

SYLLABUS

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

About the University

The Tamil Nadu Teachers Education University is one of the State Universities have been established by Act No.33 of 2008 by the Government of Tamil Nadu for promoting excellence in Teacher Education. This University is unique in nature relatively to that of other Universities since its assignment is to promote Excellence in Teacher Education and produce dynamic and smart teacher products for the benefit of Society and the Nation at large. This is an unique vision of the Government of Tamil Nadu. Without brilliant and dynamic teachers, the dissemination of knowledge in various fields of study is not possible. This is the only State University established for Teacher Education for the entire country. It is such a divine task and it is really proud that the University has to affiliate and monitor all the colleges of education including Government, Government Aided and Self-Financing Colleges in the whole of the Tamil Nadu. Presently 670 colleges of education all over the Tamil Nadu are affiliated to this University. His Excellency, the Governor of Tamilnadu will be the Chancellor and Minister for Higher Education will be the Pro-Chancellor of this University. The University strive hard to utilise the talented youth for teaching profession as one of the objectives of Vision 2023, document of the Government of Tamilnadu.

Vision

The unique vision of Tamil Nadu Teachers Education University is to promote excellence in teacher education for the benefit of Students, Society, Nation and Mankind at large. The University's vision is also to accomplish the ideal of Dr.S.Radhakrishnan, second President of India that the "Education should be imparted with a view to the type of society that we wish to build. We are working for a modern democracy built on the values of human dignity and equality. These are only ideals: we should make them living forces. Our vision of the future should include these great principles."

TAMILNADU TEACHERS EDUCATION UNIVERSITY

DEGREE OF BACHELOR OF EDUCATION (B.Ed)

(FOR THE PROGRAMME IN COLLEGES OF EDUCATION -

FULL - TIME AND REGULAR PRE-SERVICE TEACHER

EDUCATION) REGULATIONS

(With effect from the academic year 2013-2014)

1. ELIGIBILITY FOR ADMISSION TO THE COURSE:

A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education (B.Ed) provided:

- (i) The candidates who had undergone 10+2+3 (15) or 11+1+3 (15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree examination of the UGC approved Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary/Higher Secondary Education level or its equivalent as it is decided by the Equivalence Committee appointed by Government of Tamilnadu from time to time.
- (ii) The candidates who have passed the UG or PG degree in Open University System without qualifying in 11 years SSLC examination and 1 year of Pre-University Course (PUC) examination or 10+2 pattern of school education examination shall not be considered for admission.
- (iii) However, the candidates not qualified in XII examination or PUC but possessing Two Years Bachelor Preparatory Programme Certificate / Two Years 9 Foundation Course Certificate/Two Years Diploma Course conducted by State Government/recognized Universities and qualified with three years UG Degree course are also considered to be eligible for admission.
- (iv) The candidates who have studied more than one main subject in Part III (under Double/Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that

Optional only. In such cases, marks obtained by the candidates in Two/Three major subjects shall be taken into account to arrive percentage of marks stipulated in item (viii).

- (v) The candidates who have passed under Double Degree/Additional Degree Programme with less than three years of duration are not eligible for admission.
- (vi) The candidates who have qualified in PG Degree (5 year integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary/allied subjects alone) of the course alone shall be taken into account for admission.
- (vii) The candidates with the following marks(which is subject to the decision of Government of Tamilnadu from time to time) in the Bachelor's Degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture for which PG qualification is mandatory.

Community / Category Minimum Marks

OC	50%
BC	45%
MBC/DNC	43%
SC/ST	40%

Note: (a) Marks obtained by the candidates in U.G. degree course Part III Major and Allied including Practicals (other than Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) alone shall be taken into account to arrive at the percentage of marks mentioned above.

(b) Marks obtained by the candidates in PG degree (other than Economics, Commerce, Home Science Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) shall not be considered for admission.

- (c) Rounding off of marks to the next higher integer will not be permitted.
- (viii) Candidates who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education shall not be considered for admission.
- (ix) In the case of Physically or Visually Challenged candidates, a minimum pass in the degree is enough.
- (x) Post graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture with 50%(irrespective of their UG mark) of marks in PG Degree or in the interdisciplinary subjects which are being declared equivalent by the respective University/ Equivalence Committee can apply.

However, the basis of selection shall be in accordance with the Regulations of the University/ Government of Tamil Nadu Guidelines for admission to B.Ed course in force from time to time.

2. DURATION OF THE B.Ed COURSE:

The course of study shall be for duration of one academic year consisting of 200 working days/Curriculum transaction days of 1200 hours (6 days per week @ 6 hours per day) excluding admission and examination days. The 200 working days will include 148 curriculum transaction days, 40 teaching practice days, 7 revision examination days and 5 days as study holidays

3. PROGRAMME CONTENT

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

THEORY COMPONENT

Theory Component consists of three Core Courses, one Elective Course and two Optional Courses with the following descriptions.

L - Lecture; T - Tutorial; P - Practical / Project work

DETAILS OF COURSES INCLUDED IN THEORY COMPONENT

(I) CORE COURSES

1. Education in the Emerging Indian Society

2. Psychology of Learning and Human Development
3. Educational Innovations and Curriculum Development

(II) ELECTIVE COURSE

Each college will offer minimum of any FOUR elective courses from the list given below. A student shall choose any ONE of the elective courses offered by the respective college.

1. Early Childhood Education
2. Human Rights Education
3. Peace and Value Education
4. Environmental Education
5. Guidance and Counselling
6. Perspectives in Special Education
7. Computers in Education
8. Educational Administration and Management
9. Pre-primary Education
10. Physical and Health Education
11. Library and Information Resource Management
12. Safety and Disaster Management Education in Schools
13. Professional Course for Teacher Proficiency

Note :

For all the Elective courses opted by the students the concerned institution should conduct MINIMUM OF FIVE subject specific field based activities for each elective course during the course of study.

(III) OPTIONAL COURSES

Each undergraduate has to study 1st optional course based on their parent disciplines teaching methodologies. The 2nd optional course should be English / Tamil / Urdu.

However, in the case of English (B.A. and M.A. English literature), Tamil (B.A, B.Lit. & M.A. Tamil Literature) and Urdu (B.A. and M.A. Urdu) candidates, their optional I will be Innovations in Teaching English / Tamil and

optional II will be Content and methods of Teaching English / Tamil / Urdu.

Post Graduate candidate has to study

Optional - I and Optional -II papers based on their major subjects in PG only.

EXPLANTARY NOTE

DegreeMajor Subject Optional subject -I Optional subject -II

B.A. Urdu or its Equivalent Innovations in the Content and Methods

Teaching of Urdu of Teaching Urdu

M.A. Urdu or its Equivalent Innovations in the Content and Methods

Teaching of Urdu of Teaching Urdu

B.A. English or its Innovations in the Content and Methods

Equivalent Teaching of English of Teaching English

M.A. English or its Innovations in the Content and Methods

Equivalent Teaching of English of Teaching English

Content and Methods

B.Sc Mathematics or its Content and Methods of Teaching English

Equivalent of Teaching Content and Methods

Mathematics of Teaching Tamil

M.Sc Mathematics or its Innovations in the Content and Methods

Equivalent Teaching of of Teaching

Mathematics Mathematics (H.S. Level)

Content and Methods

Content and Methods of Teaching

B.Sc Physics or its of Teaching Physical English

Equivalent Science Content and Methods

of Teaching Tamil

M.Sc Physics or its Innovations in the Content and Methods

Equivalent Teaching of Physical of Teaching Physical

Science Science (H.S. Level)

Content and Methods Content and Methods

B.Sc Chemistry or its of Teaching of Teaching English

Equivalent Physical Science Content and Methods

of Teaching of Tamil

M.Sc Chemistry or its Innovations in the Content and Methods

Equivalent Teaching of Physical of Teaching Physical

Science Science (H.S. Level)

Content and Methods Content and Methods

B.Sc Botany or its Equivalent of Teaching Biological of Teaching English

Science Content and Methods of Teaching Tamil

M.Sc Botany or its Equivalent Innovations in the Content and Methods

Teaching of Biological of Teaching Biological

Science Science (H.S. Level)

Content and Methods

Content and Methods of Teaching English

B.Sc Zoology or its of Teaching Biological Content and Methods

Equivalent Science Paper I of Teaching Tamil

M.Sc Zoology or its Innovations in the Content and Methods

Equivalent Teaching of of Teaching Biological

Biological Science Science (H.S. Level)

Content and Methods

B.Sc Computer Science Content and Methods of Teaching English

or its Equivalent of Teaching Computer Content and Methods

Science of Teaching Tamil

M.Sc Computer Science or Innovations in the Content and Methods

its Equivalent Teaching of Computer of Teaching Computer

Science Science (H.S. Level)

Content and Methods

Content and Methods of Teaching English

B. A History or its equivalent of Teaching History Content and Methods

of Teaching Tamil

M. A History or its equivalent Innovations in the Content and Methods

Teaching of History of Teaching History

(H.S. Level)

Content and Methods

Content and Methods of Teaching

B.A. Geography or its of Teaching English

equivalent Geography Content and Methods of Teaching Tamil

M. A Geography or its Innovations in the Content and Methods

Equivalent Teaching of Geography of Teaching Geography

(H.S. Level)

M.A. Economics or its Innovations in the Content and Methods

Equivalent Teaching of of Teaching

Economics Economics

M.Com Commerce or its Innovations in the Content and Methods

Equivalent Teaching of of Teaching

Commerce Commerce

M.Sc. Home Science or its Innovations in the Content and Methods

Equivalent Teaching of Home of Teaching Home

Science Science

M.A. Political Science/ Innovations in the Content and Methods

Sociology, Psychology, Teaching of Social of Teaching Social

Logic, Philosophy, Science Science

Indian Culture

or its Equivalent

WEIGHTAGE GIVEN FOR THEORY COMPONENT

Mark wise weightage given to three Core Courses, two Optional Courses and one Elective Course is given below

a) Description with reference to Practicum Components:

Activity No Description

1. Observation of relevant subject's Senior Teachers classroom teaching before the commencement of internship/teaching practice. (Minimum of 5 curriculum transaction periods/sessions for each optional course)
2. Demonstration by Subject Expert/Teacher Educator (Minimum of one class.

3. Teaching Skills development - Micro Teaching practice for developing 5 teaching skills in each optional.
4. School based internship / teaching practice
 - a. The practice teaching will have to be undergone in any one of the recognized schools approved by State/CBSE/ ICSE/or any other recognized Board for a continuous period of 40 working days inclusive of teaching of both the optionals. Medium of internship /teaching practice may be decided by the Principals of Colleges of Education in consultation with the respective teacher educators based on the communication abilities of student teachers in either English or Tamil.
 - b. All graduates who obtained admission based on their UG mark should undergo Internship/Teaching Practice at upper elementary level classes i.e from Std. VI to VIII for all subjects and at secondary level classes i.e Std. IX and X for the relevant subject studied at the UG level. All Post Graduates in any one of the higher secondary level school subjects should undergo the internship / Teaching Practice at upper elementary, secondary and higher secondary levels.
 - c. However, post graduates in Economics, Commerce and Accountancy, Home Science, Political Science, Sociology, Psychology, Logic, Philosophy and Indian Culture should undergo the internship / teaching practice only at the higher secondary level for their master subject.

Teaching of Optional Course I

- i) Preparation of lesson plans (20 lesson plans)
- ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)
- iii) Preparation of Self-learning packages (Based on the principles of Linear programming-minimum of 25 frames)
- iv) Downloading Web resources related to the optional course and evaluating the same.

Teaching of Optional Course II

- i) Preparation of lesson plans (20 lesson plans)
- ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)
- iii) Preparation of Self-learning packages (Based on the principles of Branching programming-minimum of 15 frames)
- iv) Downloading Web resources related to the optional course and evaluating the same.
5. Preparation of Instructional Material Record, Preparation and use of AV aids based on Edgar Dale's Cone of Experience.
6. Construction and Administration of Teacher made Achievement test, analysis and interpretation of test scores.
- 7 to 12. All these activities have to be carried out as above for optional II
13. Integrating Emerging Educational Technologies (Development of Multimedia Package in their Parent discipline only).
14. Case Study (Individual)
15. Conducting Psychological Experiments (Any six out of the following).
Each student -teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B.

Group A (Related to Adolescence)

1. Intelligence
2. Learning
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention

Group B (Related to Childhood)

1. Distraction of Attention
2. Division of Attention
3. Creativity
4. Piaget's task
5. Non-Verbal Intelligence Test
6. Sociometry
7. Measure of Anger
8. Emotional Stability
9. Moral Values
10. Motivation

- | | |
|----------------------------|----------------------|
| 11. Creativity | 11.Span of Attention |
| 12. Achievement Motivation | 12. Motor Skills |
16. Environmental Education related activities
 17. **Camp** : A 5 day Citizenship Training Camp either inside or outside the campus including night stays which are different from Scout camp/Guides camp/NSS Camp should be organized. All activities conducted in the five day Citizenship Training Camp should help the student teachers to develop civic sense and social skills.
 18. Physical Education related activities
 19. SUPW: Each Student teacher should acquire experience in the preparation of any five socially useful products which are tangible.
 20. Text book review: Each Student teacher should review a school text book relevant to the subject of Optional I (Major Based Subject)and prepare a report.

Life Skills Course:

Life Skills Course should consist of experiences related to

- a. Stress Coping Management
- b. Transactional Analysis
- c. Communication Skills Development
- d. Self Awareness and Self Motivation
- e. Positive-thinking
- f. Emotional Intelligence
- g. Time Management
- h. Empowerment

This course should be organized as a bridge course soon after the commencement of the curricular transaction days.

4. MEDIUM OF INSTRUCTION

Each candidate admitted into B.Ed course in any one of the colleges of education affiliated to Tamil Nadu Teachers Education University needs to select the Medium of Instruction either as English or as Tamil (as per the availability of Medium of Instruction in the College of Education). After the last

date of admission, Principals of the Colleges of Education should submit the name list along with the Medium of Instruction opted by each candidate to Tamil Nadu Teachers Education University. In case, if the admitted candidates prefer to change their medium of instruction at later stage of the course it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll. Medium of instruction chosen by the candidate to pursue the B.Ed course will be indicated in the B.Ed course transfer certificate alone. Class room instruction shall be carried out separately for the different medium of instruction.

5. ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (i.e 170 days) of attendance, failing which they will not be permitted to appear for the B.Ed degree examination. However, as per the decision of the syndicate of Tamilnadu Teachers Education University in its meeting held on 10.08.2010 candidates who are able to gain attendance only upto 75% on medical ground will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamilnadu Teachers Education University.

6. EXAMINATIONS

Each candidate whose admission is approved by Tamilnadu Teachers Education University should apply for the practical examination and written examinations in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamilnadu Teachers Education University will not be permitted to appear for the written examination. Such candidates' appearance in the practical examination will stand cancelled automatically.

7. WRITTEN EXAMINATIONS

The written examinations will be conducted by the university after the completion of 200 working days. The written examinations will be held for three Core Courses, one Elective Course and two Optional Courses.

Each theory course question paper will be designed for 3 Hours duration which consists of Section A, Section B and Section C with the number of questions and allotment of marks as described below:

Section Type of Questions Marks Total Maximum

**Marks word limit for
each answer**

A Very Short Answer Type 10 x 2 20 50 words for
Questions with open choice each question
(Any Ten Questions out of
Twelve Questions)

B Short Answer Type Questions 6 x 5 30 200 words
with open choice (Any Six for each
Questions out of Eight question
Questions)

C Essay Type Question with 2 x 15 30 600 words
Internal Choice for each
(Two Essay Questions) question

Total Marks 80

Passing Minimum for Written Examination

Each candidate should apply for the written examination in the first attempt. A candidate shall be declared to have passed the Written Examination only if he or she secures not less than 50% in aggregate in each of the six courses, with a minimum of 45% in the external examination in each paper. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which he/she failed.

Revaluation / Retotalling

A candidate applying for revaluation /retotalling should have secured a minimum of 18 marks and above in the External examination to become eligible for revaluation / retotalling (i.e.minimum of 18 marks which is 50% of 36

marks). Revaluation/ retotalling is permitted for those candidates who appear in the main examination only.

Candidates can apply for either retotalling or revaluation or both to the Tamilnadu Teachers Education University within 10 days after the publication of results by paying necessary fee prescribed by the University.

Reappearance for Written Examination

Each unsuccessful candidate shall be permitted to reappear for the written examinations within the next three consecutive academic years.

8. PRACTICAL EXAMINATION

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 40 working days teaching practice and three months prior to the commencement of written examination. A Panel consisting of three external members (one Convener, one member and one Headmaster/ Headmistress/ Assistant Headmaster/Headmistress serving in schools, situated near by the college concerned) appointed by the University will examine the teaching competency of each candidate and also his/ her practical works, records and instructional materials.

Students should develop and maintain Work Books, Record Note Books and Other Reports of the activities related to all practicum components bearing the following weightage:

Passing Minimum for Practicum Components

Each candidate should apply for the practical examination in the first attempt. Candidates who have secured not less than 50% in each of the practical activities for which weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the Practical Components should be made available to the duly appointed Practical Examination Board at the time of Practical Examination and their decision on the marks to be awarded shall be final.

Reappearance for Practicum Component

Each unsuccessful candidate shall be permitted to reappear for the practicum components examinations within the next three consecutive academic years in the main examinations only.

Classification of Successful Candidates

A candidate shall be awarded the B.Ed degree if he/she has passed both the theory component and the practicum components.

Successful candidates shall be classified as specified hereunder by taking into account of their secured marks in Theory and Practical Examination separately.

CLASSIFICATION FOR WRITTEN EXAMINATION

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

CLASSIFICATION FOR PRACTICUM COMPONENTS

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

Marks Secured Marks Secured Over all in Activities in Activities Classification for

GROUP A	GROUP B	practicum components
I Class	I Class	I Class
II Class	I Class	II Class
I Class	II Class	II Class
Distinction	I Class	I Class
I Class	Distinction	I Class
Distinction	Distinction	Distinction

OVER ALL CLASSIFICATION

Theory	Practical	Over all
I Class	I Class	I Class
II Class	I Class	II Class
I Class	II Class	II Class
Distinction	I Class	I Class
I Class	Distinction	I Class
Distinction	Distinction	Distinction

CORE COURSES

CORE COURSE I

EDUCATION IN THE EMERGING INDIAN SOCIETY

OBJECTIVES:

At the end of the course, the student-teachers will be able to

1. Understand the concept of philosophy and education.
2. Understand the relationship between philosophy and education.
3. Understand the educational thoughts of great thinkers.
4. Understand the relationship between sociology and education.
5. Understand the role of different agencies in education.
6. Understand the issues and challenges in Indian society and educational solutions.
7. Understand the constitutional provisions for education.
8. Understand the role of various statutory bodies of education.
9. Understand the importance of value education.
10. Understand the importance of health and physical education.

UNIT I : Indian Schools of Philosophy and Education

- (a) Education: Concept, Meaning, Definition, Purpose and Nature – Levels of Education: Pre-primary, Primary, Secondary and Higher Education.
- (b) Philosophy: Concept, Meaning, and Definition. Focal areas of philosophy: Metaphysics, Epistemology and Auxiology.
- (c) Relationship between Philosophy and Education.
- (d) Indian Schools of Philosophy and Education: Educational implications of Vedanta, Buddhism and Jainism.

UNIT II : Western Schools of Philosophy and Education

Western Schools of Philosophy and Education: Educational implications of Idealism, Naturalism, Pragmatism, Realism, Eclecticism and Constructivism.

UNIT III : Indian and Western Educational Thinkers

Swami Vivekananda – Mahatma Gandhi - Rabindranath Tagore – Sri Aurobindo - J.Krishnamurthy - Rousseau- Froebel -John Dewey – Montessori - Russell.

UNIT IV : Sociology and Education

Sociology: Concept and Meaning - Relationship between Sociology and Education – Cultural heritage of India: Traditional, Modern and Post-modern - Cultural lag and cultural fusion – Social change: Concept and Meaning - Factors of social change - Education for social change and modernization of Indian society - Formation of casteless society.

UNIT V : Agencies of Education

Educational functions of Family, Peer group, Community, School and Mass Media- Lifelong Education: Mass education – Open and Distance Learning.

UNIT VI : Issues and Challenges in Indian Society and Education

- (a) Socio-economic Issues and Education: Population Explosion- Poverty- Illiteracy- Class, Caste and Gender Discrimination- Child labour- Drug abuse- Sexual harassment- Human trafficking – Ragging- Eve-teasing- Corruption- Communal conflict and Terrorism.
- (b) Educational Issues: Equalization of Educational opportunity- Drop-out and grade repetition- Education of the children with special needs- Teacher-student relationship- Unemployment and Under employment- Brain drain- Effects of Liberalization, Privatization and Globalization on Education - Cyber Security.

UNIT VII : Education in the Indian Constitution

Education in Concurrent List - Directive Principles: Article- 45 - Universal Elementary Education - Right to Education - Constitutional Amendments: 73rd and 86th Amendments - Right to Education Act (2009) - (Rules and order issued by Government of Tamilnadu) SSA- RMSA -Equitable education- Secondary Education Commission (1952-53) - Kothari Commission (1964-66) - NPE (1986) - Acharya Ramamurthy Committee (1990) - POA (1992) - Justice J.S. Varma Committee - Right To Information (RTI) Act.

UNIT VIII : Indian Statutory Bodies and other Organizations in School Education

- (a) Statutory Bodies: MHRD - CABE - NUEPA - NCERT - NCTE -RCI - UGC -NAAC.
- (b) Organizations: Directorates of School Education - SCERTs - DTERTs - DIETs – SIEMAT - BRCs - CRCs.
- (c) Central and State Boards of Education.
- (d) RUSA, NIOS.

UNIT IX : Value Education

- (a) Values: Concept and Meaning of Values – Types of Values: Personal, Democracy, Socialism, Secularism and Non-violence - Emotional balance and life skills.

- (b) Value Education in schools – Teacher's personal values and code of conduct for teachers
- Approach towards improving the psychological status of the students.
- (c) Education for National, International and World Peace.

UNIT X : Health Education

- (a) Health needs of children: Nutrition - Communicable diseases – HIV/AIDS - Basic health and Hygiene, Prevention of Anemia among Adolescence.
- (b) Health instruction, Health services, and Health supervision in Schools: Personal Hygiene- Sanitation - Safety and First Aid - Yoga and Physical fitness - Modified school Health programme.

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- William P. Theswick, Internet Security, Pearson Education Publication.
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CORE COURSE II

PSYCHOLOGY OF LEARNING AND HUMAN DEVELOPMENT

OBJECTIVES:

At the end of this course, the student - teacher trainee will be able to:

1. Apply methods of educational psychology for studying problems associated with education.
2. Comprehend and use the knowledge of educational psychology in fulfilling the obligations of a teacher.
3. Explain the basic concepts and principles associated with human development Explain the link between development and learning
4. Applies theories of development in dealing with learning and behavior problems of his / her students.
5. Assess the personality of human beings using selected psychological tools of assessment.

- Examines the factors influencing her/his personality and that of the fellow trainees
6. The adjustment problems of self, and others.
 7. Understands and applies knowledge of Intelligence, motivation, attention, perception, learning theories, theories of memories, and transfer theories and tries to maximize learning in the classroom
 8. Identify the mental health problems of children in their practice teaching schools.
 9. Studies the child rearing practices followed in her/his neighborhood and examines its impact on their academic achievement, creativity, and general achievement motivation.
 10. Apply the principles of guidance and counseling in helping their wards in school.
 11. Identify children with learning disabilities viz., dyslexia, autism, slow learners etc and interventions for learning.

UNIT 1: Introduction to Educational Psychology

Psychology: Meaning, branches of psychology. Perspective of human behavior: Psychoanalysis -Behaviorism - Humanism- Transpersonalism. Educational psychology: Meaning - Origin, scope and significance of educational psychology for teachers.

UNIT 2: Growth and Development

Concepts: growth, development, maturation.- Developmental stages- Developmental tasks – Impact of nature and nurture on human development - Principles of development - Dimensions of development: physical, social, emotional and cognitive. - Theories of child development: Psychosexual development,(Freud) - Psychosocial development, (Erikson) - Cognitive development: Process -Stages of cognitive development. (Piaget), Moral development: (Piaget, Kohlberg). Adolescence:characteristics, problems, remedy.

UNIT 3: Personality and Human Adjustment

Personality: Meaning, Components. Factors influencing personality – Integrated personality – Adjustment as achievement and process – Causes of maladjustment – Conflict, Frustration – Adjustment Mechanisms – Group dynamics: competition and cooperation – Classroom climate and leadership styles of teachers.

UNIT 4: Psychological assessment - Techniques and Tools

Personality Assessment: Need for assessment – Methods of assessment: Scientific assessment Techniques: Observation - Interview- Questionnaire – Inventories - Case study - Situational Tests - Projective Techniques: Meaning - (TAT, Inkblot test, story completion test) - Free association Technique - Dream analysis - precautions to be considered while communicating test results – abuse of psychological tests.

UNIT 5: Motivation

Motivation: Types of motivation - Functions of motivation – Motivation in education. Rewards and punishment as motivator – Factors influencing motivation: Internal and external factors – Theories of motion: Theory of self-actualisation, (Maslow) - The psychoanalytic

theory of motivation (Freud) - Theory of achievement motivation, (McClelland), - Level of Aspiration - Promotion of achievement motivation among learners.

UNIT 6: Attention, Perception and Memory

Attention, meaning – related concepts: distraction, inattention, divided attention, Span of attention. Factors influencing attention – sensation and perception – Laws of perception – Perceptual Errors. Memory and forgetting: Meaning – Causes of forgetting – Storage systems: Sensory memory, Short Term, long Term Memory. Duration and functions of memory storage systems. Theories of Forgetting: Theory of decay – Theory of interference – Theory of Motivation – Theory of consolidation - Strategies for Improving Memory – Memory Disorders.

UNIT 7: Learning and Learning Theories

Learning: meaning, nature and importance of learning for human excellence – Methods/styles of learning - Conditions of learning- (Gagne) – Factors influencing learning - Learning Curve – Types of learning: Learning by conditioning, (Pavlov, Watson, Skinner. – Learning by trial and error, (Thorndike) – learning by insight – (Kohler) Learning by observation, (Bandura) – Transfer of learning: concept, Principles - Teaching for effective transfer – Constructivist's Conception of learning – Learning Disabilities: reading disability, writing disability, computation disability - Autism.

UNIT 8: Thinking, Intelligence and Creativity

Thinking: Meaning – Types of thinking: critical thinking, reflective thinking – reasoning – problem solving - Meta- Cognition. Role of language in thinking and learning - Intelligence: meaning, types. Theories of Intelligence: Mono Factor theory, Two Factor Theory, Group Factor Theory – Structure of Intellect – Multiple Intelligence – Emotional Intelligence - Nature and types of intelligence tests - Uses of Intelligence Tests. Creativity: stages of creativity – Measurement of Intelligence, creativity - Methods of fostering creativity among students.

UNIT 9: Mental Health and special children

Mental Health and Mental Hygiene: Concepts, Meaning. Mental health Problems of Indian children – Child Rearing Practices in India with special reference to gender aspect - Mental health in Indian schools – Programmes to improve Mental health in Schools. Special children: types and characteristics Inclusive Education.

UNIT 10: Guidance and Counseling

Guidance and Counseling: Meaning, Principles, Types – Significance of guidance services in schools - Functions of Guidance cells in school: Guidance in Secondary School - High School - Higher secondary School- Roles of Different Personnel in the School Guidance Program – Qualities of a good counselor - Basic Steps of counseling - Ethical code for a counselor - Mobile Counselling centres - state resource centre for counselling for children with disability.

Practical oriented activities

Group discussion: The trainees are to work in groups and produce the report.

- a) Adjustment problems in school.
- b) Adjustment problems at home.
- c) Child rearing practices and its impact on mental health.

Case Study: Each teacher trainee shall select a student in the case category from his/her class during Practice Teaching phase, study and submits a case report on his / her social, emotional, moral, and cognitive development and its impact on his / her educational achievement.

Laboratory work

- The student trainees shall select any six of the following topics and conduct experiments using appropriate tools and prepare the report

Personality

Intelligence

Memory

Creativity

Motivation

Level of aspiration

Aptitude

Attitude

Interest

Problem solving ability

Concept formation

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CORE COURSE III

EDUCATIONAL INNOVATIONS AND CURRICULUM DEVELOPMENT

OBJECTIVES:

At the end of the course, the student-teacher will be able to

1. acquire knowledge of the terms used in educational innovations and curriculum development
2. understand innovations in schools, teaching-learning process and principles of curriculum development;
3. apply the educational innovations and curriculum development in school practices
4. develop skills in employing and developing new educational innovations and curriculum development;
5. develop interest in the educational innovations and curriculum development techniques; and
6. develop desirable and positive attitude towards educational innovations and curriculum development.

7. Understand the need for promotion of innovations.
8. Understand the experiments conducted in schools.
9. Understand the importance of ICT in education.
10. Understand the need for innovations in evaluation.
11. Application of CCE with specific reference to Formative and summative Assessment.

(A) Educational Innovations

Unit I : Innovation

Meaning - Principles - Barriers to promotion of innovation - Suggestions for the promotion of innovation - Generation of innovations - Origin, Specification, Trial-Adaptation and consolidation - Conditions for the emergence of innovation : Institution - Society - Individual - Recommendation of YASHPAL committee report

Unit II : Innovations and Experiments in Schools

De-schooling - Community School - Alternative School - Non-Graded School – Navodaya School - Sainik School - Initiatives of Government of India : SSA (Sarva Shiksha Aabyan), RMSA (Rashtra Madhyamic Shiksha Abhiyam) - Initiatives of State Government : ABL (Activity Based Learning), SALM (Simplified Active Learning Methodology), ALM (Active Learning Methodology) - CCE (Continuous and Comprehensive Methodology), ALM (Active Learning Methodology) – CCE (Continuous and comprehensive Evaluation), Trimester Pattern - Welfare schemes for quality enhancement - Virtual School - Mobile School - International Schools - Open School – Distance Learning - Floating University.

Unit III: Innovations in Teaching and Learning Process

Basic concepts of : Play - way Learning - Sensory Training - Joyful Learning - ABL-ALMMLL (Minimum Levels of Learning) - CLASS (Computer Literacy and Studies in Schools) - Programmed Learning - Teaching Machine - Cybernetics - Models of Teaching - Basic elements with reference to Information processing models of teaching.

Unit IV : ICT in Education

ICT in Education - Web based Education (Virtual) - e-learning - e-tutoring – Computer Assisted Instruction (CAI) - Tele/Video Conferencing - Interactive Video - Multi media - SITE (Satellite Instruction Television Programme) - ETV (Educational Television) - Edusat - Reach the Unreach - e book - Digital Library.

Unit V : Innovations in Evaluation

Evaluation of Students: Continuous and comprehensive evaluation - self evaluation - question bank - open book examination-grading. Evaluation of Teachers: self evaluation-peer evaluation -student evaluation National Testing Service.

(B) Curriculum Development

Unit VI: Curriculum

Curriculum - Its meaning, nature and scope concept of curriculum - Definition Scope - Sequence - Types - Balance in the curriculum - curriculum development - need - Determinants of curriculum - cultural and social changes - Value system.

Unit VII: Bases of curriculum

Philosophical bases of curriculum - Philosophy and Education - Schools of Philosophy and their impact on education - sociological and psychological bases of curriculum - curriculum content - curriculum organization.

Unit VIII: Principles of curriculum construction

Principles of curriculum construction - Recommendations of Education commissions - Curriculum for different stages of Education - curriculum issues in selected instructional fields - Languages - Sciences - Arts.

Unit IX : Curriculum Change, Planning and Transaction

Curriculum Change - need for curriculum change - change strategies - Curriculum Planning - Need - Curriculum Transaction. Strategies of Curriculum Transaction - Role of media and agencies for curriculum change-Curriculum development cell - National Curriculum frame work (2005).

Unit X : Curriculum Evaluation

Curriculum evaluation - evaluation plan - evaluation models - Tyler's evaluation model - Robert E. Stake's model - Stuffle Beam's CIPP model - Hilda Taba's model - Cronback's model - Michael Scriven's Goal free model - Mukhopadhaya's model - Saran's model- Outcome of Curriculum evaluation.

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ELECTIVE COURSES

ENVIRONMENTAL EDUCATION

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. Understand the objectives, scope and nature of environment education

2. Develop an understanding of natural resources
3. Understand the causes and remedies for environmental hazards and pollution
4. Understand the causes and control measures for environmental degradation
5. Understand the need for remedial ways to protect the environment in daily life
6. Acquire knowledge of environmental issues and policies in India
7. Acquire knowledge about the international efforts for environmental protection
8. Understand the need for inclusion of environmental education in school curriculum
9. Develop a sense of responsibility and favorable attitude towards conservation of environment, biodiversity and sustainable development
10. Understand environmental ethics.
11. Showcase the good practices of the State, Solar policy, rain - water harvesting.

UNIT I : Objectives, Scope and Nature of Environmental Education

- Meaning, definition, concept and objectives of environmental education.
- Need and significance of environmental education.
- Scope and guiding principles of environmental education.

UNIT II : Natural Resources and Associated Problems

- Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forests and tribal people.
- Water resources: Use and over-utilization of surface and ground water, floods, droughts, water disputes.
- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
- Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.
- Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
- Land resources: Land as a resource, land degradation, man induced landslides, soil erosion, conversion of wet land into dry land.
- Equitable use of resources for sustainable lifestyles.

UNIT III : Environmental Hazards and Pollution

- Pollution: Meaning, Definition.
- Causes, effects and control measures of Air, Water, Soil, Marine, Noise, Thermal pollution and Nuclear hazards.
- Solid waste management- Causes, effects and control measures.
- Disaster management: Floods, earthquake, cyclone and tsunami -Causes, effects and control measures.

- Light Pollution

UNIT IV : Environmental issues and Policies

Major environmental problems in India – Environmental protection and policies in India –Threats to bio-diversity: habitat loss, poaching of wild life, endangered and endemic species of India -measures taken in India – Role of Green Tribunals in environment issues - State Solar Policy - Rainwater Harvesting.

UNIT V : Environmental movements and developments

Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao Andolon. Sustainable development : Concept, meaning and strategies for sustainable development in India.

UNIT VI : International efforts for Environmental Protection

The Stockholm Conference (1972) — Nairobi Conference (1982) – Brundtland Commission (1983), The Rio Summit (1992), Kyoto Conference (2012)

UNIT VII : Environmental management and Protection

Need for environmental management –Factors responsible for flora and fauna extinction –Measures to conserve flora and fauna - causes for wild fire- measures of prevention. Biodiversity and its conservation.

UNIT VIII : Environmental Educational in the School Curriculum

Environmental education at Primary, Secondary and Higher Education level – Programmes:Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment day, saving energy, hygiene and sanitation programmes, eco-friendly behavior, organic farming, ‘clean and green campus’ programme. – Role of Teachers

UNIT IX : Environmental Education and Educational Technology

Impact of Science and technology on environment – degradation of resources – Role of individual in conservation of natural resources- Role of information technology in environmental and human health.

UNIT X: Environmental Ethics

Environmental ethics: Meaning, concept and Definition. Effects of Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and Promoting preventive measures.

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ELECTIVE COURSE

GUIDANCE AND COUNSELLING

OBJECTIVES:

At the end of the course, the student- teachers will be able to

1. recall the principles underlying guidance
2. recognize the need of guidance and counselling in schools
3. describe the different services in the school guidance programme
4. understand the various therapies in counselling
5. acquire the skills necessary to administer and interpret standardized tools
6. know the qualities required for a good counsellor
7. understand the various types of counseling
8. understand the group guidance and counseling.
9. describe the various testing devices in guidance
10. understand the guidance for exceptional children
11. Showcase good practices of the State like mobile counselling centers, State Resource centers for counselling children with disability.

UNIT I : Guidance

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs. Types- Educational, Vocational, Personal, Social- History of guidance movement in India- Problems of guidance movement- ways to improve guidance services in India - Benefits- Limitations

UNIT II : Counselling

Counselling– Meaning, Definitions, Elements-Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance.

UNIT III : Guidance Movement in India

Therapies in counseling-Psycho behavior therapy-Psychoanalytic therapy-Gestalt therapy – Stress and stress management History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.

UNIT IV : Qualities of a Counsellor

Counsellor – Qualities – Functions- Professional Ethics- Role of Teacher as counselor.

UNIT V : Group Guidance and Group Counselling

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counselling – Meaning, Requirements - Uses.

UNIT VI : Theories of Vocational Choice

Theories of Vocational Choice – Ginzberg, Super, Holland, Havighurst, Structural theory

UNIT VII : Testing Devices in Guidance

Testing devices in guidance-Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests –Creativity tests -Mental health – frustrationconflict.

UNIT VIII : Non –Testing Devices in Guidance

Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

UNIT IX : Guidance Services in Schools

Guidance services at different school levels–Meaning, Significance, Types – Organisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference- Career exhibitions. Good practices in Tamilnadu - Mobile Counselling centres - State Resource center for counseling children with disability.

UNIT X : Guidance for Exceptional Children

Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents guidance for dropouts-Socially disadvantaged children - Alcoholics Addicts - Sexual harassment-Eve teasing- Gender discrimination - Exemptions in examination for exceptional children.

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PHYSICAL AND HEALTH EDUCATION

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. learn the importance and values of physical education and benefits of Physical Fitness.
2. learn the skills and rules of games
3. learn the various methods of teaching physical education and develop skills in organising competitions.
4. acquire the knowledge of yoga and exercise for stress management.
5. understand the nature of injuries and to take care during emergencies and provide first aid.
6. learn to distinguish ancient and modern Olympic games.
7. creation of awareness on healthy living among school children.
8. acquire the knowledge of posture defects and the ways of correcting them.
9. understand the diet modification in the treatment of under-weight and obesity.
10. acquire knowledge of communicable and life style diseases.
11. Showcase good practices of the state.

UNIT I : Introduction to Physical Education

Physical Education-Meaning: Definition- Aims and Objectives, Scope, Importance and values. Physical Fitness: Meaning, Definition, Health related Components and Benefits.

UNIT II : Track Layout, Basic Skills and Rules of few Games and Minor Games

Laying of 400 meters track with stagger. Basic Skills and Rules of Volley Ball, Kho-Kho and Kabaddi .Minor Games–Tag, Circle, Relay.

UNIT III : Methods, Organization and Administration

Methods of Teaching Physical activities: Command method, Lecture method, Demonstration method, Reciprocal method, Discussion method, Whole method, Part method, Part-whole method, Whole-part-whole method, Observational method, Visualization method, Project method, Organization of Intramural and Extramural Competitions- Sports Meet: Standard and Non Standard. Tournament: Preparation of Fixtures, Single Knock out and Single League.

UNIT IV : Yoga for Holistic Health

Yoga: Meaning, Definition, Need and Importance. Eight limbs of yoga- Practice of Yoga for Stress Management – Physical Exercises, Deep Breathing, Progressive Muscular Relaxation Techniques.

UNIT V : Athletic Injuries

Athletic Injuries: Meaning, Common Injuries: Sprain, Strain, Contusion, Laceration, Fracture, Dislocation - Symptoms, Prevention and Treatment.

UNIT VI : Olympic Games

Ancient Olympic Games: Origin, Significance, Rules of Eligibility for Competition, Conduct of the Games, Events, Awards, Decline of the Ancient Olympics. Modern Olympic Games: Controlling Body, Rules of eligibility for competition, Organization and conduct of the games, Venue, Events, Opening Ceremony, Awards, Closing of the games, Olympic flag, Olympic torch, The Marathon race, Comparison of the Ancient and Modern Olympics.

UNIT VII : Health Education

Health Education: Meaning, Definition, Aims & Objectives. Methods of Imparting Health Education in Schools: Health Instruction, Health Services, Health Supervision. Safety Education: Play Field, Road, Home, School, First Aid and its importance.

UNIT VIII : Posture

Posture: Meaning, Importance, Values and Characteristics of Good Posture. Causes of Poor Posture, Preventive Measures. Common Postural Deformities: Lordosis, Kyphosis, Scoliosis, Flat Foot, Bow Legs. Exercises for correcting posture defects.

UNIT IX : Food and Nutrition

Meaning of Food, Classification, and Constituents of Food. Meaning of Nutrition, Balanced Diet-Food Guide Pyramid. Malnutrition: Types, Causes -Diet for Obesity and Under Weight. Nutritional Deficiency Diseases.

UNIT X : Communicable and Life Style Diseases

Meaning, Communicable Diseases - Malaria, Typhoid, Cholera, Tuberculosis, HIV/AIDS symptoms, Causes and Prevention. Life Style Diseases - Ulcer, Diabetes, Hypertension, Heart Attack - Symptoms, Causes and Prevention.

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LIBRARY AND INFORMATION RESOURCE MANAGEMENT

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. get familiar with the importance of library in the field of education,
2. become independent users of information by means of providing variety of Information sources which includes print, non print media (internet, CD Rom, Multimedia etc),
3. use the library and information resources in teaching and learning process effectively,
4. get familiar with the organization of library,
5. acquaint with the resources available in the library,
6. enable them to understand contemporary technologies like digital library, electronic library, virtual library and library networks,
7. understanding the user education and user needs.
8. Aware of various information services and its uses in teaching and learning process.
9. Familiarize with organization of information.
10. Acquaint in preparing bibliography and Indexes.
11. Understanding the library network and its uses in the state.

UNIT I : Library and Information Society

Library: Meaning, definition - Types of libraries: their functions and objectives – Laws of library science and implications in teacher education libraries - Information Science as a discipline and its relationship with other subject field.

UNIT II : Information Sources

Information: definition – Sources of information - Types of reference sources – Documentary Sources: Primary, Secondary and Tertiary - Non Documentary Sources: Electronic / Web Learning Sources - e book, e journal, e-learning - Subject gateways in teacher education.

UNIT III : Information Services

Reference services - Types of reference services – Current Awareness Service, Selective Dissemination of Information, Translation Service, Reprographic Service, Bibliographic Service, Indexing and Abstracting Service - On line service - Learning Resource Centre.

UNIT IV : Organization of Information

Collection development policy of information resources for teacher education institution libraries: Document Selection, Accessing of the document, Technical processing, Physical verification of collection, Serials and Electronic materials management, Preservation. Membership in village, branch, district and state libraries using library resources for classroom translations – encouraging reading and referring habit.

UNIT V : Preparing Bibliography and Indexes

Writing a Bibliography: American Psychological Association (APA) Format and Modern Language Association (MLA) Format. Annotated Bibliography. Writing a Review Article, Review Paper, Book Review, Preparing Abstract and Indexes for teacher education resources.

UNIT VI : Retrieval Techniques and Approaches

Search Engines - Types of searching - Search Techniques – Basic Retrieval Techniques: Boolean searching, Truncation, Proximity Searching – Query Representation – Browsing: Types of browsing - Browsing strategies.

UNIT VII : Library Network

Library Automation - Digital Library, Electronic Library, Virtual library – Library Networks: ERNET, DELNET, INFLIBNET - Documentation Centres - NASSDOC, INSDOC - On line search of teacher education databases.

UNIT VIII : User Education

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

UNIT IX : Information Literacy

Information literacy for teacher education: User and their information needs - Access, Evaluation, Uses of information – Art of Book Publishing and Copy Right Act - Plagiarism: Repercussions - Marketing of information product and services to teacher community.

UNIT X : Knowledge Management

Basics of Knowledge Management - Knowledge management tools – Knowledge Management application in teacher education - Total Quality management in libraries.

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OPTIONAL COURSES

(GRADUATES)

OPTIONAL COURSE - I

**jkpo; fw;g;gpj;jypy; GJikfs;
rpgw;Gj;jkpo;
(,sq;fiyg; gl;lk;)**

Nehf;fq;fs;:

1. jkpo; nkhopapd; Njhw;wk;>tsh;r;rp> jdpj;jd;ik gw;wp mwpjy;
2. fiyj;jpl;l;jpy; nkhopapd; ,lk; gw;wp mwpjy;
3. nkhopapay; Nfhl;ghLfs; gw;wp mwpjy;
4. nkhop fw;wy; nfhs;iffs; kw;Wk; fw;gpj;jy; ts%yq;fs; gw;wp mwpjy;
5. Kj;jkpopd; tsh;r;rp epiy
6. ,yf;fpaj; jpwdha;T nfhs;iffs; gw;wp mwpjy;
7. ,yf;fz mwpT ngwy;
8. nkhopapd; gy;NtW tsh;r;rp epiyfs;
9. jkpo; nkhopAk;> tpOk; gjpTfSk;
10. tFg;giwj; jpwd;fs; Nkk;gLj;Jjy;.

rpwg;Gj;jkpo;

1. jkpo;nkhopapy; Njhw;wk;> tsh;r;rp> jdpj;jd;ik :

nkhop - nkhopapd; gz;Gfs; - nkhopj; Njhw;wf; nfhs;iffs; - nkhopapd; tsh;r;rp jkpo;
nkhop tuyhW - jkpo; thptbt tuyhW - vOj;Jr; rPh;jpUj;jk; fpiw nkhopf; nfhs;iffs; - Ngr;R
nkhop. vOj;Jnkhop - jkpo; nkhopapd; jdpj;jd;ikfs;.

2. fiyj;jpl;l;jjpy; nkhopapd; ,lk; :

fiyj;jpl;lk; - fiyj;jpl;lk; cUthf;Fjypy; rpy mbg;gilf; nfhs;ifs; - fiyj;jpl;l khw;wk; - Njrpa;f;
fy;tpf; nfhs;if - fy;tpapd; Nehf;fk; - gs;spf; fiyj;jpl;lk;. Njrpa;f; fy;tp Fwfp;NfhSf;Fk;> gs;spf;
fiyj;jpl;l;jjpw;FKs;s njhlh;G - gs;spf; fiyj;jpl;l;jjpy; jha;nkhopapd; ,lk;.

3. nkhopapay; Nfl;ghLfs;:

Xyp nkhopahjy; - vOj;Jf;fspd; gpwg;g - jkpo; xypfspd; gpwg;G - ed;D}yhh;
nfhs;iffs; - nkhopapayhh; nfhs;if. nkhopapd; mikg;G - xypadpay;> cUgdpay;> njhlhpay;
xypia MuhAk; Kiwfs; - Nfhl;ghLfs; - capnuhypfs; - nkha;nahypfs;.

4. nkhopf;fw;wy; nfhs;iffs;> kw;Wk; ts%yq;fs;

nkhopf; fy;tpapd; ,d;wpaikahik nkhopAk; r%fKk; - nkhop tsh;r;rpapy; #o;epiyapd;
gg;F - nkhop fw;wYf;fhd cstpay; nfhs;iffs;.

nkhopf;fw;wy; ts%yq;fs; - ,yf;fz ,yf;fpa %yq;fs; - epfz;Lfs; - mfuhjpfs;- fiyf;
fsQ;rpq;fs; - mgpjhd rpe;jhkzp - ciuE}y;fs; - jkpo;r; nrhw;fsQ;rpak; - Ma;T fl;Liufs;
Ma;tpjo;fs;.

5. Kj;jkpopd; tsh;r;rp epiy:

,yf;fpa tif - ftpij ahg;gpy; E}y; - Nkyl;lhh;> jkpowpQh; tpsf;fk; - kuGf;ftpj> GJf;ftpj.
,irj;jkpo; - njhy;fhg;gpak;> rpyg;gjpfhuk;. Njthuk; ,irj;jopo; \$Wfs; gpw;fhy tsh;r;rp epiy.
ehlhf;Njhw;w tsh;r;rp - rq;f fhyk; Kjy; ,f;fhyk; tiu - ehlhf tiffs; - nra;Ais ehlfkfh;fpf; fw;gpj;jy;
cj;jp.

6. ,yf;fpaj; jpwdha;Tf; nfhs;iffs;:

jpdwha;tpd; Njhw;wk; - ,d;iwa jpwdha;T epiy - jpwdha;T tiffs;- ,yf;fpa Ma;Tnewp
Kiwfs; - Gjpdk;> rpWfij> rpWth; ,yf;fpak;> ehl;Lg;Gw ,yf;fpak;> gaz ,yf;fpak; -
Kjypatw;wpw;F ,yf;fzk;.

7. ,yf;fz mwpT :

KjnyOj;Jf;fs; - rhh;ngOj;Jf;fs;vOj;Jf;fspd; gpwg;G - nrhy;ypyf;fz tiffs; - Ntw;Wik>
MF ngah;> Gzh;r;rp nghUspyf;fzk; - mfk;> Gwk;> ahg;G - mir> rPh;> jis> mb> njhil>
ghtif - nghUs;Nfhs; - mzp ,yf;fzk;- (gs;spg; ghlq;fisg; nghUj;jkl;by; mikAk;.)

8. nkhopapd; gy;NtW tsh;r;rp epiyfs;:

Nkhopapd; gy;NtW gzpfs; - mwptpay;> jkpo;-fy;tpapay; - fiyf; fy;tp -
fzpg;nghwapay; - jkpo; mwptpay; kw;Wk; njhopy; El;gf; fiyr;nrhw;fis cUthf;Fk;
topKiwfs; - xypngah;g;G> nkhop ngah;g;G> GJr;nrhw;gilg;G - fiyr;nrhw;fis cUthf;Fk;

ngnOJ kdjpw; nfhs;sj;jf;f nra;jpfs; - jkpopYs;s gpwnkhopr; nrhw;fs; - nkhopngah;g;G
tiffs; - nkhop ngah;g;gpw;fhd nfhs;iffs; - nkhopngah;g;gpy; vOk; rpf;fy;fs; - jPh;Tfs;.

9. jkpo; nkhopAk;> tpOkkg; gjpTfSk;:

tpOkk; tiffs; - Njrpf; fy;tp Muha;r;rp kw;Wk; gapw;rp; FO ghpe;Jiuf;Fk; gl;bay; -
jkpo; ,yf;fpaq;fspy; rq;f fhyk; Kjy; gf;jp ,yf;fpa fhyk; tiu fhzg;ngWk; tpOkq;fs; - jdpkhe;jh;
rKjhak; (xOf;fnewp> rKjha Nkd;ik - ,iwAzh;T)

10. tFg;giwj; jpwd;fs; Nkk;gLj;jy;:

gilg;ghw;wy;- tsh;f;f cjTk; #oy; - jfty;fis jpul;ly; - gilg;ghw;wy; jd;ikfs; - Nkk;gLj;Jjy; -
jOty; - <Lfl;Ljy; - kpFe;Jf;fhzy; - Fiwj;Jf; fhzy; - kPsitj;jy; ,iz;jy; - gilg;ghw;wy; tbtq;fs; -
jiyg;G jUjy;> Fwpg;Gfs; jUjy;> Kbit khw;w jUjk;> tbtq;> tif khw;Wjy;> <w;wb jUjy; - fij>
ftpj> thndhyp ciur;rpj;jpuk;> ftpijaf; fhl;rp;gLj;Jjy; Nghd;wd.

nray;Kiw Ntiy

1. jpwdha;T fl;Liufs; jahhpj;jy;
2. ghLE}y; Ma;T
3. ghLE}ypy; cs;s tpOkkg; gjpTfs;
4. thndhyp ciur;rpj;jpuk; jahhpj;jy;
5. ,yf;fpa eak; ghuhl;ly;
6. kuGj; njhlh;> gonkhofisj; njhlh;fspy; mik;jy;
7. fiyr; nrhw;fisj; jkpo;gLj;Jjy;\
8. nra;Aisf; fhl;rp;gLj;Jjy;
9. rpWfij vOJjy; - Fwpg;G nfhz;L fij vOJjy;

Nkw;Nfhs;fs;

fzgpj.tp.G+. n[auhkk; (2005)> ew;wkpo; fw;gpf;Fk; Kiwfs;> nrd;id> rhe;jh gg;sp\h;];.

fzgpj tp. (2004). jkpo; ,yf;fz ,yf;fpa mwpKfk;> nrd;id rhe;jh gg;sp\h;];.

fNzrd;. J (1981)> Foe;ij ,yf;fpaj;jpy; ts;spag;gh xU topfhl;b> nrd;id - thdjg gjpg;gfk;.

Qhd%h;];jp jh.V. (2002) ,yf;fpaj; jpwdha;tpay;> aho; ntspaPL.

Kidth; fiyr;nry;tp nt. (2008)> fy;tpapay; rpwg;Gj; jkpo;> ehkf;fy;> rQ;rPt; ntspaPL.

Kidth;. gukrptk; nrh. (2008)> ew;wkpo; ,yf;fzk;> nrd;id> gl;Lg;gjpg;gfk;.

Kidth;. tPug;gd; gh. (2004)> cah;epiy jkpo; fw;gpj;jpy; Gjpa mZF Kiwfs;> nrd;id> tdpjh
gjpg;gfk;.

,uj;jpd rghgjp .gp (1997) nrk;nkhof; fy;tp> nrd;id> rhe;jh gg;sp\h;];.

rha;Fkhh; f. (2008)> kjpg;Gzh;Tf; fy;tp> nrd;id> rhe;jh gg;sp\h;];.

rpq;fhuNtY Kjypahh; 92004)> mgpjhd rpe;jhkzp jkpo;f; fiyf; fsQ;rpak;> nrd;id - rPij
gjpg;gfk;.

OPTIONAL COURSE - II

ghlg;ngnUs; kw;Wk; jkpo; fw;gpj;jy;

**nghJj;jkpo;
(,sq;fiyg; gl;lk;)**

Nehf;fq;fs;:

1. jha;nkhop fw;gpj;jypd; ,d;wpaikahikAk;> Nehf;fq;fisAk; mwpjy;p.
2. jha;nkhopapd; gy;NtW gapw;W Kiwfi mwpjy;.
3. ghli;jpl;lk; mikg;giw;fhd Nfhl;ghLfs; kw;Wk; Ez;zpiyf; fw;gpj;jy; jpwd;fis mwpjy;.
4. nra;As;> ciueil> Jizg;ghlk;> ,yf;fzk; fw;gpf;Fk; jpwd;fisg; ngWjy;.
5. nkhopj;jpwd;fisg; ngWjy;.
6. nkhopahrphpaUf;Fhpa gz;G eyd;fisAk;> tpOkpaq;fisAk; mwpjy;.
7. ghLE}y; gw;wpa mwpT ngWjy;.
8. kjpg;gPlypd; El;gq;fis czh;jy;.
9. tpdhf;Nfl;lypy; cs;s gy;NtW jpwd;fis tsh;j;jy;.
10. fw;gpj;jy; El;gq;fisf; ifahsy;.

nghJj;jkpo;:

1. ghlg;nghUs;

Mwhk; tFg;G Kjy; gj;jhk; tFg;G tiuAs;s jkpo; ghLE}y;fs;> jkpof murhy;
ghpe;Jiuf;fg;gl;l mt;tg;NghJ eilKiwapYs;s ghli;jpl;lk;.

2. jha;nkhopf; fy;tpapd; rpwg;G

jha;nkhopf; fw;gpj;jypd; ,d;wpaikahik - rpwg;G Nehf;fq;fs; - ntspapLq;fUtp -
mbg;gil;jpwpd;fs; - ,yf;fpa eak; fz;bd;Gwy; - gilg;ghw;wy; - fw;gidahw;wy; - moFzuhw;wiy
tsh;j;jy; - r%fg; gz;ghl;bid mwpjy; - r%f kuGfis mwpjy; - r%ff; flikfis Nkw;nfhS;Sjy; -
tho;f;if el;j;j; Njitahd jpwpd;fisg; ngWjy; - ePjpfisg; Gfl;Ljy; - gapw;W nkhopahf Jyq;Fjy;.

3. gz;ilNahh; fz;l gapw;W KiwSk;> jw;fhy KiwSk;:

gz;ilNahh; fz;l gapw;W Kiw :- FUFyKiw - 1. nrhw;nghopT 2. ciuahly; 3. jiltpl 4.
tpdh tpil 5. gapw;rp - gz;Kfg; gapw;rp 6. tpjptpsf;fk; 7. fhuzfhhpak; 8. nel;LU - ed;ik>
jPikfs;.

Gjpa Kiwfs; :- 1. tpisahl;L Kiw 2. ebg;G Kiw 3. jdpj;gapw;rp 4. tFg;giw fw;gpj;jy; 5.
Nkw;ghh;it gbg;G Kiw 6. nray;jpl;l Kiw 7. xg;gilg;G 8. jpl;lkpl;Lf; fw;wy; nkhopg;ghlk;
gapw;wYf;F ,tw;iwg; gad;gLJk; jpwpd;.

**4. ghlk; fw;gpg;Gj; jpl;lk; mikj;jjw;fhd Nfhl;ghLfs;> Ez;zpiyf; fw;gpj;jy;
jpwpd;fs;:**

fw;gpj;jy; Nfhl;ghLfs; GSk;> n`h;ghh;l;> ghlk; fw;gpg;Gj; jpl;lk;- myFj;jpl;lk; ghlk;
fw;gpg;Gj; jpl;lk; jahhpj;jypd; ,d;wpaikahaik - ed;ik> jPikfs;> kdjpw; nfhs;s; jf;fd - ghlk;
fw;gpg;Gj; jpl;l;jpw;Fk; Mrphpah; fw;gpj;jy; Fwpg;gpw;FKs;s NtWghLfs;.

Ez;zpiyf; fw;gpj;jy; - gbepiyfs;> Row;rp - 1. njhlq;Fjy; jpwd; 2. tpsf;Fjy; jpwd;. 3. Kbj;jy; jpwd; 4. fpsh;tpdhj; jpwd; 5. gy;tifj; J}z;ly;fisg; gad;gLj;Jjy; jpwd; 6. tYT+l;bfisg; gad;gLj;Jk; jpwd; 7. fUk;gyifiag; gad;gLj;Jk; jpwd; - ,izg;Gg; ghlk; - gapw;rp.

5. nra;As;;> ciueil> ,yf;fzk;> Jizg;ghlk; fw;gpj;jy;

nra;As;> ciueilg; gapw;wypd; Nehf;fq;fs; Kiwfs;Ys;s NtWghLfs; - nra;Al; ghli;ijj; njhlq;Fk; Kiwfs; - gy;NtW tifahd ciueilfisf; fw;gpf;f Nkw;nfhS;Sk; topKiwfs; - nra;As; eyk; ghuhl;ly;.

Jizg;ghlk; fw;gpj;jypd; Nehf;fq;fs; - gapw;W Kiw - tpjptUKiw - tpjptpsf;f Kiw> eilKiw ,yf;fzk;> jpl;lkpl;Lf;fw;wy; Kiwapy; fw;gpj;jy; - ,yf;fzg; ghli;ij ,dpikahf;Fk; topKiwfs;.

,yf;fzk; fw;gpj;jy; Nehf;fq;fs; - gapw;W Kiw - tpjptUKiw - tpjptpsf;f Kiw> eilKiw ,yf;fzk;> jpl;lkpl;Lf;fw;wy; Kiwapy; fw;gpj;jy; - ,yf;fzg;ghli;ij ,dpikahf;Fk; topKiwfs;.

6. nkhopj;jpwd;fis tsh;j;jy; :

Nfl;ly; tiuaiw :- Nfl;ly;> cw;Wf; Nfl;ly;> nrtp kLj;jy; - Nfl;ly; jpwid tsh;j;jYf;fhd Nehf;fq;fs; - tsh;g;gjw;fhd topKiwfs; - thndhyp Nfl;ly; - xypg;gjpT Nfl;ly; - fij \$wy; - tpLfijfs; - Gjph;fs; Nfl;ly; - RUf;fp vOJjy; - ghlg;gFjpfisg; gb;J tpdhf; Nfl;ly; - Nfl;lypd; top fw;wy;.

NgRjy; tha;nkhopg; gapw;rp: ,d;wpaikahik - Nehf;fq;fs;> gad;fs; - jpUe;jpa Ngr;rp; nghUe;jpa ey;ypay;Gfs; - jpUe;jpa Ngr;rp;id tsh;f;fj; JizahFk; ,yf;fpaq;fs;. ehlfq;fs;> nrhw;Nghh;> fye;Jiuahly;> tpdhbtphd> ,yf;fpa kd;wq;fspy; NgRjy; - kd;ghlk; nra;jy; cr;rhpg;gpy; Vw;gLk; rpf;fy;fs; - gapw;rpfs; ehnefpo; gapw;rp> ehgpwpo; gapw;rp> %r;Rg; gapw;rp.

gbj;jy;- Nehf;fq;fs; - njhlf;f tFg;gpy; gbf;ff; fw;gpf;Fk; Kiwfs; - vOj;J Kiwg; gbf;F > nrhy; Kiwg; gbg;G> nrhw;nwhlh; Kiwg;gbg;G - epiw Fiwfs;- nrhw;fsQ;rpag; ngUf;fk; - tha;f;Fs; gbj;jy;> tha;tpl;L gbj;jy;- mfd;w gbg;G> Mo;e;j gbg;G - Nehf;fq;fs;> epiw Fiwfs; - mtw;wpw;Fhpa E}y;fspd; jd;ikfs; - gbg;gpy; Mh;tj;ij J}z;Lk; topKiwfs;.

vOJjy;- vOJtjd; Nehf;fq;fs; - vOJtjw;Fg; gapw;rp mspj;jy; - rpy Kjw; gapw;rpfs; - vOj fUtpfisg; gbf;Fk; Kiw - ey;y ifnaOj;jpd; ey;ypay;Gfs; - njspT> msT> moF> ,ilntsp> tpiuT - vOj;Jg; gapw;rp Kiwfs; - thpnahw;wpy; vOJjy;> gh;h;j;J vOJjy;> nrhy;tij vOJjy; - gpioapd;wp vOjg; gapw;rp mspj;jy; - gpiofs; Njhd;wf; fhuzq;fs; - gpiofis fisAk; Kiwfs; - epWj;jw;FwpaPLfisg; gad;gLj;Jjy;. fbjk;> fl;Liu vOjg; gapw;rp mspj;jy;> typkpFk; ,lk;> kpfh ,lkwpjy;.

7. nkhopahrphpah;

fy;tpj;jFjp - gapw;rp - gz;Geyd;fs;:

nkhopg;gw;W ,yf;fz ,yf;fpag; Gyik> Fuy; tsk; - Vw;w ,wf;fj;Jld; NgRjy; - nkhopj;jpwd; ty;yik - csE}y; ty;Yeh; - gilg;ghw;wy; jpwd; - Kd;khjphpahf tpsq;Fjy; - flik czh;Tld; nray;gly; - r%f cwT nfhs;sy; - gpw MrphpaUld; gofy; - gapw;wypd; mbg;gil tpjpfisf; ifahsy;.

tpOkq;fs;- tpOkpaq;fis Mrphpah; khzth;f;F elj;ijapd; %yk; czh;j;Jjy; - MSik - xOf;fk;
 - Neue;jtwhik - md;G - kdpjNeak; - gzpTilik - cjTk; kdg;ghd;ik - JJa;ik - njhopypy;
 cz;ikAilik Nghd;wit.

8. ghLj;jpl;IKk; ghLE}Yk;:

ghLj;jpl;Ik; - tiuaw - jdpegh; NtWghL> khwptUk; rKjhak; - cah;epiyg; gs;sp
 ghLj;jpl;kpLjw;fhd fhuzpfs; jkpo;ghLj;jpl;Ik;. ghLE}y;fs; - ghLE}y;fspd; mbg;gil - ghLE}ypd;
 gz;Gfs; - rpwe;j ghLE}y;fisj; jahhpf;Fk; nghOJ kdjpw; nfhs;s;j;f nra;jpfs; - jw;Nghija
 eilKiwapYs;s ghLE}y; gw;wpa ghH;it - E}yfg; gbg;G.

9. kjpg;gpl;Yk;> tpdhf;fSk;:

kjpg;gply;> mstply;> gy;NtW epiyfspy; fw;gpj;jy; Nehf;fq;fisg; gFj;jha;jy; -
 mwpjy;> Ghpjy;> Msy;> Mw;wy; - Njh;T tiffs; - Mrphpah;fspy; cUthf;fg;gLk; Njh;Tfs; -
 jug;gLj;jg;I Njh;Tfs; - Njh;Tr; rPh;jpUj;jq;fs; - kjpg;gpl;Lf; fUtpapd; gz;Geyd;fs; -
 FiwNawp Nrhjid> FiwjPh; gapw;rp - Gwtaj; Njh;T mik;jy; Kiwik - njhlh; kw;wk; KOikahd
 kjpg;gpl - tsuwp njhFj;jwp kjpg;gpl.

tphpthf;f kjpg;gLjy; :- nghUs;> kjpg;gpl;L gFjpfs; gad;fs;> Mrphpahpd; gq;F -
 Gs;spapay; gw;wpa ghH;it.

tpdhf;fs; Nfl;lypd; ,d;wpaikahik - tpdTjy; Nehf;fq;fs; - gad;fs; - tpdhf;fs; tpdTjypd;
 jpwik - tpdTk; Kiwfs; - tiffs; rpwe;j tpdhf;fspd; rpwg;gpay;Gfs; - tpdhj;jhs; mik;jypd;
 rpwg;gplk; - ePy mr;Rglk;.

10. nkhopf; fw;wypd; El;gf; \$Wfs;:

Jizf; fUtpfisg; gad;gLj;Jjy; - thrpg;G Ntf;ij mstply; (lhrp;lh;Nfhg;) thndhyp>
 xypg;gjpT ehlh> xspg;gjpT ehlh> njhiyf;fhl;rp> nkhopg; gapw;wha;Tf; \$lk; - fzpg;nghwp
 - kpd;fw;wy; - ,izajsk; - nraw;iff; Nfhs; - gy; Clfk; - tpz;zuq;fk; - thndhyp.

nray;Kiw Ntiy

1. ifnaOj;Jg; gpujp jahhpj;jy;
2. ehlfq;fs; vOJjy;
3. thndhyp (m) njhiyf;fhl;rp Ngr;ir Nfl;Lf; Fwpg;ngLj;jy;.
4. tpdhtq;fp jahhpj;jy;.
5. fy;tpg; gazk;.
6. ,yf;fzg; ghLj;jpw;Fj; jpl;lkpl;Lf; fw;wy; rl;lk; jahhpj;jy;.
7. gy;Clf top ghLk; jahhpj;jy;.
8. fye;Jiuahly; elj;Jjy;.
9. mwpf;if jahhpj;jy;.

Nkw;Nfhs;fs;

fzgjp. tp. ,uj;jpd; rghgjp gp. (2008)> Ez;zpiy fw;gpj;jy;> nrd;id rhe;jh gg;sp\h;].
 fzgjp.tp. (1997) ew;wkpo; fw;gpf;Fk; Kiwfs;> nrd;id> rhe;jh gg;sp\h;].

fiyr;nry;tp. nt. (2008)> jkpo; gapw;wy; El;gq;fs; ehkf;fy; - rQ;rPt; ntspaPL.
 Nfhtpe;j uhrd; . K. (1980)> ew;wkpo; gapw;wy; Nehf;fKk; KiwAk;> nrd;id. Njd; nkhopg;
 gjpg;gfk;.
 Mangal S.K. and Uma Mangal (2009), Essentials of Educational Technology, PHI learning
 private limited.
 .uj;jpd; rghgjp .gp. (1997)> nrk;nkhopf; fy;tp> nrd;id. rhe;jh gg;sp\h;];
 .uj;jpd; rghgjp .gp. fy;tpapy; Njh;T> nrd;id. rhe;jh gg;sp\h;];
 tp[ayl;Rkp. T (2007) Ez;zpiy fw;gpj;jy;> nrd;id rhujh gjpg;gfk;.
 NtZ Nfhghy; ,.gh.Nf. rhe;jh Fkhhp nghJj; jkpo; fw;gpj;jy;.
 t[;uNtY. R> mUe;jkpo; fw;gpf;Fk; Kiwfs; nrd;id. mk;rh gjpg;gfk;.

OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF ENGLISH (FOR GRADUATES IN ENGLISH OR ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
2. understand the connections of English speech and to acquire good pronunciation and fluency of speech
3. get familiarized with the syllabi related to high School and higher Secondary classes.
4. acquire a working knowledge of the grammatical terminology and grammatical system in English
5. develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
6. Differentiate among the consonants according to manner and place of articulation.
7. Distinguish between noun phrase and verb phrase
8. Describe the various devices of word formation in English
9. Explain the theoretical bases of teaching English grammar
10. Bring out the relative importance of teaching different study skills in the context of English Language Teaching.

UNIT I: Phonetics of English

1. Elements of English language - Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels - The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation - Place of articulation.

6. Diphthongs - Closing Diphthongs - Centring Diphthongs
7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
9. Word Stress - Primary stress, Secondary stress - Sentence stress.
10. Rhythm - Intonation - Tone group.
11. Phonetic Transcription.

UNIT II: Fluency

1. Use of conventional formulae - greeting - apology - invitation - refusal - accepting - thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed - construction - suggestion – prohibition - permission - probability - likelihood - possibility - obligation - necessity - concession.
4. Oral drills - Repetition drills - Mechanical drills - Substitution drills

UNIT III: Advanced Grammar

1. The Noun phrase - Modifier - Head word, Qualifier
2. The Verb phrase - Tense forms - Primary Auxiliaries - Modal Auxiliaries.
3. Types of Sentence - Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern - Active and Passive voice.
6. Direct and Indirect speech - Question forms - Tag questions.
7. Sentence Analysis- Transformation of sentences
8. Analysis and classification of grammatical errors.

UNIT IV: Lexis

1. Word formation - Affixation - Conversion - Compounding - Clipping - Port Manteau - Onomatopoeia - Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors - Devices for cohesion and coherence

UNIT V: Teaching Grammar

1. Prescriptive - Formal grammar
2. Descriptive - Functional grammar
3. Methods of teaching grammar- Deductive - inductive
4. Grammar Activities
5. Testing grammar - steps and usage

UNIT VI: Teaching Vocabulary

1. Nature of words.

2. Types of vocabulary - Active vocabulary - Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

UNIT VII: Types of courses

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

UNIT VIII: Reference and Study Skills

1. SQR3 method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography- Annotated Bibliography.

UNIT IX: Composition

1. Types of composition – Controlled – Guided – Free
2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

UNIT X: English Language Curriculum Transaction

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book
4. Professional Competencies of an English teacher - Programmes for quality improvement- Seminars, Workshops, Panel discussions, Field trips, Projects etc.,

Practical work:

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.

7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

SUGGESTED REFERENCE BOOKS:

- Brown, G. (1977). *Listening to Spoken English Applied Linguistics and Language*. London: Longman.
- Close, R. A. (1971). *English as a Foreign Language*. London: Longman.
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OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING ENGLISH
GENERAL ENGLISH
(FOR GRADUATES IN ENGLISH / OTHER SCHOOL SUBJECTS OR ITS
EQUIVALENT EXCEPT TAMILAND URDU)

OBJECTIVES :

At the end of the course, the student – teachers will be able to

1. Acquire an understanding of the status, role and the nature of English language learning in India
2. Develop an understanding of the objectives of teaching English
3. Design unit plans and lesson plans
4. Understand and execute the teaching skills
5. Acquire knowledge of the different resources to teach English
6. Acquire knowledge of the kinds of syllabus and the various methods and approaches of teaching English
7. Acquire knowledge of the methods of evaluation and statistical interpretation
8. Understand the techniques in teaching the four language skills
9. Acquire knowledge of remedial instruction
10. Comprehend the use of simple statistical method in the interpretation of data pertaining to English Language Teaching. (ELT)

UNIT I: Content

The syllabus for VI to X of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Need and Objectives of Teaching English

1. The status of English in India today - The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.

3. Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
4. Contribution of Linguistics and Psychology to the teaching of English.
5. Teaching the communication skills - Listening - Speaking - Reading - Writing
6. Teaching English as a skill rather than a knowledge subject.
7. Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue - Implications for teaching methods.
8. Planning for Instruction - Designing unit plans and lesson plans
9. The scope of the B.Ed English course.

UNIT III: Teaching Skills

1. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives.
2. Micro teaching - Principles - Steps - Uses - Skills - Introducing a Lesson - Explanation - Questioning - Using the blackboard - Reinforcement - Stimulus Variation - Link Lesson
3. Observation - Demonstration lesson - Teacher educator - guide teacher - Peer group - Feedback
4. Macro teaching

Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader Teaching of Poetry - Method - Poetic forms - Poetic devices - Differences between teaching Prose and Poetry Teaching of Grammar - Method - Content - Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences Teaching of Composition - Oral and Written

UNIT IV: Resources in Teaching English

1. Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids - Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning - Language laboratory.
4. Computer assisted language learning - Power point presentation- identifying websites
5. Multi-media and Internet

UNIT V: Approaches and Methods of Teaching English

1. Method - Approach - Technique - Design
2. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.
3. Method - Grammar Translation Method - Bilingual method - Direct Method - Dr.West's new method - Merits and Demerits

4. Approaches - Structural Approach - Types of Structures - Selection and Grading of Structures - Principles of Situational & Oral Approach
5. Communicative approach
6. Eclectic approach
7. Recent trends in the teaching of English

UNIT VI: Tools of Evaluation

1. Difference between measurement and evaluation
2. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
3. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation – formative and summative assessment - Grading pattern.
4. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests – Diagnostic tests.
5. Types of achievement tests - oral test - written test - teacher made test - standardized test.
6. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choice – Error recognition.
7. Written test- Short answer type - Paragraph type - Essay type
8. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.
9. Item analysis - Item difficulty - Discriminative index.
10. Statistical interpretation of data - Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation; Graphical representation - Histogram – Frequency polygon - Cumulative frequency curve - OGIVE

UNIT VII: Listening Skill

1. Sub skills of listening - listening for perception - listening for comprehension.
2. The three phases of listening.
3. Listening material - listening to specific information, for general understanding, to deduce meaning, to infer opinion and attitude by using a tape recorder.
4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.
5. Testing Listening

UNIT VIII: Speaking Skill

1. Techniques in teaching speaking - The conversation class, the topic based discussion class -task centered fluency practice.
2. Tasks for developing speaking skill - Individual, pair and group work.
3. Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play.
4. Dramatization - Play Reading - Group Discussion.
5. Story telling - Narration - Description
6. Communication Game - Debate - Interview - Extempore Speech.

7. Barriers for Effective Communication.
8. Testing Speaking.

UNIT IX: Reading Skill

1. Aims of teaching reading.
2. Process involved in reading - Symbol, sound, sense.
3. Types of reading - reading aloud - silent reading - skimming - scanning - intensive reading -extensive reading.
4. Methods of teaching reading to beginners - Alphabet method - Phonetic method – Phonetic method - Word method - Phrase method - Sentence method.
5. Criteria for selection of English reader
6. Reading for perception - Reading for comprehension
7. Strategies to develop reading.
8. Testing Reading

UNIT X: Writing Skill

1. Mechanics of Writing.
2. Sub skills in writing - visual perception - syntax - organization - grammar -content purpose -relevance.
3. Writing skills - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills.
4. Characteristics of good Handwriting- distinctiveness - legibility - simplicity - uniformity – spacing - capitalization - punctuation - speed.
5. Testing Writing Skills. Remedial teaching with reference to phonological, lexical and grammatical systems of English language - Causes and Remedies.

PRACTICAL WORK :

- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary
- levels.
- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages, poetry and composition.
- Practice in quick black board sketches for the purpose of introducing new items. Preparation
- of material for role play and dramatization
- Reading comprehension and note-making exercise. Preparation of different types of vocabulary
- exercise.

- Examination of examples of controlled and guided composition tasks found in various course
- books
- Preparation of material for teaching picture composition
- Examination of poems prescribed for all three levels.
- Practice in reading poems aloud.
- Preparation of aids.
 - i. An album of black board sketches.
 - ii. An album of collected pictures
 - iii. Picture set and
 - iv. Composite scene
- Practice in the use of CDs in English
- Conducting a radio lesson
- Development of VAI/CAI programme for a teaching item.
- Preparation of a simple linear programme for a unit in grammar
- Preparation of blue prints
- Construction of test paper containing the different types of test items including objective type
- items.
- Preparation of remedial material for one unit

SUGGESTED REFERENCE BOOKS:

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- Sharma, R. N. (2008). *Contemporary Teaching of English*. Delhi: Surjeet Publications.
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- Thomas, A. J., & Martinet, A. V. (2004). *A practical English grammar*. London: OUP.
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- Vallabi, J.E. (2011). *Teaching of English: Principles and Practices*. Hyderabad.

OPTIONAL COURSE - I

CONTENT AND METHODS OF TEACHING OF MATHEMATICS (FOR GRADUATES IN MATHEMATICS OR ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. Expertise on various teaching skills
2. Evolution and development in the field of mathematics
3. Comprehend individual differences in students
4. Understand the nature and development of mathematics
5. Understand the aims and objectives of teaching mathematics
6. Know the importance of teaching mathematics in relation to other subjects.

7. Formulate the general instructional objectives and specific learning outcomes
8. Acquire competence in teaching mathematics and structuring lesson plans
9. Apply methods of teaching of mathematics
10. Understand the various psychological aspects involved in teaching mathematics

UNIT I: Content

The syllabus for VI to X of Mathematics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Characteristics and Development of Mathematics and Mathematics Teacher

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines - Characteristics of a good mathematics teacher. Contribution of eminent mathematicians to the development of mathematics - Aryabhata, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss.

UNIT III: Aims and Objectives of Teaching Mathematics

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural - Instructional Objectives - General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains based on Bloom's Taxonomy of Educational Objectives.

UNIT IV: Teaching Skills

Micro teaching - origin, need, procedure, cycle of operation and uses - skill emphasis - explaining, questioning - Probing and Fluency in questioning, using black board, reinforcement, stimulus variation, introduction, Closure - Link Lesson.

UNIT V: Lesson planning and its uses

Macro teaching – Lesson plan, Unit plan & Year plan – Herbartian steps - Format of a typical lesson plan – G.I.O's & S.I.O's, teaching aids – motivation, presentation, application, recapitulation and assignment.

UNIT VI : Psychological Theories and factors influencing the Learning of Mathematics

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner - appropriateness of these types in learning mathematics. Psychological aspects - interest, attention - Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude- Divergent thinking in Mathematics - Creative thinking in Mathematics.

UNIT VII: Identification of Individual differences

Individual differences in mathematics - Causes for slow learning in mathematics and

remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

UNIT VIII: Methods and Teaching Aids

Inductive, deductive, analytic, synthetic, heuristic, project, problem solving and laboratory methods of teaching mathematics - Activity Based Learning (ABL) - Active Learning Method (ALM) -Applications of ABL and ALM - Format of a typical lesson plan based on ALM - Introduction:Evocation, Recall, Survey - Understanding: Concept, Teacher and Individual Solving Problems -Group Work, Presentation - Evaluation: Reinforcement, Homework, Remedial measures – Computer assisted instruction, e-learning, mobile learning. Importance of teaching aids - projected and non-projected aids - improvised aids : Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids - use of mass media in teaching mathematics - Field trip as a teaching technique, characteristics of a good mathematics text book.

UNIT IX: Evaluation and Analysis of test scores

Different types of tests in Mathematics, achievement, diagnostic, prognostic -criterion and norm referenced evaluation - construction of achievement test - continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Statistical measures - mean, median, mode, range, average deviation, quartile deviation, standard deviation -rank correlation -Graphical representation of data - Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve and Ogive curve.

UNIT X: Analysis of Textbooks

Analysis of content available in Mathematics text books of IX to XII standards prescribed by Government of Tamil Nadu.

PRACTICALS

- Collection of Biographies of different mathematicians and history of symbols.
- Project on mathematics and its relationship with other disciplines
- Preparation of lesson plan, unit plan and year plan.
- Practice of skills in micro teaching
- Preparation of Improvised teaching aids
- Preparation of over head transparencies
- Test construction – Achievement and Diagnosis
- Critical analysis of content course of standard IX to XII syllabus.

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Ann, C. (2001). The trachtenberg speed system of basic mathematics. New Delhi: Rupa Co.
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OPTIONAL COURSE - I

CONTENT AND METHODS OF TEACHING OF PHYSICAL SCIENCE (FOR GRADUATES IN PHYSICS, CHEMISTRY OR ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. understand the nature of science and the aims and objectives of teaching of Physical Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Physical Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory. understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content

The syllabus for VI to X of Physicals Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature of Science and Aims and Objectives of Teaching Physical Science

Science as a product and a process: a body of knowledge - a way of investigation-a way of thinking-Inter disciplinary approach- Implications. Aims and Objectives - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) - General and Specific Objectives of teaching Physical Sciences- writing Instructional Objectives - writing the objectives in terms of learning outcomes - Aims and Objectives of teaching Physical Science at Primary, Secondary and Higher Secondary levels.

UNIT III: Micro Teaching

Microteaching -microteaching cycle-Relevant skills in Micro teaching- Skill of Reinforcement, Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of probing questioning, Skill of demonstration, Skill of using Blackboard, Skill of Achieving Closure- Need for link lessons in Microteaching.

UNIT IV: Lesson Planning and Unit Planning.

Lesson Planning-Essential features of Lesson Planning -Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans- Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan- Distinguishing Lesson Plan and unit Plan- Basic concepts in planning ABL method lesson.

UNIT V: Methods of Teaching Physical Science

Criteria for selecting a method of teaching Physical Science: Level of the class, size of the class, time availability and subject matter-General methods of Teaching Physical Science- Lecture method ,Lecture cum Demonstration, Heuristic Approach, Individual Practical Method, Project Method, Scientific Method- Historical and Biographical Approaches - Selecting a suitable method for teaching a topic in Physical Science.

UNIT VI: Science Text Book

Qualities of a good Science textbook-use of textbooks in teaching physical science – Evaluation of Science textbooks: Thunder's score card, Vogel's check list- Critical analysis of the existing Tamil Nadu Science Text Book at the secondary level.

UNIT VII: Educational Technology

Educational Technology: Meaning, advantages- Edger Dales cone of experience- it's implications in the teaching of physical science - Classification of Audio Visual Aids : hardware and software approach- Principles and use of Hardware: Overhead Projector, LCD Projector, Radio, TV, VCR, Tape Recorder- principles and use of Software: Charts, Objects, Specimens, transparencies, CD, - Educational Broadcasts: Radio and T.V.

UNIT VIII: Evaluating outcomes of science teaching

Measurement and Evaluation-Qualities of a good test- Principles and steps in construction of an achievement test- Blue Print and Question Paper-Item analysis - Construction of multiple choice questions - Diagnostic test - Remedial teaching in physical

science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

Elementary Statistics: Measures of Central Tendency: Mean, Median and Mode– Measures of Variability- Standard, Quartile and Average Deviation- Correlation co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Line, Bar and Pie Diagrams-Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive.

UNIT IX: Science Laboratory

Physical Science Laboratory advantages -Structure and Design-Organization and Maintenance of science laboratory: Laboratory indent - maintenance of various Registers: Accession, Nonconsumable, Consumable, Issue and breakages registers -Storage and maintenance of apparatus and Chemicals- Accidents and First Aids-Improvisation of Apparatus.

UNIT X: Science Teacher

Academic and Professional qualification-competencies of a science teacher: Professional competencies, soft skills, technological skills -In-service training: need and importance - type of inservice programmes offered - Membership of professional organisations – Publications in science education journals.

PRACTICAL WORK

1. Construction and use of achievement test, analysis and interpretation of test scores.
2. Making 20 charts and 3 improvised apparatus.
3. Practising 5 micro lessons with 5 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.
7. Presenting a demonstration to the peers.
8. Creation of a PowerPoint presentation and presenting the materials.
9. Preparation of a programme of 20 linear frames on any topic in Physics or Chemistry.
10. Preparing a Science album with internet materials of scientific issues.
11. 3 website reports relating to physical science.
12. Practice of minimum of 5 experiments in school syllabus.

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OPTIONAL COURSE - I

CONTENT AND METHODS OF TEACHING BIOLOGICAL SCIENCE (FOR GRADUATES IN BOTONY / ZOOLOGY / ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. understand the nature of science and the aims and objectives of teaching of Biological Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.

4. develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Biological Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory. understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content

The syllabus for VI to X of Biological Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II : Aims and Objectives of Teaching Biological Science

Biology in the School Curriculum-Its claims for inclusion-Interdisciplinary approaches in the School Curriculum-Variou branches related to Life Science-Aims and Objectives - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)-Aims of Teaching Biology at different levels -Primary, Secondary and Higher Secondary.

UNIT III : Lesson Planning and Unit Planning

Lesson Planning-Essential features of Lesson Planning-Steps in Lesson Planning – Preparing Lesson Plan -Unit Plan - Steps in Unit Planning - Characteristics of Good Unit Plan-Distinguishing Lesson Plan and Unit Plan-Basic concept in Planning ABL Method Lesson.

UNIT IV : Micro Teaching

Micro Teaching - Definition - Micro Teaching Cycle-Types of Skills -Skill of Introduction-Skill of Explaining--Skill of Questioning-Skill of Demonstration -Skill of Reinforcement-Skill of Achieving Closure-Skill of Stimulus Variation - Link Lesson-Need for Link Lesson in Micro Teaching.

UNIT V : Methods of Teaching Biological Science

Criteria for Selecting a Method of Teaching Biological Science: Levels of the Class-Size of the Class-Time Availability and Subject Matter-General Methods of Teaching Biological Science-Lecture Method -Demonstration Method-Scientific Method -Project Method-Heuristic Method-Biographical and Assignment Method-Programmed Instruction-

Computer Assisted Instruction -Team Teaching-Teaching Machines-Panel Discussion-Seminar
- Symposium-Work Shop.

UNIT VI : Biology Laboratory

- (i) Biological Science Laboratory-Structure and Design-Organization and Maintenance-
Laboratory Indent -Maintenance of Various Register - Accidents and First Aid -Safety -
Advantages of Laboratory.
- (ii) Museum - Importance of Museum - Preparation of Museum Material -Maintenance of
Aquarium-Vivarium -Terrarium.

UNIT VII: Curriculum in Biology and Science Text Book

Principles of Curriculum Development -Selection of Content and Organization of
Subject matter - NCERT Curriculum-BSCS and Nuffield Secondary Science Project. Qualities
of a Good Science Text Book-Use of Text Book in Teaching Biological Science-Evaluation of
Science Text Book-Values of a School Biology Library-Books for Selection and Purchase -
Classification and Cataloging.

UNIT VIII : Educational Technology

Educational Technology: Meaning, Advantages-Edger Dales Cone of Experience-It's
Implications in the Teaching of Biological Science-Classification of Audio-Visual Aids
:Hardware and Software Approach-Principles and Use of Hardware: Over Head Projector, LCD
Projector, Radio, TV, VCR, Tape Recorder-Principles and Use of Software: Charts, Objects,
Specimens, Transparencies, CD-Educational Broad Casts: Radio and TV-Internet-e learning.

UNIT IX : Science Teacher

Academic and Professional Qualification-Competencies of a
Science Teacher: Professional Competencies, Soft Skills, Technological Skills-In-
Service Training: Need and Importance- Membership of Professional Organizations-
Publications in Science Education Journals.

UNIT X : Measurement and Evaluation

Measurement and Evaluation -Qualities of Good Test-Principles and Steps in
Construction of an Achievement Test-Blue Print and Question Paper-Item Analysis-Remedial
Teaching in Biological Science. continuous and comprehensive evaluation - Formative and
summative assessment - Grading pattern. Elementary Statistics: Measures of Central Tendency:
Mean, Median, Mode-Measures of Variability-Standard, Quartile and Average Deviation-
Correlation Co-efficient, Rank Order and Product Moment Correlation-Graphical representation
of Data: Line, Bar and Pie diagrams-Histogram, Frequency Polygon-Cumulative Frequency
Curve, Ogive.

PRACTICALS

1. Making Charts, Improvised Apparatus and Models.
2. Practice of a Minimum of 5 Skills under Microteaching (Proper Records to be maintained)
3. Preparation of Laboratory Instruction Cards.
4. Planning and Conducting any Four Practical Classes in Biology and Maintaining Record of Practical Work.
5. Preparation of Unit Test for a Unit in Biology.
6. Designing and Carrying out of any one Simple Investigation of Biology.
7. Collecting and Preserving Biological Specimens.
8. Collecting and Keeping Plants and Animals alive for Instructional Purposes: Aquarium, Terrarium and Vivarium.

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OPTIONAL COURSE - I

CONTENT AND METHODS OF TEACHING HISTORY (FOR GRADUATES IN HISTORY OR ITS EQUIVALENT)

OBJECTIVES

At the end of the course, the student – teachers will be able to

1. acquire knowledge of the nature, scope, structure and concepts of history.
2. Understand the dimensions, classification, geographical foundation of history and its relation with other social science- subjects.
3. Realise and appreciate values of teaching history.
4. Develop effective teaching skills.
5. Perceive effective competency in the preparation of lesson and unit plan.
6. Practise the different teaching - learning strategies.
7. Understand the principles of curriculum construction.
8. Get familiarized with the various learning resources for professional effectiveness.
9. Understand the various methods of evaluating the classroom teaching.
10. Acquire knowledge about Teacher dominated methods

UNIT I: Content

The syllabus for VI to X of History text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature and Development of History - Dimensions and its Relationship with other subject

1. Defining History – Nature of History objectivity and scientific study of History – kinds of history
2. Logical sequence – structure and scope
3. Different conceptions of history – Biographical Evolutionary – Theistic – Cyclic Modern concepts

4. Dimensions of History – Time, Place, Continuity and development
5. Relationship between History and other social sciences
6. Geographical foundation of History.

UNIT III: Aims and Values of Teaching History

1. General Aims and objectives of teaching history
2. Specific aims of teaching history at elementary High and Higher secondary stage
3. Values of teaching history

UNIT IV: Micro teaching

1. Micro- teaching – concepts, principles and phases of Micro – teaching
2. Developing the skill of introducing a lesson Explaining, probing Questioning, Stimulus variation, Reinforcement, Achieving closure, use of Teaching Aids and Black Board.
3. Link Lesson – Need and its importance

UNIT V: Objective based Instruction

1. Instructional objectives – Bloom’s taxonomy of objectives in specific behavioral terms – cognitive, Affective and Psycho – motor domain
2. Lesson plan – Need, Principles – steps
3. Concept Mapping – Map reading skill
4. Year plan, unit plan
5. Critical analysis of State Board syllabus for IX and X standard.

UNIT VI: Methods and Approaches in Teaching History

1. Teacher dominated Methods – Motivation in the class room context, Teaching for creativity – Lecture, story telling – Team Teaching Supervised study – Review and drill – source method
2. Group directed Instructional Inputs – Socialised recitation – debate, symposium Brain storming, seminar, workshop, Dramatisation
3. Learner Dominated methods – Heuristic, problem solving method, project method, field work
4. Dalton plan, Inductive, deductive

UNIT VII: Resources and Educational Technology

1. Projected and Non projected Aids
2. Utilisation of community resources Importance of Museum, Archives, Library Encyclo pedias, Reference books, Historical fictions Mass Media- history Text Book
3. History class room – Furniture, Equipment Improvising Learning environment
4. History club and its activities
5. History Teacher – Essential qualities – professional growth

UNIT VIII: Recent Trends and Research

1. Linear programmed learning – computer Assisted Instruction – web based learning.

2. Identifying learners' capacities – Enrichment programme for gifted – remedial programme for slow learners – Action Research
3. Teaching chronology, contemporary Affairs controversial issues – Developing National integration and international understanding

UNIT IX: Organisation of History Curriculum

1. Content, principles of selection - Individual social, National and Global needs
2. Methods of organization – Logical and psychological (Stages of development) chronological, periodical concentric and spiral, Regressive and progressive Methods.
3. Principles of correlation of subjects – Identical Incidental, systematic – Fusion with geography, political science, Anthropology, literature, economics and sociology.

UNIT X : Evaluation and Statistics

1. Concept of Examination – criterion and norm referenced test – prognostic and diagnostic test – Achievement test – construction of Achievement test – continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.
2. Collection and arrangement of test scores
3. Interpretation of scores – Frequency Distribution Tables - Measures of central tendency – Mean, Median, Mode - Measures of variability – Range, Quartile deviation, Mean deviation, – Standard deviation, correlation of Rank order and product moment
4. Graphs – Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive, Percentile Ranks, Normal probability curve, kurtosis, skewness

PRACTICALS:

1. Visiting the identified local historical places and narrative reports
2. A creative write up for developing National Integration
3. Reporting of current events / Scrap Book
4. Preparing 10 slides in power point
5. Identification and cataloguing of three web – sites related to the State Board History curriculum
6. Preparing maps, charts, pictures, models etc
7. Writing historical stories/ Dramatization
8. Quiz programmes
9. Collection of historical quotations
10. Discussion and debates
11. Construction of Achievement Test
12. Practising 5 micro lessons with 5 different skills.

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OPTIONAL COURSES

(POST GRADUATES)

OPTIONAL COURSE - I

jkpo; fw;g;gpj;jypy; GJikfs;

rpwg;Gj;jkpo;

(KJfiyg; gl;lk;)

Nehf;fq;fs;:

1. jkpo; nkhopapd; Njhw;wk;>tsh;r;rp> jdpj;jd;ik gw;wp mwpjy;
2. fiyj;jpl;l;jpy; nkhopapd; ,lk; gw;wp mwpjy;
3. nkhopapay; Nfhl;ghLfs; gw;wp mwpjy;
4. nkhop fw;wy; nfhs;iffs; kw;Wk; fw;gpj;jy; ts%yq;fs; gw;wp mwpjy;
5. Kj;jkpopd; tsh;r;rp epiy
6. ,yf;fpaj; jpwdha;T nfhs;iffs; gw;wp mwpjy;
7. ,yf;fz mwpT ngwy;
8. nkhopapd; gy;NtW tsh;r;rp epiyfs;
9. jkpo; nkhopAk;> tpOk; gjpTfSk;
10. tFg;giwj; jpwd;fs; Nkk;gLj;Jjy;.

rpwg;Gj;jkpo;

1. **jkpo;nkhopapy; Njhw;wk;> tsh;r;rp> jdpj;jd;ik :**

nkhop - nkhopapd; gz;Gfs; - nkhopj; Njhw;wf; nfhs;iffs; - nkhopapd; tsh;r;rp jkpo;
nkhop tuyhW - jkpo; thptbt tuyhW - vOj;Jr; rPh;jpUj;jk; fpiw nkhopf; nfhs;iffs; - Ngr;R
nkhop.

vOj;Jnkhop - jkpo; nkhopapd; jdpj;jd;ikfs;.

2. **fiyj;jpl;l;jpy; nkhopapd; ,lk; :**

fiyj;jpl;lk; - fiyj;jpl;lk; cUthf;Fjypy; rpy mbg;gilf; nfhs;ifs; - fiyj;jpl;l khw;wk; - Njrpa;f;
fy;tpf; nfhs;if - fy;tpapd; Nehf;fk; - gs;spf; fiyj;jpl;lk;. Njrpa;f; fy;tp Fwpf;NfhSf;Fk;> gs;spf;
fiyj;jpl;l;jpw;FKs;s njhlh;G - gs;spf; fiyj;jpl;l;jpy; jha;nkhopapd; ,lk;.

3. **nkhopapay; Nfl;ghLfs;:**

Xyp nkhopahjy; - vOj;Jf;fspd; gpwg;g - jkpo; xypfspd; gpwg;G - ed;D}yh;h;
nfhs;iffs; - nkhopapayhh; nfhs;if. nkhopapd; mik;G - xypadpay;> cUgdpay;> njhlhpay;
xypia MuhAk; Kiwfs; - Nfhl;ghLfs; - capnuhypfs; - nkha;nahypfs;.

4. **nkhopf;fw;wy; nfhs;iffs;> kw;Wk; ts%yq;fs;**

nkhopf; fy;tpapd; ,d;wpaikahik nkhopAk; r%fKk; - nkhop tsh;r;rpapy; #o;epiyapd; gq;F - nkhop fw;wYf;fhd cstpay; nfhs;iffs;.

nkhopf;fw;wy; ts%yq;fs; - ,yf;fz ,yf;fpa %yq;fs; - epfz;Lfs; - mfuhjpfs;- fiyf; fsQ;rpqa;fs; - mgpjhd rpe;jhkzp - ciuE}y;fs; - jkpo;r; nrhw;fsQ;rpak; - Ma;T fl;Liufs; Ma;tpjo;fs;.

5. Kj;jkpopd; tsh;r;rp epiy:

,yf;fpa tif - ftpij ahg;gpy; E}y; - Nkyl;lhh;> jkpowpQh; tpsf;fk; - kuGf;ftpij> GJf;ftpij. ,irj;jkpo; - njhy;fhg;gpak;> rpyg;gjpfhuk;. Njthuk; ,irj;jopo; \$Wfs; gpw;fhy tsh;r;rp epiy. ehlfj;Njhw,w tsh;r;rp - rq;f fhyk; Kjy; ,f;fhyk; tiu - ehlfh tiffs; - nra;Ais ehlfkhf;fpf; fw;gpi;jy; cj;jp.

6. ,yf;fpaj; jpwdha;Tf; nfhs;iffs;:

jpgdwha;tpd; Njhw;wk; - ,d;iwa jpwdha;T epiy - jpwdha;T tiffs;- ,yf;fpa Ma;Tnewp Kiwfs; - Gjpdk;> rpWfij> rpWth; ,yf;fpak;> ehl;Lg;Gw ,yf;fpak;> gaz ,yf;fpak; - Kjypatw;wpw;F ,yf;fzk;.

7. ,yf;fz mwpT :

KjnyOj;Jf;fs; - rhh;ngOj;Jf;fs;vOj;Jf;fspd; gpwg;G - nrhy;ypyf;fz tiffs; - Ntw;Wik> MF ngah;> Gzh;r;rp nghUspyf;fzk; - mfk;> Gwk;> ahg;G - mir> rPh;> jis> mb> njhil> ghtif - nghUs;Nfhs; - mzp ,yf;fzk;- (gs;spg; ghlf;fisg; nghUj;jkl;by; mikAk;.)

8. nkhopapd; gy;NtW tsh;r;rp epiyfs;:

Nkhopapd; gy;NtW gzpfs; - mwptpay;> jkpo;-fy;tpapay; - fiyf; fy;tp - fzipg;nghwpaay; - jkpo; mwptpay; kw;Wk; njhopy; El;gf; fiyr;nrhw;fis cUthf;Fk; topKiwfs; - xypngah;g;G> nkhop ngah;g;G> GJr;nrhw;gilg;G - fiyr;nrhw;fis cUthf;Fk; nghOJ kdjpw; nfhs;sj;jf;f nra;jpfs; - jkpopYs;s gpwnkhopr; nrhw;fs; - nkhopngah;g;G tiffs; - nkhop ngah;g;gpw;fhd nfhs;iffs; - nkhopngah;g;gpy; vOk; rpf;fy;fs; - jPh;Tfs;.

9. jkpo; nkhopAk;> tpOkq; gjpTfSk;:

tpOkk; tiffs; - Njrpa; fy;tp Muha;r;rp kw;Wk; gapw;rp; FO ghpe;Jiuf;Fk; gl;bay; - jkpo; ,yf;fpaq;fspy; rq;f fhyk; Kjy; gf;jp ,yf;fpa fhyk; tiu fhzg;ngWk; tpOkq;fs; - jdpkhe;jh; rKjhak; (xOf;fnewp> rKjha Nkd;ik - ,iwAzh;T)

10. tFg;giwj; jpwd;fs; Nkk;gLj;jy;:

gilg;ghw;wy;- tsh;f;f cjTk; #oy; - jfty;fis jpul;ly; - gilg;ghw;wy; jd;ikfs; - Nkk;gLj;Jjy; - jOty; - <Lfl;Ljy; - kpFe;Jf;fhzy; - Fiwj;Jf; fhzy; - kPsitj;jy; ,izj;jy; - gilg;ghw;wy; tbtq;fs; - jiyg;G jUjy;> Fwpg;Gfs; jUjy;> Kbit khw;w jUjk;> tbtq;> tif khw;Wjy;> <w;wb jUjy; - fij> ftpij> thndhyp ciur;rpj;jpuk;> ftpijaf; fhl;rpq;gLj;Jjy; Nghd;wd.

nray;Kiw Ntiy

1. jpwdha;T fl;Liufs; jahhpj;jy;

2. ghlE}y; Ma;T
3. ghlE}ypy; cs;s tpOkG; gjpTfs;
4. thndhyp ciur;rpj;jpuk; jahhpj;jy;
5. ,yf;fpa eak; ghuhl;ly;
6. kuGj; njhlh;> gonkhopfisj; njhlh;fspy; mikj;jy;
7. fiyr; nrhw;fisj; jkpo;gLj;Jjy;\
8. nra;Aisf; fhl;rpG;gLj;Jjy;
9. rpWfij vOJjy; - Fwpg;G nfhz;L fij vOJjy;

Nkw;Nfhs;fs;

fzgjp.tp.G+. n[auhkk; (2005)> ew;wkpo; fw;gpf;Fk; Kiwfs;> nrd;id> rhe;jh gg;sp\h;];.

fzgjp tp. (2004). jkpo; ,yf;fz ,yf;fpa mwpKfk;> nrd;id rhe;jh gg;sp\h;];.

fNzrd;. J (1981)> Foe;ij ,yf;fpaj;jpy; ts;spag;gh xU topfhl;b> nrd;id - thdjp gjpg;gfk;.

Qhd%h;j;jp jh.V. (2002) ,yf;fpaj; jpwdha;tpay;> aho; ntspaPL.

Kidth; fiyr;nry;tp nt. (2008)> fy;tpapay; rpwg;Gj; jkpo;> ehkf;fy;> rQ;rPt; ntspaPL.

Kidth;. gukrptk; nrh. (2008)> ew;wkpo; ,yf;fzk;> nrd;id> gl;Lg;gjpg;gfk;.

Kidth;. tPug;gd; gh. (2004)> cah;epiy jkpo; fw;gpj;jypy; Gjpa mZF Kiwfs;> nrd;id> tdpjh gjpg;gfk;.

,uj;jpd rghgjp .gp (1997) nrk;nkhopf; fy;tp> nrd;id> rhe;jh gg;sp\h;];.

rha;Fkhh; f. (2008)> kjpg;Gzh;Tf; fy;tp> nrd;id> rhe;jh gg;sp\h;];.

rpq;fhuNtY Kjypahh; 92004> mgpjhd rpe;jhkzp jkpo;f; fiyf; fsQ;rpak;> nrd;id - rPij gjpg;gfk;.

OPTIONAL COURSE - II

ghlg;ngHUs; kw;Wk; jkpo; fw;gpj;jy;

ngHJj;jkpo;

(KJfiyg; gl;lK;)

Nehf;fq;fs;:

1. jha;nkhop fw;gpj;jypd; ,d;wpaikahikAk;> Nehf;fq;fisAk; mwpjy;p.
2. jha;nkhopapd; gy;NtW gapw;W Kiwfis mwpjy;.
3. ghLj;jpl;lK; mikg;gjw;fhd Nfhl;ghLfs; kw;Wk; Ez;zpiyf; fw;gpj;jy; jpwd;fis mwpjy;.
4. nra;As;> ciueil> Jizg;ghlk;> ,yf;fzk; fw;gpf;Fk; jpwd;fisg; ngWjy;.
5. nkhopj;jpwd;fisg; ngWjy;.
6. nkhopahrphpaUf;Fhpa gz;G eyd;fisAk;> tpOkpaq;fisAk; mwpjy;.
7. ghlE}y; gw;wpa mwpT ngWjy;.
8. kjpg;gPlypd; El;gq;fis czh;jy;.
9. tpdhf;Nfl;lypy; cs;s gy;NtW jpwd;fis tsh;jjy;.
10. fw;gpj;jy; El;gq;fisf; ifahsy;.

nghJj;jkpo;:

1. ghlg;nghUs;

Mwhk; tFg;G Kjy; gj;jhk; tFg;G tiuAs;s jkpo; ghIE}y;fs;> jkpof murhy; ghpe;Jiuf;fg;gl;l mt;tg;NghJ eilKiwapYs;s ghlj;jpl;lk;.

2. jha;nkhopf; fy;tpapd; rpwg;G

jha;nkhopf; fw;gpj;jypd; ,d;wpaikahik - rpwg;G Nehf;fq;fs; - ntspapLq;fUtp - mbg;gilj;jpwd;fs; - ,yf;fpa eak; fz;bd;Gwy; - gilg;ghw;wy; - fw;gidahw;wy; - moFzuhw;wiy tsh;j;jy; - r%fg; gz;ghl;bid mwpjy; - r%f kuGfis mwpjy; - r%ff; flikfis Nkw;nfhs;Sjy; - tho;f;if elj;jj; Njitahd jpwd;fisg; ngWjy; - ePjpfisg; Gfl;Ljy; - gapw;W nkhopahf Jyq;Fjy;.

3. gz;ilNahh; fz;l gapw;W KiwfSk;> jw;fhy KiwfSk;:

gz;ilNahh; fz;l gapw;W Kiw :- FUFyKiw - 1. nrhw;nghopT 2. ciuahly; 3. jiltpil 4. tpdh tpil 5. gapw;rp - gz;Kfg; gapw;rp 6. tpjtpsf;fk; 7. fhuzfhhpak; 8. nel;LU - ed;ik> jPikfs;.

Gjpa Kiwfs; :- 1. tpisahl;L Kiw 2. ebg;G Kiw 3. jdpj;gapw;rp 4. tFg;giw fw;gpj;jy; 5. Nkw;ghh;it gbg;G Kiw 6. nray;jpl;l Kiw 7. xg;gilg;G 8. jpl;lkl;Lf; fw;wy; nkhopg;ghlk; gapw;wYf;F ,tw;iwg; gad;gLJk; jpwd;.

4. ghlk; fw;gpg;Gj; jpl;lk; mik;jjw;fhd Nfhl;ghLfs;> Ez;zpiyf; fw;gpj;jy; jpwd;fs;:

fw;gpj;jy; Nfhl;ghLfs; GSk;> n`h;ghh;l;> ghlk; fw;gpg;Gj; jpl;lk;- myFj;jpl;lk; ghlk; fw;gpg;Gj; jpl;lk; jahhpj;jypd; ,d;wpaikahaik - ed;ik> jPikfs;> kdjpw; nfhs;s; jf;fd - ghlk; fw;gpg;Gj; jpl;l;jpw;Fk; Mrphpah; fw;gpj;jy; Fwpg;gpw;FKs;s NtWghLfs;.

Ez;zpiyf; fw;gpj;jy; - gbepiyfs;> Row;rp - 1. njhlq;Fjy; jpwd; 2. tpsf;Fjy; jpwd;. 3. Kbj;jy; jpwd; 4. fpsh;tpdhj; jpwd; 5. gy;tif; J}z;ly;fisg; gad;gLj;Jjy; jpwd; 6. tYT+l;bfisg; gad;gLj;Jk; jpwd; 7. fUk;gyifiag; gad;gLj;Jk; jpwd; - ,izg;Gg; ghlk; - gapw;rp.

5. nra;As;;> ciueil> ,yf;fzk;> Jizg;ghlk; fw;gpj;jy;

nra;As;> ciueilg; gapw;wypd; Nehf;fq;fs; Kiwfs;Ys;s NtWghLfs; - nra;Al; ghli;jj; njhlq;Fk; Kiwfs; - gy;NtW tifahd ciueilfisf; fw;gpf;f Nkw;nfhs;Sk; topKiwfs; - nra;As; eyk; ghuhl;ly;.

Jizg;ghlk; fw;gpj;jypd; Nehf;fq;fs; - gapw;W Kiw - tpjptUKiw - tpjtpsf;f Kiw> eilKiw ,yf;fzk;> jpl;lkl;Lf;fw;wy; Kiwapy; fw;gpj;jy; - ,yf;fzg; ghli;j ,dpikahf;Fk; topKiwfs;.

,yf;fzk; fw;gpj;jy; Nehf;fq;fs; - gapw;W Kiw - tpjptUKiw - tpjtpsf;f Kiw> eilKiw ,yf;fzk;> jpl;lkl;Lf;fw;wy; Kiwapy; fw;gpj;jy; - ,yf;fzg;ghli;j ,dpikahf;Fk; topKiwfs;.

6. nkhopj;jpwd;fis tsh;j;jy; :

Nfl;ly; tiuaiw :- Nfl;ly;> cw;Wf; Nfl;ly;> nrtp kLj;jy; - Nfl;ly; jpwd; tsh;j;jYf;fhd Nehf;fq;fs; - tsh;g;gjw;fhd topKiwfs; - thndhyp Nfl;ly; - xypg;gjpT Nfl;ly; - fij \$wy; - tpLfijfs; - Gjph;fs; Nfl;ly; - RUf;fp vOJjy; - ghlg;gFjpfisg; gbj;J tpdhf; Nfl;ly; - Nfl;lypd; top fw;wy;.

NgRjy; tha;nkhopg; gapw;rp: ,d;wpaikahik - Nehf;fq;fs;> gad;fs; - jpUe;jpa Ngr;rp; nghUe;jpa ey;ypay;Gfs; - jpUe;jpa Ngr;rp;id tsh;f;fj; JizahFk; ,yf;fpaq;fs;. ehlfq;fs;> nrhw;Nghh;> fye;Jiuahly;> tpdhbtph> ,yf;fpa kd;wq;fspy; NgRjy; - kdg;ghlk; nra;jy; cr;rhp;gpy; Vw;gLk; rpf;fy;fs; - gapw;rpfs; ehnefpo; gapw;rp> ehgwpwo; gapw;rp> %r;Rg; gapw;rp.

gbj;jy;:- Nehf;fq;fs; - njhl;f tFg;gpy; gbf;ff; fw;gpf;Fk; Kiwfs; - vOj;J Kiwg; gbf;F > nrhy; Kiwg; gbg;G> nrhw;nwhlh; Kiwg;gbg;G - epiw Fiwfs;- nrhw;fsQ;rpag; ngUf;fk; - tha;f;Fs; gbj;jy;> tha;tpl;L gbj;jy;- mfd;w gbg;G> Mo;e;j gbg;G - Nehf;fq;fs;> epiw Fiwfs; - mtw;wpw;Fhpa E}y;fspd; jd;ikfs; - gbg;gpy; Mh;tj;ij J}z;Lk; topKiwfs;.

vOJjy;:- vOJtjd; Nehf;fq;fs; - vOJtjw;Fg; gapw;rp mspj;jy; - rpy Kjw; gapw;rpfs; - vOj fUtpfisg; gbf;Fk; Kiw - ey;y ifnaOj;jpd; ey;ypay;Gfs; - njspT> msT> moF> ,ilntsp> tpiuT - vOj;Jg; gapw;rp Kiwfs; - thpnahw;wpy; vOJjy;> ghj;j;J vOJjy;> nrhy;tij vOJjy; - gpioapd;wp vOjg; gapw;rp mspj;jy; - gpiofs; Njhd;wf; fhuzq;fs; - gpiofis fisAk; Kiwfs; - epWj;jw;FwpaPLfisg; gad;gLj;Jjy;. fbjk;> fl;Liu vOjg; gapw;rp mspj;jy;> typkpFk; ,lk;> kpfh ,lkwpjy;.

7. nkhopahrphpah;

fy;tpj;jFjp - gapw;rp - gz;Geyd;fs;:

nkhopg;gw;W ,yf;fz ,yf;fpag; Gyik> Fuy; tsk; - Vw;w ,wf;fj;Jld; NgRjy; - nkhopj;jpwd; ty;yik - csE}y; ty;Yeh; - gilg;ghw;wy; jpwd; - Kd;khjphpahf tpsq;Fjy; - flik czh;Tld; nray;gly; - r%f cwT nfhs;sy; - gpw MrphpaUld; gofy; - gapw;wypd; mbg;gil tpjpfisf; ifahsy;.

tpOkq;fs;:- tpOkpaq;fis Mrphpah; khzth;f;F elj;ijapd; %yk; czh;j;Jjy; - MSik - xOf;fk; - Neue;jtwhik - md;G - kdpjNeak; - gzpTilik - cjTk; kdg;ghd;ik - J}a;ik - njhopypy; cz;ikAilik Nghd;wit.

8. ghlj;jpl;IKk; ghIE}Yk;:

ghlj;jpl;lk; - tiuaw - jdpegh; NtWghL> khwptUk; rKjhak; - cah;epiyg; gs;sp ghlj;jpl;kpLjw;fhd fhuzpfs; jkpo;ghlj;jpl;lk;. ghIE}y;fs; - ghIE}y;fspd; mbg;gil - ghIE}ypd; gz;Gfs; - rpwe;j ghIE}y;fisj; jahhpf;Fk; nghOJ kdjpw; nfhs;s;j;f nra;jpfs; - jw;Nghija eilKiwapYs;s ghIE}y; gw;wpa ghh;it - E}yf;g; gbg;G.

9. kjpg;gPLjYk;> tpdhf;fSk;:

kjpg;gply;> mstpLy;> gy;NtW epiyfspy; fw;gpj;jy; Nehf;fq;fisg; gFj;jha;jy; - mwppjy;> Ghpjy;> Msy;> Mw;wy; - Njh;T tiffs; - Mrphpah;fspy; cUthf;fg;gLk; Njh;Tfs; - jug;gLj;jg;gl;l Njh;Tfs; - Njh;Tr; rPh;jpUj;jq;fs; - kjpg;gPL;Lf; fUtpapd; gz;Geyd;fs; - FiwNawp Nrhjd> FiwjPh; gapw;rp - Gwtaj; Njh;T mik;jy; Kiwik - njhlh; kw;wk; KOikahd kjpg;gPL - tsuwp njhFj;jwp kjpg;gPL.

tphpthf;f kjpg;gLjy; :- nghUs;> kjpg;gPL;L gFjpf; gad;fs;> Mrphpahpd; gq;F - Gs;spapay; gw;wpa ghh;it.

tpdhf;fs; Nfl;lypd; ,d;wpaikahik - tpdTjy; Nehf;fq;fs; - gad;fs; - tpdhf;fs; tpdTjypd;
jpwik - tpdTk; Kiwfs; - tiffs; rpwe;j tpdhf;fspd; rpwg;gpay;Gfs; - tpdhj;jhs; mik;jjypd;
rpwg;gplk; - ePy mr;Rglk;.

10. nkhopf; fw;wypd; El;gf; \$Wfs;:

Jizf; fUtpfisg; gad;gLj;Jjy; - thrpg;G Ntfj;ij mstply; (lhrp];lh];Nfhg;) thndhyp>
xypg;gjpT ehlh> xspg;gjpT ehlh> njhiyf;fhl;rp> nkhopg; gapw;wha;Tf; \$lk; - fzpg;nghwp
- kpd;fw;wy; - ,izajsk; - nraw;iff; Nfhs; - gy; Clfk; - tpz;zuq;fk; - thndhyp.

nray;Kiw Ntiy

1. ifnaOj;Jg; gpupj jahhpj;jy;
2. ehlfq;fs; vOJjy;
3. thndhyp (m) njhiyf;fhl;rp Ngr;ir Nfl;Lf; Fwpg;ngLj;jy;.
4. tpdhtq;fp jahhpj;jy;.
5. fy;tpg; gazk;.
6. ,yf;fzg; ghLj;jpw;Fj; jpl;lkl;Lf; fw;wy; rl;l; jahhpj;jy;.
7. gy;Clf top ghLk; jahhpj;jy;.
8. fye;Jiuahly; elj;Jjy;.
9. mwpf;if jahhpj;jy;.

Nkw;Nfhs;fs;

fzgj. tp. ,uj;jpd; rghgjp gp. (2008)> Ez;zpiy fw;gpj;jy;> nrd;id rhe;jh gg;sp\h;];
fzgj.tp. (1997) ew;wkpo; fw;gpf;Fk; Kiwfs;> nrd;id> rhe;jh gg;sp\h;];
fiyr;nry;tp. nt. (2008)> jkpo; gapw;wy; El;gg;fs; ehkf;fy; - rQ;rPt; ntspaPL.
Nfhthe;j uhrd; . K. (1980)> ew;wkpo; gapw;wy; Nehf;fKk; KiwAk;> nrd;id. Njd; nkhopg;
gjpg;gfk;.
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,uj;jpd; rghgjp .gp. (1997)> nrk;nkhopf; fy;tp> nrd;id. rhe;jh gg;sp\h;];
,uj;jpd; rghgjp .gp. fy;tpapy; Njh;T> nrd;id. rhe;jh gg;sp\h;];
tp[ayl;Rkp. T (2007) Ez;zpiy fw;gpj;jy;> nrd;id rhujh gjpg;gfk;.
NtZ Nfhghy; ,.gh.Nf. rhe;jh Fkhhp nghJj; jkpo; fw;gpj;jy;.
t[;uNtY. R> mUe;jkpo; fw;gpf;Fk; Kiwfs; nrd;id. mk;rh gjpg;gfk;.

OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF ENGLISH

(FOR POST GRADUATES IN ENGLISH OR ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
2. understand the connections of English speech and to acquire good pronunciation and fluency of speech
3. get familiarized with the syllabi related to high School and higher Secondary classes.
4. acquire a working knowledge of the grammatical terminology and grammatical system in English
5. develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
6. Differentiate among the consonants according to manner and place of articulation.
7. Distinguish between noun phrase and verb phrase
8. Describe the various devices of word formation in English
9. Explain the theoretical bases of teaching English grammar
10. Bring out the relative importance of teaching different study skills in the context of English Language Teaching.

UNIT I: Phonetics of English

1. Elements of English language - Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels - The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation - Place of articulation.
6. Diphthongs - Closing Diphthongs - Centring Diphthongs
7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
9. Word Stress - Primary stress, Secondary stress - Sentence stress.
10. Rhythm - Intonation -Tone group.
11. Phonetic Transcription.

UNIT II: Fluency

1. Use of conventional formulae - greeting - apology - invitation - refusal - accepting - thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed - construction - suggestion – prohibition - permission - probability - likelihood - possibility - obligation - necessity - concession.
4. Oral drills - Repetition drills - Mechanical drills - Substitution drills

UNIT III: Advanced Grammar

1. The Noun phrase - Modifier - Head word, Qualifier

2. The Verb phrase - Tense forms - Primary Auxiliaries - Modal Auxiliaries.
3. Types of Sentence - Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern - Active and Passive voice.
6. Direct and Indirect speech - Question forms - Tag questions.
7. Sentence Analysis- Transformation of sentences
8. Analysis and classification of grammatical errors.

UNIT IV: Lexis

1. Word formation - Affixation - Conversion - Compounding - Clipping - Port Manteau - Onomatopoeia - Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors -Devices for cohesion and coherence

UNIT V: Teaching Grammar

1. Prescriptive - Formal grammar
2. Descriptive - Functional grammar
3. Methods of teaching grammar- Deductive - inductive
4. Grammar Activities
5. Testing grammar - steps and usage

UNIT VI: Teaching Vocabulary

1. Nature of words.
2. Types of vocabulary - Active vocabulary - Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

UNIT VII: Types of courses

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

UNIT VIII: Reference and Study Skills

1. SQ3R method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography- Annotated Bibliography.

UNIT IX: Composition

1. Types of composition – Controlled – Guided – Free

2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

UNIT X: English Language Curriculum Transaction

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book
4. Professional Competencies of an English teacher - Programmes for quality improvement- Seminars, Workshops, Panel discussions, Field trips, Projects etc.,

Practical work:

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

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OPTIONAL COURSE - II

CONTENT AND METHODS OF TEACHING ENGLISH

GENERAL ENGLISH

(FOR POST GRADUATES IN ENGLISH OR ITS EQUIVALENT)

OBJECTIVES :

At the end of the course, the student – teachers will be able to

1. Acquire an understanding of the status, role and the nature of English language learning in India
2. Develop an understanding of the objectives of teaching English
3. Design unit plans and lesson plans
4. Understand and execute the teaching skills
5. Acquire knowledge of the different resources to teach English
6. Acquire knowledge of the kinds of syllabus and the various methods and approaches of teaching English
7. Acquire knowledge of the methods of evaluation and statistical interpretation
8. Understand the techniques in teaching the four language skills
9. Acquire knowledge of remedial instruction
10. Comprehend the use of simple statistical method in the interpretation of data pertaining to English Language Teaching. (ELT)

UNIT I: Content

The syllabus for XI and XII of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Need and Objectives of Teaching English

1. The status of English in India today - The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
4. Contribution of Linguistics and Psychology to the teaching of English.
5. Teaching the communication skills - Listening - Speaking - Reading - Writing
6. Teaching English as a skill rather than a knowledge subject.
7. Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue - Implications for teaching methods.
8. Planning for Instruction - Designing unit plans and lesson plans
9. The scope of the B.Ed English course.

UNIT III: Teaching Skills

1. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives.
2. Micro teaching - Principles - Steps - Uses - Skills - Introducing a Lesson - Explanation - Questioning - Using the blackboard - Reinforcement - Stimulus Variation - Link Lesson
3. Observation - Demonstration lesson - Teacher educator - guide teacher - Peer group - Feedback
4. Macro teaching

Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader Teaching of Poetry - Method - Poetic forms - Poetic devices - Differences between teaching

Prose and Poetry

Teaching of Grammar - Method - Content - Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences

Teaching of Composition - Oral and Written

UNIT IV: Resources in Teaching English

1. Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids - Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning - Language laboratory.
4. Computer assisted language learning - Power point presentation- identifying websites
5. Multi-media and Internet

UNIT V: Approaches and Methods of Teaching English

1. Method - Approach - Technique - Design
2. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.
3. Method - Grammar Translation Method - Bilingual method - Direct Method - Dr.West's new method - Merits and Demerits
4. Approaches - Structural Approach - Types of Structures - Selection and Grading of Structures - Principles of Situational & Oral Approach
5. Communicative approach
6. Eclectic approach
7. Recent trends in the teaching of English

UNIT VI: Tools of Evaluation

1. Difference between measurement and evaluation
2. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
3. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation – formative and summative assessment - Grading pattern.
4. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests – Diagnostic tests.
5. Types of achievement tests - oral test - written test - teacher made test - standardized test.
6. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choice – Error recognition.
7. Written test- Short answer type - Paragraph type - Essay type
8. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.

9. Item analysis - Item difficulty - Discriminative index.
10. Statistical interpretation of data - Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation; Graphical representation - Histogram – Frequency polygon - Cumulative frequency curve - OGIVE

UNIT VII: Listening Skill

1. Sub skills of listening - listening for perception - listening for comprehension.
2. The three phases of listening.
3. Listening material - listening to specific information, for general understanding, to deduce meaning , to infer opinion and attitude by using a tape recorder.
4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.
5. Testing Listening

UNIT VIII: Speaking Skill

1. Techniques in teaching speaking - The conversation class, the topic based discussion class - task centered fluency practice.
2. Tasks for developing speaking skill - Individual, pair and group work.
3. Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play.
4. Dramatization - Play Reading - Group Discussion.
5. Story telling - Narration - Description
6. Communication Game - Debate - Interview - Extempore Speech.
7. Barriers for Effective Communication.
8. Testing Speaking.

UNIT IX: Reading Skill

1. Aims of teaching reading.
2. Process involved in reading - Symbol, sound, sense.
3. Types of reading - reading aloud - silent reading - skimming - scanning - intensive reading -extensive reading.
4. Methods of teaching reading to beginners - Alphabet method - Phonetic method – Phonetic method - Word method - Phrase method - Sentence method.
5. Criteria for selection of English reader
6. Reading for perception - Reading for comprehension
6. Strategies to develop reading.
7. Testing Reading

UNIT X: Writing Skill

1. Mechanics of Writing.
2. Sub skills in writing - visual perception - syntax - organization - grammar -content purpose - relevance.

3. Writing skills - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills.
4. Characteristics of good Handwriting- distinctiveness - legibility - simplicity - uniformity – spacing - capitalization - punctuation - speed.
5. Testing Writing Skills. Remedial teaching with reference to phonological, lexical and grammatical systems of English language - Causes and Remedies.

PRACTICAL WORK :

- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages, poetry and composition.
- Practice in quick black board sketches for the purpose of introducing new items. Preparation of material for role play and dramatization
- Reading comprehension and note-making exercise. Preparation of different types of vocabulary exercise.
- Examination of examples of controlled and guided composition tasks found in various course books
- Preparation of material for teaching picture composition
- Examination of poems prescribed for all three levels.
- Practice in reading poems aloud.
- Preparation of aids.
 - i. An album of black board sketches.
 - ii. An album of collected pictures
 - iii. Picture set and
 - iv. Composite scene
- Practice in the use of CDs in English
- Conducting a radio lesson
- Development of VAI/CAI programme for a teaching item.
- Preparation of a simple linear programme for a unit in grammar
- Preparation of blue prints
- Construction of test paper containing the different types of test items including objective type
- items.
- Preparation of remedial material for one unit

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OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF MATHEMATICS

(FOR POST GRADUATES IN MATHEMATICS OR ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. Explore the various resources in learning mathematics
2. Employ the various resources in organizing Maths laboratory
3. Explore e-resources in learning mathematics.
4. understand the curriculum development in mathematics.
5. understand the models of teaching mathematics
6. know the importance of learning theories and strategies in mathematics.
7. acquire the skills on the usage of learning theories in mathematics
8. acquire the skills of organising mathematical laboratory.
9. know the importance of aesthetic and recreational mathematics
10. know the importance of computers in teaching and learning of mathematics

UNIT I: Principles of Curriculum Development in Mathematics

Curriculum development in mathematics – need and importance – barriers – Types of curriculum development and strategies to be employed – stages of curriculum development in mathematics – Different approaches followed in curriculum development in mathematics.

UNIT II: Models of Teaching Mathematics and Class Room Interaction

Formation and application of mathematical concepts - Concept attainment model, Advanced organiser model, Jurisprudential Inquiry model. Classroom interaction analysis: Flanders Interaction Analysis Category System(FIACS), Reciprocal Category System(RCS) and Equivalent Talk Category System (ECTS) - Their implications in learning mathematics.

UNIT III: Learning Theories and Strategies - I

Individualised learning techniques – concept mapping, Keller plan and learning packages – Dalton plan – benefits, criticisms – supervised study - Programmed learning and computer assisted instruction.

UNIT IV: Learning Theories and Strategies - II

Group learning techniques – Cooperative learning, Buzz sessions, Group discussions –

mathematical games.

UNIT V: Learning Resources

Classroom conditions for learning mathematics – characteristics and role of mathematics teacher – text book preparation – structure and uses – workbook and its uses.

UNIT VI: Utilizing Additional Resources for learning Mathematics

Organising mathematics laboratory, library, club and Expo - its uses.

UNIT VII: Strategies for improving effective problem solving skills

Short cut methods – rapid calculation, simple multiplication – tests of divisibility – methods to develop speed and accuracy

UNIT VIII: Recreational Mathematics

Recreational mathematics – riddles, puzzles, paradoxes, beautiful number patterns, magic squares, unsolved problems.

UNIT IX: Computer in Mathematics Education

The influence of computers in teaching and learning of mathematics – The uses of application software packages – MS Office – Word, Excel, Power Point presentation.

UNIT X: Application E-resources in Learning Mathematics

The uses of multimedia and internet - their applications in learning mathematics

PRACTICAL WORK

- Collection of mathematical puzzles, riddles etc.,
- Practising the models of teaching
- Preparation of concept mapping for particular learning units
- Participating in buzz sessions in class discussions

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- Ann, C. (2001). The trachtenberg speed system of basic mathematics. New Delhi: Rupa Co.
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OPTIONAL COURSE - II

CONTENT AND METHODS OF TEACHING OF MATHEMATICS (FOR POST GRADUATES IN MATHEMATICS OR ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. Expertise on various teaching skills
2. Evolution and development in the field of mathematics
3. Comprehend individual differences in students
4. Understand the nature and development of mathematics
5. Understand the aims and objectives of teaching mathematics
6. Know the importance of teaching mathematics in relation to other subjects.
7. Formulate the general instructional objectives and specific learning outcomes
8. Acquire competence in teaching mathematics and structuring lesson plans
9. Apply methods of teaching of mathematics
10. Understand the various psychological aspects involved in teaching mathematics

UNIT I: Content

The syllabus for XI and XII of Mathematics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature, Characteristics and Development of Mathematics and Mathematics Teacher

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines - Characteristics of a good mathematics teacher. Contribution of eminent mathematicians to the development of mathematics - Aryabhata, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss.

UNIT III: Aims and Objectives of Teaching Mathematics

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural - Instructional Objectives - General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains based on Bloom's Taxonomy of Educational Objectives.

UNIT IV: Teaching Skills

Micro teaching - origin, need, procedure, cycle of operation and uses - skill emphasis -

explaining, questioning - Probing and Fluency in questioning, using black board, reinforcement, stimulus variation, introduction, Closure - Link Lesson.

UNIT V: Lesson planning and its uses

Macro teaching – Lesson plan, Unit plan & Year plan – Herbartian steps - Format of a typical lesson plan – G.I.O's & S.I.O's, teaching aids – motivation, presentation, application, recapitulation and assignment.

UNIT VI : Psychological Theories and factors influencing the Learning of Mathematics

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner - appropriateness of these types in learning mathematics. Psychological aspects - interest, attention - Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude - Divergent thinking in Mathematics - Creative thinking in Mathematics.

UNIT VII: Identification of Individual differences

Individual differences in mathematics - Causes for slow learning in mathematics and remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

UNIT VIII: Methods and Teaching Aids

Inductive, deductive, analytic, synthetic, heuristic, project, problem solving and laboratory methods of teaching mathematics - Activity Based Learning (ABL) - Active Learning Method (ALM) - Applications of ABL and ALM - Format of a typical lesson plan based on ALM - Introduction: Evocation, Recall, Survey - Understanding: Concept, Teacher and Individual Solving Problems - Group Work, Presentation - Evaluation: Reinforcement, Homework, Remedial measures – Computer assisted instruction, e-learning, mobile learning.

Importance of teaching aids - projected and non-projected aids - improvised aids : Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids - use of mass media in teaching mathematics - Field trip as a teaching technique, characteristics of a good mathematics text book.

UNIT IX: Evaluation and Analysis of test scores

Different types of tests in Mathematics, achievement, diagnostic, prognostic - criterion and norm referenced evaluation - construction of achievement test - continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Statistical measures - mean, median, mode, range, average deviation, quartile deviation, standard deviation - rank correlation - Graphical representation of data - Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve and Ogive curve.

UNIT X: Analysis of Textbooks

Analysis of content available in Mathematics text books of IX to XII standards prescribed by Government of Tamil Nadu.

PRACTICALS

- Collection of Biographies of different mathematicians and history of symbols.
- Project on mathematics and its relationship with other disciplines
- Preparation of lesson plan, unit plan and year plan.
- Practice of skills in micro teaching
- Preparation of Improvised teaching aids
- Preparation of over head transparencies
- Test construction – Achievement and Diagnosis
- Critical analysis of content course of standard IX to XII syllabus.

SUGGESTED REFERENCE BOOKS:

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- Aggarwal, J. C. (2008). Teaching of mathematics. UP: Vikas Publishing House Pvt Ltd.
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OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF PHYSICAL SCIENCE (FOR POST GRADUATES IN PHYSICS / CHEMISTRY OR ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. understand the new resources for teaching of Physics and Chemistry.
2. understand the principles of curriculum construction and organization of subject matter
3. apply the knowledge of various teaching models for teaching of Physics and Chemistry.

4. understand the psychological basis of modern trends in teaching Science and new techniques of teaching Science.
5. organize different co-curricular activities in Science with activity approach.
6. Cater to the needs of individual differences
7. Utilize the science library effectively
8. analyse and interpret the class room teaching.
9. understand the ways and means to solve social problems through Science teaching.
10. acquire knowledge of basic concepts in Physics and Chemistry.

UNIT I: New Resources in Physical Science Teaching:

Multi-media: meaning, types, advantages - Multi-media resource centre - Development and use of multi-media in the teaching of Physical Science- Open educational resources: meaning and importance- Massively Open Online courses (MOOCS)

UNIT II: Science Curriculum

Curriculum-General Principles of curriculum construction-Types of Organization of content matter-Critical evaluation of Tamil Nadu higher secondary school Science Curriculum-Curriculum-Improvement Projects in India-Role of NCERT – Curriculum improvement Projects in Abroad-CHEM Study, PSSC, CBA.

UNIT III: Models of Teaching Science

Models of teaching –Elements of a teaching model- Glaser’s basic teaching model- Types of teaching models – Bruner’s concept attainment model-Suchman’s inquiry training model.

UNIT IV: Modern Methods of Teaching Physical Science

Modern methods of Teaching Physical Science: Supervised Study, Seminar, Symposium, Workshop, Group Discussion, Panel Discussion, Team Teaching, computer assisted instruction-Web-based instruction: Web-assisted class room instruction, importance-

UNIT V: Co-Curricular Activities

Co-curricular Activities: Organization of Science Club - Science Exhibitions - Field trips and Excursions- Net club: Blogs.

UNIT VI: Individualization of Instruction

Catering to individual differences- Identification and care of the scientifically talented pupils, National Talent Search Examination- characteristics of Slow and Gifted learners- helping Slow and Gifted learners.

UNIT VII: Science Library

Science Libraries-values of school Science Libraries-Type of science books included in School library- Journals and Magazines in Science- e-books and e-library.

UNIT VIII: Class room interaction analysis

Teacher behaviour- class room interaction - interaction analysis - interaction analysis techniques – observation schedule and record- Flander’s interaction analysis technique: categories- observation and recording - interaction matrix- interpretation- advantages.

UNIT IX: Science teaching for social welfare

Science teaching for solving the problems of: Pollution –Spread of Diseases- Global warming, over population, malnutrition, superstitious beliefs- Role of science teacher in developing scientific temper in the society.

UNIT X: Theoretical knowledge of Physical Science:

Content of physics (for PG physics trainees) and content of chemistry (for PG chemistry trainees) related to XI and XII Std. prescribed by Tamil Nadu Text book society- Construction of multiple choice questions-Writing instructional objectives – Selecting suitable method for teaching a topic.

PRACTICAL WORK

1. Construction and standardization of diagnostic test in a Physics or Chemistry unit of Standard XI or XII.
2. Practising (3 sessions each of ten minutes) classroom interaction analysis and presenting the report.
3. Preparation of 20 charts and 3 improvised apparatus that could be used for std XI or XII
4. Preparation of a lesson plan for Power Point presentation.
5. Evaluating reports of 3 websites in Science.
6. Preparation of work sheets

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OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING OF PHYSICAL SCIENCE
(FOR POST GRADUATES IN PHYSICS AND
CHEMISTRY OR ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. understand the nature of science and the aims and objectives of teaching of Physical Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Physical Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory. understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content

The syllabus for XI and XII of Physicals Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature of Science and Aims and Objectives of Teaching Physical Science

Science as a product and a process: a body of knowledge - a way of investigation-a way of thinking-Inter disciplinary approach- Implications. Aims and Objectives - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) - General and Specific Objectives of teaching Physical Sciences- writing Instructional Objectives - writing the objectives in terms of learning outcomes - Aims and Objectives of teaching Physical Science at Primary, Secondary and Higher Secondary levels.

UNIT III: Micro Teaching

Microteaching -microteaching cycle-Relevant skills in Micro teaching- Skill of Reinforcement, Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of

probing questioning, Skill of demonstration, Skill of using Blackboard, Skill of Achieving Closure- Need for link lessons in Microteaching.

UNIT IV: Lesson Planning and Unit Planning.

Lesson Planning-Essential features of Lesson Planning -Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans- Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan- Distinguishing Lesson Plan and unit Plan- Basic concepts in planning ABL method lesson.

UNIT V: Methods of Teaching Physical Science

Criteria for selecting a method of teaching Physical Science: Level of the class, size of the class, time availability and subject matter-General methods of Teaching Physical Science- Lecture method ,Lecture cum Demonstration, Heuristic Approach, Individual Practical Method, Project Method, Scientific Method- Historical and Biographical Approaches - Selecting a suitable method for teaching a topic in Physical Science.

UNIT VI: Science Text Book

Qualities of a good Science textbook-use of textbooks in teaching physical science – Evaluation of Science textbooks: Thunder's score card, Vogel's check list- Critical analysis of the existing Tamil Nadu Science Text Book at the secondary level.

UNIT VII: Educational Technology

Educational Technology: Meaning, advantages- Edger Dales cone of experience- it's implications in the teaching of physical science - Classification of Audio Visual Aids : hardware and software approach- Principles and use of Hardware: Overhead Projector, LCD Projector, Radio, TV, VCR, Tape Recorder- principles and use of Software: Charts, Objects, Specimens, transparencies, CD, - Educational Broadcasts: Radio and T.V.

UNIT VIII: Evaluating outcomes of science teaching

Measurement and Evaluation-Qualities of a good test- Principles and steps in construction of an achievement test- Blue Print and Question Paper-Item analysis - Construction of multiple choice questions - Diagnostic test - Remedial teaching in physical science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

Elementary Statistics: Measures of Central Tendency: Mean, Median and Mode– Measures of Variability- Standard, Quartile and Average Deviation- Correlation co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Line, Bar and Pie Diagrams-Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive.

UNIT IX: Science Laboratory

Physical Science Laboratory advantages -Structure and Design-Organization and Maintenance of science laboratory: Laboratory indent - maintenance of various Registers: Accession, Nonconsumable,Consumable, Issue and breakages registers -Storage and

maintenance of apparatus and Chemicals- Accidents and First Aids-Improvisation of Apparatus.

UNIT X: Science Teacher

Academic and Professional qualification-competencies of a science teacher: Professional competencies, soft skills, technological skills -In-service training: need and importance - type of inservice programmes offered - Membership of professional organisations - Publications in science education journals.

PRACTICAL WORK

1. Construction and use of achievement test, analysis and interpretation of test scores.
2. Making 20 charts and 3 improvised apparatus.
3. Practising 5 micro lessons with 5 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.
7. Presenting a demonstration to the peers.
8. Creation of a PowerPoint presentation and presenting the materials.
9. Preparation of a programme of 20 linear frames on any topic in Physics or Chemistry.
10. Preparing a Science album with internet materials of scientific issues.
11. 3 website reports relating to physical science.
12. Practice of minimum of 5 experiments in school syllabus.

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OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF BIOLOGICAL SCIENCE

(FOR POST GRADUATES IN BOTANY / ZOOLOGY / ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. understand the new resources for teaching of Botany and Zoology
2. understand the class room interaction analysis and Interpretation
3. apply the knowledge of various teaching models for teaching of Botany and Zoology
4. understand the Psychological basis of modern trends in teaching Science
5. organize different Co – Curricular activities in promoting Science learning
6. to utilize the science library effectively
7. analyze and interpret the class room teaching
8. understand the ways and means to solve social problems
9. develops the skill for preparing multi – media in teaching biological science
10. understand the content of Botany and Zoology at higher secondary level.

UNIT I: New Resources in Biological Science Teaching

Multimedia: Meaning, types, advantages - Multimedia resource centre - Development and use of Multimedia in the Teaching of Biological Science.

UNIT II: Class Room Interaction Analysis

Teacher Behaviors - Class room interaction - Interaction Analysis - Interaction Analysis Technique - Observation schedule and record - Flanders Interaction Analysis Technique – categories - observation and recording - Interaction matrix - Interpretation - Advantages.

UNIT III: Models of Teaching Biological Science

Models of teaching - Elements of teaching model - Types of teaching model - Contribution of Piaget, Steps of intellectual growth - Gagne's model of sequential learning - Bruner's model of concept learning - Implication of teaching and learning science.

UNIT IV: Modern methods of Teaching Biological Science

Seminar - Symposium - Workshop - Group Discussion - Panel Discussion - Team Teaching - Computer Assisted Instruction - Web Based instruction - web assisted class room instruction.

UNIT V: Instructional Resource Materials

Text Book - Reference Books - Periodicals - Journals and Magazines in Science - Values of Science libraries - e resources - e books and - e library - Importance of collateral readings.

UNIT VI: Co - Curricular Activities in Biological Science.

Strengthening Science Education - Organization of Science club - Science Excursion – Science Exhibitions Science Fairs - Field trips and Nature calendar.

UNIT VII: Science Teaching for Social Welfare.

Science Teaching for solving problems of pollution - Global warming - Over population - Malnutrition Superstitious beliefs Role of science teacher in developing scientific temper in the society.

UNIT VIII: Team Teaching

Introduction - Origin and Growth of Team teaching - objectives of team teaching in Biological Science - Types of team teaching - organization, procedure - steps for team teaching - Planning, Execution, Evaluation, Advantages of team teaching, drawback and limitations of team teaching.

UNIT IX: Review and Assignment

Review - Meaning - Need and Importance of reviewing lesson - Characteristics of good review different techniques of reviewing lesson - Assignment - Meaning - Importance of assignment in learning Biology - Characteristics of good assignment.

UNIT X: New Developments

Bio Technology - Bio - Chemistry - Bio - Physics - Developmental Biology Behavior and Neuro physiology population genetics and Evolution - Genetic Engineering Ecology and Conservation New medicine and Radio isotope.

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Anderson, R.D. (1992).Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.

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Sharma,P.C.(2006) .Modern Science Teaching .New Delhi: Dhanpat Rai Publications.

Sharma,R.C.(1985). Modern Science Teaching. Meerat:Dhanpat Rai and Sons.

Siddifit,S.(1985).Teaching of Science Today and Tomorrow .New Delhi : Doba's House.

Yadav,M.S.(2003)Teaching of Science .New Delhi: Anmol Publications.

OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING BIOLOGICAL SCIENCE
(FOR POST GRADUATES IN BOTANY / ZOOLOGY / ITS EQUIVALENT)

OBJECTIVES:

At the end of the course, the student – teachers will be able to

1. understand the nature of science and the aims and objectives of teaching of Biological Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Biological Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory. understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

UNIT I: Content

The syllabus for XI and XII of Biological Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II : Aims and Objectives of Teaching Biological Science

Biology in the School Curriculum-Its claims for inclusion-Interdisciplinary approaches in the School Curriculum-Variou branches related to Life Science-Aims and Objectives - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)-Aims of Teaching Biology at different levels -Primary, Secondary and Higher Secondary.

UNIT III : Lesson Planning and Unit Planning

Lesson Planning-Essential features of Lesson Planning-Steps in Lesson Planning – Preparing Lesson Plan -Unit Plan - Steps in Unit Planning - Characteristics of Good Unit Plan-Distinguishing Lesson Plan and Unit Plan-Basic concept in Planning ABL Method Lesson.

UNIT IV : Micro Teaching

Micro Teaching - Definition - Micro Teaching Cycle-Types of Skills -Skill of Introduction-Skill of Explaining--Skill of Questioning-Skill of Demonstration -Skill of Reinforcement-Skill of Achieving Closure-Skill of Stimulus Variation - Link Lesson-Need for Link Lesson in Micro Teaching.

UNIT V : Methods of Teaching Biological Science

Criteria for Selecting a Method of Teaching Biological Science: Levels of the Class-Size of the Class-Time Availability and Subject Matter-General Methods of Teaching Biological Science-Lecture Method -Demonstration Method-Scientific Method -Project Method-Heuristic Method-Biographical and Assignment Method-Programmed Instruction-Computer Assisted Instruction -Team Teaching-Teaching Machines-Panel Discussion-Seminar - Symposium-Work Shop.

UNIT VI : Biology Laboratory

- (i) Biological Science Laboratory-Structure and Design-Organization and Maintenance-Laboratory Indent -Maintenance of Various Register - Accidents and First Aid -Safety - Advantages of Laboratory.
- (ii) Museum - Importance of Museum - Preparation of Museum Material -Maintenance of Aquarium-Vivarium -Terrarium.

UNIT VII: Curriculum in Biology and Science Text Book

Principles of Curriculum Development -Selection of Content and Organization of Subject matter - NCERT Curriculum-BSCS and Nuffield Secondary Science Project.

Qualities of a Good Science Text Book-Use of Text Book in Teaching Biological Science- Evaluation of Science Text Book-Values of a School Biology Library-Books for Selection and Purchase -Classification and Cataloging.

UNIT VIII : Educational Technology

Educational Technology: Meaning,Advantages-Edger Dales Cone of Experience-It's Implications in the Teaching of Biological Science-Classification of Audio-Visual Aids :Hardware and Software Approach-Principles and Use of Hardware: Over Head Projector, LCD Projector, Radio, TV, VCR, Tape Recorder-Principles and Use of Software: Charts, Objects, Specimens, Transparencies, CD-Educational Broad Casts: Radio and TV-Internet-e learning.

UNIT IX : Science Teacher

Academic and Professional Qualification-Competencies of a ScienceTeacher:Professional Competencies, Soft Skills, Technological Skills-In-ServiceTraining: Need and Importance-Membership of Professional Organizations-Publications in Science Education Journals.

UNIT X : Measurement and Evaluation

Measurement and Evaluation -Qualities of Good Test-Principles and Steps in Construction of an Achievement Test-Blue Print and Question Paper-Item Analysis-Remedial Teaching in Biological Science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern. Elementary Statistics: Measures of Central Tendency: Mean, Median, Mode-Measures of Variability-Standard, Quartile and Average Deviation-Correlation Co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Line, Bar and Pie diagrams-Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive.

PRACTICALS

1. Making Charts, Improvised Apparatus and Models.
2. Practice of a Minimum of 5 Skills under Microteaching (Proper Records to be maintained)
3. Preparation of Laboratory Instruction Cards.
4. Planning and Conducting any Four Practical Classes in Biology and Maintaining Record of Practical Work.
5. Preparation of Unit Test for a Unit in Biology.
6. Designing and Carrying out of any one Simple Investigation of Biology.
7. Collecting and Preserving Biological Specimens.
8. Collecting and Keeping Plants and Animals alive for Instructional Purposes: Aquarium, Terrarium and Vivarium.

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OPTIONAL COURSE - I

INNOVATIONS IN THE TEACHING OF HISTORY (FOR GRADUATES IN HISTORY OR ITS EQUIVALENT)

OBJECTIVES

At the end of the course, the student – teachers will be able to

1. acquire knowledge of contribution of eminent Historians to the Development of history.
2. Develop critical thinking in Curriculum Construction.
3. Develop effective skills in programmed learning and models of teaching.
4. Acquire skill in digitalized Technology
5. Understand reflective practices and its uses.
6. Attain professional growth.
7. Appreciate the need for Research in History education.
8. Understand the various dimensions of Historiography
9. Attain knowledge about Indian Historiography
10. Secure knowledge about digitalizing history classroom

UNIT 1: Contribution of Eminent Historians to the Development of History.

1. Greek Historiography – Herodotus ,Thucydides , Xenophone , Polybius, Plutarch
2. Roman Historiography –Cato , Cicero ,Livy ,Tacitus.
3. Medieval Historiography –Eusebius Pamphilus – St.Augustine ,Ibnkaldun.

UNIT II : Historiography

1. Renaissance –Reformation Historiography –Machiavelli, Erasmus,Thomas Moore, Sir Francis Bacon
2. Modern Historiography : Elphinstone, Macaulay,Vincent Smith
3. Enlightenment Historiography: Montesquieu, Voltaire, Edward Gibbon, Thomas Carlyle.
4. Romanticist Historiography : Rousseau, Kant, Hegel.
5. Utilitarianism Historiography : Bentham, James Mill, John Stuart Mill.
6. Positivistic Historiography : Auguste Comte.
7. Scientific Socialism :Karl Marx.
8. Scientific Historiography : Leopold VonRanke ,Spengler ,Collingwood ,Toynbee.

UNIT III: Indian Historiography

1. Kalhana, Alberuni, Barani, Abdul Fazl.
2. Modern Historiography – Vincent Smith, R.G.Bhanbarkar, K.P.Jayaswal, H.C.Rayachaudhri, Lanepoole, J.N.Sarkar, R.C.Majumdar.
3. South Indian Historiography : S.Krishnaswamy Iyyengar, K.M.Pannikkar, K.A.Nilakanta Sastri, Sathyanatha Iyyer, K.K.Pillai.

UNIT IV: Theories Influencing Selection of History Materials and Curriculum in History

1. Doctrine of Nature, tastes and Interest.
2. Culture Epoch Theory.
3. Proceeding from near to the remote.
4. Reconciliation of the Psychological development of the child with demands of the subject and time allotted.
5. Current trends in curriculum changes in History.
6. Critical analysis of content course of History Standard XI & XII.

UNIT V: Instruction Methods for Individual Differences.

1. Individual differences in learning –concepts principles – Aptitude Treatment Interaction(A.T.I)
2. Branched –Mathetics –Programmed Learning.

UNIT VI: Models of Teaching and Its Applications In Teaching of History

1. Models of teaching –Concepts ,Principles Objectives-elements -Concept Attainment Model.
2. Advance Organiser Model.

3. Jurisprudence Inquiry Model.

UNIT VII: Digitalised Technology in Teaching History

1. Multimedia Presentation –Internet - Tele Conferencing –Video Conferencing.
2. Need and significance of Teaching history – challenges in Teaching history – History Teacher in urban and rural area, cultural Diversity, Linguistic differences, medium of Instruction, making teaching of history interesting.

UNIT VIII: Professional Growth

1. Need and importance of professional growth, programmes for professional growth, professional Ethics of History Teacher.
2. Class Room Climate -Autocratic, Democratic, Laissez - Faire – Class room management
3. Classroom Interaction analysis –Modification of teacher behavior with special reference to History teacher

UNIT IX: Reflective Practices and History Teacher

1. Reflective Practices –Meaning –Definition –Need for reflection –benefits –evaluation techniques and records of reflective Practices.

UNIT X : Research in History

1. Need for Research in History education – Historical journalism – problem faced by a historical Researcher – Archaeological survey of India – objectives and achievements.

PRACTICALS: Any Five

1. Lesson plan through power point.
2. Improvised Teaching Aids.
3. Preparing Biography
4. Practicing (2 session each of ten minutes) class room interaction analysis and presenting the Report.
5. Project Report (Field Visit)
6. Preparing programmed learning Materials, Branched programme Material consisting of 20 frames in History.
7. Preparation of workbook for std XI and XII
8. A booklet showing current events of particular years
9. Collection of teaching – learning Materials from online and offline resources.
10. Comparing any two Web-Sites related to any topic in History Curriculum.

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Vajreswari, R. (1973). A handbook for history teacher. New Delhi: Allied Publishers.

OPTIONAL COURSE - II
CONTENT AND METHODS OF TEACHING HISTORY
(FOR POST GRADUATES IN HISTORY OR ITS EQUIVALENT)

OBJECTIVES

At the end of the course, the student – teachers will be able to

1. acquire knowledge of the nature, scope, structure and concepts of history.
2. Understand the dimensions, classification, geographical foundation of history and its relation with other social science- subjects.
3. Realise and appreciate values of teaching history.
4. Develop effective teaching skills.
5. Perceive effective competency in the preparation of lesson and unit plan.
6. Practise the different teaching - learning strategies.
7. Understand the principles of curriculum construction.
8. Get familiarized with the various learning resources for professional effectiveness.
9. Understand the various methods of evaluating the classroom teaching.
10. Acquire knowledge about Teacher dominated methods

UNIT I: Content

The syllabus for XI and XII of History text books prescribed by the Text book of the Government of Tamilnadu - time to time.

UNIT II: Nature and Development of History - Dimensions and its Relationship with other subject

1. Defining History – Nature of History objectivity and scientific study of History – kinds of history
2. Logical sequence – structure and scope
3. Different conceptions of history – Biographical Evolutionary – Theistic – Cyclic Modern concepts
4. Dimensions of History – Time, Place, Continuity and development
5. Relationship between History and other social sciences
6. Geographical foundation of History.

UNIT III: Aims and Values of Teaching History

1. General Aims and objectives of teaching history
2. Specific aims of teaching history at elementary High and Higher secondary stage
3. Values of teaching history

UNIT IV: Micro teaching

1. Micro- teaching – concepts, principles and phases of Micro – teaching

2. Developing the skill of introducing a lesson Explaining, probing Questioning, Stimulus variation, Reinforcement, Achieving closure, use of Teaching Aids and Black Board.
3. Link Lesson – Need and its importance

UNIT V: Objective based Instruction

1. Instructional objectives – Bloom’s taxonomy of objectives in specific behavioral terms – cognitive, Affective and Psycho – motor domain
2. Lesson plan – Need, Principles – steps
3. Concept Mapping – Map reading skill
4. Year plan, unit plan
5. Critical analysis of State Board syllabus for IX and X standard.

UNIT VI: Methods and Approaches in Teaching History

1. Teacher dominated Methods – Motivation in the class room context, Teaching for creativity – Lecture, story telling – Team Teaching Supervised study – Review and drill – source method
2. Group directed Instructional Inputs – Socialised recitation – debate, symposium Brain storming, seminar, workshop, Dramatisation
3. Learner Dominated methods – Heuristic, problem solving method, project method, field work
4. Dalton plan, Inductive, deductive

UNIT VII: Resources and Educational Technology

1. Projected and Non projected Aids
2. Utilisation of community resources Importance of Museum, Archives, Library Encyclo pedias, Reference books, Historical fictions Mass Media- history Text Book
3. History class room – Furniture, Equipment Improvising Learning environment
4. History club and its activities
5. History Teacher – Essential qualities – professional growth

UNIT VIII: Recent Trends and Research

1. Linear programmed learning – computer Assisted Instruction – web based learning.
2. Identifying learners' capacities – Enrichment programme for gifted – remedial programme for slow learners – Action Research
3. Teaching chronology, contemporary Affairs controversial issues – Developing National integration and international understanding

UNIT IX: Organisation of History Curriculum

1. Content, principles of selection - Individual social, National and Global needs
2. Methods of organization – Logical and psychological (Stages of development) chronological, periodical concentric and spiral, Regressive and progressive Methods.

3. Principles of correlation of subjects – Identical Incidental, systematic – Fusion with geography, political science, Anthropology, literature, economics and sociology.

UNIT X : Evaluation and Statistics

1. Concept of Examination – criterion and norm referenced test – prognostic and diagnostic test – Achievement test – construction of Achievement test – continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.
2. Collection and arrangement of test scores
3. Interpretation of scores – Frequency Distribution Tables - Measures of central tendency – Mean, Median, Mode - Measures of variability – Range, Quartile deviation, Mean deviation, – Standard deviation, correlation of Rank order and product moment
4. Graphs – Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive, Percentile Ranks, Normal probability curve, kurtosis, skewness

PRACTICALS:

1. Visiting the identified local historical places and narrative reports
2. A creative write up for developing National Integration
3. Reporting of current events / Scrap Book
4. Preparing 10 slides in power point
5. Identification and cataloguing of three web – sites related to the State Board History curriculum
6. Preparing maps, charts, pictures, models etc
7. Writing historical stories/ Dramatization
8. Quiz programmes
9. Collection of historical quotations
10. Discussion and debates
11. Construction of Achievement Test
12. Practising 5 micro lessons with 5 different skills.

SUGGESTED REFERENCE BOOKS:

Aggarwal, J.C. (1982). Development and planning of modern education., New Delhi: Vikas publishing House Pvt. Ltd.

Aggarwal, J.C. (3rd Revised Edition 1996). Teaching of history: A practical approach. New Delhi: Vikas publishing House Pvt.Ltd.

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Sharma, R.A.(2008). Technological foundation of education. Meerut: R.Lall Book Depot.

Singh, Y.K. (2009). Teaching practice. New Delhi: APH publishing corporation.

Shaida B.D., & Sahab Singh (Reprint ,2006). Teaching of History New Delhi: Dhanpat Rai Publishing Company.

Singh ,Y.K.(2004) Teaching of History Modern Methods .New Delhi APH Publishing Corporation.

Subramanian, N.(Revised Edition ,1999). Historography and Historical Methods, Udumalpet : Ennes Publications.

Shaik Ali. B: (Reprint 1996) History – Its Theory and Methods. Macmillan India Pvt. Ltd. New Delhi Text Book for Social Science IX and X std. Tamil Nadu Text Book Society.

Vedanayagam, E.G. (1988). Teaching technology for college teachers: New Delhi: Sterling publishers private Ltd.

Vajreswari, R. (1973). A handbook for History teacher. New Delhi: Allied Publishers.



R.B.K. Samuel, B.Com., F.C.A., D.I.S.A. (ICA), Grad.C.W.A.,
CHARTERED ACCOUNTANT
Membership No. 23543

AUDITORS REPORT

TDTA DS DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJI

We have audited the attached Income and expenditure account for the year ended 31.03.2009 and the Balance sheet as at 31st March, 2009 of TDTA DS Daniel Rajammal College of Education for Women, Ilanji. These financial statements are the responsibility of the College's management. Our responsibility is to express to an opinion on these financial statements based on our audit.

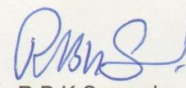
We conducted our audit in accordance with auditing standards generally accepted in India. Those Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We report that:

- 1) We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purposes of our audit.
- 2) In our opinion, proper books of accounts as required by law have been kept by the College so far as appears from our examination of those books.
- 3) The Income and Expenditure account and balance Sheet dealt with by this report are in agreement with the books of account maintained.
- 4) In our opinion and to the best of our information and according to the explanations given to us, the said accounts give a true and fair view in conformity with the accounting Principles generally accepted in India.
 - a) In the case of the Balance Sheet, of the state of affairs of the College as at 31st March, 2009
 - b) In the case of the Income and Expenditure account of the excess of income for the year ended 31.03.2009

Tirunelveli
Dated : 31.12.2011




R.B.K.Samuel
Chartered Accountant

TDTA DS DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJI
Income and Expenditure Account for the year ended 31.03.2009

Salary	1552475.00	Tuition Fees	5362000.00
E.P.F	281298.00	Sales of Application	46800.00
Printing, Stationery & Postage	71156.75	Miscellaneous Income	29523.50
Hospitality & Refreshment	17660.00	Examination Fees	131750.00
T.A, D.A, Driver Batta Diesel		Hostel Income	107312.00
& Vehicle Maintenance	188408.70	E.P.F.From Staff	6869.00
Tuition Fees Refund	95467.00	Building Grant	100.00
Advertisement	60378.00	Bank Interest	25929.00
Electricity of Telephone Exps	119380.00		
Electrical & Plumbing Repairs	139853.00		
College day Exps	199478.50		
Photography	15525.00		
Hostel Exps	82962.40		
Miscellaneous Exps	93849.00		
University Exps	31212.00		
Examination Fees	123560.00		
Donation to Diocesan Chapel	10000.00		
Bank Charges	3218.00		
Tax for Rock Hall	44590.00		
Interest on Dio.Advance	389144.00		
Scholarship	197000.00		
Excess of Income over Expenditure	1993668.15		
	<u>5710283.50</u>		<u>5710283.50</u>

As per the account produced and details and information given by the college management.
As per my report of this date attached.

Tirunelveli
Dated: 31.12.2011



R.B.K. Samuel

R.B.K.Samuel
Chartered Accountant

TDTA DS DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJ

Balance Sheet as on 31.03.2009

Liabilities		Assets	
O.B.	11700927.72	Building constructi	10469705.00
Add: Excess of Income		Add: Additions	<u>3315885.00</u>
over Expe	<u>1993668.15</u>	Foundation / Borewell	38193.00
Dio.Office Balance	7014644.87	Motor	25952.00
		Initial Exps for College	2220379.87
		Furniture	371050.00
		Books	66027.00
		Add: Additions	<u>40205.00</u>
		Temporary EB Connection	64789.00
		Electrical Items	77791.00
		Projector	76749.00
		Computer	239950.00
		Photo Copier	71000.00
		Equipment / Instru	164289.00
		Add: Additions	<u>511254.00</u>
		Genset	138160.00
		UPS Battery	86360.00
		Car Qualis	300000.00
		EB Deposits	12850.00
		Fixed Deposit	1800000.00
		SBI A/c Opening	500000.00
		Cash	13885.87
		Bank	104766.00
	<u>20709240.74</u>		<u>20709240.74</u>

As per the account produced and details and information given by the college management.
As per my report of this date attached.

Tirunelveli
Dated: 31.12.2011



R.B.K. Samuel

R.B.K. Samuel
Chartered Accountant



R.B.K. Samuel, B.Com., F.C.A., D.I.S.A. (ICA), Grad. C.W.A.,
CHARTERED ACCOUNTANT
Membership No. 23543

AUDITORS REPORT

TDTA DS DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJI

We have audited the attached Income and expenditure account for the year ended 31.03.2010 and the Balance sheet as at 31st March, 2010 of TDTA DS Daniel Rajammal College of Education for Women, Ilanji. These financial statements are the responsibility of the College's management. Our responsibility is to express to an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in India. Those Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We report that:

- 1) We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purposes of our audit.
- 2) In our opinion, proper books of accounts as required by law have been kept by the College so far as appears from our examination of those books.
- 3) The Income and Expenditure account and balance Sheet dealt with by this report are in agreement with the books of account maintained.
- 4) In our opinion and to the best of our information and according to the explanations given to us, the said accounts give a true and fair view in conformity with the accounting Principles generally accepted in India.
 - a) In the case of the Balance Sheet, of the state of affairs of the College as at 31st March, 2010
 - b) In the case of the Income and Expenditure account of the excess of income for the year ended 31.03.2010



R.B.K. Samuel
Chartered Accountant

Tirunelveli
Dated : 06.01.2012

Tamilnadu Enterprises Building, 54/18, High Road, Tirunelveli Junction - 627001.
Phone : 0462-2335162, e-mail: rbksamuel@airtelmail.in

TDTA DS DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJI

Income and Expenditure Account for the year ended 31.03.2010

Advertisement	77477.00	Income from Hostel	12217.00
Audit Exps	6000.00	Tuition Fees	5972670.00
Building Maintenance	73103.00	Xerox Income	8772.50
Campus Maintenance	50390.00	Bank Interest	164663.00
Christmas Carol Celebration	22674.50	Exam Fees	145000.00
Citizenship Training Camp	45118.50	Miscellaneous Income	44614.50
College Inaugural Function of Shifti	137152.50	Remuneration Received from Univ	6000.00
College Instrument Maintenance	9330.00	Sale of Application	47400.00
Christmas Gift	10200.00		
Diesel Petrol and Vehicle Maintena	85371.27		
Donation	116750.00		
E.B.Bill	113099.00		
Electrical and Plumbing Maintenanc	84731.50		
E.P.F.	251874.00		
Exam Fees Paid to University	145365.00		
Hostel Exps	1879.00		
NCTE Exps	7780.00		
University Exps	25193.00		
Hospitality and Refreshment	22297.80		
Festival Cultural Celebration	11920.00		
Income Tax Contractors	5423.00		
Governing board	10710.50		
Interest Paid to Dio.Office	365324.00		
Garden Maintenance	4025.00		
Grant	3000.00		
Harvest Festival	14753.00		
Laundry Exps	774.00		
LCF Retention	28477.00		
Miscellaneous Exps	47921.30		
Other College Comptetion and Serr	3054.00		
Remuneration Excess Returned to			
University	1380.00		
Medical Allowance to Driver	2600.00		
Panjayat Tax	52690.00		
Photography	400.00		
Postage and Courier	4983.00		
Staff Salary	1610739.00		
Printing & Stationery	41627.75		
Staff Sangam Paid to Pastorate	11390.00		
Staff Tour	4839.00		
T.A D.A	13230.00		
Telephone Charges	21892.00		
Xerox Expenses	11103.25		
Bank Charges	3396.00		
Contribution to St.Joh's College of			
Education	1500000.00		
Excess of Income over Expenditure	1339899.13		
	<u>6401337.00</u>		<u>6401337.00</u>

As per the account produced and details and information given by the college management. As per my report of this date attached.

Tirunelveli
Dated: 06.01.2012



R.B.K. Samuel
R.B.K.Samuel
Chartered Accountant

TDTA DS DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJI

Balance Sheet as on 31.03.2010

Liabilities		Assets	
Opening Balance	13694595.87	Building	13785590.00
Excess of Income over		Add: Addition	<u>476388.50</u>
Expenditure	<u>1339899.13</u>	Foundation / Borewell	38193.00
Dio.Office Balance	8049116.87	Motor	25952.00
		Furniture	371050.00
		Initial Exps for College	2220379.87
		Books	106232.00
		Add: Addition	<u>22326.00</u>
		Temporary EB Connection	64789.00
		Electrical Items	77791.00
		Add: Addition	<u>67180.00</u>
		Projector	76749.00
		Computer	239950.00
		Photo Copier	71000.00
		Equipment / Instru	675543.00
		Add: Addition	<u>169300.00</u>
		Genset	138160.00
		UPS Battery	86360.00
		Car Quails	300000.00
		EB Deposits	12850.00
		Fixed Deposit	1800000.00
		SBI A/c.Opening	500000.00
		Cash	15617.50
		Bank	1739540.00
		Advance to Staff	2671.00
	<u>23083611.87</u>		<u>23083611.87</u>

As per the account produced and details and information given by the college management. As per my report of this date attached.

Tirunelveli
Dated: 06.01.2012



R.B.K. Samuel
R.B.K.Samuel
Chartered Accountant



R.B.K. Samuel, B.Com., F.C.A., D.I.S.A. (ICA), Grad.C.W.A.,
CHARTERED ACCOUNTANT
Membership No. 23543

AUDITORS REPORT

TDTA DS DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJI

We have audited the attached Income and expenditure account for the year ended 31.03.2011 and the Balance sheet as at 31st March, 2011 of TDTA DS Daniel Rajammal College of Education for Women, Ilanji. These financial statements are the responsibility of the College's management. Our responsibility is to express to an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in India. Those Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We report that:

- 1) We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purposes of our audit.
- 2) In our opinion, proper books of accounts as required by law have been kept by the College so far as appears from our examination of those books.
- 3) The Income and Expenditure account and balance Sheet dealt with by this report are in agreement with the books of account maintained.
- 4) In our opinion and to the best of our information and according to the explanations given to us, the said accounts give a true and fair view in conformity with the accounting Principles generally accepted in India.
 - a) In the case of the Balance Sheet, of the state of affairs of the College as at 31st March, 2011
 - b) In the case of the Income and Expenditure account of the excess of income for the year ended 31.03.2011

Tirunelveli
Dated : 10.01.2012



R.B.K. Samuel

R.B.K. Samuel
Chartered Accountant

TDTA DS DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJ
Income and Expenditure Account for the year ended 31.03.2011

Advertisement	8300.00	Alumni Association	9300.00
Audit Exps	6000.00	Central Medical Aid fund	360.00
Salary (Basic Pay)	1198700.00	Clergy and Staff Pension Fund	2652.00
Salary (D.A)	250908.00	Clergy and Staff Welfare Fund	1200.00
Salary (HRA)	56066.00	Collection for Italic Writing Pen	10000.00
Salary (Medical Allowance)	10210.00	Convocation	5800.00
Salary (Special Allowance)	181138.00	Diocesan Provident Fund	3180.00
Building Maintenance	145308.00	Donation Received	102000.00
Campus Maintenance	45164.00	Elegiblity Fees Collection	46000.00
Carpenter Work	15489.00	Exam Fees	137750.00
Christmas Carol Celebration	22108.50	FDR Interest	162445.00
Citizenship Training Camp	46225.00	Grant	100.00
Coin Box Exps	901.00	Identity Card Income	5000.00
College Inaugural Function of Shifting	12600.00	Miscellaneous Income	58867.00
College Instrument Maintenance	14638.00	P.F.Received from Staff	107663.00
Convocation Function	15463.00	Remuneration Received from Univers	5400.00
Diesel Petrol and Vehicle Maintenance	69024.50	Sale of Application	31800.00
Donation	15000.00	Staff Sangam Received	16467.00
Driver Batta	2350.00	Tuition Fees 2009-10	45000.00
E.B.Bill	23689.00	Tution Fees 2010-11	6188000.00
Electrical and Plumbing Maintenance	21560.50	Xerox Income	7428.00
Eligibility FeesPaid	46148.00	Bank Interest	65798.00
E.P.F.Staff and Management Contribu	251775.00		
Exam Fees Paid to University	143915.00		
University Affiliation Renewal Exps	777775.00		
Garden Maintenance	3238.00		
Governing Board Exps	8147.00		
Hospitality and Refreshment	15318.50		
Identity Card Exps	5000.00		
Income Tax Contractors	4979.00		
Interest Paid to Dio.Office	418505.00		
LCF Retention	7523.00		
Miscellaneous Exps	13468.00		
Other College Completion and Seminc	2228.00		
Paid to Italic Writing Pen	10000.00		
Panjayat Tax	1672520.00		
Photography	653.00		
Postage and Courier	3534.00		
Practical Examination	13178.00		
Printing & Stationery	64137.50		

Staff Sangam Paid to Pastorate	16042.00	
Staff Tour	3995.50	
T.A D.A	40975.00	
Telephone Charges	23183.00	
Uniform Sarees	70000.00	
Xerox Expenditure	2530.00	
Bank Charges	983.00	
contribution	8725.00	
Excess of Income over Expenditure	<u>1222892.00</u>	
	<u>7012210.00</u>	<u>7012210.00</u>

As per the account produced and details and information given by the college management.
As per my report of this date attached.

Tirunelveli
Dated: 10.01.2012



R.B.K. Samuel

R.B.K. Samuel
Chartered Accountant

TDTA DS DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJI
Balance Sheet as on 31.03.2011

Liabilities		Assets	
Opening Balance	15034495.00	Building Construction	14261978.50
Add: Donation	300000.00	Add: Addition	2254830.00
Add: Excess of Income		Fundation / Borewell	38193.00
over Expendi	1222892.00	Motor	25952.00
	16557387.00	Initial Exps for College	2435289.87
Dio.Office Balance	8720379.87	Furniture	371050.00
Loan Received from St.Jon's College		Add: Addition	89750.00
of Education	1000000.00	Temporary EB Connection	64789.00
		Electrical Items	144971.00
		Books	128558.00
		Add: Additions	3385.00
		Projector	76749.00
		Computer	239950.00
		Photo Copier	71000.00
		Equipments / Instrum	844843.00
		Add: Addition	58208.00
		Genset	138160.00
		UPS Battery	86360.00
		Car Qualis	300000.00
		EB Deposit	12850.00
		Fixed Deposit	1800000.00
		SBI A/c.Opening	500000.00
		Cash	15545.50
		Bank	2311374.00
		Advance	3981.00
	<u>26277766.87</u>		<u>26277766.87</u>

As per the account produced and details and information given by the college management.
As per my report of this date attached.

Tirunelveli
Dated: 10.01.2012



R.B.K. Samuel
R.B.K. Samuel
Chartered Accountant

VAIRAVANATHAN & CO.,
CHARTERED ACCOUNTANTS

S. VAIRAVANATHAN, F.C.A.,
J. THAYALAN, F.C.A.,

192/25-O, Parasakthi Buildings, Madurai Road,
TIRUNELVELI JN. - 627 001.
☎ Off : 0462-2333932, 2336833, Resi : 0462-2337661
Mobile : 94431 - 37661, 94433 33931
E-mail : saivect@yahoo.co.in
Also at
No.93, (Old No. 45) Armenian St.,
Room No. 6, 2nd Floor, S.M. Plaza, Chennai - 600 001.
☎ Off : 044 - 25222634, Resi : 044 - 25530278
Mobile : 93821 31910

Reference :

AUDITOR'S REPORT

Date:

We have examined the attached Balance Sheet of **T.D.T.A.DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN, ILANJI - 627 805 TIRUNELVELI DISTRICT** as on 31st March 2012 and the Income and Expenditure Account for the year ended on the date. These financial statements are the responsibility of the Management. Our responsibility is to express an opinion on these financial statements based on our Audit.

We conducted our audit in accordance with Auditing Standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

Now we report that

1. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purposes of our audit.
2. In our opinion, proper books of account have been kept by the school so far as it appears from our examination of the books
3. The Balance Sheet and the Income and Expenditure account dealt with by this report are in agreement with the books of accounts.
4. In our opinion and to the best of information and according to the explanation given to us, the said accounts give a true and fair view
 - a. In case of Balance Sheet of the state of affairs of the school as at 31st March 2012, and
 - b. In the cases of Income and Expenditure Account, the excess of Income over Expenditure for the year ended on 31st March 2012

Date: 10/11/2012
Place : Tirunelveli



S. Vairavanathan
Chartered Accountant

VAIRAVANATHAN & CO.,
CHARTERED ACCOUNTANTS
S. VAIRAVANATHAN, F.C.A.,
J. THAYALAN, F.C.A.,

192/25-O, Parasakthi Buildings, Madurai Road,
TIRUNELVELI JN, - 627 001.
☎ Off : 0462-2333932, 2336833, Resi : 0462-2337661
Mobile : 94431 - 37661, 94433 33931
E-mail : saivect@yahoo.co.in
Also at
No.93, (Old No. 45) Armenian St.,
Room No. 6, 2nd Floor, S.M. Plaza, Chennai - 600 001.
☎ Off : 044 - 25222634, Resi : 044 - 25530278
Mobile : 93821 31910

Reference :

Date:

T.D.T.A.DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN
ILANJI - 627 805
TIRUNELVELI DISTRICT

Income and Expenditure Accounts for the year ended on 31.03.2012

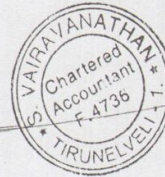
EXPENDITURE		INCOME	
By Administrative Exp	3,065.00	To Alumini Assosiation	9,500.00
" Advertisement Exp	12,540.00	" Bank Interest	151,797.00
" Assessment to Central Fund	200,000.00	" Coin Box Income	294.00
" Audit Expenses	9,300.00	" Convocation	8,900.00
" Bank Charges	1,198.00	" Donation Received	2,000.00
" Basic Pay	1,067,455.00	" Exam Fees	4,350.00
" Building Maint	21,855.00	" F.D. Interest Received	302,266.00
" Campus Maint	74,543.00	" Miscellaneous Income	18,434.50
" Carpenter Work	7,302.00	" P.F From staff contribution	102,122.00
" Christams Carol Services	28,274.00	" Remuneration Received	
" Citizenship Training Camp Exp	59,542.00	from Univercity	5,350.00
" Coin Box	1,000.00	" Sale of Application	43,500.00
" College Instruments Maint	9,170.00	" Staff Sangam	15,193.00
" Convocation Function	25,069.00	" Tuition fees 2010-2011	110,000.00
" Dearness Allowances	232,419.00	" Tuition fees 2011-2012	6,688,000.00
" Diesel Petrol & Vehicle Maint	3,519.00	" Xerox Income	4,698.00
" Dor.ations	42,000.00	" Education institution grant	100.00
" Electricity Charges	34,111.00		
" Electrical & Plumbing Maint	14,690.00		
" Eligibility Fees Paid to Universt	46,000.00		
" EPF Staff and Management Con	217,977.00		
" Exam Fees Paid to University	145,000.00		
" Fees Fixation Committee	3,000.00		
" Gardern Maint	1,850.00		
" Hospitality and Refreshment	36,056.00		
" HRA	52,229.00		
" Interest Paid to Diocesan A/C	354,093.00		
" JRC	400.00		
" LCF Retention	6,500.00		
" Medical Allowances	7,000.00		
" Miscellaneous Exp	1,390.00		

C/O

2,718,547.00

C/O

7,466,504.50



VAIRAVANATHAN & CO.,
CHARTERED ACCOUNTANTS
S. VAIRAVANATHAN, F.C.A.,
J. THAYALAN, F.C.A.,

192/25-O, Parasakthi Buildings, Madurai Road,
TIRUNELVELI JN, - 627 001.
☎ Off : 0462-2333932, 2336833, Resi : 0462-2337661
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☎ Off : 044 - 25222634, Resi : 044 - 25530278
Mobile : 93821 31910

Reference :

Date:

B/F	2,718,547.00	B/F	7,466,504.50
" NAAC Expenses	199,975.00		
" Other College Competition & St	6,030.00		
" Photography	13,215.00		
" Postage & Courier	2,633.00		
" Practical Examination	19,832.00		
" Printing & Stationery	66,143.00		
" Remuneration to Resource Perso	12,000.00		
" Special Allowances	178,342.00		
" Sports Expenses	6,439.00		
" Staff Sangam to Pastorate	15,193.00		
" Staff Tour Exp	11,499.00		
" Students Contribution to Cenral	2,500.00		
" Subscription to State Council	3,000.00		
" TA, DA Bills	82,068.00		
" TDS Paid	28,125.00		
" Telephone Charges	15,011.00		
" Uniform Sarees	119,500.00		
" Xerox Expenses	4,500.00		
" Excess of Income Over Exp	3,961,952.50		
	<u>7,466,504.50</u>		<u>7,466,504.50</u>

Date : 10/11/2012
Place : Tirunelveli

As per Report Annexed

S.Vairavanathan
(Chartered Accountant)



VAIRAVANATHAN & CO.,
CHARTERED ACCOUNTANTS

S. VAIRAVANATHAN, F.C.A.,
J. THAYALAN, F.C.A.,

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Room No. 6, 2nd Floor, S.M. Plaza, Chennai - 600 001.
Off : 044 - 25222634, Resi : 044 - 25530278
Mobile : 93821 31910

Reference :

Date:

T.D.T.A.DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN
ILANJI - 627 805
TIRUNELVELI DISTRICT

Balance Sheet as on 31.03.2012

LIABILITIES		ASSETS	
General Fund		Fixed Assets	
Op. Balance	16,557,387.00	Building Construction	
Add: Excess of		Op. Balance	16,516,808.50
Income Over Exp	3,961,952.50	Add: Addition	2,153,158.00
	20,519,339.50		18,669,966.50
Dio Office Balance	6,329,890.87	Foundation / Borewell	38,193.00
		Motor	25,952.00
		Initial Exp for College	2,435,289.87
		Furniture	460,800.00
		Electrical Items	144,971.00
		Temporary EB Connection	64,789.00
		Books	131,943.00
		Projecter	76,749.00
		Computer	239,950.00
		Photo Copier	71,000.00
		Equipment / Instruments	
		Op. Balance	903,051.00
		Add: Addition	27,940.00
			930,991.00
		Genset	138,160.00
		UPS Battery	86,360.00
		Car Qualis	300,000.00
		EB Deposit	12,850.00
		Fixed Deposit	1,800,000.00
		Advance	3,992.00
		" Closing Balance	
		Cash in Hand	1,933.00
		Cash at Bank	553,240.00
		Cash at Bank	662,101.00

26,849,230.37

As per Report Annexure

26,849,230.37

Date : 10/11/2012
Place : Tirunelveli



VAIRAVANATHAN & CO.,

CHARTERED ACCOUNTANTS

S. VAIRAVANATHAN, F.C.A.,

J. THAYALAN, F.C.A

Annai Aravinder Building
Aravind Eye Hospitals (Opposite to free services)
TIRUNELVELI JN. - 627 001.

☎ : off : 2333932, 2336833, Resi : 2337661
Mobile : 94431 - 37661, 9443333931
E-mail : salvect@yahoo.co.in

Also at

No. 93, (Old No.45) Armenian St.,
Room No. 6, 2nd Floor, S.M. Plaza Chennai - 600 001.
☎ off : 25222634, Resi : 25530278
Mobile : 9382131910

Reference :

Date :

T.D.T.A.DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN

ILANJI - 627 805

TIRUNELVELI DISTRICT

AUDITOR REPORT

I have audited the Income and Expenditure Accounts for the year Ended on 31.03.2013 and the balance sheet as on 31.03.2013 of the T.D.T.A.DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN and report that :

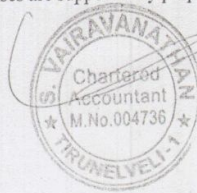
1. Proper Books of Accounts have been maintained.
2. All the expenses are supported by proper vouchers.

Date : 01.07.2013

Place : Tirunelveli

S.Vairavathan

(Chartered Accountant)



VAIRAVANATHAN & CO.,**CHARTERED ACCOUNTANTS****S. VAIRAVANATHAN, F.C.A.,****J. THAYALAN, F.C.A**

Annai Aravinder Building
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☎ off : 25222634, Resi : 25530278

Mobile : 9382131910

Reference :

Date :

T.D.T.A.DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN

ILANJI - 627 805

TIRUNELVELI DISTRICT

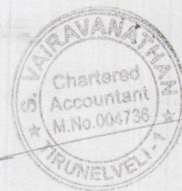
Income and Expenditure Accounts for the year ended on 31.03.2013

EXPENDITURE		INCOME	
By Administrative Exp	3,063.00	To Bank Interest	42,591.00
" Advertisement Exp	32,810.00	" Donation Received	598,000.00
" Audit Expenses	5,618.00	" F.D. Interest Received	153,139.00
" Bank Charges	1,468.00	" Miscellaneous Income	6,232.00
" Basic Pay	1,106,842.00	" P.F From staff contribution	114,252.00
" Building Maint	22,870.00	" Remuneration Received	
" Campus Maint	35,696.00	from Univercity	9,700.00
" Carpenter Work	4,216.00	" Sale of Application	27,300.00
" Christams Carol Celebrations	35,030.00	" Staff Sangam	16,610.00
" Citizenship Training Camp Exp	81,717.00	" Tuition fees 2011-2012	126,000.00
" Coin Box	451.00	" Tuition fees 2012-2013	2,675,550.00
" College Instruments Maint	45,702.00	" Xerox Income	2,935.00
" Cultural Program	2,444.00	" Grant Received	100.00
" Contributions	16,320.00		
" Dearness Allowances	196,694.00		
" Diesel Petrol & Vehicle Maint	18,905.00		
" Donations	21,500.00		
" Electricity Charges	34,854.00		
" Electrical & Plumbing Maint	45,809.00		
" Eligibility Fees Paid to Universt	45,630.00		
" EPF	259,404.00		
" Exam Fees Paid to University	172,416.00		
" Expenses to University	127,043.00		
" Festival, Seminar & Celebration	36,689.00		
" Gardern Maint	11,030.00		
" Hospitality and Refreshment	29,876.00		
" HRA	45,000.00		
" Interest Paid to Diocesan A/C	350,518.00		
" I.D Card	7,520.00		
" JRC	312.00		
" Library and Books	14,898.00		
" Medical Allowances	6,000.00		
" Miscellaneous Exp	2,241.00		

C/O 2,821,486.00

C/O

3,772,409.00



VAIRAVANATHAN & CO.,**CHARTERED ACCOUNTANTS****S. VAIRAVANATHAN, F.C.A.,****J. THAYALAN, F.C.A**

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Mobile : 9382131910

Reference :
B/F

2,821,486.00

B/F

Date : 3,772,409.00..

" Other College Competition & S	13,948.00
" Photography	8,199.00
" Postage & Courier	4,249.00
" Practical Examination	46,355.00
" Printing & Stationery	97,120.00
" Special Allowances	322,000.00
" Sports Expenses	19,340.00
" Staff Sangam to Pastorate	16,600.00
" Staff Retreat	8,039.00
" Students Contribution to Cenral	200,000.00
" Subscription to Self Finance Co.	5,000.00
" Subscription to State Council	1,000.00
" TA, DA Bills	63,448.00
" TDS Paid	7,403.00
" Telephone Charges	15,887.00
" Uniform Sarees	120,000.00
" Xerox Expenses	1,500.00
" Excess of Income Over Exp	835.00

3,772,409.003,772,409.00

Date : 01.07.2013
Place : Tirunelveli

As per Report Annexed

S. Vairavanathan
(Chartered Accountant)



VAIRAVANATHAN & CO.,**CHARTERED ACCOUNTANTS****S. VAIRAVANATHAN, F.C.A.,****J. THAYALAN, F.C.A**

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☎ off : 25222634, Resi : 25530278
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Reference :

Date :

T.D.T.A.DANIEL RAJAMMAL COLLEGE OF EDUCATION FOR WOMEN
ILANJI - 627 805
TIRUNELVELI DISTRICT

Balance Sheet as on 31.03.2013

LIABILITIES		ASSETS	
General Fund		Fixed Assets	
Op. Balance	20,519,409.50	Building Construction	
Add: Excess of		Op. Balance	18,669,966.50
Income Over Exp	835.00	Add: Addition	2,348,376.00
	20,520,244.50		21,018,342.50
Dio Office Balance	8,554,722.87	Foundation / Borewell	38,193.00
		Motor	25,952.00
		Initial Exp for College	2,435,289.87
		Furniture	
		Op. Balance	460,800.00
		Add: Addition	164,200.00
			625,000.00
		Electrical Items	144,971.00
		Temporary EB Connection	64,789.00
		Books	131,943.00
		Projector	76,749.00
		Computer	239,950.00
		Photo Copier	71,000.00
		Equipment / Instruments	
		Op. Balance	930,991.00
		Add: Addition	418,993.00
			1,349,984.00
		Genset	138,160.00
		UPS Battery	86,360.00
		Car Qualis	300,000.00
		EB Deposit	12,850.00
		Fixed Deposit	1,800,000.00
		Advance	3,992.00
		" Closing Balance	
		Cash in Hand	73,415.00
		Cash at Bank	438,027.00

29,074,967.37**29,074,967.37**

As per Report Annexed

Date : 01.07.2013
Place : Tirunelveli

S.Vairavanathan
(Chartered Accountant)





राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक निधिक संस्थान)

दक्षिण क्षेत्रीय समिति



National Council for Teacher Education

(A Statutory Body of the Government of India)

Southern Regional Committee

F.SRO/NCTE/2007-2008/ 14106

Date : 05/11/07

RPAD

Code : APS01823

PREAMBLE :

The Church of South India-Tirunelveli Diocese, Tirunelveli District, Tamilnadu had submitted an application to the Southern Regional Committee of NCTE for grant of recognition to Rajammal College of Education For Women, Ilanji, Tenkasi Taluk, Tirunelveli-627805, Tamilnadu for B.Ed Course on 02.01.2004.

After considering the report of the visiting team as well as other relevant materials furnished by the applicant institution, had noted that the applicant institution does not fulfill the requirements and issued a notice on 26.12.2005 to the applicant institution under proviso to Section 14(3)(b) of the NCTE Act, 1993, thereby giving an opportunity to the said applicant institution to make a written representation in this behalf.

Further, applicant institution had submitted the written representation on 10.01.2006. The said representation was considered by the Regional Committee on 106th Meeting of SRC held on 17-18th January, 2006, and the Committee decided to refuse recognition.

Accordingly, order of refusal was issued vide Ir.No. 5311 dated. 01.02.2006.

The applicant institution preferred appeal under Section 18 of NCTE Act, before NCTE, New Delhi. The Appellate Authority considering the appeal passed an order vide.F.No.89-24/2006 dated. 24.05.2006 Confirmed the order of SRC.

The institution has filed.W.P.No. 6943/2006 before Hon'ble High Court of Madras. The Court in its Judgement dated 19.10.2006 in the said writ petition has directed SRC to reconsider the application. In Obedience to the directions of Hon'ble Court re-inspection of the institution was carried out on 17.08.2007. The re-inspection report was placed before SRC in its 140th Meeting of SRC held on 19-20 August,2007. SRC considered the report and decided to accord Conditional Recognition.

Accordingly, Conditional Recognition letter was issued to the institution on 23.08.2007. The institution has now submitted reply with necessary annexures and staff approval from the Registrar, Manonmaniam Sundaranar University.

Hence the order.

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS in terms of Section 14(1) of the NCTE Act, 1993 Church of South India-Tirunelveli Diocese, Tirunelveli District, Tamilnadu has submitted an application to the Southern Regional Committee of NCTE for grant of recognition to TDTA D.S Daniel Rajammal College of Education For Women, Ilanji, Tenkasi Taluk, Tirunelveli-627805, Tamilnadu for Secondary(B.Ed) course of one year duration with an annual intake of 100 (Hundred) Students.

contd...2

नवी मंजिल, सी.एस.डी. बिल्डिंग, एच.एम.टी. पोस्ट, बंगलोर - ५६००३१

Phone : 080-2345 1468

Fax : 080-2345 1514

1st Floor, CSD Building, HMT Post, Bangalore - 560 031

E mail : src@ncte-in.org Website : http://www.srcncte.in

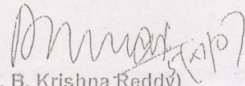
2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the said teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratories etc for running the programme and has appointed duly qualified teaching staff as per NCTE norms.
3. Now, therefore, in exercise of the powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Southern Regional Committee hereby grants recognition to **TDTA D.S Daniel Rajammal College of Education For Women, Ilanji, Tenkasi Taluk, Tirunelveli-627805, Tamilnadu** for conducting **Secondary(B.Ed)** course of one year duration with an annual intake of **100(Hundred)** students under clause 7(12) of Regulations dated.13.01.2006. This order of recognition shall be prospective and take effect from the date of issue of this order, subject to fulfillment of the following:
 - i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Southern Regional Committee.
 - ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
 - iv) The institution will ensure that **Principal and Seven** faculty members duly approved by the affiliating University are in position for an intake of **100** students before commencement of the course and a report to this effect shall be sent to the Southern Regional Committee immediately.
4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University / bodies, State Government etc, as applicable.
5. The institution shall make admissions only after it obtains affiliation from the examining body.
6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.
8. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations.

contd...3

-- 3--

8. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition under the provisions of Section 17(1) of the NCTE Act

By order,


(Prof. B. Krishna Reddy)
Regional Director

The Manager
Government of India Press
Department of publications (Gazette Section)
Civil Lines, New Delhi.
To

The Principal
TDTA D.S Daniel Rajammal College of Education For Women,
Ilanji, Tenkasi Taluk,
Tirunelveli-627805,
Tamilnadu.

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110001
2. The Education Secretary incharge of Higher Education, Government of Tamilnadu
3. The Director (Collegiate Education), Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
4. The Registrar, Manonmaniam Sundarnar University, Tirunelveli, Tamilnadu.
5. The Director, DTERT, DPI Campus, Chennai, Tamilnadu.
6. The Correspondent, TDTA D.S Daniel Rajammal College of Education For Women, Ilanji, Tenkasi Taluk, Tirunelveli-627805, Tamilnadu
7. The Under Secretary(CS), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi - 110002.
8. Office Order file / Institution file.



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005.

Phone: 044 - 28447304 Fax: 044 - 28447303 Website: www.tnteu.in

No. TNTEU/R/Affln/Certificate/2014/22)

Date: 18.02.2014

REGISTRAR

Tamil Nadu Teachers Education University.

TO WHOMSO EVER IT MAY CONCERN

This is to certify that the Tamil Nadu Teachers Education University, Chennai was established by an Act passed by Tamil Nadu Legislative Assembly [Tamil Nadu Act 33 of 2008].

As per sub-section [4] section [1] of Tamil Nadu Teachers Education University Act, the University is to monitor teachers education as approved by the NCTE at all levels in the state academically. The University started and functioning with effect from 01.07.2008 the appointed day as per G.O.Ms.256, Higher Education (K2) Department 25.06.2008.

All colleges offering Teachers Education programme and affiliated to the Universities in Tamil Nadu now stand affiliated to Tamil Nadu Teachers Education University with effect from 01.07.2008 as per the section 54 of the Act.

Accordingly, T.D.T.A.D.S. Daniel Rajammal College of Education, Ilanji, Courtalam, Tenkasi Taluk, Tirunelveli District - 627 805 (College Code: 12823) is provisionally affiliated to Tamil Nadu Teachers Education University, Chennai from the academic year 2008-2009. They have also applied for Continuation of Provisional Affiliation from the academic year 2013-2014. The application is accepted and it is under process.

This Certificate is issued on request of the college, for the purpose of sending the same to National Assessment and Accreditation Council (NAAC), Nagarbhavi, Bangalore.



18.2.14.
REGISTRAR
Tamilnadu Teachers Education University
Chennai - 600 005.



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005.

Admin Off Phone: 044 - 28447304, 28447300 Exam Off Phone: 044 - 28447305

Fax: 044 - 28447303 Website: www.tnteu.in

No. TNTEU/R/Affln-Contn/2010-2011/ 530

Date: 16.09.2010.

Dr. A. R. VEERAMANI,

M.A. (Econ)., M.A. (Pol.Sci.), B.L., M.Phil., Ph.D.

REGISTRAR

To

The Correspondent,

T.D.T.A. D.S. Daniel Rajammal College of Education for Women,

Ilanji,

Tenkasi Taluk,

Tirunelveli - 627 805.

Sir/Madam,

Sub: T.D.T.A. D.S. Daniel Rajammal College of Education for Women,
Tirunelveli District - Continuation of provisional affiliation to offer
B.Ed. degree course from the academic year 2010-2011 - Granted -
Orders issued - Regarding.

Ref: 1. Your application for continuation of provisional affiliation dated Nil
received in this office dated 01.02.2010.

2. From NCTE, Southern Regional Committee, Bangalore; order
No.F.SRO/NCTE/2007-2008/14106, dated 05.11.2007.

I am by direction, to inform you that the Syndicate of the University, at its meeting held on 10.08.2010 has considered your request to grant continuation of provisional affiliation to offer B.Ed. degree course in T.D.T.A. D.S. Daniel Rajammal College of Education for Women, Tirunelveli District from the academic year 2010-2011 together with the report of the inspection commission and resolved that the request of the college for continuation of affiliation be approved and the college be granted continuation for provisional affiliation from the academic year 2010-2011. Accordingly, continuation of provisional affiliation has been granted to T.D.T.A. D.S. Daniel Rajammal College of Education for Women, Ilanji, Tenkasi Taluk, Tirunelveli District, Pin - 627 805. (College Code: 12823) to offer B.Ed. Degree course from the academic year 2010-2011.

The conditions laid down by this University for affiliation are furnished below which should be strictly adhered to by the College and any lapse will attract penal action under the provision of the Tamil Nadu Teachers Education University Act.

CONDITIONS OF AFFILIATION

1. All the conditions laid down by the NCTE, Bangalore.
2. Candidates to be admitted in B.Ed. Degree course should (a) satisfy the eligibility conditions prescribed in the Regulations and the guidelines of the Government of Tamil Nadu (b) obtain approval from the University for the students admitted to B.Ed degree course as per prescribed norms (c) earn required attendance prescribed by the University for appearing for the University Examinations.
3. To follow the guidelines prescribed by the Government of Tamil Nadu/the Director of Collegiate Education, Chennai from time to time with regard to minimum percentage of marks required for admission to B.Ed. degree course, age limit, Reservation rules and percentage of seats among optional subjects.
4. The college on completion of three years of affiliation should move to their own building in their own premises with adequate facilities. Otherwise continuation of affiliation for fourth year will not be granted by the University. (If not owned permanent building already).
5. The Syllabus prescribed by the Tamil Nadu Teachers Education University for B.Ed. degree course shall be followed.
6. The college shall complete the working days prescribed by the University in the Regulations prescribed for B.Ed. course in an academic year.
7. Arrangement shall be made by the college for the conduct of University Examinations, whenever required.
8. No donations shall be collected from the students seeking admission to any course of study in the college.
9. The Management of College shall not discontinue any existing course without prior permission from the University which should be intimated before the 30th September.
10. The college shall only collect Tuition and other fees from the students at the rates as prescribed by the State Government / University.
11. The College should have [1] Separate lounge [2] Rest room [3] Toilet for Women Faculty.
12. A Librarian, Physical Director/Directress and a Medical officer with the prescribed qualification shall be appointed.
13. Number of teaching and non-teaching staff shall be appointed as per norms prescribed by the University/ U.G.C./NCTE/Government for each course.

14. No teacher shall be appointed, if he/ she has not fulfilled the qualifications as laid down by the University and U.G.C./NCTE from time to time.
15. An agreement shall be entered into with each teacher to be appointed as per the requirements of the University/ Tamil Nadu Private Colleges (Regulation). Act and rules there under.
16. The College shall implement each and every one of the recommendations of the Inspection commission.
17. The classrooms shall be according to the suggested U.G.C./NCTE norms.
18. The library should be strengthened, as suggested by the Inspection commission. The library shall have common reading room and stack room as per standard prescribed by the U.G.C. /NCTE/ Government.
19. The teacher should be paid as per pay scales of UGC/AICTE/NCTE/VI pay commission of the State Government, as the case may be, and their salary should be paid through Banks, by means of Cheques. This will be verified by the authorities from time to time.
20. The maximum number of students who may be admitted to each of the course shall not exceed the strength sanctioned by the University/NCTE.
21. Laboratory shall be strengthened, as suggested by the Commission. The Laboratory shall have sufficient equipments required for performing experiments prescribed for the courses of study. The Laboratories shall also have adequate arrangement for gas supply, regular water supply and electricity. The 'safety' standard shall be fully observed.
22. Necessary Hostel accommodation, Staff quarters, Play ground are to be provided.
23. The posts of teacher and Head of the Departments wherever required for the proposed course shall be filled up before starting the course.
24. No teacher shall be appointed or shall be continued in service, who has attained the age of superannuation as may be prescribed by the Tamil Nadu Government.
25. Suitable leave rules for teaching and Non-teaching staff be framed, generally in conformity with the State Government rules.
26. Approval shall be obtained from the University before appointing the teaching staff.
27. Such other Rules and Regulations as may be generally prescribed from time to time by the University shall also be complied with.
28. If all the conditions of Provisional affiliation granted are not complied with by the end of the period fixed then affiliation or approval shall cease automatically.
29. The College should obtain planning permission and Building Permit from the competent authorities for constructions.

30. As per the "National Council for Teacher Education, (Recognition Norms and Procedures Amendment)" Regulations 2010 an institution shall be permitted to apply for new course of M.Ed. and B.Ed. additional intake after it has been accredited by the National Assessment and Accreditation Council (NAAC), with at least a Letter Grade B developed by NAAC.

While communicating the above decision, I am to request you to kindly forward a specific and detailed report in this regard, immediately after fulfilling all the above conditions of affiliation.

This affiliation order is issued subject to the condition that the candidates admitted should earn the required attendance and progress to appear for the University Examinations in May/June 2011.

It is further informed that, after completion of 5 years of existence, a college may apply for permanent affiliation in the prescribed format with prescribed fees. Conditions prescribed by the University for grant of permanent affiliation will be published in the university website (www.tnten.in) in due course.

Kindly acknowledge the receipt.

Yours faithfully,

REGISTRAR

Copy to:

1. The Regional Director, National Council for Teacher Education, CSD building, HMT Post, Bangalore-560 031.
2. The Principal Secretary to Government, Higher Education Department, Secretariat, Chennai – 600 009.
3. The Director of Collegiate Education, College Road, Nungambakkam, Chennai - 600 006.
4. The Controller of Examinations.
5. Finance Section.
6. Admission Section.



Tamilnadu Teachers Education University

B.Ed. Degree Examination, May/June 2013

(Candidates admitted during the Academic Year 2012-13)

College Code & Name : 12823 - T.D.T.A.D.S. Rajammal College of Education

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
1	B12157279	ABARNA V	UDAA	17	52	069	P	UDAB	17	55	072	P	UDAC	18	37	055	P	327	P	0741	P
	28/12/1991	அபர்ணா வி	UDEE	18	50	068	P	UEN2	19	61	080	P	UEN1	19	51	070	P				
2	B12157280	AHIBA G	UDAA	17	65	082	P	UDAB	17	50	067	P	UDAC	17	49	066	P	301	P	0748	P
	22/05/1992	அதிபா குமார்	UDEH	18	53	071	P	UPS1	17	63	080	P	UTAI	18	63	081	P				
3	B12157281	AMSAVALLI S	UDAA	17	49	066	P	UDAB	16	36	052	P	UDAC	16	49	065	P	306	P	0694	P
	08/06/1988	அம்சவல்லி சி	UDEH	17	49	066	P	UPS1	16	56	072	P	UTAI	18	49	067	P				
4	B12157282	ANANDHA SELVI P	UDAA	16	52	068	P	UDAB	16	36	052	P	UDAC	17	47	064	P	314	P	0705	P
	05/05/1992	ஆனந்த செல்வி பி	UDEB	17	46	063	P	UTA2	18	55	073	P	UTAI	17	54	071	P				
5	B12157283	ANANTHAVALLI V	UDAA	16	42	058	P	UDAB	16	06	022	RA	UDAC	16	36	052	P	316	P	0625	RA
	03/04/1990	ஆனந்தவல்லி வை	UDEB	17	45	062	P	UBS1	16	36	052	P	UEN1	18	45	063	P				
6	B12157284	ANANTHI S	UDAA	18	54	072	P	UDAB	18	41	059	P	UDAC	18	45	063	P	320	P	0712	P
	03/05/1990	ஆனந்தி சேனா	UDEB	19	50	069	P	UBS1	19	42	061	P	UEN1	19	49	068	P				
7	B12157285	ANCY M	UDAA	18	55	073	P	UDAB	18	50	068	P	UDAC	18	37	055	P	320	P	0736	P
	27/01/1992	அன்சி ம	UDEL	18	57	075	P	UMA1	18	56	074	P	UEN1	19	52	071	P				
8	B12157286	ANGAYAR SUDHA S	UDAA	17	46	063	P	UDAB	17	52	069	P	UDAC	17	43	060	P	327	P	0724	P
	18/05/1986	அங்கயார் சுதா ச	UDEE	17	40	057	P	UMA1	16	62	078	P	UEN1	18	52	070	P				
9	B12157287	ANISH HEPZI J	UDAA	17	46	063	P	UDAB	18	54	072	P	UDAC	18	50	068	P	312	P	0752	P
	13/12/1991	அனிஷ் ஹெப்சி ஜார்	UDEH	19	62	081	P	UMA1	17	63	080	P	UEN1	18	58	076	P				
10	B12157288	ANNALAKSHMI S	UDAA	18	52	070	P	UDAB	19	56	075	P	UDAC	19	42	061	P	322	P	0753	P
	21/07/1979	அன்னலக்ஷ்மி சி	UDEH	19	50	069	P	UEN2	19	59	078	P	UEN1	19	59	078	P				
11	B12157289	ANUBRINDHA K	UDAA	19	52	071	P	UDAB	19	64	083	P	UDAC	18	62	080	P	320	P	0791	P
	05/08/1991	அனுபந்தி கிருத்தா க	UDEB	19	61	080	P	UEN2	19	60	079	P	UEN1	19	59	078	P				



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SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
12	B12157290	ANURADHA R	UDAA	18	59	077	P	UDAB	19	50	069	P	UDAC	18	38	056	P	326	P	0749	P
	24/02/1992	அனுராத்தா இரா	UDED	19	60	079	P	UPS1	19	50	069	P	UEN1	18	55	073	P				
13	B12157291	ARPUTHA SELVI P	UDAA	18	63	081	P	UDAB	19	54	073	P	UDAC	18	57	075	P	304	P	0764	P
	03/06/1992	அர்புத செல்வி பிா	UDED	19	70	089	P	UMAI	18	58	076	P	UEN1	18	48	066	P				
14	B12157292	ASAN MYDEEN FATHIMA S	UDAA	19	48	067	P	UDAB	19	56	075	P	UDAC	18	60	078	P	314	P	0748	P
	12/05/1986	அசன் மைதீன் பாத்மீமா சே	UDEH	18	66	084	P	UBS1	19	49	068	P	UEN1	18	44	062	P				
15	B12157293	BALASUNDARI P	UDAA	16	36	052	P	UDAB	16	40	056	P	UDAC	16	58	074	P	280	P	0637	P
	30/04/1989	பாலசுந்தரி ப	UDEL	16	52	068	P	UEN2	16	39	055	P	UEN1	16	36	052	P				
16	B12157294	BENAZIR M	UDAA	18	49	067	P	UDAB	17	53	070	P	UDAC	17	43	060	P	321	P	0736	P
	09/05/1992	பெனாசிர் ம	UDEH	18	57	075	P	UHS1	18	61	079	P	UEN1	19	45	064	P				
17	B12157295	CHARULATHA M	UDAA	17	51	068	P	UDAB	16	47	063	P	UDAC	18	48	066	P	330	P	0728	P
	04/07/1983	சாருலதா ம	UDEH	17	53	070	P	UMAI	18	45	063	P	UEN1	18	50	068	P				
18	B12157296	CHELLAMMAL P	UDAA	18	47	065	P	UDAB	18	65	083	P	UDAC	19	50	069	P	320	P	0761	P
	17/09/1991	செல்லம்மாள் ப	UDEH	18	62	080	P	UMAI	19	43	062	P	UEN1	19	63	082	P				
19	B12157297	CHITRA A	UDAA	17	53	070	P	UDAB	16	52	068	P	UDAC	16	56	072	P	306	P	0725	P
	06/05/1984	சித்ரா அ	UDED	17	50	067	P	UTA2	17	51	068	P	UTA1	18	56	074	P				
20	B12157298	DEVIK	UDAA	19	62	081	P	UDAB	19	61	080	P	UDAC	19	66	085	P	330	P	0802	P
	07/05/1991	தேவி கி	UDEE	18	56	074	P	UEN2	19	59	078	P	UEN1	19	55	074	P				
21	B12157299	DURGADDEV V	UDAA	19	49	068	P	UDAB	19	51	070	P	UDAC	17	55	072	P	333	P	0759	P
	10/09/1991	துர்கா தேவி வை	UDEL	18	48	066	P	UPS1	19	51	070	P	UEN1	19	61	080	P				
22	B12157300	ELAKKIYA BHARATHI T	UDAA	17	54	071	P	UDAB	18	47	065	P	UDAC	17	50	067	P	294	P	0688	P
	13/08/1991	இலக்கிய பாரதி தி	UDEL	16	53	069	P	UMAI	17	47	064	P	UEN1	17	41	058	P				



Tamilnadu Teachers Education University

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SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
23	B12157301	ESAIYANI V	UDAA	18	59	077	P	UDAB	18	57	075	P	UDAC	18	57	075	P	308	P	0759	P
	10/04/1992	இசையானி வெ	UDED	19	64	083	P	UEN2	18	55	073	P	UEN1	19	49	068	P				
24	B12157302	ESAKKI @ PAPPAK	UDAA	16	48	064	P	UDAB	16	41	057	P	UDAC	16	52	068	P	291	P	0670	P
	16/05/1990	இசக்கி (எ) பப்பா கோ	UDED	17	53	070	P	UBS1	17	50	067	P	UEN1	17	36	053	P				
25	B12157303	GOMATHI R	UDAA	16	56	072	P	UDAB	17	50	067	P	UDAC	17	47	064	P	312	P	0728	P
	01/06/1992	கோமதி ரா	UDED	17	56	073	P	UTA2	18	45	063	P	UTA1	18	59	077	P				
26	B12157304	GOWRI G	UDAA	17	43	060	P	UDAB	17	36	053	P	UDAC	17	46	063	P	321	P	0699	P
	31/05/1991	கோவரி கோ	UDED	19	39	058	P	UTA2	18	64	082	P	UTA1	18	44	062	P				
27	B12157305	HAJEMARAHMATHBEEVI T	UDAA	17	50	067	P	UDAB	17	36	053	P	UDAC	17	39	056	P	305	P	0664	P
	19/04/1990	காஜிமாஹ்மத் பீவி தி	UDED	18	49	067	P	UPS1	17	41	058	P	UEN1	18	40	058	P				
28	B12157306	JANNATHUL FIRTHOUS S	UDAA	18	44	062	P	UDAB	17	56	073	P	UDAC	18	46	064	P	304	P	0691	P
	21/05/1992	ஜான்னத் துல் பிர்தௌஸ் சி	UDED	18	42	060	P	UEN2	18	46	064	P	UEN1	19	45	064	P				
29	B12157307	JASMINE SWEETLY A	UDAA	16	49	065	P	UDAB	16	37	053	P	UDAC	16	20	036	RA	322	P	0682	RA
	21/06/1991	ஜாஸின்ஸ் ஸ்வீட்லி அ	UDED	17	63	080	P	UPS1	16	49	065	P	UEN1	18	43	061	P				
30	B12157308	JAYALAKSHMI R	UDAA	18	43	061	P	UDAB	19	54	073	P	UDAC	17	58	075	P	320	P	0730	P
	24/02/1992	ஜெயலக்ஷ்மி இரா	UDED	19	50	069	P	UPS1	19	51	070	P	UEN1	19	43	062	P				
31	B12157309	JEBA BENITA G	UDAA	18	69	087	P	UDAB	17	54	071	P	UDAC	17	53	070	P	285	P	0733	P
	13/06/1992	ஜேபு பெனித் தா கோ	UDED	18	64	082	P	UEN2	19	50	069	P	UEN1	19	50	069	P				
32	B12157310	JEVANTHI B	UDAA	18	59	077	P	UDAB	18	50	068	P	UDAC	17	53	070	P	308	P	0749	P
	16/04/1992	ஜேவந்தி பிா	UDEL	18	58	076	P	UMA1	17	61	078	P	UEN1	19	53	072	P				
33	B12157311	KARPAGAVALLI M	UDAA	16	AAA	016	RA	UDAB	16	AAA	016	RA	UDAC	16	AAA	016	RA	290	P	0386	RA
	27/03/1992	கற்பகவல்லி மு	UDED	16	AAA	016	RA	UTA2	16	AAA	016	RA	UTA1	16	AAA	016	RA				



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34	B12157312	KARTHIKA M கார்த்திகா மு	UDAA	16	47	063	P	UDAB	16	47	063	P	UDAC	16	48	064	P	283	P	0638	P
	31/03/1988		UDED	17	36	053	P	UEN2	16	39	055	P	UEN1	16	41	057	P				
35	B12157313	KAVITHA S கவிதா ச	UDAA	16	52	068	P	UDAB	17	50	067	P	UDAC	17	39	056	P	300	P	0697	P
	12/04/1990		UDEM	18	52	070	P	UMA1	16	55	071	P	UEN1	18	47	065	P				
36	B12157314	KRISHNA VENI G கிருஷ்ண வெனி க	UDAA	19	60	079	P	UDAB	19	62	081	P	UDAC	19	56	075	P	323	P	0770	P
	18/08/1976		UDEE	18	58	076	P	UMA1	18	54	072	P	UEN1	19	45	064	P				
37	B12157315	KRISHNAVENI M கிருஷ்ணவேணி மு	UDAA	18	52	070	P	UDAB	18	43	061	P	UDAC	19	53	072	P	333	P	0724	P
	07/05/1992		UDED	18	39	057	P	UPS1	19	48	067	P	UEN1	18	46	064	P				
38	B12157316	KIRUBA GNANAMALAR Y கிருபா குளாநமாலை கு	UDAA	16	36	052	P	UDAB	17	36	053	P	UDAC	17	46	063	P	312	P	0668	P
	31/03/1991		UDED	17	54	071	P	UTR2	18	45	063	P	UTR1	18	36	054	P				
39	B12157317	LAKSHMI SABARI PRIYA B லக்ஷ்மி சபரி பிரியா ப	UDAA	17	62	079	P	UDAB	18	51	069	P	UDAC	18	45	063	P	305	P	0701	P
	05/06/1989		UDEE	18	44	062	P	UEN2	18	47	065	P	UEN1	18	40	058	P				
40	B12157318	LAKSHMI SARIDAR லக்ஷ்மி சரிதா இரா	UDAA	19	53	072	P	UDAB	19	54	073	P	UDAC	19	54	073	P	336	P	0776	P
	14/07/1983		UDEE	19	51	070	P	UMA1	19	58	077	P	UEN1	19	56	075	P				
41	B12157319	LALITHAMBIGAI R லலிதாம்பிகை ரா	UDAA	19	52	071	P	UDAB	19	58	077	P	UDAC	19	54	073	P	336	P	0771	P
	14/05/1981		UDED	19	53	072	P	UTR2	19	46	065	P	UTR1	19	58	077	P				
42	B12157320	MAGESWARI P மகேஸ்வரி பு	UDAA	17	43	060	P	UDAB	18	47	065	P	UDAC	17	37	054	P	313	P	0704	P
	13/04/1992		UDED	17	50	067	P	UTR2	18	61	079	P	UTR1	18	48	066	P				
43	B12157321	MAHESWARI T மகேஸ்வரி தி	UDAA	18	43	061	P	UDAB	18	41	059	P	UDAC	17	51	068	P	287	P	0669	RA
	07/05/1983		UDED	19	53	072	P	UBS1	19	54	073	P	UEN1	19	30	049	RA				
44	B12157322	MALA S மாலா ச	UDAA	16	52	068	P	UDAB	16	46	062	P	UDAC	16	49	065	P	309	P	0697	P
	06/04/1988		UDED	17	37	054	P	UPS1	16	60	076	P	UTR1	18	45	063	P				



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SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
56	B12157334	PAVITHRA M	UDAA	17	52	069	P	UDAB	18	45	063	P	UDAC	17	61	078	P	332	P	0752	P
	22/05/1992	பவீதிரா மு	UDED	19	44	063	P	UTAA	19	52	071	P	UTAI	19	57	076	P				
57	B12157335	PRIYA DHARSHINI A	UDAA	17	46	063	P	UDAB	16	25	041	RA	UDAC	17	49	066	P	301	P	0668	RA
	01/06/1992	பிரியா தர்ஷினி அ	UDED	18	42	060	P	UEN2	18	41	059	P	UEN1	19	59	078	P				
58	B12157336	RAJAK BANU A	UDAA	18	68	086	P	UDAB	17	47	064	P	UDAC	17	55	072	P	321	P	0744	P
	27/12/1991	ராஜாக் பானு அ	UDED	19	51	070	P	UPS1	18	57	075	P	UEN1	19	37	056	P				
59	B12157337	RAJAKANTHI M	UDAA	17	57	074	P	UDAB	17	51	068	P	UDAC	17	52	069	P	298	P	0705	P
	05/02/1991	ராஜகாந்தி மு	UDED	18	52	070	P	UPS1	18	46	064	P	UEN1	18	44	062	P				
60	B12157338	RAJASUBHA R	UDAA	18	61	079	P	UDAB	19	63	082	P	UDAC	19	62	081	P	315	P	0778	P
	11/07/1991	ராஜசுபா ரா	UDED	19	67	086	P	UMAI	19	52	071	P	UEN1	18	46	064	P				
61	B12157339	RAJESWARI S	UDAA	16	43	059	P	UDAB	16	39	055	P	UDAC	16	36	052	P	297	P	0642	P
	29/01/1989	ராஜேஸ்வரி ச	UDED	17	48	065	P	UTAA	17	43	060	P	UTAI	18	36	054	P				
62	B12157340	RAMYA P	UDAA	18	48	066	P	UDAB	17	47	064	P	UDAC	17	50	067	P	309	P	0703	P
	14/08/1991	ரமியா பி	UDEL	18	53	071	P	UMAI	17	46	063	P	UEN1	19	44	063	P				
63	B12157341	RENGANAYAKI P	UDAA	16	47	063	P	UDAB	16	39	055	P	UDAC	16	38	054	P	305	P	0608	RA
	18/11/1989	ரெங்கநாயகி பி	UDED	17	09	026	RA	UPS1	16	42	058	P	UEN1	18	29	047	RA				
64	B12157342	SAROJINIPAPPA P	UDAA	17	52	069	P	UDAB	18	66	084	P	UDAC	18	57	075	P	310	P	0776	P
	24/05/1992	சாரோஜினிப்பா பி	UDEL	18	61	079	P	UMAI	17	61	078	P	UEN1	19	62	081	P				
65	B12157343	SATHYA A	UDAA	16	22	038	RA	UDAB	16	09	025	RA	UDAC	16	40	056	P	310	P	0581	RA
	07/03/1989	சத்யா அ	UDED	16	38	054	P	UTAA	16	36	052	P	UTAI	16	30	046	RA				
66	B12157344	SEETHA S	UDAA	17	44	061	P	UDAB	16	56	072	P	UDAC	17	57	074	P	312	P	0722	P
	01/06/1990	சீதா சி	UDED	19	45	064	P	UMAI	16	57	073	P	UEN1	19	47	066	P				



Tamilnadu Teachers Education University
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SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
67	B12157345	SEETHALAKSHMI T	UDAA	18	59	077	P	UDAB	19	55	074	P	UDAC	19	59	078	P	337	P	0804	P
	22/10/1990	சீதாலட்சுமி த	UDED	18	64	082	P	UTAA	19	64	083	P	UTAI	19	54	073	P				
68	B12157346	SHANTHI S	UDAA	16	48	064	P	UDAB	16	40	056	P	UDAC	16	38	054	P	311	P	0669	P
	11/03/1990	சாந்தி ச	UDEH	18	44	062	P	UTAA	17	45	062	P	UTAI	17	43	060	P				
69	B12157347	SHUNMUGAPRIYA S	UDAA	18	57	075	P	UDAB	18	58	076	P	UDAC	18	54	072	P	334	P	0769	P
	30/09/1991	சுனமுபிரியா சா	UDEH	18	54	072	P	UEN2	19	59	078	P	UEN1	19	43	062	P				
70	B12157348	SUBBULAKSHMI G	UDAA	19	65	084	P	UDAB	19	59	078	P	UDAC	19	59	078	P	335	P	0816	P
	12/01/1984	சுப்புலட்சுமி கமா	UDEH	19	61	080	P	UMAI	19	63	082	P	UEN1	19	60	079	P				
71	B12157349	SUBBULAKSHMI V	UDAA	17	41	058	P	UDAB	17	38	055	P	UDAC	18	39	057	P	331	P	0711	P
	05/05/1989	சுப்புலட்சுமி வை	UDEH	18	43	061	P	UTAA	19	61	080	P	UTAI	18	51	069	P				
72	B12157350	SUMATHI M	UDAA	16	55	071	P	UDAB	17	59	076	P	UDAC	17	53	070	P	318	P	0743	P
	04/03/1987	சுமதி மு	UDED	18	44	062	P	UTAA	18	69	087	P	UTAI	18	41	059	P				
73	B12157351	SWEETLIN S	UDAA	17	54	071	P	UDAB	18	61	079	P	UDAC	18	46	064	P	322	P	0711	RA
	13/06/1991	ஸீத்லின் சே	UDEH	19	54	073	P	UMAI	18	41	059	P	UEN1	19	24	043	RA				
74	B12157352	SWEETLINE MARY PUSHPA	UDAA	16	57	073	P	UDAB	16	58	074	P	UDAC	16	42	058	P	299	P	0676	RA
	20/09/1990	சுவிட்லின் மரிய புஷ்பா	UDEH	17	30	047	RA	UPS1	16	51	067	P	UEN1	18	40	058	P				
75	B12157353	SYED ALFATHU R	UDAA	19	46	065	P	UDAB	19	50	069	P	UDAC	19	61	080	P	330	P	0786	P
	11/12/1981	செய்யுது அலிபுத்திர ர	UDEH	19	57	076	P	UEN2	19	66	085	P	UEN1	19	62	081	P				
76	B12157354	UTHIRA SELVI C	UDAA	16	49	065	P	UDAB	16	46	062	P	UDAC	16	38	054	P	303	P	0676	P
	30/03/1989	உத்திரச் செல்வி செ	UDED	17	57	074	P	UPS1	16	43	059	P	UTAI	17	42	059	P				
77	B12157355	VASUKI P S	UDAA	17	48	065	P	UDAB	17	26	043	RA	UDAC	17	54	071	P	305	P	0672	RA
	10/11/1991	வாசுகி பி செ	UDEE	18	50	068	P	UMAI	17	44	061	P	UEN1	17	42	059	P				



Tamilnadu Teachers Education University

B.Ed. Degree Examination, May/June 2013

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SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
45	B12157323	MALLIGA C	UDAA	17	51	068	P	UDAB	17	46	063	P	UDAC	18	47	065	P	327	P	0711	P
	15/07/1973	மாலைகாதி	UDEE	18	40	058	P	UP51	18	52	070	P	UTAI	18	42	060	P				
46	B12157324	MANIMALA T	UDAA	17	47	064	P	UDAB	17	54	071	P	UDAC	18	57	075	P	293	P	0716	P
	02/06/1992	மாணிக்காசாமி	UDED	18	45	063	P	UP51	18	62	080	P	UTAI	19	51	070	P				
47	B12157325	MARIAMMAL N	UDAA	19	45	064	P	UDAB	19	55	074	P	UDAC	19	60	079	P	313	P	0732	P
	04/05/1992	மாறியம்மாள்	UDED	19	44	063	P	UMAI	18	55	073	P	UEN1	18	48	066	P				
48	B12157326	MARIAMMAL N	UDAA	18	47	065	P	UDAB	18	42	060	P	UDAC	18	52	070	P	307	P	0703	P
	11/05/1989	மாறியம்மாள்	UDED	18	50	068	P	UMAI	19	48	067	P	UEN1	18	48	066	P				
49	B12157327	MARIAMMAL S	UDAA	17	63	080	P	UDAB	17	51	068	P	UDAC	18	53	071	P	320	P	0734	P
	09/11/1988	மாறியம்மாள்	UDED	19	48	067	P	UBS1	19	50	069	P	UEN1	17	42	059	P				
50	B12157328	MARIESWARI G	UDAA	19	58	077	P	UDAB	19	61	080	P	UDAC	19	55	074	P	328	P	0773	P
	05/03/1989	மாறியவாணி	UDEE	19	48	067	P	UMAI	19	51	070	P	UEN1	19	58	077	P				
51	B12157329	MARY ARUL RAJATHI C	UDAA	18	49	067	P	UDAB	18	49	067	P	UDAC	18	47	065	P	330	P	0744	P
	09/05/1987	மேரி அருள் ராஜாத்தி	UDEE	19	47	066	P	UTA2	19	55	074	P	UTAI	19	56	075	P				
52	B12157330	MERCY JEBA MALAR J	UDAA	16	44	060	P	UDAB	16	47	063	P	UDAC	16	48	064	P	290	P	0667	P
	03/06/1990	மெரிசி ஜேபா மலர்	UDED	17	44	061	P	UBS1	16	50	066	P	UTAI	17	46	063	P				
53	B12157331	MURUGALAKSHMI G	UDAA	17	54	071	P	UDAB	17	56	073	P	UDAC	17	45	062	P	307	P	0732	P
	28/02/1992	முருகலட்சுமி	UDED	19	54	073	P	UMAI	18	59	077	P	UEN1	19	50	069	P				
54	B12157332	MURUGAMMAL P	UDAA	16	53	069	P	UDAB	17	52	069	P	UDAC	17	56	073	P	310	P	0724	P
	19/05/1991	முருகம்மாள்	UDED	18	53	071	P	UTA2	18	46	064	P	UTAI	18	50	068	P				
55	B12157333	MUTHU LAKSHMI S	UDAA	16	49	065	P	UDAB	16	40	056	P	UDAC	16	40	056	P	290	P	0613	RA
	09/04/1986	முத்து லக்ஷ்மி	UDED	16	47	063	P	UEN2	16	11	027	RA	UEN1	16	40	056	P				



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78	B12157356	VISALATCHI R	UDAA	18	56	074	P	UDAB	17	49	066	P	UDAC	17	44	061	P	325	P	0701	P
	04/06/1992	விசாலட்சுமி ராஜ்	UDED	17	40	057	P	UTAA	19	44	063	P	UTAB	18	37	055	P				

COD-Subject Code, INT-Internal Marks, EXT-External Marks, TOT-Subj Total, RST-Result, PLM-Practical Mark, GTO-Grand Total Marks, ORT-Overall Result,
P-Pass, RA-Reappear, A-Absent, WD-Withheld

Chennai - 600005
01/08/2013

Controller of Examinations i/c



D.DIS, 67894/2004 (K4)

Collector's Office,
Tirunelveli District,
Tirunelveli-9

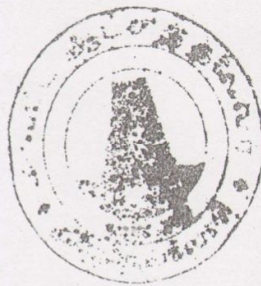
Dated 18-06.2004

CERTIFICATE

This is to certify that the Tirunelveli Diocesan Trust Association
belongs to Minority Community.

M. J. J. J.
COLLECTOR,
TIRUNELVELI.

To
The Bishop, Tirunelveli Diocesan Trust Association,
Palayameottai.



23
18/6/04

1919

THE INDIAN COMPANIES ACT, 1913

MEMORANDUM

AND

ARTICLES OF ASSOCIATION

OF THE

TINNEVELLY DIOCESAN TRUST

ASSOCIATION

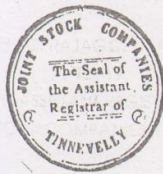
OF INCO CERTIFICATE OF INCORPORATION

OF 1919 - 1920

No 2 OF 1919 - 1920

Tinnevely Diocese I hereby certify that the Tinnevely Diocesan Trust Association
under the Indian is this day incorporated under the Indian Companies Act, 1913.

Kokkarakulam this Given under my hand at Kokkarakulam this eighth day of Decem-
ber, one thousand nine hundred and nineteen.



(Sd.) C. RAJAGOPAL RAO,
8-12-'19

ADDL. ASSISTANT REGISTRAR OF
JOINT STOCK COMPANIES, TINNEVELLY

MEMORANDUM OF ASSOCIATION

OF THE

TINNEVELLY DIOCESAN TRUST ASSOCIATION

1. The name of the Company is 'The Tinnevelly Diocesan Trust Association' (hereinafter referred to as the Association). Name

2. The Registered Office of the Association will be situated in Palamcottah. Registered Office

3. The objects for which the Association is established are:-

(a) To acquire by all lawful means real and personal property and to apply both capital and income thereof and the proceeds of the sale or mortgage thereof for or towards all or any of the objects here in after specified.

(b) To aid and further the work of the Church of South India in the Diocese of Tirunelveli at present consisting of the District of Tirunelveli (hereinafter called the Diocese) Objects

(c) To acquire sites for building, altering or enlarging and to build, alter or enlarge and to maintain and endow churches, chapels, churchyards, burial grounds, schools, colleges, hostels, boarding houses, hospitals, dispensaries, mission halls, prayer houses, parish rooms, residences for clergy, school - masters and school - mistresses, refuges, homes and other buildings to be used in connection with the work of the said church within the said Diocese.

(d) To provide of increase or subscribe to the provision or increase of the stipends of clergy, teachers, evangelists, catechists, doctors, nurses and other officers and assistants of the church, whether clerical or lay within the said diocese. and to provide relief or pensions for such persons, their widows and families.

(e) To act as or to exercise any power which may be confided to the association of appointing managers, treasurers, trustees, auditors, inspectors, examiners or other officials of any such societies, institution trusts, organizations, schools, colleges, hostels boarding houses, hospitals, dispensaries, homes, refuges and charities as are referred to in paragraph (b):

(f) To accept property to be held by the Association (1) for the general purposes of the Association or (2) on special trusts, either as original trustees or as new trustees of a trust already existing, or (3) as bare or passive trustees without undertaking the management or administration of such property.

(g) To nominate persons to act as trustees for the Association for any of its purposes.

(h) To appoint referees in relation to any disputes affecting any such societies, institution, trusts, organizations, and charities as referred to in paragraph (b).

(i) To appoint and employ and pay agents for any of the purposes of the Association.

(j) To mortgage charge, lease, dispose of, exchange and otherwise deal with any property of or held by the Association in any manner authorized by law with such consent (if any) as may be by law required.

(k) To hand over to any corporation, person or association of persons property vested in the Association either for its general purposes or on special trusts which permit of such handing over, if in the opinion of the committee of management of the Association it will benefit any objects of the Association or of any such special trust as aforesaid.

(l) In case any part of the said diocese be at any time severed from the remainder thereof, to transfer to any corporation, person, or persons, any property of the Association for the maintenance, support, or extension of any charity relating to or connected with such severed part, or any property held by the Association upon trust for or for the purposes of any charity relating to or connected wholly or partly with such severed part.

(m) To pay out of the funds of the association or out of any particular part of such funds all expenses of or incident to the formation and management of the Association or of administering any special trust or otherwise carrying out any of the foregoing objects, including the payment of salaries to persons employed.

(n) To do all such other lawful acts and things as are incidental or conducive to the attainment of the above objects.

Provided that none of the objects aforesaid shall be carried out in such a manner as to give indirectly to members of the Association a profit from the funds of the Association which could not in accordance with the provisions of this memorandum be given to them directly.

4. The word Church of South India as used in this Memorandum and in all or any Articles of Association or other regulations of the Association for the time being in force shall include the Church which may become hereafter its lawful successor.

5. The income and property of the association when so ever derived shall be applied solely towards the promotion of the objects and purposes of the Association as set forth in this memorandum and no portion thereof shall be paid or transferred directly or indirectly by way of dividend, bonus, or otherwise howsoever by way of profit to the members of the Association provided that nothing herein contained shall prevent the payment in good faith of out-of-pocket expenses or of remunerations to

Meaning of
'Church of
South India'

No part of
income or
property to be
divided between
members

any officers or servants of the Association or to any members thereof or other person in return for services rendered to the Association or to any of the objects for which the Association is established.

Provided further that no member of the committee of management of the Association shall be appointed to any salaried office of the Association or to any office of the Association paid by fees, and that no remuneration shall be given by the Association to any member of such committee of management except repayment of out-of-pocket expenses and interest on money lent or rent for premises demised to the Association.

6. The fifth paragraph of this memorandum is a condition on which a license is granted by the Government to the Association in pursuance of Section 26 of the Indian Companies Act, 1913.

The liability of the members is limited.

Guarantee

7. Every member of the Association undertakes to contribute to the assets of the Association in the event of the same being wound up during the time that he is a member, or within one year afterwards, for payment of the debts and liabilities of the Association contracted before the time at which he ceases to be a member, and of the costs, charges and expenses of winding up the same, and for the adjustment of the rights of the contributories among themselves provided that such amount does not exceed Rs. 15/-

8. If, upon the winding up or dissolution of the Association, there shall remain any surplus after the satisfaction of all its debts and liabilities, the same shall not be paid to or distributed among the members of the Association, but shall be given or transferred to or applied to some other institution or institutions, having objects similar to the objects of the Association, or to some one or more of the charitable objects of the Association to be determined by a majority of the members of the Association, voting at a meeting duly convened at or before the time of dissolution, or in default thereof by such Judge of the High Court of Madras or such other court as may have or acquire jurisdiction in the matter.

Application of
surplus in event
of liquidation

9. True accounts shall be kept of the sums of money received and expended by the Association, and the matter in respect of which such receipt and expenditure take place, and of the property, credits and liabilities of the Association and, subject to any reasonable restrictions as to the time and manner of inspecting the same that may be imposed in accordance with the regulations for the time being of the Association these accounts shall be open to the inspection of the members. Once at least in every year the accounts of the Association shall be examined and the correctness of the balance sheet ascertained by one or more properly qualified auditor or auditors.

We, the several persons whose names and addresses are subscribed, are desirous of being formed into a company in pursuance of this memorandum of Association.

Names, addresses and descriptions of subscribers.

- (1) E.H.M. Waller, Bishop in Tinnevely and Madura.
- (2) R.V. Asirvatham, Bishop's Chaplain, Palamcottah,
- (3) V.Samuel, Headmaster, Sarah Tucker Training School, Palamcottah.
- (4) J.Gunaratnam, Headmaster, C.M.S. Secondary Training School, Palamcottah.
- (5) G.T.Selwyn, Principal, Theological School, Tinnevely.
- (6) M.Asirvatham, Vice Chairman, District Church Council, Tinnevely.
- (7) S.G.Maduram, C.M.S. Superintendent in North Tinnevely, Palamcottah.
- (8) G. Devadasan, Secretary, CMS District Church Council, Palamcottah.
- (9) J. Anbudaiyan, Headmaster, C.M.College, Tinnevely.

Dated this eighth day of December 1919.

Witness to the above signatures:-

- Witness for (1) A.Henry Daniel, Writer, CMS Office, Palamcottah.
- .. (2) Edward Savariroyan, Writer, CMS Office, Palamcottah.
- .. (3) J.James Rajamani, Headmaster, Sarah Tucker Model School, Palamcottah.
- .. (4) J.Ponniah, CMS Training School, Palamcottah
- .. (5) A.P.Duraisami, Writer, CMS Training School, Palamcottah
- .. (6) M.Yesudian, Teacher, Palamcottah.
- .. (7) Jacob Savariroyan, Manager CMS Office and Special Taluk Magistrate, Tinnevely Palamcottah.
- .. (8) S.V.Nesamani, CMS Depot, Palamcottah
- .. (9) G.Samuel Chelliah, Clerk, CMS Depot, Palamcottah

ARTICLES OF ASSOCIATION

OF THE

TINNEVELLY DIOCESAN TRUST ASSOCIATION

1. For the purpose of registration the number of member is declared not to exceed fifty. The committee of management may register an increase of members whenever they consider it desirable.

2. These articles shall be construed with reference to the provisions of the Indian Companies Act, 1913 and terms used in these articles shall have the same respective meanings as they have when used in that Act.

3. The Association is established for the purposes expressed in the Memorandum of Association.

Membership

4. The Bishop of the Diocese for the time being and the Treasurer of the Tinnevelly Diocesan Council shall be ex-officio members. The first and every subsequent Secretary and Treasurer of the Association shall be the person who is for the time being the Treasurer of the Tinnevelly Diocesan Council.

Ex-Officio
Members

5. The members of the Association shall be the members of the Executive Committee of the Tinnevelly Diocesan Council on their signifying their consent to become members.

First members

6. A member shall cease to be a member of the Association.

Cessation
of
members

(a) on his retirement to be signified in writing

(b) on his death

(c) on the passing of a resolution by not less than threefourths of the members present at a general meeting that he cease to be a member

(d) on his absense from India for a period of twelve consecutive months.

(e) on his ceasing to be a member of the Executive Committee of the Diocesan Council.

Committee of Management

7. The business and affairs of the Association shall be managed by a committee of management which shall be not less than three and not more than eight in number. The Ex-officio members and W.E.Evens, M.Dharmanathan, G.Devadason, J.Anbudaiyan and G.S.Kohlhoff shall be the first committee and they shall continue in office until after the first general meeting of the Association.

First
Committee

Member of
Committee

8. From and after the first general meeting of the Association the committee shall consist of:-

(a) The ex-officio members of the association and

Election of
members from
Executive
Committee

(b) Members elected by the Association at its first meeting after each periodical election of the Executive Committee of the Tinnevely Diocesan Council provided that casual vacancies shall be filled up by the Association at its first meeting after such casual vacancy shall have occurred,

Disqualification
for insolvency
etc.

9. If any member of the Committee shall become insolvent or take the benefit of any act for the relief of insolvent debtors or become of unsound mind or cease to reside in the diocese for a period of more than twelve consecutive months or shall cease to be a member of the Executive Committee of the Diocesan Council or shall signify in writing to the chairman of the committee his desire to retire he shall as from the happening of any of such events cease to be a member of the committee.

Casual Vacancy

10. Any casual vacancy occurring among the elected members of the committee may (but need not necessarily) be filled up by the committee but any person so chosen shall retain his office only until the next meeting of the Association when the vacancy shall be filled up by the Association.

Time and place of
meetings and
quorum

11. Meetings of the committee shall be held at such times and places as they may determine and also at such other times as the Bishop may deem fit. Until the committee shall otherwise determine three members shall form a quorum.

Validity of
proceedings

12. All acts done by the committee or by any sub committee shall notwithstanding the existence of some disqualification or some defect in the appointment of any member of the committee or sub committee or the existence of any vacancy in any sub committee be as valid if such vacancy, disqualification or defect had not existed.

DUTIES OF COMMITTEE AS TO ACCEPTANCE OF PROPERTY

Committee to accept
property to be held
upon various trusts

13 The committee may on behalf of the Association accept property to be held:-

(a) Upon trust for the general objects of the Association.

(b) Upon special trusts for any of the objects mentioned in the Memorandum of Association to be declared by the donor.

(c) Upon special trusts already in existence of any of such objects in cases where a corporation may lawfully be trustee thereof.

(d) as the bare depository of the legal or other ownership of property devoted to any of the objects mentioned in the Memorandum of Association special trusts of which are to be carried out and administered by an other body of trustees.

Provided that the committee shall not be bound to accept property the acceptance of which they may deem inexpedient and shall not do so where such

acceptance would impose on the Association any liability to pay an onerous rent or to observe or perform any onerous covenants.

14. Where property is accepted by the committee for the general objects of the Association they may apply both capital and income in or towards any of the objects mentioned in the Memorandum of Association except in so far as they may be restricted by any resolution of a general meeting of the Association in that behalf or they may accumulate such income until the same can in their opinion be usefully applied for all or any of such objects.

Property accepted for general purposes

15. Where property is accepted by the committee upon special trusts to be declared by the donors all the powers and provisions of these presents (including the powers vested in the committee) shall be deemed to be incorporated in the instrument declaring the special trust except in so far as the same shall be expressly excluded or modified or be inconsistent with such special trust.

Property accepted on special trusts

16. Where property is accepted by the committee upon trusts already in existence the committee shall administer such trusts according to law and the general powers hereby conferred on the committee shall not apply.

Property accepted upon existing trusts

17. Where property is accepted by the committee on behalf of the Association as bare trustees shall from time to time apply such property according to the lawful directions of the trustees to whom the management or administration of it may have been confided.

Property accepted by Association as bare trustees

General Powers of Committee

18. The Committee shall have full power to do all such acts and things as the Association could itself do, and which are not hereby or by statute expressly directed or required to be exercised or done by the Association to general meeting, and in particular the committee shall have the following powers, viz:-

Powers of Committee

(a) To sell, exchange, partition, lease, invest, or otherwise dispose of the property of the Association or any part thereof, or any interest therein, for money or other valuable consideration, as fully if they were absolute owners.

To sell lease etc.

(b) To receive deposits and to borrow money on mortgage of any immovable property and on pledge of Government Securities or any part thereof or otherwise provided that money so borrowed on mortgage against immovable properties in the State of Madras shall not exceed two thirds of the estimated selling value at the date of the mortgaging of the property proposed to be mortgaged there being no such restrictions in the case of borrowings against pledge of Government securities.

To borrow

(c) To invest money in the name of the Association in any investment in which a trustee may, by law, invest, money, or in the purchase or improvement of any land, property or estate, or any interest in land, property or estate.

To invest moneys

To promote associations

(d) To promote and contribute to any enterprise, whether conducted by individuals or association present or future, which shall have for its objects the making or doing of any works or things conducive directly or indirectly to the objects of the Association.

To delegate administration of trusts

(c) To resign the administration of any property vested in the Association as original trustees upon special trusts and to vest the same in any new trustee or trustees, or convey or assign the same to any Association or Corporation when, in the opinion of the Committee, such conveyance or assignment will operate for the benefit of the objects intended to be benefited by the original gift.

To pay cost of management

(f) To pay all expenses incurred in the management of the concerns of the Association out of the moneys coming into their hands

To appoint manager and sub-committee

(g) To appoint or remove and delegate any of their powers to a manager or sub-committee or sub-committees consisting of one or more members of the committee and to fix the quorum of any such sub-committee.

To take legal advice

(h) To take legal advice on any matter they think fit and to act in accordance with such advice, without being responsible for any error thereby committed.

To appoint and remove officers

(i) To appoint such officers, clerks or servants as they may from time to time deem necessary, and to fix their duties and remuneration, and (if considered necessary) to require security for the proper discharge of such duties, and also to discharge or suspend any officer, clerk or servant, for such reasons as they may deem sufficient. The committee may employ any member for any purpose, and pay him a reasonable and proper remuneration for the work done by him in such employment.

Power to general meetings to direct committee

19. Provided nevertheless that the committee shall be subject to any directions which may be given by any resolution passed by the three-fourths of the members of the Association present and voting at a general meeting duly called for the purpose, but no such resolution shall invalidate any prior act otherwise valid.

General Meetings of the Association

First general meeting

20. The first general meeting of the Association shall be held within three months from the date of the registration of the Association at some place to be determined by the committee.

Date of annual meeting

21. Subsequent general meeting shall be held once in every year, in the month of July or at such other time and at such place as the committee may from time to time determine.

Designation of meetings

22. The above mentioned general meetings shall be called annual meetings; all others shall be called special meetings.

General special meetings

23. The committee may, whenever they think fit, and they shall, if required in writing by not less than one-third of the members of the Association, convene a special meeting. Every such requisition shall express the object of the meeting

proposed to be called and shall be left with the secretary and there upon a special meeting shall be convened by the committee to be held within thirty - one days of the receipt of such requisition. If the committee shall neglect to convene such meeting the requisitionists may themselves do so.		
24. A quorum at a general meeting shall consist of one-third of the clerical members and one-third of the lay members of the Association.	Quorum	
25. Twenty-one days notice at least specifying the place and time of meeting and (in case of special business) the general nature thereof, shall be sent to each member of the Association, but nonreceipt of such notice by any member shall not invalidate the proceedings of any general meeting. All business shall be deemed special except the consideration at the annual meeting of:-	Notice of meetings	
(a) The accounts:		
(b) The annual report of the committee; and		
(c) The election of members of the committee and officers		
26. Any member may, on giving to the Secretary not less than thirty days notice in that behalf submit any resolution to a general meeting, and notice thereof shall be given to the members by the secretary.	Power to member to submit resolutions	
Procedure at General Meetings & Committee Meetings		
27. At any general meeting of the Association and at any meeting of the committee or any sub-committee	Procedure at meetings	
(a) Every question shall be decided by a majority of the members present and voting. The Chairman of general meetings and meetings of the committee shall have a second or casting vote,	Decision questions	of
(b) The Bishop, if present and willing to act, shall be chairman of general meetings and meetings of the committee. But the committee may elect for such period and for such meetings as may be determined, a chairman to act in case of the absense or unwillingness of the Bishop. If the Chairman shall not be present at the appointed time, the members present at the meeting shall choose some person to be the chairman of the meeting.	Chairman	
(c) No business shall be transacted unless the prescribed quorum is present. If at a general meeting there is not a quorum, the meeting, if convened upon the requisition of members, shall be dissolved in any other case it shall stand adjourned to a time and place to be fixed by the committee but if at such adjourned meeting, a quorum of members shall not be present, the members present form a quorum.	Quorum	
(d) Every meeting, with the consent of the majority of the persons present and entitled to vote, may be adjourned from time to time and from place to place but only the business left unfinished shall be transacted at any adjourned meeting.	Adjournment	

Votes

(e) Every member, committee man or sub-committee man, shall have one vote only and any objection to the validity of a vote shall only be made at the meeting at which it is tendered. Every vote not then and there disallowed shall be deemed valid for all purposes.

Decision of Chairman final

(f) Subject to the provisions of the statutes and of these Presents the chairman of general meetings and meetings of the committee shall be the sole and absolute judge of the validity of any vote tendered.

Minutes

Minutes

28. Minutes of the proceedings of all meetings, whether general or of any committee or sub-committee shall be recorded in books to be kept for the purpose, and shall be signed by the chairman of the meeting, or of the meeting at which the minutes are read and confirmed, or in default by any two members present and every such minute purporting to be so signed, shall be prima facie evidence of the facts stated therein.

The Seal

The custody and use of seal

29. The committee shall provide a common seal for the Association which shall always be deposited at the office, and shall never be used except by the authority of the committee previously given, and then only in the presence, and accompanied by the signatures of two members of the committee, or of one member of the committee and the Secretary. No person dealing with the Association shall be bound or concerned to see or inquire as to the authority under which any instrument is in whose presence.

Accounts

Banking accounts

30. The banking account shall be kept in the name of the Association at such Banks as the committee shall from time to time appoint.

Cheques

31. Cheques shall be drawn, signed, and endorsed in such manner and by such person or persons as the committee shall from time to time direct.

Provision as to making payments

32. No payment shall be made without the order of the committee, except payments on petty cash account, for which the committee may place at the disposal of the Secretary and Treasurer such sum as they think fit, not exceeding at any one time Rs.500 and the Secretary and Treasurer shall make at such times as the committee direct a return of all receipts, payments and liabilities on petty cash account.

Receipt of money

33. All subscriptions and other moneys payable to the Association shall be received by the Treasurer, or such other officer of the Association as the committee shall appoint to receive the same, who shall forthwith pay them into the banking account. The receipt of the Treasurer or such other officer shall be a sufficient discharge.

Accounts to be kept

34. The committee shall cause true accounts to be kept, in such manner as they think fit, of all the receipts, credits, payments, and liabilities of the Association, and of each object or purpose in the management of administration whereof the

Association shall for the time being act, and all other matters necessary for showing the true state and condition of the Association. Such books and all vouchers relating there to, and all the documents belonging to the Association, shall be kept at such place or places and under the control of such officer, as the committee shall from time to time appoint, and (subject to any reasonable restrictions as to time and manner or inspecting the name that may be imposed by the committee) shall be open to the inspection of members.

35. The committee shall submit a balance sheet to the annual meeting of the Association, together with a statement made up to the 31st December next preceding, or such other day as the committee shall from time to time determine of the income and expenditure of the Association since the last preceeding statement, and a report on the state and progress of the Association. The balance sheet, statement and report shall be signed by atleast two members of the committee and the Secretary, or in such other manner as the committee shall from time to time direct and a copy thereof shall 10 days previously to the annual meeting, be sent to each member.

Balance Sheet

36. Every balance sheet and statement, when audited and approved by a general meeting, shall be conclusively except as regards any error discovered therein within two months after such approval which shall forthwith be corrected.

Balance Sheet
conclusive

Audit

37. At the first general meeting of the Association and afterwards at the annual meeting one or more auditors shall be appointed for the year, and the salary or remuneration, if any of such auditor or auditors shall be fixed by the meeting, and paid out of moneys applicable to the general purposes of the Association, Any casual vacancy shall be filled up by the committee.

Appointment of
auditors

38. The auditors may be members of the Association, but no person shall be eligible as an auditor who is interested otherwise than as a member in any transaction of the Association. No member of the committee or other officer of the Association shall be eligible as auditor during his continuance in office. Any auditor shall be eligible for re-election on quitting office.

Who may be
auditors

39. Not less than three months before the annual meeting there shall be delivered by the committee to the auditors the accounts and vouchers relative thereto, and the balance sheet for the preceding year, and the auditors shall examine the same and within two months after the receipts thereof shall report thereon.

Accounts to be
delivered to them
and audited

40. The auditors shall have access to all the books of account and documents of the Association, and shall receive such information and assistance from the committee, the secretary and other officers of the Association as they may reasonable require.

Auditors to have
access to books

Notices

41. Every member shall from time to time in writing name to the Secretary a place of address in the Diocese of Tinnevely as his address, which shall be entered in the register of the Association.

Place of address to
be furnished by
members

Service of notices

42. A notice may be served by the Association on any member either personally, or by sending it through the post in a prepaid letter addressed to him at his registered address and shall be conclusively deemed to have been served at the time when the letter containing the same is put into the Post Office and in proving such service it shall be sufficient to prove that the letter containing the notice was properly addressed and put into the Post Office.

Indemnity

Indemnity to committee and officers

43. Every member of the committee, and every other officer for the time being of the Association, shall be indemnified out of the funds of the Association against all losses and expenses incurred in the discharge of his duties, except such as shall happen through his own wilful act or default; and each one shall be chargeable only for so much money or property as he shall himself actually receive for, or in the discharge of, the business of the Association, and each one shall be answerable only for his own acts, neglects, or defaults, and not for those of any other person, not for the insufficiency of any security for money invested or of title to any estate or property acquired; not for any loss or damage which may happen in the discharge of his duties, unless the same shall happen through his own wilful neglect or default.

Names, addresses and descriptions of subscribers

- (1) E.H.M. Waller, Bishop in Tinnevely and Madura
- (2) R.V. Asirvatham, Bishop's Chaplain, Palamcottah
- (3) V. Samuel, Headmaster, Sarah Tucker Training School, Palamcottah
- (4) J. Gunaratnam, Headmaster, CMS Secondary Training School, Palamcottah
- (5) G.T. Selwyn, Principal, Theological School, Tinnevely.
- (6) M. Asirvatham, Vice-Chairman, District Church Council, Tinnevely
- (7) S.G. Maduram, CMS Superintendent in North Tinnevely, Palamcottah
- (8) G. Devadason, Secretary CMS District Church Council, Palamcottah
- (9) J. Anbudaiyan, Headmaster, C.M.College, Tinnevely

Dated this eighth day of December 1919

Witness to the above signatures:-

- Witness for (1) A. Henry Daniel, Writer, CMS Office, Palamcottah
- .. (2) Edward Savariroyan, Writer, CMS Office Palamcottah
- .. (3) J. James Rajamani, Headmaster, Sarah Tucker Model School Palamcottah
- .. (4) J. Ponniah, CMS Training School, Palamcottah
- .. (5) A.P. Duraisami, Writer, CMS Training School, Palamcottah
- .. (6) M. Yesudian, Teacher, Palamcottah
- .. (7) Jacob Savariroyan, Manager, CMS Office and Special Taluk Magistrate, Tinnevely, Palamcottah
- .. (8) S.V. Nesamani, CMS Depot, Palamcottah
- .. (9) G. Samuel Chelliah, Clerk, CMS Depot, Palamcottah.

1919

1919

MEMORANDUM
AND
ARTICLES OF ASSOCIATION
OF THE
DIOCESAN TRUST ASSOCIATION

MEMORANDUM
AND
ARTICLES OF ASSOCIATION
OF THE
TINNEVELLY DIOCESAN TRUST ASSOCIATION

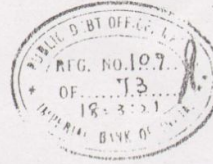
ANNEXURE

II & III

32986

17/12/27

Certificate of Incorporation.

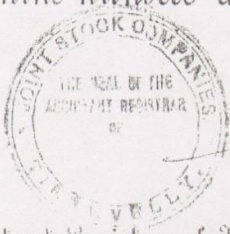


No. 2 of 1919-1920

I hereby certify that the *Trinivelly*
Diocesan Trust Association

is this day incorporated under the Indian
Companies Act, 1913, *under the name of*
Trinivelly Diocesan Trust Association
Private Limited.

Given under my hand at *Kottekarakulam*
this *Eighth* day of *December*,
one thousand nine hundred and *Nineteen*.



R. J. Appala
8-12-19

A. L. L. Assistant Registrar of Joint Stock Companies.

Trinivelly