



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai - 600 097

SYLLABUS FOR THE TWO-YEAR B.Ed DEGREE
PROGRAMME FOR THE ACADEMIC YEAR 2017-2018

(APPLICABLE FOR THE BATCH OF STUDENTS ADMITTED
DURING THE ACADEMIC YEAR 2016-2017)

B.Ed Second-Year Syllabus

COURSE 7 (b) PEDAGOGY OF A SCHOOL SUBJECT - PART II (CONTENT MASTERY)

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level - I is pertaining to standard VI to VIII and is compulsory for all the student- teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject Social Sciences; students of Computer Science should study the subject Mathematics; and students of Home Science should study the subject Sciences at Level- I.

Level - II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post graduate students. They should achieve content mastery in their chosen subjects.

Note:

1. The content for Level-I (std. VI to VIII) and Level- II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.
2. The teaching methods for '*Content Mastery*' can be: lectures, invited talks, group discussions, seminars, participatory presentations, quizzes, teaching by peers, group work activ.

COURSE 8: KNOWLEDGE AND CURRICULUM

Course objectives

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

1. explain the epistemological and sociological bases of education
2. explain the nature and principles of child-centered curriculum
3. describe the relationship of nationalism, universalism and secularism with education
4. explain the principles of democratic curriculum
5. discuss the educational thoughts of great educational thinkers on child-centered education
6. discuss the nature, principles and resources of curriculum
7. comprehend curriculum process and practice
8. explain the need for hidden curriculum

Unit I Epistemological bases of education

Epistemology: Type of knowledge - Meaning of knowledge, skill, teaching, training, information, reason and belief- Distinction between knowledge and skill - Distinction between teaching and training - Distinction between knowledge and information - Distinction between reason and belief.

(Suggested instructional approaches/methods:

- i) Talk by teacher on the Epistemological bases of education
- ii) Group discussion on the distinction of the epistemological bases of education.)

Unit II Social bases of education

Influence of society, culture and modernity on education – Influence of industrialization and democracy – Influence of individual autonomy and reason on education – Understanding education in relation to modern values: equity and equality, individual opportunity – Understanding social justice and dignity with special reference to Ambedkar.

(Suggested instructional approaches/methods:

- i) Seminar on the influence of society, culture and modernity on education
- ii) Group discussion on social justice and dignity with special reference to Ambedkar.)

Unit III Child-centered education

Meaning and characteristics of child-centered education - Educational Thoughts of Mahatma Gandhi, Rabindranath Tagore, John Dewey, Plato, Martin Buber, Paulo Freire with special reference to the three concepts: activity, discovery and dialogue relating to child-centered education.

(Suggested instructional approaches/methods:

- i) Group discussion on nature and principles of child-centered education.

- ii) Student Seminar on educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire.)

Unit IV Nationalism, universalism, secularism and education

Meaning and definitions and concepts of nationalism, universalism and secularism - Relationship of nationalism, universalism and secularism with education with special reference to Tagore and Krishnamoorthy.

(Suggested instructional approaches/methods:

- i) Teacher talk or Expert's talk on nationalism, universalism, secularism and education.
- ii) Seminar on the ideas of Tagore and Krishnamoorthy about universalism and secularism.)

Unit V Education and democracy

Meaning of democracy - Dewey's concept of democracy and education - meaning of democratic education - Democratic practices in education - Education in a democratic society - Training for democratic citizenship - multiculturalism and education.

(Suggested instructional approaches/methods:

- i) Teacher talk on Dewey's concept of democracy and education.
- ii) Student seminar on training for democratic citizenship.)

Unit VI Meaning and nature of curriculum

Meaning, definition and concept of curriculum - structure of curriculum - Dynamics of curriculum - Cl

(Suggested instructional approaches/methods:

- i) Teacher talk the meaning and nature of curriculum.
- ii) Group discussion on the changing concepts of curriculum.)

Unit VII Principles of curriculum development

Need for curriculum development - Principles and stages of curriculum development - Types of curriculum : Subject centered curriculum, student-centered curriculum, society-centered curriculum and life-centered curriculum-models of curriculum development : Tyler's model and Hilda Tabal's model.

(Suggested instructional approaches/methods:

- i) Teacher talk on the principles of curriculum development.
- ii) Panel discussion on different types of curriculum.)

Unit VIII Resources of curriculum

Curriculum based on a thorough knowledge of the students and their communities; their values, their language, and their educational goals - Time table, syllabus, textbooks and co-curricular activities - a critical analysis of various samples of textbooks, children's literature and teachers' handbook.

(Suggested instructional approaches/methods:

- i) Teacher talk on resources of curriculum.
- ii) Presentation based on the critical analysis of various samples of children's literature.)

Unit IX Curriculum implementation

Curriculum as an enacted process – curriculum as process and practices
 - Personnel participated in development of curriculum - Role of the state in the development of curriculum – curriculum from the top to down and curriculum for down to top – Meritocracy and its impact on curriculum – Valuing of rituals in schools and its celebrations – recreation of norms in society –relationship between power, ideology and the curriculum.

(Suggested instructional approaches/methods:

- i) Teacher talk on curriculum as an enacted process and practice.
- ii) Debate on the impact of Meritocracy on curriculum –factors influencing curriculum implementation.)

Unit X Curriculum change and innovation

Need-based curriculum – factors related to development and assessment – Meaning of hidden curriculum – Role of hidden curriculum in developing resilience in children – Teaching strategies for developing resilience in children. Curriculum revision and evaluation – Tyler's objective-centered evaluation model-Stufflebeam's CIPP evaluation model -Curriculum and research- curriculum change and innovation – Need and importance

(Suggested instructional approaches/methods:

- i) Group discussion on hidden curriculum practices for developing resilience in children.
- ii) Teacher talk on Role of research and revision on need based curriculum.)

Tasks and Assignments

1. Prepare a report after critically evaluating the views of at least any three educational thinkers on child-centered education.
2. Prepare a society centered and life centered curriculum for the emerging Indian society.

References

1. Orenstein A.C and Hunkins F.P(1988). *Curriculum: Foundations, Principles and Issues*. New Jersey; Prentice Hall.
2. Dewey, John(1996). *The Child and the Curriculum*. Chicago: The University of Chicago Press.
3. Diamond Robert, M. *Designing and Improving Course in Higher Education: A Systemic Approach*. California: Jossey.
4. Doll Ronal. C. *Curriculum Improvement: Decision Making Process*. London: Allyon and Bacon.
5. Saylor, G.J and Alexander, W(1965) *Planning Curriculum of school*. New York: Holt Richard and Winston.
6. Taba, Hilda(1962) . *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanvich.
7. Tanner, D and Tanner, L.N(1975) *Curriculum Development: Theory and Practice*. New York: MacMillan.
8. www.ncde.go.ug
9. www.wcedcurriculum.westerncap.gov.
10. www.ccsdli.org.

1. Prepare a report after critically evaluating the views of at least any three educational thinkers on child-centered education.
2. Prepare a society centered and the centered curriculum for the

COURSE 9: ASSESSMENT FOR LEARNING

Course Objectives:

References

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

1. Describe the meaning and role of assessment in learning.
2. Know the principles of assessment practices.
3. Understand the assessment practices in various approaches of teaching
4. Differentiate different types of assessment
5. Identify tools and techniques for classroom assessment
6. Develop necessary skills for preparation of achievement test and diagnostic tests
7. Point out key issues in classroom assessment
8. Understand how assessment can be possible in inclusive settings
9. Master various statistical techniques for reporting quantitative data

Unit I Basics of assessment

Meaning and definition- measurement, assessment and evaluation
 - Role of Assessment in Learning- as learning, for learning, of learning -
 Formative and Summative assessment - Purposes of Assessment-Principles
 of Assessment Practices -principles relat

assessment, collection of assessment information, judging and scoring of student performance, summarization and interpretation of results, reporting of assessment findings.

(Suggested instructional approaches/methods:

- i) Identify the formative and summative assessments in a course,
- ii) Organize a debate on the purpose of assessment
- iii) Conduct a brainstorming session on principles of assessment.)

Unit II Assessment for learning in classroom

Student evaluation in transmission-reception (behaviourist) model of education- drawbacks - Changing assessment practices- assessment in constructivist approach Continuous and Comprehensive evaluation- projects, seminars, assignments, portfolios, Grading - Types of assessment- practice based, evidence based, performance based, examination based - Practices of assessment- dialogue, feedback through marking, peer and self - assessment, formative use of summative tests.

(Suggested instructional approaches/methods:

- i) Discuss the criteria for student evaluation
- ii) Conduct seminar on changing assessment practices
- iii) Prepare power point presentation on types of assessment

- iv) Group discussion on practices of assessment)

Unit III Tools and techniques for classroom assessment

Tools & techniques for classroom assessment- observation, Self reporting, anecdotal records, check lists, rating

meaning, importance - Assessment Tools for affective domain- Attitude scales, motivation scales- interest inventory - Types of test items-principles for constructing test items

(Suggested instructional approaches/ methods:

- i) Conduct a workshop on tools & techniques for classroom assessment.
- ii) Discussion on rubrics of assessment
- iii) Workshop on types of test items.)

Unit IV Issues in classroom assessment

Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - Reforms in assessment-open book and on line - Examination reform reports.

(Suggested instructional approaches/ methods:

- i) Debate major issues on commercialization of assessment
- ii) Seminar on reforms in assessment.)

Unit V Assessment in inclusive practices

Differentiated assessment- culturally responsive assessment - Use of tests for learner appraisal- Achievement test, Diagnostic test construction scoring key- marking scheme - question wise analysis - Quality of a good test -Ensuring fairness in assessment -Assessment for enhancing confidence in learning- Relationship of assessment with self-confidence, self-esteem, motivation.

(Suggested instructional approaches/ methods:

- i) Prepare an achievement test and present in the classroom.
- ii) Discussion on quality of a good test.
- iii) Debate on fairness in assessment.)

Unit VI Assessment for inclusive school

Assessing the disabled and performance outcomes of diverse learners

-Assessment and feedback -Process of feedback.

(Suggested instructional approaches/ methods:

- i) Visit an Inclusive school and prepare a report on mechanisms available for assessment.
- ii) Discussion on role of feedback on learning.)

Unit VII Philosophical and educational underpinnings of assessment

No Competitive exams and non-detention policies -RTE act and its relationship with curriculum, pedagogy and teachers - Psycho-social and political dimensions of assessment.

(Suggested instructional approaches/ methods:

- i) Discuss the merits and demerits of Competitive exams
- ii) Organize the debate on non-detention policy whether it promotes learning society or not
- iii) Organize a talk on RTE act 2009 by an expert.)

Unit VIII Participatory assessment

Processes of Participatory assessment - Community monitoring of assessment - Teachers autonomy in assessment.

(Suggested instructional approaches/ methods:

- i) Brainstorming session on ways and measures for participatory assessment.
- ii) How can community monitor assessment - Discuss.
- iii) Do teachers have autonomy in assessment - Debate.)

Unit IX. Prevalent practices of assessment

Drawbacks of present assessment system - Assessment for better learning - Assessment for confident building - Assessment for creative learners.

(Suggested instructional approaches/ methods:

- i) Buzz session on demerits of present assessment system.
- ii) Workshop on devising mechanisms of assessment for confident learning and creative learning.)

Unit X : Reporting quantitative assessment of data

Reflective journal- Student portfolio- Statistical techniques for interpreting and reporting quantitative data- Measures of central tendency - Measures of dispersion - Correlation - Graphs & Diagrams.

(Suggested instructional approaches/methods;

- i) Work out examples for central tendency, dispersion and correlation.
- ii) Present different Graphs and Diagrams used for various data.)

Tasks and Assignments

1. Find out measures of central tendency and measure of dispersion for the students scores.

Or

- Find out the correlation of the scores secured by the pupil in a subject.

References

1. Baker, E.L and Quellmalz, E.S Ed. (1980) *Educational Testing and Evaluation*. London:SagePublications.
2. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) *Handbook on Formative and Summative Evaluation of Student Learning*. New York: McGraw - Hill Book Co.
3. Dave, R.H. and Patel, P.M. (1972) *Educational Evaluation and Assessment*. New Delhi:NCERT.
4. Ebel, R. L. (1966). *Measuring Educational Achievement*. New Delhi: Prentice Hall of India.
5. Griffin, P., McGaw, B., & Care, E. (2012). *Assessment and teaching of 21st century skills*. New York: Springer.

6. Gronlund, E.N. (1965) *Measurement and Evaluation in Teaching*. London: Collier -Macmillan.
7. Harper (Jr.) A. E. & Harper E.S. (1990). *Preparing Objective Examination: A Handbook for Teachers, Students and Examiners*. New Delhi: Prentice Hall.
8. Jayaraman, Chindai (2016) *Bookless Schools*. Chennai: Vinoth Publication.
9. Linn, R.L.& Gronlund, N.E.(2003). *Measurement and Assessment in Teaching*. New Delhi: Pearson.
10. Stella, A. (2001). *Quality Assessment in Indian Higher Education: Issues of Future Perspectives*. Bangalore: Allied Publishers.

COURSE 10: CREATING AN INCLUSIVE SCHOOL

Course objectives:

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

1. develop an understanding of the concept of disability.
2. develop an understanding of the concept of learning disabilities.
3. critically evaluate the models of disability.
4. identify the need and importance of inclusive education.
5. discuss the contributions of national and international agencies to inclusive education.

Unit I Understanding the disability

Meaning and definition of disability - Meaning and definition of impairment - Differences between disability and impairment - Characteristics of disabilities - Causes of disabilities - Types of disabilities: Hearing impairment, speech impairment, visual impairment, morbidity/ physically challenged, psychological disorders, mentally retarded, cerebral palsy, multiple disability.

(Suggested instructional approaches/ methods:

- i) Students read the autobiography / biography of disabled persons.
- ii) Invited talk by a / some disabled person(s) to share his / her / their personal experiences and expectations from the community.)

Unit II Understanding the learning disabilities

Meaning and definition of learning disabilities - Kinds of learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia - Approaches to identifying children with disabilities: Cognitive approach, sensory approach, disability-based approach, society-based approach - Role of teachers in managing students with learning disabilities.

(Suggested instructional approaches/ methods:

- i) Invited talk by expert(s) /Talk by teacher(s) on the different kinds of learning disabilities.
- ii) Student seminar on the importance and means of identifying the learning disabilities of students.)

Unit III Models of disability

Salient features of different models of disability: Individual model, social model, medical model, Nagi model, Quebec disability production process model, human rights model, professional model, transactional model, charity model, functional model, rehabilitation model.

(Suggested instructional approaches/ methods:

- i) Student seminar on the merits and demerits of different models of disability.

- ii) Invited talk by expert(s)/Talk by teacher(s) on the issues in implementing the models of disability.)

Unit IV Inclusive education

Meaning of inclusive education - UNESCO's definition of inclusive education - Inclusive education and education for all - Barriers to inclusive education - Overcoming barriers in inclusive education - Promoting inclusive education - Mixed-ability grouping and teaching - Differences between inclusive, integrated and special education - Teacher development initiatives for inclusive schooling.

(Suggested instructional approaches/ methods:

- i) Teacher(s) talk on the issues related to inclusive classroom.
- ii) Presentation of report based on the observation of an inclusive classroom setting.)

Unit V Policies and programmes of inclusive education

Global policies and programmes on inclusive education - Inclusive education policies and programmes in India.

(Suggested instructional approaches/ methods:

- i) Student seminar/Teacher talk on the UNESCO's initiatives for inclusive education.
- ii) Presentation of report based on group discussion with respect to the Government of India and State Governments' initiatives for inclusive education.)

Tasks and Assignments:

1. Prepare a report on the contributions of National Resource Centre for Inclusion-India.
2. Write a detailed report on the best practices of inclusive education/ models of inclusive education in India and in other countries.

References:

1. Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for inclusion developing learning and participation in schools*. UK: Centre for Studies on Inclusive Education.
2. Deshprabu, Suchitra. (2014). *Inclusive education in India*. New Delhi: Kanishka Publishers.
3. Nambissan, G.B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. New Delhi: Indian Institute of Dalit Studies and UNICEF.
4. National Council for Educational Research and Training. (2006a). *Position paper-National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT.
5. National Council for Educational Research and Training. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
6. Rehabilitation Council of India. (2013). *Status of disability in India*. New Delhi: Rehabilitation Coun

7. UNESCO. (2009). *Policy guidelines on inclusion in education*. France: United Nations Educational Scientific and Cultural Organisation.
8. <http://www.pbs.org/parents/education/learning-disabilities/inclusive-education/>
9. <http://www.copower.org/leadership/models-of-disability>
10. http://www.who.int/disabilities/world_report/2011/chapter1.pdf

OPTIONAL COURSE: ENVIRONMENTAL EDUCATION

Course objectives :

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

1. realize the importance of environmental education.
2. list out the natural resources and its associated problems.
3. appreciate the international initiatives to protect the environment.
4. realize the importance of management and protection environment.
5. develop curriculum for environmental education.

Unit I Environmental education

Concept and meaning of Environment – Focal aspects of Environmental Education - Goals and Objectives of Environmental Education – Need and Importance of Environmental Education – Core Themes of Environmental Education – Scope of Environmental Education.

(Suggested instructional approaches/methods:

1. Teacher talk on need and importance of environmental education.
2. Seminar on focal aspects and functions of environmental education.)

Unit II Natural resources, problems and solutions

Natural Resources: Land Resources, Prevention of Soil Erosion – Forest Resources, Prevention of Deforestation – Water Resources, Prevention of Water Scarcity – Mineral Resources, Prevention of Exploitation of Minerals – Food Resources, Food Crisis and Increasing Food Production – Energy Resources – Alternative Energy Resources.

(Suggested instructional approaches/methods:

- i. Discussion on Land resources, Forest resources and Water resources.
- ii. Seminar on Mineral and Energy resources.)

Unit III - International efforts for environmental protection

Environmental Issues and Global Community: Stockholm Conference (1972) – Brundtland Commission (1983) – The Earth Summit or Rio Conference (1992) – Kyoto Conference (1997) – Copenhagen UN Climate Change Conference (2009) – Doha Climate Change Conference (2012).

(Suggested instructional approaches/methods:

- i. Talk by experts on the efforts for environmental protection by international communities.
- ii. Seminar on the outcomes of Environmental Conferences.)

Unit IV - Management and protection of environment

Environmental Management: Need, Dimensions, Approaches – Impact of Human Activities on Environment – International NGOs and Environmental Protection: Environm

World Wide Fund for Nature, Conservation International, Green Peace - International Union for Conservation of Nature (IUCN) - Environmental Protection Strategies initiated in India: National Green Tribunal - Central and State Pollution Control Board.

(Suggested instructional approaches/methods:

- i. Discussion on Need, dimensions and approaches to environment management.
- ii. Seminar on Environmental protection initiatives in India.)

Unit V - Environmental education in school curriculum

Status of Environmental Education in School Curriculum - Environmental Education at different levels of School Education - Innovative Methods of Teaching Environmental Education - Problems faced in Teaching Environmental Education - Role of UNEP, CEE and NCERT in Promoting Environmental Education.

(Suggested instructional approaches/methods:

- i. Seminar on role of different agencies in promoting environmental education.
- ii. Seminar on innovative methods of teaching environmental education.)

Tasks and Assignments:

1. Prepare a study report on clean and safe environment of your locality.
2. Prepare a study report on reducing the effects of pollution in your village/community.)

References:

1. Archana Tomar. (2011). *Environmental education*. Delhi: Kalpaz Publications.
2. Goleman, Daniel. (2012). *Eco literate*. United States: Jossey-Bass.
3. Joshi, P.C., & Namita Joshi. (2012). *A text book of environmental science*, New Delhi: A.P.H. Publishers.
4. Palmer, J.A. (1998). *Environmental education in the 21st century: Theory, practice, progress, and promise*. Routledge.
5. Patil, C. S. & Prabhu M. Biradar. (2013). *Environmental education*. New Delhi: A.P.H. Publishers.
6. Sony Havilah, N. (2013). *Environmental education*. New Delhi: A.P.H. Publishers.
7. Trivedi, P.R. (2011). *Environmental education*. New Delhi: A.P.H. Publishers.
8. <http://www.conserve-energy-future.com/current-environmental-issues>
9. www.ewindia.com/internationalconferencesonenvironmenthtml/
10. <http://www.yourarticlelibrary.com/environment/forest/forestresources-in-india-use-over-exploitation-causes-and-effects/28196/>

OPTIONAL COURSE: VALUES AND PEACE EDUCATION

Course objectives:

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

1. understand the concept of values education.
2. explain the role of values.
3. understand the concepts and importance of Peace education.
4. discuss the ways of fostering culture of peace through education.
5. identify and apply the practices for value inculcation and clarification.

UNIT I: Values education

Values: meaning and definitions-Values of development: periods of development- Kohlberg's stages of moral development - Aims of Value education -Types of values - Need and importance of Value education- Sources of Values- Socio-cultural traditions, religion and constitution - Values education in school curriculum

(Suggested instructional approaches/methods

- i. Teacher talk on Kohlberg's stages of moral development
- ii. Talk by experts on values education in school curriculum.)

UNIT II: Fostering values

Development of Values: Attitudes and personal qualities- core values- ways of fostering values in children and Role of parents - Teachers Society - Peer groups, Religion - Government - Mass media - Voluntary organization - Rath's process of valuing-Methods of fostering values: storytelling, dramatization-Role plays -Personal examples-value crisis - value development and clarification- Family values- character education- science of living

(Suggested instructional approaches/methods

- i. Group discussion on fostering values in children
- ii. Teacher talk on Rath's process of valuing.)

UNIT III: Peace education

Peace education: meaning and definition, concepts, aims and objectives of Peace Education - at different level of Education - Importance of Peace Education in the present scenario - Peace education as conflict resolution training-democracy education- human rights education.

(Suggested instructional approaches/methods

- i. Seminar on aims and objectives of peace education
- ii . Seminar on Human rights Education.)

UNIT IV: Promoting culture of peace

Meaning of culture of peace and non-violence- conflict prevention and resolution -Fostering culture of peace through education - promoting inner

peace, understanding, tolerance, solidarity -Education for non-violence- UNESCO culture of peace programmes- International peace and security.

(Suggested instructional approaches/methods)

- i. Seminar on Education for non-violence and international peace and security
- ii. Seminar on methods of fostering values)

UNIT V: Approaches and strategies

Approaches to values development- Values inculcation, analysis and clarification -Strategies: Curricular and co-curricular activities - Field trips, Curricular club activities- whole school approach- pedagogy of values-Role plays - Stories -Anecdotes - Group singing - Group activities-questioning, reflective process.

(Suggested instructional approaches/methods)

- i. Discussion on different approaches to value development
- ii. Teacher talk on pedagogy of values and whole school approach)

Tasks and Assignments

1. Prepare a school curriculum for development of values education
2. Prepare a school curriculum for promoting peace education

References:

1. Chadha, S.C. (2008) *Education Value and Value Education*. Meerut: R. Lall Books.
2. Chand, J. (2007) *Value Education*. Delhi: Anshah Publishing House.

3. Gavriel Solomon; Baruch Nevo (2002) *Peace Education : The concept, Principles and Practices around the World*. Lawrence Erlbaum Associates.
4. Lincoln, Melinda G. (2001) *Conflict Resolution Education : A Solution for Peace, Communications and the Law*, vol.23, No.1.
5. Page, James S. (2008) *Peace Education: Exploring Ethical and Philosophical Foundations*. Chapter 1. Charlotte: Information Age Publishing.
6. Thangasamy, Kokila, (2016). *Valluvar mozhi sollum aasiriyarkal, Valluvar Vazhi Sellum Manavarkal*. Pavai: Chennai.
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8. <http://www.ei.ie.org/en/websections/content-detail/5411>
9. <http://en.wikipedia.org/wiki/value>

OPTIONAL COURSE: YOGA, HEALTH AND PHYSICAL
EDUCATION

Course objectives:

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

1. understand the concepts of Yoga and Asanas
2. comprehend the methods of imparting health education
3. list out the communicable diseases and life style disorders
4. explain the Physical Education concepts and its scope
5. practice the various physical exercises
6. acquire skills to organise and conduct sports in schools.

UNIT- I Yoga and asanas

Meaning and concept of Yoga - Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga - Physiological, Psychological, Therapeutic and Physical.- Meaning, Methods and benefits of Asanas - Sitting posture-Standing posture and Lying Posture - Surya namaskar: Meaning, Twelve stages of Surya namaskar, Benefits, Preventive and curative effects of asanas.

(Suggested instructional approaches/ methods:

- i. Teacher talk on the concept of Yoga
- ii. Demonstration by teacher on different

UNIT - II Health education

Meaning, aims and objectives - scope of Health Education - Methods of Imparting Health Education in Schools - Health Instruction - Health Services - Health Supervision - Posture - meaning, causes, defects and prevention - First Aid - Meaning, Principles of first aid, need and importance of first aid.

(Suggested instructional approaches/methods:

- i. Group discussion on health services in schools
- ii. Seminar on methods of imparting health education in school.)

UNIT - III: Communicable diseases and life style disorder

Communicable diseases: Meaning - Types: Malaria, Typhoid, Tuberculosis, Cholera, Diarrhoea and AIDS - Causes, symptoms and treatment - Life style disorder - Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer - Causes, Symptoms and treatment.

(Suggested instructional approaches/methods:

- i. Panel discussion on different types of communicable diseases
- ii. Talk by expert / doctor on preventive measures of communicable diseases.)

UNIT - IV: Physical education and physical exercise

Concept, Meaning and Definition - Aims and objectives of Physical Education - Scope, need and importance of Physical Education - Physical Fitness: Meaning, Definition, and Health related components of Physical fitness: Muscular Strength, Muscular Endurance, Flexibility, Cardio respiratory endurance and Body composition

Meaning - need and importance of Physical Exercise - Effects of exercise on the various systems - Muscular, Circulatory, Digestive, Nervous and Respiratory systems.

(Suggested instructional approaches/ methods:

- i. Group discussion on the need and importance of Physical education
- ii. Demonstration by Physical director on different types of physical exercise and practice by the students.)

UNIT - V Organising competitions

Intramural and extramural competitions - Meaning, Definition - Organising and Conducting - Sports meet - types: Standard, Non-standard, Organising and Conducting, Tournaments: Single league and Single Knock Out- Preparation and drawing fixtures, merits and demerits.

(Suggested instructional approaches/ methods:

- i. Seminar on Intramural and Extramural Competitions
- ii. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.)

Tasks and Assignments

1. Prepare a report after critically evaluating the views of at least any three Physical Directors on importance of Yoga for health life.
2. Plan a state level sports and cultural meet and prepare a programme schedule.

References:

1. Gupta D.K. (2005). *Health education for children*. New Delhi: KheelSahitya Kendra.
2. Krishnammal, et. al. (2015). *Yoga, health and physical education*. Madurai: Priyakamal pathippagam.
3. Nagendra H.R. and Nagaratna, R. (2008). *Yoga prcatices*. Bangaluru: Swami Vivekananda Yoga Prakashana,
4. Swami Satyananda. (1999). *Four Chapters on Freedom. Commentary on Yoga Sutras of Patanjali Saraswathi*. Munger: Bihar school of Yoga.
5. Thomas.J. P. (1967). *Physical education lesson*. Chennai: Gnanodaya Press.
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7. *Yoga Education* (Bachelor of Education B.Ed). (2015). National Council for Teacher Education, New Delhi: St. Josheph Press.
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9. <http://www.redcross.ca/training-and-certification/first-aid-tips-and-resources-/first-aid-tips/Kit-contents>.

COURSE EPC 4: UNDERSTANDING THE SELF

The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious ongoing reflections.

Course objectives:

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

1. to develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.
2. to develop social-relational sensitivity and effective communication skill such as listening and observing.
3. to develop a holistic and integrated understanding of the human self and personalities.

How to prepare a student-teacher for understanding the self

The teachers in the College of Education should:

1. provide opportunities to listen to case studies / biographies / stories of different children who raised in different circumstances and how this affected their sense of self and identity formation

2. screening movies / documents where the protagonists (the main character in play, film, movie and book) undergoes trials and finally discovers her / his potential despite odds.
3. discuss the issues of contemporary adolescents / youths to enable the student-teachers to understand themselves, with students and classroom situations.
4. provide opportunities to student-teachers to express themselves through different modes that they are comfortable with them.
5. arrange sessions for resource persons / experts and the family to reflect back whether all modes of expression have been used by the student-teachers to express themselves.
6. give exercises to the student-teachers for 'developing reflective journals' and providing regular feedback on those reflective thoughts and experiences.
7. provide opportunities to student-teachers for story making to reflect their self.
8. encourage student-teachers to disclose their self, through art, dance and theatre exercises.
9. conduct nature walk / field visit / adventure to enable the student-teachers to realise the importance of team work.
10. conduct small group interactions on a task with people to enable the student-teachers to understand the social structure and role of individuals and to participate and / or lead in the activities of the family, college and community.

Tasks and Assignments

1. Every student-teacher should write one's autobiography, and biography of a child who has grown up in different socio-economic and cultural backgrounds.
2. Every student-teacher should write a report on their experiences gained through art, dance and theatre exercises undertaken by them.

