Teaching Practice and Practicum by not more than 50 students on a day. The Board will finalize the marks awarded to the students for various practical courses, teaching practice in grades and the marks for the continuous internal assessment in taught courses and submit the final mark list to the Director of Government of Examination through the DIET Principal of the district concerned. The DIET principal should send all the Grade Sheets and Marks Sheets of the entire district with the consolidated abstract to the DGE, keeping a confidential source copy. Remuneration shall be given based on the work done by each board member. (No. of students assessed) conforming to the norms prescribed by DGE. The chair person should monitor the entire proceedings of the internal assessment.

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 :-

- To familiarize trainee – teachers with the basic concepts of the learning child.
- To enable trainee –teachers have a knowledge of physical intellectual, emotional, Social and Moral aspects of learning child during three phases viz Pre-School, during –School and after School.
- To enable trainee 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 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.	<ol style="list-style-type: none"> 1. Observing physical aspects of children – Height, Weight, Movements. 2. Studying the “home languages of children”.
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.	<ol style="list-style-type: none"> 1. Observing the various play activities of the child. 2. Pleasant and unpleasant emotions of child.
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.	<ol style="list-style-type: none"> 1. Experiments on distraction of attention – 2. Division of attention 3. Creativity of Children. 4. Non Verbal group intelligence test. 5. Piaget’s tasks.

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.	<ol style="list-style-type: none"> 1. Levels of social relationship – 2. ”Who’s Who” approach 3. Measure of anger 4. Emotional stability 5. Emotional regression.
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.	<ol style="list-style-type: none"> 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 versus late Maturation - the 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 adapt 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 and II 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, schema 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; 1.Teaching Learning Process 2.Teacher’s personality traits –	Case study of high achieving and low achieving students in a class. Investigate the causes for low achievement.
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	
<p>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.</p> <p>Conceptual development - continuous 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.</p>	<p>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.</p>

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, such as 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	
<p>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</p> <p>Attention – gaining and sustaining through various instructional activities.</p>	<p>Measuring motivation through a questionnaire Span of attention test</p>
Unit – II – Methods of Facilitating Learning	
<ul style="list-style-type: none"> ❖ Play – Way method ❖ Biographical method ❖ Heuristic method ❖ Project method ❖ Demonstration method ❖ Activity based learning method 	<p>Choosing appropriate content for teaching through any two methods and preparing lesson plans.</p>
Unit – III : Organizing Learning Activities	
<ol style="list-style-type: none"> 1. Individual Learning 2. Peer group learning 3. Small group learning 4. Whole class activity 5. basis for grouping Competency, situation, – requirement 	

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.	<ol style="list-style-type: none"> 1. Oral Practice in questioning 2. Giving opinions 3. Narrating 4. Describing 5. Explaining 6. Instructing 7. Summarizing
Unit – V : Learning and thinking	
Learning for higher levels of thinking; learning to learn; metacognition –critical and creative thinking. trainees.	Workshop for developing critical and creative thinking among trainees.
Unit – VI : Learning styles	
-competitive – focus on norm referenced achievement Cooperative 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 மொழிக்கல்வி முக்கிய பங்கு வகிக்கிறது. மேலும் பிற பாடங்களைச் சிறப்பாகக் கற்றுக் கொள்வதற்கும் 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 பல வகை 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

அறவுரைப் 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. சேதுபிள்ளை

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, தனிக்குறில், குற்றியலுகரம், உடம்படுமெய், பண்புப் பெயர்)

ஈ. படைப்பாற்றல்

மாணவ ஆசிரியர்களின் மொழித்திறன் வளர்ப்பதற்கான பயிற்சி அளித்தல்

1. உரையாடலை 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	
<ul style="list-style-type: none"> - பேச்சுமொழி, எழுத்து மொழி - மரபு சார்ந்தது, விதிகளின் தொகுப்பு - மொழி இலக்கியம், அழகுணர்ச்சி - மொழியும் சமுதாயமும் - மொழி பற்றிய மனப்பான்மையும் ஊக்கம் பெறுதலும் - மொழியும் அடையாளமும் - மொழியும் அதிகாரமும் - 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	
<ul style="list-style-type: none"> - மொழிப்பாடம் திறன்பாடம் - மொழி கற்பித்தலும் மொழிவழி கற்பித்தலும் - மொழி பழகுதலும் கற்றலும் - பள்ளிக்கு வரும் மாணவனின் தமிழ்மொழித் திறன் - தாய்மொழி வீட்டுமொழி, முதல் மொழி - தமிழ் இரட்டை வழக்கு மொழி - பேச்சு வழக்கிலிருந்து எழுத்து வழக்கிற்குச் செல்லுதல் - எழுத்து வழக்கையும் பேச்சு கற்பித்தல் - வீட்டுமொழி, கிளைமொழி அறிவு 	<p>ஏதாவது ஒரு வட்டார வழக்கின் தனித்தன்மைகளை (ஒலிப்பு, சொற்கள், இலக்கணம்) இனங்கண்டு அவற்றையும் அவற்றிற்கு இணையான எழுத்து வழக்கையும் பட்டியலிடுதல்</p>
இயல் 3: அடிப்படைத் திறன்கள்	
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - குறிப்பிட்ட எண்ணிக்கையில் உள்ள சொற்களை மாணவர்களுக்கு வாய்மொழியாகக் கற்பிக்கும் உத்தியைத் திட்டமிடுதல் - குரல் ஏற்றத் தாழ்வோடு படிப்பதற்கான பகுதியைத் தயாரித்து வகுப்பில் படித்துக் காட்டுதல்
இயல் 4: பாடங்களைக் கற்பித்தல்	
<ul style="list-style-type: none"> - உரைநடை கற்பித்தல், மொழிக் குறிக்கோள், பாடப்பொருள் குறிக்கோள், கற்பிக்கும் உத்திகள் - செய்யுள் கற்பித்தல், மொழிக் குறிக்கோள், பாடப்பொருள் குறிக்கோள், கற்பிக்கும் உத்திகள் - துணைப்பாடம், கற்பித்தல் குறிக்கோள்கள், உத்திகள் - இலக்கணம் கற்பித்தல் <p>இலக்கணம் கற்பித்தலும் மொழி கற்பித்தலும் விதி வருமுறை, விதி தருமுறை, தற்காலத் தமிழோடு தொடர்புபடுத்துதல் செயல்வழிக்</p>	<p>சொற்களஞ்சியப் பெருக்கம், பாடவிளக்கம், இலக்கண விளக்கம் ஆகியவற்றிற்கான துணைக் கருவிகள் தயாரித்தல்.</p> <p>தமிழ் - குறியீடுகள் (லோகோ) அட்டைகள் தயாரித்தல்</p>

கல்வி அறிமுகம்	
இயல் 5: கற்பித்தல் திறன் வளர்த்தல்	
<ul style="list-style-type: none"> - உற்று நோக்கல், தேவை, முறை - படிவம் நிரப்புதல் - குறையறிந்து பின்பற்றுதல் - செய்தி திரட்டும் திறன் 	<p>நூலகம் சென்று செய்தி திரட்டுவதற்கான பார்வை நூல்களைப் பட்டியலிட்டு அவற்றின் உள்ளடக்கத்தைக் குறித்தல்.</p> <p>உற்று நோக்கல் படிவம் நிரப்புதலை விளக்குதல்.</p>
இயல் 6 : பாடம் கற்பிப்புத் திட்டம்	
<ul style="list-style-type: none"> - தயாரிப்பு முறை - நன்மைகள் - தயாரிப்புப் படிநிலைகள் - கற்றல், கற்பித்தல் பொருள்கள் 	<p>பாடம் கற்பிப்புத் திட்டம் படிநிலைகளில் தயாரித்தல்</p>

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

Course 4; 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 inspiring 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. Modals and their usage.
 7. Making use of appropriate tense forms.
 8. Degrees of comparison.
 9. Direct and Reported speech.

Part - B Methodology**Unit 1**

Objectives of Learning English	Practical
i. Need for Learning English	Interviewing peer group to find out the problems encountered while learning English.
ii. General and Specific Objectives of Learning English	
iii. Socio-psychological factors in learning English	

Unit 2

Oral skills	Practical
i) Learning Rhymes	Practising the oral skills in pair and small group situation
ii) Telling Stories	
iii) Creating Situations for dialogue	
iv) language games - language activities.	

Unit 3

Methods and Approaches of Teaching English	Practicals
i. Language Acquisition Distinguish between acquisition and Learning ii. Methods a. Grammar Translation b. Direct method c. Bilingual Method d. Structural Method iii. Latest trends – - Communicative approach. ABL – Activity Based Learning	Practice of the methods by trainees in appropriate contents. Practice by trainees Preparation of learning cards and supportive materials

Unit 4

Teaching Vocabulary	Practicals
i. Active and Passive vocabulary ii. Selecting and grading iii. Techniques to introduce a word iv. Vocabulary expansion – classroom devices and exercises v. Teaching spelling vi. Difficulties and remedies in learning spelling. vii. Spelling games	Demonstration followed by peer teaching Preparation of a dictionary for each English Readers from I to V

Unit 5

Teaching of Prose	Practicals
i. Prose – intensive reading ii. Aims of teaching prose iii. The steps involved in teaching prose iv. Planning a prose lesson – model v. Alternative Learning Method (ALM) for prose lessons v. Extensive reading vi. Steps in teaching supplementary reader vii. Teaching of Composition	Trainees practise peer teaching Reading of non-textual passages.

Unit 6

Teaching of Poem	Practicals
i. Aims of teaching poem vi. Steps in teaching a poem	Demonstration and peer teaching

Unit 7

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

Course 5; 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 hard spots in Mathematics at Primary stage and undertake remedial measures.

First Year

Theory	Practical
Part A Content	
Unit – 1; History of Mathematics	
<p>1.1 Babylonian – Egyptian –Greek – Romans – chinees – Japanees – Hindus and Arabs</p> <p>1.2 Contributions of Mathematicians Aryabatta – Brahmagupta – Baskara – Ramanijam, Euclid, Pythagores Gauss.</p>	<p>Collect Mathematicians’ pictures and photos and prepare album and biography of mathematicians’</p>
Unit 2; Number System	
<p>Natural Numbers (Positive Integers) Odd & Even Numbers</p> <p>Introduction of Zero – Whole Numbers (Non-negative Integers)</p> <p style="padding-left: 40px;">2.2.1 Odd & Even Numbers</p> <p>Integers</p> <p style="padding-left: 40px;">2.3.1 Odd & Even Numbers</p> <p>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</p>	<p>Preparation of ABL Cards and other relevant Teaching Learning materials. Formulation of activities for peer group learning.</p>

Unit . 3 Measurements	
3.1 Metric - linear, weight volume and capacity- related sums. Time as the fourth dimension 3.2 Measurement of time.	Preparation of Suitable Self Learning Materials
Unit. 4 Geometry	
4.1 Introduction of Regular & Irregular Shapes 4.2 Length and Circumference 4.3 Concept of 'Side' 4.4 Surface Area & Volume of 3-D objects 4.5 Distinguishing 3-Dimensional objects from 3-D co-ordinates	Prepare Card board models, derivation of formulas inductively
Part B	
Unit - 5	
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 for Elementary students : Steps in Problem solving – Stages : Problem Representation, Problem Execution- Instructional procedures for teaching maths problem solving : Sequencing and segmenting, Drill-Repetition and Practice-	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.

<p>Review, Directed Questioning and Responses, Control Difficulty or Processing demands of the task, Technology, Group Instruction, Strategy cues, Verbal Rehearsal, Process Modeling, Role Reversal.</p>	
<p>Unit – 7</p>	
<p>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.</p>	<p>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.</p> <p>Student-teachers are required to identify a student with disability in mathematics and conduct case studies.</p>
<p>Unit – 8</p>	
<p>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.</p>	<p>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.</p>
<p>Unit – 9</p>	
<p>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.</p>	<p>The student-teachers have to reflect on the instructional strategies and their merits and limitations.</p> <p>The student-teachers are required to construct word problems and use</p>

	instruction to find solutions for word problems.
Unit – 10	
Preparation of further activities for learning mathematics from classes I to IV Identification of Common mistakes in Mathematics among primary school children- Hard spots – Dyscalculia and Dyslexia.	Preparing activity plans for certain topics. The student teachers identify the hard 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 7; 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 – Respiratory System – Blood cells – clotting of blood –Blood Group and Blood transfusion – Blood Pressure – Skeletal system – Nervous system – Excretory system – sense organs – hygienic habits – 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	
Improved seeds- Mutation- Life span of plants- 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	<ul style="list-style-type: none"> ❖ 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 –	Assignments on the use of the Principle

Bartın's barometer-- characteristics of air – Air pressure and density- Functions of syphon- Principles of syphon – air Pollution`	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 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	
Aims and objectives - Steps involved - Explaining the method with an appropriate example from the content.	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	Performs experiments using <i>learning by doing</i> method with the content of his/her own choice.
Unit IV : Assignment	
Aims and objectives – Types – steps involved – merits and demerits	Prepares 6 assignments related to latest developments in physical and biological sciences (3 + 3)
Unit V : Seminar	
Aims and objectives - Need for conducting the seminar – Steps involved in organizing a seminar – Identification of suitable topics for organizing seminars	Participates in 2 seminars at the class / district level seminar and submits the report covering the organizational aspects of the seminar
Unit VI : ABL	
Concept of ABL – Types of ABL Cards – Introduction of Logos from class 1 to class IV – Advantages of the method	Identifies, practices the logos and prepares the cards with innovative ideas;

Course 7; 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 today 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.

First Year

Theory	PRACTICAL
Part A – Content	
Unit I	
<p>A. History of Ancient, Medieval and Modern India – impact of Indian History on our life – Education – Social – Political – Religious – Cultural – Art and Architecture.</p> <p>B. Panoramic view of World History from river valley civilization to today</p>	<ul style="list-style-type: none"> - Collection of pictures – Assignments - Project work - Map work - Time scale marking – Album - Time chart - Time path – Dramatization – Discussion – Quiz Quiz Programme - Collection of Pictures - Web based learning - Map work - Time line – Skit – Assignments - Project work – Album - Discussion
Unit – II	
<p>Indian Constitution – Preamble – Salient features – Amendment – Party system in India – Fundamental rights and duties – Citizenship – Constitutional Provisions</p>	<p>Group work – Assignment - Guest Lecture</p>
Unit – III	
<p>Central – State – Local Government</p> <p>Central</p> <p>Parliament – membership – functions – The central executive organs – powers and functions – Judicial Legislative and executive functions – Supreme Court – Jurisdiction function and powers</p> <p>State</p> <p>States and Union territories – State</p>	<ul style="list-style-type: none"> - Mock Parliament - Assignments - Reporting on the observation of parliamentary functions in telecast - Project Work - Comparing the Central and State relating to legislative and Administrative powers and functions

legislative – State executive – organs – Governor – Council of Ministers powers – functions – State Judiciary – High Court – Jurisdiction and Powers Local Government Local Self Government – federal system – distribution of powers – Central – State – Local relations.	
Unit – IV	
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 – Earth quake – Volcano – How they relate with human life	- Self Learning package preparation 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	
Meaning and Aims of Teaching Social Science – Its contribution to Human development – Individual – Intellectual – Social – Political – Economical – National development	- Discussion - Group work
Unit II - Project Method	
Definition and meaning-steps – advantages – topics to be covered	- Art and Architecture of temples in local area.

under project method in Social Sciences	<ul style="list-style-type: none"> - Influence of British rule in our life - Progress of India in I.T. Sector
Unit – III	
<p>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</p> <p>Globe reading – Latitudes, Longitudes – Climatic zones – Time zones – calculation of time – Location of Places in Globe – Globe addressing</p> <p>Atlas reading – finding places – The distinction between map, globe and Atlas – Uses of maps, globe and Atlas for everyday human activities.</p>	<p>Demonstration – Group work – Assignment – Workshop – Organising Exhibition – Collection of current news</p>
Unit IV - Seminar	
<p>Definition and meaning of seminar- Selection of theme- planning – Organization- conducting seminar and compending reports- Advantages- Topics to be selected for seminar</p>	<ul style="list-style-type: none"> - Seminar on social issues, - Environmental issues- Preparation of compendium
Unit V - Field Trip	
<p>Definition and meaning of Field Trip- Selection of Visiting Place – Organization – Execution – Discussion</p>	<ul style="list-style-type: none"> - Collection of Materials – - Exhibition – Visit to pollution control boards – Planetarium –

- Reporting - Selection of topics to be covered	Museum -
Unit VI - Activity Based Learning	
Definition and meaning of ABL Description of competencies procedure to be followed evaluation advantages of this method	

Second year**Course 1 : Facilitating and Enhancing Learning**

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 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 Child’s right – each child is taken care of – its socio – cultural capital – economic background – special care to physically challenged and slow - pace children	Observing any 2 classrooms, administrating a rating scale and reporting 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	Visiting a multi – grade classroom and preparing a report

educators	
Unit – 4 ; Affective learning	
taxonomy of objectives under affective domain; learning and living values – developing positive attitudes – emotional intelligence – values listed in the constitution.	Value profile of trainees; measurement of their emotional intelligence
Unit – 5 ; Assessment of and for Learning	
Assessment of Learning – planning – focus to improve learning as well as teaching –formative and summative evaluation for improivity 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	Assessing children’s achievement for learning; Preparing tests for assessment of achievement Preparation of test items for various types and forms of tests
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.	Preparing case history of a differently abled child.

Course 2 : Indian Education System

Introduction

Indian Education System has developed over the years with special teachers as demanded by 14 history, culture and politics during 14 various periods. Two system has also had its concerns and problems during there periods. This course deals with the present Indian Education System with this historical perspective.

Objectives

The student teacher attains the competencies in

- ❖ Acquiring the historic perspective of the system development
- ❖ Understanding the system.
- ❖ 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 playing effectively.
- ❖ Motivating the community towards ownership of the schools.
- ❖ Understanding – observing 14 institutional value system.
- ❖ Knowing the different types, streams, and managements of school.
- ❖ Operating the welfare schemes in 14 institution.
- ❖ Understanding the systems's input, process and product.
- ❖ Understanding the challenges of primary education

Theory	Practical
Unit – I : Historical Perspectives	
Historical Perspectives of the Development of the concept and aims of Education in India.	❖ Seminar on the concept and aims of Education during Vedic Jain, Buddhist & Tamil Sangam periods.

Educational Philosophy of Rousseau, Dewey, Montessori, Vivekanantha, Tagore, Gandhi	<ul style="list-style-type: none"> ❖ Seminar on the Gurukula System of Education. ❖ To prepare booklets on the thoughts, maxims, and sayings of great the 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 on the related topics of Aims of Indian Education / Present day & old.
Unit – III : Status of Primary Education	
Recent trends in Education. Constitutional provisions. NEP of 1986, POA. Constitutional amendment of 2002 on UEE. Right to Education Bill of 2005. AIMS of education for 21 st century: four pillars of learning.	Debates on UPE, 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 knowledge is wealth.	Success story collection as to 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

	<p>types of values; individual, moral, social, spiritual, cultural, democratic, global</p> <p>preparation of booklets on each set of values</p>
Unit – VI : Community Involvement in Educational Management	
<p>Community awareness, mobilization, Participation, monitoring, planning reforms, evaluation and ownership, Decentralization of Educational administration & activities.</p>	<ul style="list-style-type: none"> ❖ 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	
<p>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 this enlightenment.</p>	<ul style="list-style-type: none"> ❖ 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	
<p>The spirit of the socialist, secular, democratic, Republic. Article 45 of GOI. Appreciation of Democratic setup. Universal Franchise, Political</p>	<p>Debate on Democratic set up.</p> <ul style="list-style-type: none"> ❖ Assignment on Role Duties & Right of children, voters, teachers in the Democratic setup.

will for UEE, Rights of women and children.	<ul style="list-style-type: none"> ❖ Initiatives of Government of India and Government of Tamil Nadu towards UPE & UEE ❖ Equality ❖ 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,VEO progress achieved through SSA.	<ul style="list-style-type: none"> ❖ Collection of Statistics from different sources related to Access, Enrolment, Drop-out, Completion of the District and the blocks compared. ❖ Seminar on SSA with Trainee participation. ❖ Assignments on ❖ Functions of BRC ❖ Functions of CRC ❖ Functions of VEC
Unit X : School Education Structure	
Pre Primary or Early childhood care and Education (ECCE) – Primary – Upper Primary – Secondary, Higher Secondary – Academic & Professional Education. Streams of School Education - State Board, Central Board, Matriculation, Kendriya Vidyalaya Formal & Non formal Education	<ul style="list-style-type: none"> ❖ Visit to : Balwadi-Anganwadi ECCE Centres. ❖ Categorisation of Schools in the district.
Unit XI : National Concerns of Education	
Secular outlook orientation National integration Women empowerment Upkeeping of environment International understanding	<ul style="list-style-type: none"> ❖ Assignments, Discussion on; ❖ Debate on Secular Teacher ❖ School Activities to promote National integration. ❖ An empowered woman Teacher-

<p>Egalitarian outlook Rights of children Education of children with special needs. Sensitization of Social issues Poverty, Child Labour, Illiteracy, Caste gender, class inequalities, rural & urban divide.</p>	<p>Capabilities and Characteristics.</p> <ul style="list-style-type: none"> ❖ 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.
Unit XII : Teacher Education Structure	
<p>Multimedia and role of teachers; Pre-Primary – Certification Course Elementary – D.TEd., Board of Secondary Education Secondary Higher Secondary – B.Ed., - M.Ed., - M.Phil., - Ph.D., Linkage with the other Social Institutions Role of DIET, SCERT/SIET/DTERT, IASE, RIE, NCTE, NCERT, in improving the quality of teacher education.</p>	<ul style="list-style-type: none"> ❖ 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.
Unit XIII : School Management	
<p>Principles of School Management. Role of Head Master-Leadership Qualities – Obligation on the part of the Assistant Teacher to the Headmaster & Co-operation. Duties of an AEO, DEO Academic Supporting by BRC.</p>	<ul style="list-style-type: none"> ❖ Record Work on the Visited Schools – Descriptions of : ❖ Enumeration of Records maintained in Primary Schools. ❖ Debate on “An Ideal H.M” ❖ Academic Duties of a H.M and Asst. ❖ Managerial Duties of a H.M.

Rules and regulations of Elementary Education class room Management, Quality management, Professional development of teachers.	<ul style="list-style-type: none"> ❖ Administrative of a H.M. ❖ “An exemplary Asst. Teacher.” ❖ The utmost Co-operation of the Assistants to the H.M.
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இரண்டாம் ஆண்டு

பாடம் 3 : தமிழ்க் கல்வி

பகுதி அ தமிழ் மொழித்திறன்

அ. செய்யுள்

பத்தாம் வகுப்பு வரையிலான பாடநூல்களில் அமைந்த கீழுள்ள செய்யுள் பகுதிகளைப் பற்றிய அறிவு பெறுதல்

அறவுரைப் 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 பொருள் அறிவதுடன் அவர்களின் நடைச் சிறப்பையும் சொற்களஞ்சியத்தையும் அறிந்து போற்றும் திறன் பெறுதல்

1. மறைமலை அடிகள்
2. மு. வரதராசன்

இ. இலக்கணம்

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

1. வினை – வினைமுற்று – எச்சம் – பெயரெச்சம் – வினையெச்சம்
2. தன்வினை, பிறவினை – செய்வினை, செயப்பாட்டு வினை
3. இனங்குறித்தல்
4. வழக்கு – இயல்பு – தகுதி
5. தொகைநிலைத் தொடர் – தொகாநிலைத் தொடர்
6. மெய்யீற்றுப் புணர்ச்சி + ணகர னகர ஈறு, மகர ஈறு, லகர ளகர ஈறு, வருமொழித் தகர நகரம் திரிபு
7. அணி (உவமை, எடுத்துக்காட்டு உவமை, பிறிதுமொழிதல், 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	
<ul style="list-style-type: none"> - பாட ஏற்பாடு - பாடத்திட்டம் - பாட ஏற்பாடு, பாடத்திட்டம், பாடநூல் தொகுப்பு - பாடநூல் ஆய்வு - பாடநூலும் ஆசிரியர்களும் 	ஏதேனும் ஒரு வகுப்புப் பாடநூலை மதிப்பீடு செய்தல்
இயல் 2; பயிற்று முறைகள்	
<ul style="list-style-type: none"> - பயிற்று முறைகள் (விரிவுரை, நடிப்பு முறை, கலந்துரையாடல் முறை, விளையாட்டு முறை, செயலிட்ட முறை, ஒப்படைப்பு முறை) - பல வகுப்பு கற்பித்தல் - கற்பித்தலில் தொழில்நுட்பம் 	பல வகுப்புக் கற்பித்தலில் எந்தெந்த வகுப்புகளை இணைத்து எந்தெந்தத் திறன்களைக் கற்பிக்கலாம் எனத் திட்டமிடுதல்.

<ul style="list-style-type: none"> - வீட்டுவேலை வழங்குதல் - செயல்முறைக் கல்வி 	
இயல் 3: சொற்களஞ்சியம் பெருக்குதல்	
<ul style="list-style-type: none"> - சொல் அமைப்பு, பொருள், பயன்பாடு - அறிந்த சொற்களஞ்சியம், பயன்படுத்தும் சொற்களஞ்சியம் - சொல் கற்பிக்கும் முறைகள் - அடிப்படைத்திறன்களும் சொற்களஞ்சியம் பெருக்குதலும் - பாடங்களைக்கற்பித்தலும் சொற்களஞ்சியம் பெருக்குதலும் - சொற் பயிற்சிகள் - சொல் விளையாட்டுகள் 	<p>சொல் விளையாட்டு / பயிற்சிகள் தயாரித்து நடத்துதல்</p>
இயல் 4: உயர்நிலைத் திறன்கள்	
<ul style="list-style-type: none"> - கடிதம் எழுதுதல் - கட்டுரை எழுதுதல் - பேச்சாற்றல் - படைப்பாற்றல் (கவிதை, கதை எழுதுதல்) - கலந்துரையாடலை ஒருங்கிணைக்கும் திறன் - ஒவ்வொன்றின் உட்கூறுகள், வளர்க்கும் வழிவகைகள், பயிற்சிகள் 	<ul style="list-style-type: none"> - ஐந்து மாணவர்கள் கொண்ட குழுக்களாகப் பிரித்துக் குறிப்பிட்ட தலைப்பில் கலந்துரையாடுதல். அதை ஒரு மாணவர் ஒருங்கிணைத்து நடத்துதல் இவ்வாறு எல்லா மாணவர்களும் செய்ய வாய்ப்பளித்தல். - பாதிக்கதையைச் சொல்லி மீதிக் கதையை முடிக்கும் பயிற்சி அளித்தல் - பல கதைகளைத் தொகுத்தல்
இயல் 5: பிழை ஆய்வும் குறை களைதலும்	
<ul style="list-style-type: none"> - தவறு, பிழை வேறுபாடு - கற்றலில் பிழையின் இடம் - பிழை காணல் - பிழை வகைகள் - காரணம் காணல் - பிழை நீக்கும் பயிற்சிகள் - கற்பித்தல் முறையை மாற்றுவதல் 	<p>குறிப்பிட்ட வகைப் பிழைகளுக்கான பிழை நீக்கும் பயிற்சிகள் தயாரித்தல்</p>
இயல் 6: தேர்வும் மதிப்பீடும்	
<ul style="list-style-type: none"> - அளவீடு, தேர்வு, மதிப்பீடு - ஒவ்வொரு திறனையும் மதிப்பீடும் முறை - வினாத்தாள் வடிவமைப்பு - தேர்வைத் திட்டமிடல் - தொடர் மதிப்பீடு 	<p>வினாத்தாள் திட்ட வரைவு தயாரித்தல்</p>

Second Year**Course 4 : 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.
- 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**Unit 1**

Listening and Speaking	Practicals
<p>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</p>	<p>Designing and taking up listening tests.</p> <p>Trainees Practise</p> <ol style="list-style-type: none"> 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. vii. Asking questions. viii. Conducting quiz programmes.

Unit 2

Reading	Practicals
<p>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. Types of reading : Study skills Skipping, Skimming and Scanning / SQ3R (Survey, Questioning, Read, Recite, Recall)</p>	<p>Preparation of suitable materials, demonstration and peer teaching.</p> <p>Workshop for preparation of materials –</p> <p>Preparation of simple texts for reading.</p>

Unit 3

Writing	Practicals
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.	Regular practice with italic copy books. Records to be submitted by the trainees. Designing exercises and records to be maintained by trainees.

Unit 4

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

Unit 5

Composition	Practicals
i. Aims and objectives of teaching composition ii. Oral and written composition	

iii. Controlled and guided composition	Demonstrations and peer teaching. Assigning writing tasks Designing writing tasks for children
iv. Expansion exercises	
v. Free composition	
vi. Correcting composition exercises	

Unit 6

Teaching Learning Materials	Practicals
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. Conducting games Project on how to exploit the print media for teaching English in Schools
ii. Language Lab	
iii. Newspaper for Teaching English (NITE)	
iv. Blackboard Sketches	
v. Use of Radio,TV,internet for teaching English	
vi. Use of ICTC (Information Communicative Technology) for Teaching English	

Second Year

Course 5; Teaching of Mathematics

Part A; Content	
Unit 1:	
Application of Mathematics in everyday life 1.1 Percentage 1.2 Banking- simple and compound interest 1.3 Family budgeting 1.4 Street mathematics to school mathematics	Collection of banking slips, forms, etc...
Unit 2. Algebra	
2.1 Operations on Number System 2.2 Literals & Variables ($x \times y = xy$; $5 \times 7 \neq 57$) 2.3 Simple equations with 1 and 2 variables.	Students are required to interpret the data and draw inferences.
Unit. 3. Statistics	
3.1 Organisation of data 3.2 Measures of central tendency and its applications. 3.3 Statistical graphs – Stem leaf; line graphs and histogram 3.4 Functional graphs - straightline $y=mx$ & $y =mx+c$ and applications	Collect data from internship – school teaching practice – draw graph
Unit 4 – Practical Geometry	
4.1 Introduction and History of practical geometry	Prepare Card board models, derivation of formulas inductively

<p>4.2 Construction of quadrilaterals</p> <p>4.2.1 Parallelogram</p> <p>4.2.2 Rhombus</p> <p>4.2.3 Trapezium</p>	
Part – B; Methodology	
Unit – 5	
<p>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.</p>	<p>Student-teachers are required to stage their teaching performance in Mathematics in their class using the strategies discussed by the teacher educators.</p>
Unit – 6	
<p>Problem based learning (PBL) in mathematics at primary level: Definition & Meaning – Students understanding in PBL – Teachers role in PBL</p>	<p>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.</p>
Unit – 7	
<p>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.</p>	<p>The student-teachers are required to construct word problems and use the STAR strategy instruction to find the solutions for the word problems.</p>
Unit – 8	
<p>Preparation of further activities for learning mathematics in class V</p>	<p>Student-teachers are required to record the preparation of further activities for learning mathematics in class V.</p>

Unit -9	
<p>Identification of Common mistakes in Mathematics among primary school children in classes IV and V – Communication in Mathematics: Definition, Types Models- Teachers' role.</p>	<p>The student teachers should identify the hard spots and suggest remedial measures by administering the test and analyzing the results and further required to prepare self-learning materials, teaching aids, etc.</p> <p>The student-teachers are required to identify suitable communication models for teaching different concepts in mathematics.</p>
Unit - 10	
<p>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</p>	<p>Student-teachers are required to maintain a record on Test & Measurement by making use of achievement & Diagnostic tests, conducted during Practice teaching.</p>

Second Year

Course 6; 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.	<ul style="list-style-type: none"> ❖ 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: 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 -5: 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 - 6: Immunology	
Types of Indian Medicine – <i>Siddha</i> – Naturopathy, Homeopathy, Unani and <i>Ayurvedic</i> – Medicinal plants and their uses (Neem, <i>Vinca rosea</i> 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-7: 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-8 : Application of Science in day to day life	
Correlates from life at home, school and Public places.	The current trends of any one of 3 Os with the help of Information and Communication Technology

Part B – Methodology	
Unit VII : Heuristic Method	
Aims and objectives - Explaining the method with an appropriate example from the content - Educational implications of the method.	Adopts heuristic method of teaching for the content of his own choice.
Unit VIII : Field Trip / Nature Walk	
Need and importance - Planning, execution and review - Precautionary measures - Educational implications of the method.	Organises a field trip / nature walk to locally accessible place of scientific significance
Unit IX : Project Method	
Types of projects - Steps involved - Need- Educational implications.	Conducts individual project under the supervision of Teacher Educator and submits the report in the print form
Unit X : Inductive and deductive method	
Differences - inductive, deductive approach - Explanation of the methods with a suitable content matter	Identify topics from the school syllabus for teaching through inductive and deductive methods
Unit XI – Multi Media Package (MMP)	
Media, multimedia, package - meaning, Preparation of MMP – Try-outs, Merits	Prepares a MMP for any topic of his own interest at the primary level for a duration of 30 – 40 minute.
Unit XII : Active Learning Method (ALM)	
Objectives and need of ALM - Principles of ALM – Advantages	Observes and identifies the uniqueness of ALM

Second Year

Course 7; Teaching of Social Science

Part – A; Content	
Unit – I	
Progressive India – Progress in Agriculture – Industry – Transport – Communication – Trade – Science and Technology – Satellite – Education – Defence – Policies and programmes in each sector	<ul style="list-style-type: none"> - Seminar - Project
Unit – II	
National Concerns and Issues : Secularism – Patriotism – Unity in diversity – Gender equality – Population – Human Rights – Child Rights – World Peace – terrorism –Poverty – Illiteracy – Un employment –Communalism.	<ul style="list-style-type: none"> - Group work - Seminar - Brain Storming - Debate - Project
Unit III	
Atmosphere – Structure of Atmosphere – Climatic factors – Weather and Climate – Temperature – Pressure – Winds – Rain fall – Water cycle – Land and Sea Breeze – Monsoon winds and rainfall – Cyclones – Weather instruments – Rain Harvesting – Hydrosphere – Oceans – Seas – Rivers – Lakes – Waterfalls – Sea waves – Tides – Currents – Sea resources – Tsunami	<ul style="list-style-type: none"> - Observation of weather and recording and reporting - Interpretation of weather chart - Field trip to metereological Station / Observatory - Web based Teaching learning - Assignments - Project

Unit IV	
<p>Biosphere – Eco system – Relationship between Man and Biosphere – Resources – Natural and Human Resources – Biotic-Abiotic – Soils – Forests, Minerals, Oil – Resource Management – Conservation – Sustainable development</p> <p>Environmental Issues – Pollution – Land, Air, Water – Urbanisation – Environmental degradation – global warming – Green house effect – Acid rain – Deforestation</p>	<ul style="list-style-type: none"> - Project - Seminar - Assignments - Preparation of Booklets - Symposium - Projects

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 formation Writing stories for event; (three)
Unit III : Workshop	
Definition and meaning of workshop – steps to be followed – organization selection of relevant topics – TLM material preparation – Recording Reporting	TLM preparation – Map making –
Unit IV : Scientific Inquiry Method	
Definition and meaning – steps – Recording – Reporting – Topics to be covered under this method	Social issues Environmental issues
Unit V : Dramatization	
Definition and meaning – Steps – conversion of texts into dialogues	- Freedom struggle - Dynasties – Shivjai &

form – Advantages – Suggested Topics under this method	Aurangazeb - Life of Buddha and Jain. - Script writing for drama (three)
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