



**TAMILNADU OPEN UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**Chennai -15**

**CERTIFICATE PROGRAMMES - 2019**

The Certificate Programmes broadly attempt to equip the In-Service teachers with recent methods and competencies to strengthen their own professional capabilities in their subject specialization and to use effectively the latest methods, strategies and devices in the teaching-learning process. The In-Service teachers will also be trained to manage systematically and efficiently. The main aim of introducing certificate programmes in teaching of school subject is to make aware of teaching methods and methodologies involving techniques and technologies in order to handle children at home and school. The learner of the certificate programme will gain competence and efficiency to inculcate children with various levels of learning. The parents, in-service teachers and individuals interested in teaching – learning process will be the takers of this programme. Each certificate programme is abbreviated as given below under programme code.

**Programmes**

S.No.	Programme Title	Programme Code
1.	Certificate Programme in Teaching Mathematics	CTM
2.	Certificate Programme in Teaching Computer Science	CTCS
3.	Certificate Programme in Teaching Science	CTS
4.	Certificate Programme in Teaching English	CTE
5.	Certificate Programme in Teaching Tamil	CTT
6.	Certificate Programme in Teaching Social Sciences	CTSS

- Eligibility** : Any candidates passed +2
- Medium of Instruction** : English.
- Duration** : Minimum 6 months and Maximum 2 years
- Fee Structure** : Rs. 1,500 /-

### Assessment and Evaluation Pattern

S.No.	Programme Title	No. of Courses	Course Code	Name of the Course	Credits	Counselling Classes (CC) (1 Day = 4 Sessions)
1	CTM	2	CTM - 01	Mathematics Teaching	8	12 sessions * 2 Courses = 24 Sessions = 6 Days (CC)
			LCS - 01	Life Coping Skills	8	
2	CTCS	2	CTCS - 01	Computer Science Teaching	8	12 sessions * 2 Courses = 24 Sessions = 6 Days (CC)
			LCS - 01	Life Coping Skills	8	
3	CTS	2	CTS - 01	Science Teaching	8	12 sessions * 2 Courses = 24 Sessions = 6 Days (CC)
			LCS - 01	Life Coping Skills	8	
4	CTE	2	CTE -01	English Teaching	8	12 sessions * 2 Courses = 24 Sessions = 6 Days (CC)
			LCS - 01	Life Coping Skills	8	
5	CTT	2	CTT - 01	Tamil Teaching	8	12 sessions * 2 Courses = 24 Sessions = 6 Days (CC)
			LCS - 01	Life Coping Skills	8	
6	CTSS	2	CTSS - 01	Social Science Teaching	8	12 sessions * 2 Courses = 24 Sessions = 6 Days (CC)
			LCS - 01	Life Coping Skills	8	

**Counselling Sessions:** The Counselling Sessions will be held at the Learner Support Centres (LSC) generally during weekend (Saturday and Sunday) or holidays. However, counselling sessions must be completed well in advance before the final examination. With the general schedule of the programme, the Co-ordinators at the Learner Support Centres will decide on the coverage of these sessions. The Learner Support Centres coordinators will provide the counselling schedule well in advance. The Counselling Sessions will include clarifications required in the study-materials, theory Assignments, and audio/video programmes.

### Distribution of Marks :

S.No.	Programme Title	No. of Courses	Total Credits	Distribution of Marks	
				Term End Exam (External)	Total Marks
1	CTM	2	16	100 * 2 = 200	200
2	CTCS	2	16	100 * 2 = 200	200

3	CTS	2	16	$100 * 2 = 200$	200
4	CTE	2	16	$100 * 2 = 200$	200
5	CTT	2	16	$100 * 2 = 200$	200
6	CTSS	2	16	$100 * 2 = 200$	200

**Examination System:** Theory Examinations will be conducted by the University in the Identified Centres within the region, every six months - in the month of June/July and December/January.

**Theory Examination:** Students shall normally be allowed to appear for theory examination on completing Counselling Sessions. The Term-End Examination shall carry Part A, B and C.

Teaching Subject – Question Paper – Pattern		
Part - A	Very Short-Answer Questions [Each 3 Marks] Ten out of Twelve Questions	10 X 3 = 30 Marks
Part - B	Short-Answer Questions [Each 5 Marks] Eight out of Twelve Questions	8 X 5 = 40 Marks
Part - C	Long-Answer Question [Each 30 Marks] One Question	1 X 30 = 30 Marks
<b>Total</b>		<b>100 Marks</b>
Life Coping Skills– Question Paper – Pattern		
Section - A	One Mark Questions Twenty Questions	20 X 1 = 20 Marks
Section - B	Short-Answer Questions [Each 5 Marks] Five out of Eight Questions	5 X 5 = 25 Marks
Section - C	Long-Answer Questions [Each 10 Marks] Three out of Five Questions	3 X 10 = 30 Marks
<b>Total</b>		<b>75 Marks</b>

#### Scheme of Evaluation

S.No	Courses	Internal	Maximum Marks	Minimum Marks
1.	Teaching Subjects	-	100	40
2.	Life Coping Skills	25	75	40
	<b>Total</b>		<b>200</b>	<b>80</b>

**Passing Minimum:** The passing minimum is 40 marks in the each external (Theory) Examination and overall 40 per cent for successful completion of each course.

**Classification of Successful Candidate:** As per TNOU norms.

**Eligibility for Academic Counsellor:** Persons with qualification of Masters Degree in subject specialization with B.Ed. and / M.Ed.

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## **CERTIFICATE PROGRAMME - Question Paper Pattern**

**Title of the Paper**

**Time: 3 Hours**

**Maximum Mark: 100**

### **PART A – (10 x 3 = 30 marks)**

**Answer any TEN questions.**

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**
- 11.**
- 12.**

### **PART B – (8 x 5 = 40 marks)**

**Answer any EIGHT questions.**

- 13.**
- 14.**
- 15.**
- 16.**
- 17.**
- 18.**
- 19.**
- 20.**
- 21.**
- 22.**
- 23.**
- 24.**

**PART C – (1 x 30 = 30 marks)**

**25.**

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**LIFE COPING SKILLS – LCS – 01 - Question Paper Pattern**

**Title of the Paper**

**Time: 3 Hours**

**Maximum Marks: 75**

**Section A – (20 x 1 = 20 marks)**

**Answer ALL question.**

**Choose the correct answer:**

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**
- 11.**
- 12.**
- 13.**
- 14.**
- 15.**
- 16.**
- 17.**
- 18.**
- 19.**

**20.**

**Section B – (5 x 5 = 25 marks)**

**Short Answer Questions**

**Answer any FIVE questions.**

**21.**

**22.**

**23.**

**24.**

**25.**

**26.**

**27.**

**28**

**Section C – (3 x 10 = 30 marks)**

**Answer any THREE questions.**

**29.**

**30.**

**31.**

**32.**

**33.**

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**SYLLABUS**

**CERTIFICATE PROGRAMME IN TEACHING MATHEMATICS**

<b>COURSE TITLE</b>	<b>:</b>	<b>MATHEMATICS TEACHING</b>
<b>COURSE CODE</b>	<b>:</b>	<b>CTM - 01</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>8</b>

**OBJECTIVES**

At the end of the course, you will be able to:

- develop an insight into the meaning, nature and scope of mathematics;
- appreciate the aims and objectives of teaching mathematics;
- identify the educational objectives in teaching and learning of mathematics;
- acquire competence in teaching mathematics and structuring lesson plans;
- appreciate the importance of microteaching; and
- acquire various Evaluation Techniques in mathematics education.

**UNIT 1 INTRODUCTION TO TEACHING OF MATHEMATICS**

Introduction – Objectives - Nature and Scope of Mathematics - Characteristics of Mathematics - Aesthetic Sense in Mathematics - History of Mathematicians- Western and Indian Mathematicians - Aims and Objectives of Teaching Mathematics- Bloom's Taxonomy of Educational Objectives - GIOs and SLO - Cognitive Domain – GIO and SLO - Affective Domain – GIO and SLO - Psychomotor Domain – GIO and SLO.

**UNIT 2 MICRO AND MACRO TEACHING - LESSONS**

Introduction - Objectives - Microteaching - Teaching Skills - Link Practice - Marco - Lesson Plan - Year Plan - Unit Plan.

**UNIT 3 CURRICULUM DEVELOPMENT AND RECENT TRENDS – IN MATHEMATICS**

Introduction – Objectives - Curriculum: Meaning and Definition - Curriculum Development - Goals of Mathematics - Multimedia – Internet - E-Learning- Web Based Learning - Mathematics Website - Mathematics Journal.

**UNIT 4 INSTRUCTIONAL METHODS**

Introduction – Objectives - Methods of Teaching - Inductive Method - Deductive



Method - Analytic Method - Synthetic Method - Lecture Method - Demonstration Method - Lecture Cum Demonstration Method - Heuristic / Discovery Method - Project Method - Problem Solving Method - Individualized Instruction - Programmed Instruction - Computer Assisted Instruction - Computer Assisted Learning - Computer Managed Instruction - Play Way Technique.

## **UNIT 5 EVALUATION IN MATHEMATICS**

Introduction - Objectives - Evaluation - Need of Evaluation - Steps Involved in Evaluation - Characteristics of Good Achievement Test - Types of Tests - Achievement, Diagnostic and Prognostic Tests in Mathematics - Achievement Tests - Types of Achievement Tests - Teacher-made Achievement Tests - Preparation of a Teacher-made Achievement Test - Question Paper for the Unit Test - Model Question Paper for the Unit Test.

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### **REFERENCES**

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- Anice James (2005). **Teaching of Mathematics** . Hyderabad: Neelkamal Publications.
- Bill Handley (2012). **Speed Mathematics**, Wiley-Blackwell: 3rd Edition
- Mangal.S.K.(2007). **Teaching of Mathematics**. Tandon Publications, Ludhiana
- Marilyn Burns (2007). About Teaching **Mathematics**, A K-8 Resource, Math Solutions: 3rd edition
- NCERT (2015). **Mathematics Text Book for class for class 6 to 10**, NCERT Publication, New Delhi
- Rajesh Kumar Thakur (2009). **Vedic Mathematics**, Unicorn Books
- Raju. B.S.P & Upadhyaya.B.S. et,al (2011). **Pedagogy of Mathematics two year B.Ed Course**, NCERT: First Edition
- Steven G. Krantz (1999). **How to Teach Mathematics**, American Mathematical Society: 2<sup>nd</sup> edition
- Steven G. Krantz (2003). **A Mathematician's Survival Guide: Graduate School and Early Career Development**, American Mathematical Society
- **Mathematics School Text book of Government of Tamilnadu.**
- [www.eltguide.wordpress.com](http://www.eltguide.wordpress.com)

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**CERTIFICATE PROGRAMME IN TEACHING COMPUTER SCIENCE**

**COURSE TITLE : COMPUTER SCIENCE TEACHING**  
**COURSE CODE : CTCS - 01**  
**COURSE CREDIT : 8**

**OBJECTIVES**

After learning this unit, you will be able to:

- identify the characteristics of a computer;
- describe the hardware components of a computer;
- explain the functional units of a computer ;
- define computer virus and identify the virus protection measures;
- distinguish various types of computer software;
- differentiate different types of programming languages;
- identify various uses of computers in education;
- define educational objective;
- distinguish between various domains of educational objectives; and
- use the action verbs for various educational objectives.

**UNIT 1 INTRODUCTION TO COMPUTER**

Computer Fundamentals - Types of computers - Computer Hardware and Software - Programming Languages - Computer Networks - Computer Virus and Protection - Use of Computers in Education - Aims of Teaching Computer Science – Objectives - Bloom's Taxonomy of Instructional Objectives - Cognitive Domain - Affective Domain - Psychomotor Domain - Attainment of Objectives in Computer Science.

**UNIT 2 TEACHING – LEARNING PROCESS**

Microteaching – Definition, Origin, Need, and Procedure - Components of Microteaching - Microteaching Cycle - Practice of Microteaching Skills - Set Induction - Skill of Explaining - Stimulus Variation- Skill of Questioning- Skill of reinforcement - Skill of Silence and Nonverbal cues - Skill of illustration with examples - Skill of blackboard writing - Skill of Closure - Model Micro Lesson Plan - Link Practice - Need for Link practice - Link Practice Procedure - Approaches and

Methods of Teaching Computer Science - Inquiry Method - Problem Solving Approach - Inductive and Deductive Approach - Lecture cum Demonstration Method - Project Method - Scientific Method - Concept Mapping - Individualized Instruction - Programmed Instruction - CAI, CAL, CMI - CAI: Step for Developing, Modes, Advantages and Disadvantages

### **UNIT 3 INSTRUCTIONAL PLANNING AND EVALUATION**

Preparation and Use of Various Plans - Lesson Plans and Their Importance - Writing a Lesson Plan - Measurement, Assessment and Evaluation - Definitions of Measurement, Assessment and Evaluation - Characteristics of good evaluation tool - Testing - Diagnostic Test and Remedial Teaching - Criterion Referenced Testing - Norm Referenced Testing - Item Analysis - Development and Standardization of an Achievement test - Standardization of an Achievement test

### **UNIT 4 SCHOOL COMPUTER SCIENCE CURRICULUM**

Curriculum in Computer Science - Principles of Planning Computer Science Curriculum - Process of Computer Science Curriculum Construction - Approaches to Curriculum Development in Computer Science - Models of Curriculum Development - Non-Technical/Non-Scientific Models - Stages of Curriculum Development in Computer Science - Selection of Suitable Learning-Experiences - Selection of Suitable Material for Evaluation of Curriculum - Evaluation Tools - Appropriate Strategies - Curriculum at Secondary/Higher secondary school level - Choice Based Credit System.

### **UNIT 5 LEARNING RESOURCES**

Instructional Resources - Computer Science Laboratory - Information and Communication Technologies in Education - Internet - E-Learning - Online Courses - Teleconferencing - Social Networks and Blogs - Cloud Computing - Cyberspace - Threats and Solutions.

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### **REFERENCES**

- Bloom, B.S. (1956). **Taxonomy of Educational Objectives**. Cognitive Domain Book. New York: Moleay
- Goel, H.K (2007). **Teaching of computer science**. New Delhi: R.Lall Books
- Harley, H.K. (2007). **The internet: complete reference**. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Krishna Sagar, (2005). **ICTs and teacher training**, Delhi: Tarun offset.
- NCERT (2015). **Content-Cum-Methodology of Teaching Computer Science**. New Delhi: NCERT.

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**CERTIFICATE PROGRAMME IN TEACHING SCIENCE**

**COURSE TITLE : SCIENCE TEACHING**  
**COURSE CODE : CTS – 01**  
**COURSE CREDIT : 8**

**OBJECTIVES**

At the end of the course, you will be able to:

- develop insight into the meaning, nature, scope, aim and objectives of science education;
- identify the instructional objectives in teaching and learning of science;
- identify the educational objectives in teaching and learning of science;
- acquire various teaching skills;
- competence in teaching science and structuring lesson plans;
- appreciate the recent trends in Science; and
- acquire knowledge on Evaluation in Science.

**UNIT 1 NATURE AND SCOPE OF SCIENCE**

Science: Meaning, Definition, Nature, Scope, and Characteristics – Inter Disciplinary Approach - Science and its Relationship With other Disciplines – History of Science – Indian Scientists- Western Scientists- Bloom’s Taxonomy – Categories in Cognitive Domain, Affective Domain and Psycho-Motor Domain – Science Education at Various Levels – Aims of Teaching Science at different levels: Primary , Secondary and Higher Secondary Levels.

**UNIT 2 MICRO-TEACHING**

Micro Teaching: Meaning, Definition, Need and Procedure- Micro Teaching Cycle- Steps of Micro Teaching- Skills of Micro Teaching: Skill of Introducing a Lesson, Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning , Skill of Reinforcement ,Skill of Illustrating With Examples and Closure - Mini Teaching.

**UNIT 3 METHODS OF TEACHING**

Teacher - Centered Methods: Lecture Method, Lecture cum Demonstration Method. Student - Centered Methods: Laboratory Method, Heuristic Method,

Project Method, Problem Solving Method, Scientific Method- Techniques of Teaching Science: Panel Discussion, Seminar, Symposium, Workshop, Team teaching, Personalized System of Instruction, Computer Assisted Instruction, Modular approach, Active learning method, Activity based learning - Merits and Limitations.

#### **UNIT 4 LESSON PLANNING**

Instructional Objectives - General Instructional Objectives (G.I.Os) - Criteria for writing General Instructional Objectives (G.I.Os) - Specific Instructional Objectives (S.I.Os), Lesson Planning – Importance of Lesson Plans – Herbart Steps, Characteristics of Good Lesson Plan – Format of a typical Lesson Plan: Criteria For Writing G.I.Os & S.I.Os, Teaching Aids, Motivation Presentation ,Application, Recapitulation, Evaluation and Assignment –Unit Plan-Year Plan.

#### **UNIT 5 RECENT TRENDS AND EVALUATION IN SCIENCE**

Multimedia – Internet and its Uses – E-Learning : Definition, Meaning, Modes and Characteristics – E- Learning Tools – Benefits –Web Based Learning –Science Websites – Scientific Computing – Science Journals – Science Lab – Science Resource Centre. Evaluation: Characteristics of Good Test – Types of Tests – Achievement Test in Science — Blue Print –Preparing Model Question Paper Based on Blueprint.

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#### **REFERENCES**

- Aggarwal, D.D. (2008). **Modern Method of Teaching Biology**. Karan Paper Backs. Ahmadabad: Shitya Mudranalaya.
- Joshi, D. (2012). **Methodology of Teaching Science**. New Delhi: Dorling Kindersley Pvt. Ltd.
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- Mohan, R. (2010). **Teaching of Physical Science**. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). **Modern Science Teaching**. New Delhi: Dhanpat Rai Publications.
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**CERTIFICATE PROGRAMME IN TEACHING ENGLISH**

**COURSE TITLE : ENGLISH TEACHING**  
**COURSE CODE : CTE - 01**  
**COURSE CREDIT : 8**

**OBJECTIVES**

After learning this unit, you will be able to:

- discover nature, scope and objectives of Teaching English at School level;
- comprehends learning resource and Instructional methods of teaching English;
- acquire the knowledge of Micro Teaching and Content analysis ;
- identify the approaches and Curriculum Development in teaching English; and
- analyse, plan and evaluate teaching learning English.

**UNIT 1 NATURE, SCOPE AND OBJECTIVES OF TEACHING ENGLISH AT SCHOOL LEVEL**

Status- scope of learning English- the skills of English teacher- the place of English in India and English as a link language in global context - objectives of teaching English as second language, Blooms taxonomy of Educational objectives - four skills of English language - Teaching English as a Skill rather than a Knowledge Subject-Challenges of Teaching and Learning English.

**UNIT 2 LEARNING RESOURCE AND INSTRUCTIONAL METHODS OF TEACHING ENGLISH**

Authentic Materials and Multimedia Resources - Using Thesauruses – Dictionary - Encyclopaedia - Formal and Informal Writing – Short Story – Letter – Diary – Notices – Articles – Reports – Dialogue – Speech – Advertisement – Story telling - Situational Conversations - Role-plays – Simulations - Games and Contexts - Language Laboratories – Pictures-Methods -Power Point Presentation-Identifying-Multimedia-Teamwork-Debate-Extempore-Brain Storming-Equitable Participation -Simultaneous Interaction - Grammar Translation Method - Direct Method - Dr.West's New Method - Audio - Lingual method - Natural Method.

### **UNIT 3      MICRO TEACHING AND CONTENT ANALYSIS**

Importance of Micro Teaching in Teaching English Language-Definition of Microteaching -Format of Microteaching-Cycle of Microteaching-Principles of Microteaching-Various Microteaching Skills-Link Lesson - Teaching of Prose – Teaching of Poetry - Teaching of Grammar - Teaching of Composition-Programmed Learning- Advantages and Utilization-Computer Assisted Language Learning (CALL).

### **UNIT 4      APPROACHES AND CURRICULUM DEVELOPMENT IN TEACHING ENGLISH**

The Impetus for the Development of Communicative-Language Teaching (CLT).-English for Occupational Purpose (EOP) - Communicative Approach- Eclectic Approach to Language Teaching and Learning- Priorities to Promote the Climate in Classrooms - Principles of Curriculum Construction in India-Limitations in the Existing School English Language Curriculum- Elements of English Phonetics - Qualities of a Good English Text-Book-Text Book Review.

### **UNIT 5      PLANNING AND EVALUATION IN TEACHING LEARNING ENGLISH**

Macro Teaching-Meaning and Definition of Macro-Teaching-Importance of Lesson Planning-Format of a typical lesson plan-General and Specific Instructional Objectives – Teaching aids - Teacher made Aids-Mechanical Aids-Various Steps of a Lesson Plan-Study skills- Evaluation - Difference between Test, Measurement, Assessment and Evaluation-Objectives and Needs of Evaluation-Characteristic of a Good English Test-Types of Evaluation-Different types of Tests-Construction of a good test.

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#### **REFERENCES**

- Aggarwal, J.C,(2002). **Principals, Methods & Techniques of Teaching.** Up:Vikas publications pvt ltd,
- Aggarwal J.C.(2002). **Essentials of Educational Technology** Up.,Vikas Publications.
- Brown K. (Editor), (2005). **Encyclopaedia of Language and Linguistics-2<sup>nd</sup> Edition.** Oxford; Publication Elsevier.
- Kudcheedkar.(2002). **English Language Teaching in India.** Orient Longman: Publication Chennai.
- Ladousse G.P.(2004). **Role play Oxford.** Oxford University Publication
- Saraswathi.V.(2004). **English language Teaching.** Orient Longman Publishers.
- W.J.Frawley, ed.(2003) **International Encyclopedia of Linguistics** (2<sup>nd</sup> ed., 4.vol.)

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**தமிழ் கற்பித்தலின் சான்றிதழ் படிப்பு**

**COURSE TITLE** : தமிழ் கற்பித்தல்  
**COURSE CODE** : CTT - 01  
**COURSE CREDIT** : 8

**நோக்கங்கள்**

- தமிழ் கற்றலின் சிறப்பு நோக்கங்களும் மற்றும் தன்மையும் இலக்குகளைப் பின்பற்றுவீர்கள் ;
- தமிழ் கற்பிக்கும் முறைகளையும் மற்றும் பாடப்பொருளின் பகுப்பாய்வினையும் தெரிந்துகொள்வீர்கள் ;
- நுண்ணிலைக் கற்பித்தல் மற்றும் கற்றல் வளங்களை நன்கு அறிவீர்கள் ;
- இலக்கியத் திறனாய்வும் மற்றும் தமிழ் கற்பித்தலின் அண்மைகால வளர்ச்சியினை தெரிந்துகொள்வீர்கள் ;
- தாய்மொழிகற்றல் கற்பித்தலின் திட்டம் மற்றும் கற்பித்தலின் மதிப்பீட்டினை நன்கு புரிந்துகொள்வீர்கள் ;
- கற்பித்தல் திட்டத்தில் காணப்படவேண்டிய கூறுகளை அறிந்துகொள்வீர்கள் .

**பிரிவு 1** **தமிழ் கற்றலின் சிறப்பு நோக்கங்களும் மற்றும் தன்மையும் இலக்கும்**

தாய்மொழிக்கல்வியின் முக்கியத்துவம் பொது நோக்கங்கள்-சிறப்பு நோக்கங்கள் - வெளியிடுங்கருவிகள் - இலக்கியநயம் மொழிநோக்கம்-இலக்கியநோக்கம்-சமூக பண்பாட்டு வளர்ச்சி - என வரையுரைத்தல் - புளுமின் கற்பித்தல் கோட்பாடுகள் - சமூகமரபுகளைப் பேணுதல் - வாழ்க்கைத் திறன்களைப் பெறுதல் - மொழி கற்றலுக்கான உளவியல் கொள்கைகள்.

**பிரிவு 2** **தமிழ் கற்பிக்கும் முறைகள் மற்றும் பாடப்பொருளின் பகுப்பாய்வும்**

குறிக்கோள்கள் சொற்பொழிவுமுறை, வினாவிடை, நெட்டுரு, தடைவிடை, தற்கால முறைகள் பங்கேற்பு முறைகள், விளையாட்டு, தனி நடிப்பு, தனிப்பயிற்சி, மேற்பார்வை, ஒப்படைப்பு, தானேகற்றல், கருத்தாக்கம். ஒவ்வொரு பாடத்திலும் அமைந்துள்ள பொதுநோக்கங்கள் மற்றும் சிறப்புநோக்கங்களை வரையுரைத்தல். ஐவகைப்பாடங்கள் : (செய்யுள், உரைநடை, துணைப்பாடம், கட்டுரை, இலக்கணம்) - பாடங்கள் பகுப்பாய்வு - நான்குவகைதிறன்கள் : (பார்த்தல், படித்தல், கேட்டல், எழுதுதல்) - பகுப்பாய்வு.

**பிரிவு 3** **நுண்ணிலைக் கற்பித்தல் மற்றும் கற்றல் வளங்கள்**

நுண்ணிலைக் கற்பிப்பு பயிற்சி — பொருள் விளக்கம் - தோற்றம் - தேவை — பயிற்சி முறைகள் - பயிற்சி சுழற்சி திறன்களின் வகைகள் - வலுவூட்டுதல் - தொடங்குதல் - விளக்குதல் - பல்வகைத் தூண்டல் - கிளர்வினாக் கேட்டல் - எடுத்துக் காட்டுத்தருதல் - முடித்தல் இவற்றின் உட்கூறுகள் பற்றியவிளக்கம் - இணைப்புப்பயிற்சி — தகவல் தொழிநுட்பம் - துணைக்கருவிகள் பயன்படுத்துதல் - காட்சிக்கேள்வி கருவிகள் - கற்பித்தல் தொடர்பான புறச் செயல்பாடுகள்.

**பிரிவு 4** **இலக்கியத் திறனாய்வும் மற்றும் தமிழ் கற்பித்தலின் அண்மைகால வளர்ச்சி**

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வு நிலவு - திறனாய்வு வகைகள் -



கோட்பாடுகள் - இலக்கிய ஆய்வுநெறிமுறைகள்: புதினம், சிறுகதை, சிறுவர் இலக்கியம், நாடகம் முதலியன மொழிக்கல்வியில் கணிண இதமிழ்இணையம் - தமிழ்கல்விமொழி ஆய்வுகூடம்.

**பிரிவு 5**

**தாய்மொழிகற்றல் கற்பித்தலின் திட்டம் மற்றும் கற்பித்தலின் மதிப்பீடு**

தாய்மொழிக் கற்பிப்பதில் : பாடம் கற்பிப்புத் திட்டம் - பாடம் கற்பித்தல் திட்டத் தேவை - கற்பித்தல் முறைகள் பாடங்கற்பித்தல் திட்டப் படிவம். தேர்வுவினாக்கள் - அடைவுத் தேர்வு : தேர்வுத் தாள் தயாரித்தல் - வினாத்தாள் திட்டவரைவு - விடைத்தாள் அளவிடுதல் - வினாப் பகுப்பாய்வு - மாணவரின் விடைத் தாள்களுக்கு மதிப்பெண் அளவை வழங்கி அவர்களின் தேர்ச்சித் தன்மையினை மதிப்பிடல் (புள்ளியில் அளவைகள் கொண்டு).

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- பிரபாகரன். உ. (2012). **தமிழ் பயிற்றல் முறைகள்**. கும்பகோணம், அசவிந்த் பதிப்பகம்.
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**Tamil Nadu Open University**  
**School of Education**  
**Chennai – 15**

**CERTIFICATE PROGRAMME IN TEACHING SOCIAL SCIENCES**

**COURSE TITLE : SOCIAL SCIENCE TEACHING**  
**COURSE CODE : CTSS - 01**  
**COURSE CREDIT : 8**

**OBJECTIVES**

At the end of the course, you will be able to:

- develop an insight into the meaning, nature and scope of Social Sciences;
- appreciate the aims and objectives of teaching Social Sciences;
- identify the educational objectives in teaching and learning of Social Sciences;
- acquire competence in teaching Social Sciences and structuring lesson plans;
- appreciate the importance of micro teaching and Learning resources; and
- acquire various Evaluation Techniques in Social Sciences education.

**UNIT 1 NATURE, SCOPE AND OBJECTIVES OF TEACHING SOCIAL SCIENCES**

Meaning- Definitions- social science as an integrating areas of studies in schools- Nature and Scope of Social Science - Importance of leaning social science at school level - Correlation with Other Subjects - Values of Teaching Social Science in School - Aims and Objectives of Teaching Social Sciences : Instructional Objectives- Blooms Taxonomy of Educational Objectives - Based On Blooms Taxonomy Educational Objectives.

**UNIT 2 CONTENT ANALYSIS AND INSTRUCTIONAL METHODS**

Content Analysis of Text Books: Meaning, Definitions, Needs- Content selection on Instruction – identifying concepts to be transacted at various levels on content and organisation of concepts for teaching learning. Instructional Methods: Different Teaching Methods - Techniques and Strategies

**UNIT 3 MICRO TEACHING AND LEARNING RESOURCES**

Micro Teaching: Meaning - Definition - Objectives – Need- Characteristics- Principles under Lying Micro Teaching - components of micro Teaching Skills- The steps generally followed during Micro Teaching - Micro Teaching Cycle- Bridge Session - Need for Link Practice - feedback. Learning Resources: use of learning resources- need for selection of appropriate media and resources and its application

in teaching learning - edgar dales cone of experiences – audio visual aids – improvised instructional aids : preparation and effective using.

#### **UNIT 4      APPROACHES AND CURRICULAM IN TEACHING SOCIAL SCIENCES**

Curricular approaches: Different approaches of curriculum construction – Curriculum Designing and development – Designing curriculum at different stages of schooling – place of social science in the school curriculum – vision of school social sciences – organisation and planning curricular and co curricular activities in social sciences.

#### **UNIT 5      PLANNING AND EVALUATION IN TEACHING SOCIAL SCIENCES**

Planning: meaning - Importance of planning -- lesson plan - unit plan – Year plan.  
Evaluation: purpose of evaluation – Techniques of evaluating learner achievement in social sciences  
Assessment: Tools and techniques of continuous and comprehensive evaluation for curricular and co-curricular subject – diagnostic and enrichment techniques for children.

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#### **REFERENCES**

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# **Tamil Nadu Open University**

## **School of Education**

### **Chennai – 15**

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**COURSE TITLE : LIFE COPING SKILLS**  
**COURSE CODE : LCS - 01**  
**COURSE CREDIT : 8**

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#### **OBJECTIVES**

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At the end of the course, you will be able to:

- recognize the meaning of life and its challenges.
  - provide skills and knowledge needed to cope with life's problems and challenges.
  - develop a positive attitude towards themselves in this process.
  - Assist in being successful and useful citizens.
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#### **UNIT 1 SELF SKILLS - PART-(I)**

Explains about the Self Concept, Course Characteristics, Self Acceptance, Benefits and Personal Growth, Self Esteem, Advantages of Self-Esteem, Personality Development, Elements and Identity of the Individual.

#### **UNIT 2 SELF SKILLS - PART-(II)**

Presents Self Actualization, the definition of Success, Obstacles and Hindrances, Overcoming Hindrances, Recipe for Success, Problem Solving, Decision Making Process and Principles of Managing Problems.

#### **UNIT 3 SOCIAL SKILLS**

Deals with Definition of Social Skills, Relevance in Interpersonal Communication, Motivation, Push and Pull Factors, Overcoming De-Motivating Factors, Definition of Time Management, Importance and Relevance of Time Management in Social Skills, Benefits and Managing Stress in Various Occasions.

#### **UNIT 4 LEADERSHIP SKILLS**

Explains about the concept of Emergence of a Leader, Characteristics of Leadership, Types of Leaders, Characteristics of a successful Leader, Importance of Team Work and Benefits of Team Learning.

#### **UNIT 5 COPING SKILLS PART-(I)**

Deals with Negative Emotions, Need for Coping with Negative Emotions, Shyness and Loneliness and Various Types, Symptoms and Causes, Coping with Shyness and

Illness, Depression and Fear and Various Types, Symptoms and causes, Coping with Depression and Fear Anger and Verbal Abuse, Determinants of Anger, Managing Anger and Aggression, Failure and Criticism, Positive Attitude Towards Failure and Coping with Failure and Negative Criticism.

#### **UNIT 6      COPING SKILLS PART-(II)**

Explains about the definition of ill Behaviours, Need to cope with ill Behaviours-HIV (Human immune Virus) and AIDS (Acquired Immune Deficiency Syndrome), Various Stages AIDS, Transmission of HIV, Diagnosis and Treatment for HIV and AIDS, Safe Sex, Alcoholism, Tobacco and Smoking, Process of De-Addiction and Rehabilitation.

#### **UNIT 7      MANAGERIAL SKILLS**

Presents about the Definition of Conflict and Change, Need or Coping with Conflict, Constructive and Destructive Aspects of Coping, Stages of Managing Conflicts and Conflict Management Strategies.

#### **UNIT 8      ENTREPRENEURIAL SKILLS**

Explains about the Introduction to Counselling and Career Guidance, Objectives and Components of Career Guidance, Preparation for Job, Work Environment, Required Life Skills for Work Environment and Steps to Create Positive Work Ambience.

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#### **REFERENCES**

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- [www.honolulu.hawaii.edu](http://www.honolulu.hawaii.edu)
- [www.patpbbe.blogspot.com](http://www.patpbbe.blogspot.com)
- [www.workplacespirit.com](http://www.workplacespirit.com)

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## VOCATIONAL DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION (KINDERGARTEN)

<b>Eligibility</b>	:	12 <sup>th</sup> Pass or Equivalent/12 <sup>th</sup> Fail with TNOU PPH concurrently
<b>Medium of Instruction</b>	:	English & Tamil.
<b>Duration</b>	:	Minimum 1 year and Maximum 4 years.
<b>Fee Structure</b>	:	Rs. 7,200 /-

### Assessment and Evaluation Pattern

S.No	Course Code	Name of the Course	Credits	Mark Distribution		
				Internal	External	Total
1.	VDE - 01	Child Psychology	8	25	75	100
2.	VDE - 02	Information and Communication Technologies in Education	8	25	75	100
3.	VDE - 03	Nutrition, Health, Hygiene and First Aid	8	25	75	100
4.	VDE - 04	Understanding Children with Special Needs	8	25	75	100
5.	VDE – 05 or VDE - 06	Functional English Or பயன்முறைத் தமிழ்	8	25	75	100
6.	VDE - 07	Project Work (Practical in a School) *	8	25	75	100
7.	LCS - 01	Life Coping Skills	8	25	75	100
<b>Total</b>			56	175	525	700

#### • Practical Session

Kindergarten (UKG) where the learners may be placed for Project (\*20 - 30 Working Days in the Pre-School). The Practical activities will help the learners to understand and gain new insights about children. It also gives the learners the practical activities of working with children and provides activity to develop creativity and do various creative activities and prepare learning and teaching materials. This will help the learners to provide hands on activities for the children and also create a quality learning environment in the class.

**Counselling Sessions:** The Counselling Sessions will be held at the Community Colleges generally during weekend (Saturday and Sunday) or holidays. However, counselling sessions must be completed well in advance before the final examination. With the general schedule of the programme, the Co-ordinators at the Community Colleges will decide on the coverage of these sessions. The Community Colleges Coordinators will provide the counselling schedule well in advance. The Counselling Sessions will include clarifications required in the study-materials, theory Assignments, and audio/video programmes through active interaction with students.

**Examination System:** Theory Examinations will be conducted by the University in the Identified Centres within the region, every six months - in the month of June/July and December/January.

**Theory Examination:** Students shall normally be allowed to appear for theory examination on completing Counselling Sessions. The Term-End Examination shall carry Part A and B for Vocational Papers.

<b>Vocational Papers – Question Paper – Pattern</b>		
Part - A	Short-Answer Questions [Each 5 - Marks] Five out of Eight Questions	5 X 5 = 25 Marks
Part - B	Long-Answer Question [Each 10- Marks] Five out of Eight Questions	5 X 10 = 50 Marks
<b>Total</b>		<b>75 Marks</b>
<b>Life Coping Skills– Question Paper – Pattern</b>		
Section - A	One Mark Questions Twenty Questions	20 X 1 = 20 Marks
Section - B	Short-Answer Questions [Each 5 Marks] Five out of Eight Questions	5 X 5 = 25 Marks
Section - C	Long-Answer Questions [Each 10 Marks] Three out of Five Questions	3 X 10 = 30 Marks
		<b>75 Marks</b>

### **Scheme of Evaluation**

<b>S.No</b>	<b>Courses</b>	<b>Internal</b>	<b>Maximum Marks</b>	<b>Minimum Marks</b>
1.	Vocational Papers	25 * 6	600	240
2.	Life Coping Skills	25	100	40
	<b>Total</b>	<b>175</b>	<b>700</b>	<b>280</b>

**Passing Minimum:** The passing minimum is 40 marks in the each external (Theory) Examination and overall 40 per cent for successful completion of each course.

**Classification of Successful Candidate:** As per TNOU norms.

**Eligibility for Academic Counsellor:** Persons with qualification of Masters Degree in subject specialization with B.Ed. and / M.Ed.

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## **VOCATIONAL DIPLOMA - Question Paper Pattern**

**Title of the Paper**

**Time: 3 Hours**

**Maximum Marks: 75**

**PART A – (5 x 5 = 25 marks)**

**Answer any FIVE questions.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**PART B – (5 x 10 = 50 marks)**

**Answer any FIVE questions**

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

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## **LCS-1 – LIFE COPING SKILLS - Question Paper Pattern**

**Title of the Paper**

**Time: 3 Hours**

**Maximum Marks: 75**

### **Section A – (20 x 1 = 20 marks)**

**Answer ALL question.**

**Choose the correct answer:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

### **Section B – (5 x 5 = 25 marks)**

**Short Answer Questions**

**Answer any FIVE questions.**

- 21.
- 22.
- 23.

**24.**

**25.**

**26.**

**27.**

**28**

**Section C – (3 x 10 = 30 marks)**

**Answer any THREE questions.**

**29.**

**30.**

**31.**

**32.**

**33.**

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**Tamil Nadu Open University**  
**School of Education**  
**Chennai – 15**

**SYLLABUS**

**VOCATIONAL DIPLOMA IN EARLY CHILDHOOD CARE AND  
EDUCATION (KINDERGARTEN)**

<b>COURSE TITLE</b>	<b>:</b>	<b>CHILD PSYCHOLOGY</b>
<b>COURSE CODE</b>	<b>:</b>	<b>VDE - 01</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>8</b>

**OBJECTIVES**

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

- acquire more knowledge on Educational Psychology
- appreciate methods of Psychology
- describe the Individual differences and Intelligence
- understand learning, creativity, attention, perception, and concept formation
- appreciate the need of Guidance and Counselling.

**UNIT 1 CHILD PSYCHOLOGY**

Educational and Psychology: Definition of Education – Definition of Psychology – Relationship between Psychology and Education. Educational Psychology: Nature, Scope and Importance of Educational Psychology.

**UNIT 2 METHODS OF PSYCHOLOGY**

Introspection Method – Observation Method – Experimental Method – Differential Method - Case study Method – Interview Method – Psychoanalytic method.

**UNIT 3 GROWTH AND DEVELOPMENT**

Nature and Nurture – Stages of Human Growth and Development: Physical development – Mental development – Emotional development – Social development – Moral development.

**UNIT 4 INDIVIDUAL DIFFERENCES AND INTELLIGENCE**

Definition and Types of Individual differences – Factors causing and Significance

of Individual differences – Intelligence: Definition - Theories of Intelligence: Unitary Theory or Monarchic Theory – Spearman’s two factor theory – Thorndike’s multi factor theory - Thorndike’s group factor theory – Guilford structure of intellect.

#### **UNIT 5 CREATIVITY**

Creativity : Definition, Nature, Characteristics – Characteristics of a Creative Child – Fostering Creativity – Promoting creativity by Teacher.

#### **UNIT 6 LEARNING**

Concept of Learning - Principles of Learning – Factors affecting Learning – Nature of Learning – Laws of Learning – Transfer of Learning – Theories of Learning: Thorndike’s Connectionism – Pavlov’s Classical Conditioning Theory – Skinner’s Operant Conditioning Theory – Learning by Insight Theory.

#### **UNIT 7 ATTENTION, PERCEPTION AND CONCEPT FORMATION**

Attention – Distraction – Inattention – Divided Attention – Span of Attention – Determinants of Attention – Sensation and Perception: Meaning of Sensation – Meaning of Perception – Laws of Perception – Errors in Perception – Difference between Sensation and Perception – Concept Formation: Types of Concepts – Process in Concept Formation – Types of Forgetting – Factors Affecting Concept Attainment – Theories of Concept Formation.

#### **UNIT 8 MEMORY AND FORGETTING**

Memory: Definitions of Memory – Stages of Memory – Nature and Types of Memory – Information Processing – Retention – Recall – Measurement of Retention – Curve of Retention – Forgetting: Definitions of Forgetting – Ebbinghaus’s Curve of Forgetting – Types of Forgetting – Causes and Theories of Forgetting – Measures for Promoting Retention.

#### **UNIT 9 CLASSROOM ADAPTATION**

Classroom Adaptation: Intellectual Impairments – Slow Learners – Learning Disabilities – Physically Challenged – Gifted Children.

#### **UNIT 10 GUIDANCE AND COUNSELLING PROGRAMMES IN SCHOOLS**

Guidance: An Introduction – Nature, Purpose, Scope, Need and Principles of Guidance – Types of Guidance – Guidance and its Relation in Schools – Guidance Services in Schools – Methods of Guidance: Individual Guidance – Group Guidance – Procedure in Group Counselling: Group Counselling Techniques – Advantages and Limitations of Group Counselling – Characteristics of an Effective

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## REFERENCES

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- Skinner, C.E.(2005). **Educational Psychology**. New Delhi: Prentice Hall of India Pvt. Ltd.
- Mangal, S.K. (2007). **Psychology of Learning Process**. Punjab: Tandon Publications, Ludhiana.

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## Tamil Nadu Open University

### School of Education

Chennai – 15

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<b>COURSE TITLE</b>	<b>:</b>	<b>INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION</b>
<b>COURSE CODE</b>	<b>:</b>	<b>VDE - 02</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>8</b>

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#### OBJECTIVES

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

- effectively use ICT tools, software applications and digital resources
  - integrate ICT into teaching-learning and its evaluation
  - acquire, organize and create their own digital resources
  - participate in the activities of teachers' networks
  - participate in the evaluation and selection of ICT resources
  - practice safe, ethical and legal ways of using ICT
  - use ICT tools for student evaluation and administrative purposes
  - use ICT for making classroom processes more inclusive
- 

#### UNIT 1 COMPUTER HARDWARE

Introduction - Importance - Types - Hardware - I/O devices- Storage - CPU- ALU - Peripherals - Recent developments

#### UNIT 2 SOFTWARE

Types - Operating systems - Applications - Development of logic, math thinking, creativity, problem solving, personality - Educational portals - Evaluation - IBM Kid Smart - Word-processing - Subject specific software - ICT and special educational needs - Updating and upgrading software

#### UNIT 3 DIGITAL LITERACY

Basic handling of computers - File management - Uses - Troubleshooting - Language skills (reading, writing) - Text processing

#### UNIT 4 INTERNET

Functioning - Networking - Software applications - Services - Browser - Information searching and evaluation - Synchronous & Asynchronous communication - Uses - forums - E-Learning - Web-based learning - MOOCs -

Etiquette - Cyber risks and protection - Evaluating internet resources

## **UNIT 5      MULTIMEDIA**

Basic tools - Audio, Video, Graphics, Animations - Usage - Tools - File Management - Image processing - Digital Storytelling - Presentation - Use of multimedia elements - Role play

## **UNIT 6      GAMES**

Gaming environments for education – Range and scope - Offline and online games - Games in teaching-learning process - creating appropriate classroom environments - ICT for music

## **UNIT 7      SOCIAL NETWORKING**

Definition - Types - Communication and collaboration - Online community - Applications - Merits and Demerits - interactions - blogs, forums and mailing lists - Virtual communities and identities - Collaborative creation - Platforms - Online documents

## **UNIT 8      DIGITAL TOYS AND ROBOTICS**

Digital and programmable toys - Activities - Analysis and assessment - Uses - Potential and risks

## **UNIT 9      ICT FOR CLASSROOM ADMINISTRATION**

Planning – Classroom Administration - Information management - individual learning plans - Student database - Tracking - build portfolios - ICT for Evaluation - Purposes and techniques - Scope - Tools - Data analysis - Student tracking and managing

## **UNIT 10      HEALTH AND SAFETY ISSUES**

Physical and ergonomic safety - Computer Virus and worms - Antivirus - Firewalls - Inappropriate content - Violence - Pornography - Gender or cultural stereotypes - Protection of children's privacy

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## Tamil Nadu Open University

### School of Education

Chennai – 15

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<b>COURSE TITLE</b>	<b>:</b>	<b>NUTRITION, HEALTH, HYGIENE AND FIRST AID</b>
<b>COURSE CODE</b>	<b>:</b>	<b>VDE - 03</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>8</b>

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#### OBJECTIVES

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

- identify the needs and deficiencies of protein, carbohydrates and fat;
  - provide Balanced Diet for healthy body especially for pregnant women;
  - acquire knowledge about some common ailments of the child;
  - acquire knowledge about immunization;
  - give first aid to save their life of the affected persons;
  - recognize about the Stings, Bites, Poisoning and Shocking and its treatment;
  - realize relates to Bleeding, Fainting and Fractures and its treatment; and
  - obtain the knowledge of Temperature Extremes, Unconsciousness, Choking and Allergic Reaction.
- 

#### UNIT 1      **Food and Nutrition**

Definition of Food and Nutrition - Functions of Food - Classifications of food: Energy giving foods, Body building and repairing foods, Protective and regulatory foods - importance of food- Balanced Diet - Food Selection- Nutritional Requirements - Nutritive Value of Indian Foods - Food Groups-Physiological functions of food - Recommended Dietary Intakes (RDI).

#### UNIT 2      **Protein, Carbohydrates and Fat**

Essential Constituents of Food – Protein: Constituent of Protein - Protein foods- Function of Protein - Effects of protein deficiency. Carbohydrates - Carbohydrates foods - Functions of carbohydrates - Effects of insufficient supply of carbohydrates. Fat - Sources of fats and oil - Functions of fat - Effects of fat deficiency and excess - Calorific values of food.

#### UNIT 3      **Vitamins and Minerals**

Vitamins - Classification of Vitamins - Vitamin A, Vitamin D, Vitamin E & K – fat soluble Vitamin, Water soluble Vitamin - Vitamin B complex - Ascorbic Acid – Minerals - Calcium & Phosphorus – Iron – Iodine – Sodium - Fibre.

#### **UNIT 4      Diet for Pregnant Women**

Nutrition during Lactation - Nutrition during Pregnancy - Protein Requirements- Calorie Requirements - Mineral Requirements - Vitamin Requirements - Food Exchange List – Anaemia. Nutrition During Lactation - Protein Requirements - Calorie Requirements - Mineral Requirements - Vitamin Requirements - Fluid Requirements - Rest and Relaxation - Food Exchange List. Nutrition From Infancy to Adolescence – Infancy – Childhood - Ways of Measuring Growth -Healthy Foods Vegetables – Pulses – Fruits - Cereals – Herbs – Spices.

#### **UNIT 5      Health, Hygiene And Immunization**

Meaning of Health - Definition of Health - Guidelines For Good Health - Factors Affecting Health - Food Poisoning – Weaning – Routines - Feeding Your Baby. Major Health Programmes - National Immunization Programme – Schedule of Immunization - Bcg Vaccine – Poliomyelitis – Measles – Typhoid - National Immunization Schedule For Children.

#### **UNIT 6      Common Ailments**

Common Ailments Among Children From 0-6 Year - Common Infection Diarrhoea - Recognising The Sick Child - Caring For The Sick Child – Meaning Of Malnutrition - Indication Of Malnutrition - Hazards Of Malnutrition - Some Facts About Malnutrition And Micronutrient Deficiency – Protein - Energy Malnutrition (Pem) – Marasmus – Kwashiorkor - Marasmic Kwashiorkor - Iodine Deficiency Disorders (Idd) - Remedies For Malnutrition.

#### **UNIT 7      Stings, Bites, Poisoning And Shocking**

Meaning of Stings And Bites - Stings of Mites, Ticks and Leaches – Stings of Bees, Wasps, Fleas And Hornets Scorpion - Dog Bite - Snake Bite. Meaning of Poisoning - Methods of Poisoning - Potential Effects of Poisons - Blood Poison - Carbon Monoxide Poisoning. Shocking - Signs of Severe Shock - Signs and Symptoms of Shocking.

#### **UNIT 8      Bleeding, Fainting And Fractures**

Meaning of Wounds And Bleeding - Types of Wounds - Treatment of External Bleeding - Bleeding From The Head and Palm - Bleeding From Mouth. Fainting - Signs And Symptoms. Fractures: Meaning of Fractures - Fractures, Dislocations and Soft Tissue Injuries - Kinds of Fractures - Symptoms of Fractures - Fractures of Skull, Face and Jaw - Treatment to Fractures.

## **UNIT 9      Temperature Extremes, Unconsciousness, Chocking And Allergic Reaction**

Meaning of Temperature Extreme - Cause of Hypothermia – Frostbite - Meaning of Extreme Heat - Heat Exhaustion. Meaning of Unconsciousness - Assessing The Level of Response - Examining The Unconscious Person - Cause and Some Clues to Diagnosis Unconsciousness. Chocking - Chocking In Babies - Choking In Children. Allergies - Treating Mild Reactions - Skin Prick Test For Allergies.

## **UNIT 10      First Aid**

Meaning of First Aid - Importance of First Aid - Principles and Practice of First Aid - Need For First Aid - Scope of First Aid - Essential Qualities of First Aider - Requisites of First Aid - Duties of First Aider. Burns and Scalds - Meaning of Burns and Scalds - Causes of Burns - Chemical Burns - Risks From Burns. Bandaging And Drowning - Meaning of Bandaging - General Principles of Bandaging - Types of Bandages – Drowning - Meaning of Drowning - Rescuing a Drowning Person - First Aid to Drowning. Foreign Bodies - Meaning of Foreign Bodies - Breathing Difficulties – Hyperventilation - Chest Injuries - Cardio Pulmonary Resuscitation - First Aid.

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## **REFERENCES**

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<b>COURSE TITLE</b>	<b>:</b>	<b>UNDERSTANDING CHILDREN WITH SPECIAL NEEDS</b>
<b>COURSE CODE</b>	<b>:</b>	<b>VDE - 04</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>8</b>

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**OBJECTIVES**

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

- recognize and identify various disabilities in children;
  - describe the characteristics of various disability;
  - express the rate of incidence and prevalence of various disability;
  - appreciate the causes and prevention of various disability; and
  - set the early intervention and educational programmes for children with various disability.
- 

**UNIT 1 UNDERSTANDING SPECIAL EDUCATION**

What is Special Education? - Historical Perspectives of Special Education:- International Perspectives of Special Education & Indian Perspectives of Special Education - Approaches of Viewing Disabilities / Models of Disability - Concept of Special Education : Special Schools, Integrated Education, Inclusive Education.

**UNIT 2 BLINDNESS AND LOW VISION**

Definition of Blindness and Low Vision – Identification of Children with Visual Impairment - Incidence and Prevalence of Visual Impairment - Characteristics of Blindness and Low Vision – Causes and Prevention of Visual Impairment - Early Intervention and Educational Programmes for Children with Visual Impairment.

**UNIT 3 HEARING IMPAIRMENT**

Definition of Hearing Impairment – Identification of Children with Hearing Impairment - Incidence and Prevalence - Characteristics of Hearing Impairment – Causes and Prevention of Hearing Impairment – Communication Approaches – Early Intervention and Educational Programmes for Children with Hearing Impairment.

**UNIT 4 MENTAL ILLNESS**

Definition of Mental Illness – Identification of Children with Mental Illness - Characteristics of Mental Illness – Causes and Prevention of Mental Illness – Early Intervention and Educational Programmes for Children with Mental Illness –

Difference between Mental Illness and Mental Retardation.

**UNIT 5      MENTAL RETARDATION (MR)**

Definition of Mental Retardation (MR) – Identification of Children with Mental Retardation - Incidence and Prevalence Rate of Mental Retardation – Classification of Mental Retardation – Characteristics of Mental Retardation Causes and Prevention of Mental Retardation. – Early Intervention and Educational Programmes for Children with Mental Retardation.

**UNIT 6      AUTISM**

Definition of Autism – Identification of Children with Autism - Incidence and Prevalence Rate of Autism - Characteristics of Autism – Causes and Prevention of Autism – Early Intervention and Educational Programmes for Children with Autism.

**UNIT 7      LEARNING DISABILITY**

Definition of Learning Disability – Identification of Children with Learning Disability - Incidence and Prevalence Rate of Learning Disability - Causes and Prevention of Learning Disability - Characteristics of Learning Disability — Types of Learning Disability - Early Intervention and Educational Programmes for Children with Learning Disability.

**UNIT 8      LEPROSY CURED**

Definition of Leprosy Cured – Identification of Leprosy Affected Persons - Incidence and Prevalence Rate of Leprosy - Characteristics of Leprosy - Causes and Prevention of Leprosy - Early Intervention and Educational Programmes for Children with Leprosy.

**UNIT 9      LOCOMOTOR DISABILITY**

Definition of Locomotor Disability – Identification of Locomotor Disability - Incidence and Prevalence Rate of Locomotor Disability - Characteristics of Locomotor Disability - Causes and Prevention of Locomotor Disability - Early Intervention and Educational Programmes for Children with Locomotor Disability.

**UNIT 10     MULTIPLE DISABILITIES**

Definition of Multiple Disabilities – Types of Multiple Disabilities - Identification of Multiple Disabilities - Incidence and Prevalence Rate of Multiple Disabilities - Characteristics of Multiple Disabilities - Causes and Prevention of Multiple Disabilities - Early Intervention and Educational Programmes for Children with

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**REFERENCES**

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- Kundu, C.L. (2000). **(Ed.) Status of Disability in India – 2000.** New Delhi, RCI.
- Mani, M.N.G. (1992). **Techniques of Teaching Blind Children.** New Delhi: Sterling Publishers.
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<b>COURSE TITLE</b>	<b>:</b>	<b>FUNCTIONAL ENGLISH</b>
<b>COURSE CODE</b>	<b>:</b>	<b>VDE - 05</b>
<b>COURSE CREDIT</b>	<b>:</b>	<b>8</b>

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**OBJECTIVES**

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

- listen, Speak Read and Write effectively;
  - increase their vocabulary;
  - provide opportunities for speaking skill and socialization with the aid of language;
  - adopt effective Teaching-Learning strategies;
  - make children communicate in English
  - use Newspapers in teaching English
- 

**UNIT 1 INTRODUCTION AND UNDERSTANDING ENGLISH LANGUAGE**

Language – concept, function, importance – Linguistics and Grammar, concept of standard language – Social context of language – Psychology of language – Language Skills speaking, Reading Writing – Language and Literature – Place of English in India

**UNIT 2 OBJECTIVES OF LEARNING ENGLISH**

Need for Learning English – General and Specific Objectives of Learning English – Socio Psychological factors in learning English

**UNIT 3 ORAL SKILLS**

Classroom English – Telling Stories - Creating Situations for dialogue – Language games-language activities

**UNIT 4 TEACHING VOCABULARY**

Active and Passive vocabulary – Selecting and grading – Techniques to introduce a Word – Vocabulary expansion-classroom devices and exercises – Teaching spelling – Difficulties and remedies in learning spelling.

**UNIT 5 READING**

Importance of Reading – Reading skill and reading process – Loud Reading and Silent Reading – Reading readiness – Methods of teaching reading – Picture reading – Material for teaching reading – How to make reading effective –



Interpreting non-verbal texts – Types of reading – study skills – Skipping – Skimming and Scanning – SQ3R (survey, Question, Read, Recite & Recall)

#### **UNIT 6 WRITING**

Handwriting – Mechanics of handwriting – Characteristics of good handwriting – Importance – Development of continuous writing – Giving dictation exercises – Common written exercises – Expanding sentences – Story mapping – Translation exercise – More of Tamil to English exercise – Writing Review of any two books taken from the Institute library and which is relevant to the subject.

#### **UNIT 7 LISTENING AND SPEAKING**

Listening and speaking skills – Listening Tasks – English speech sounds – vowels diphthongs and consonant – stress and intonation patterns – Developing communication skills through specific tasks – Individual pair and Group work

#### **UNIT 8 GRAMMAR**

Steps involved in teaching grammar - The Parts of Speech – Verbs – Tenses – All Forms Degrees of Comparison – Direct and Indirect Speech – Types of Sentences – Active & Passive Voice – The Article and Punctuation

#### **UNIT 9 METHODS AND APPROACHES OF TEACHING ENGLISH**

Language Acquisition Distinguish between acquisition and Learning – Methods – Grammar Translation – Direct method – Bilingual Method – S-O-S approach – Latest trends – Communicative approach – ABL Activity Based Learning – ALM Active Learning Methodology

#### **UNIT 10 TEACHING LARNING MATERIALS (ALM)**

Language games – a few samples – Language Lab – Newspaper for Teaching English (NITE) – Backboard Sketches – Use of Radio, TV, Internet for teaching English – Use of Information Communicative Technology (ICT) for Teaching English.

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#### **REFERENCES**

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**Tamil Nadu Open University**  
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**Chennai – 15**

பாடதலைப்பு : பயன்முறைத் தமிழ்  
பாடகுறியிடு : VDE - 06  
தகுதிஅளவெண் : 8

**நோக்கங்கள்**

- தமிழ் கற்பித்தலின் நோக்கங்கள் மற்றும் முறைகளை பின்பற்றுவீர்கள்
- கற்றல் கற்பித்தல் திட்டங்களை அறிந்து கொள்வீர்கள்
- இலக்கணம் மற்றும் மொழியின் அடிப்படை திறன்களை தெரிந்துகொள்வீர்கள்
- கற்றல் கற்பித்தல் முறைகளைத் தெரிந்துகொள்வீர்கள்
- தமிழ் மொழிக் கற்பித்தலுக்கானவளமூலங்கள் அறிந்துக்கொள்வீர்கள்

**பிரிவு 1**

**தாய்மொழியின் இன்றியமையாமையும் தமிழ் கற்பித்தலின் நோக்கங்களும்**

மொழியின் இன்றியமையாமை - தாய்மொழிக் கல்வியின் இன்றியமையாமை - மொழிவளர்ச்சியல் சமூகத்தில் ஏற்படும் மாற்றம் - சமூகவளர்ச்சியால் மொழியல் ஏற்படுகின்ற மாற்றங்கள் - தாய்மொழிவழிக் கல்விவினால் பெறும் நன்மைகள் - தொடக்கக்கல்விநிலையில் தமிழ்க் கற்பித்தலின் அவசியம் மற்றும் நோக்கங்கள், மொழி வழியே வாழ்வியல் திறன்களைப் பெறுதல்.

**பிரிவு 2**

**மொழித்திறன் வளர்த்தல்**

செய்யுள் (வகுப்பறை உள்ளதிருக்குறள், மூதுரை, நீதிநெறிவிளக்கம், குறுந்தொகை ஆகியவற்றின் பாடப்பொருள்): அருஞ்சொற்பொருள் அறிதல் எதிர்ப்பதம் அறிதல் சொற்களைப் பிரித்தறிதல் செய்யுளின் பொருள்): உணர்ந்து உரைநடைப்படுத்துதல் திரண்டகருத்துக் கூறுதல் - உரைநடை: - உவே.சா.வின் நடை.

**பிரிவு 3**

**இலக்கணம்**

அடுக்குத்தொடர், வல்லெழுத்துமிகும் மற்றும் மிகா இடங்கள், தினை அறிதல், காலங்கள், நிறுத்தற்குறியறிதல், கட்டுரை எழுதுதல், வருணித்தல்.

**பிரிவு 4**

**கேட்டல் திறன்**

கேட்டல் திறனைவளர்க்கும் வழிகள் (வருணனை, விடுகதைப் பாடல்கள், சிந்தனையைத் தூண்டும் கதைகள், ஓசைநயமிக்க கருத்துப் பாடல்கள், மரபுச் சொற்கள், கலந்துரையாடல் போன்றவற்றைக் கேட்டல்) கேட்டல் திறனைவளர்க்கும் போது கவனத்தில் கொள்ளவேண்டியவை.

**பிரிவு 5 பேசுதல் திறன்**

பேசும் திறனைவளர்க்கும் வழிகள் (நா பயிற்சிகள், நா நெகிழ் பயிற்சிகள், நா பிறழ் பயிற்சிகள்) பேசுதல் திறனைவளர்க்கும் போது ஆசிரியர் பின்பற்ற வேண்டியவை திருந்திய பேச்சின் நல்லியல்புகள்.

**பிரிவு 6 படித்தல் மற்றும் எழுதுதல்**

படித்தல் திறனின் நோக்கங்கள், படித்தல் திறனை வளர்க்கும் பயிற்சிகள் - எழுதுதல் திறன்: எழுதுதலின் நோக்கங்கள் எழுதுவதற்குமுன் பயிற்சி அளித்தல் எழுதுதல் திறனை வளர்க்கும் வழிகள் நல்ல கையெழுத்தின் இயல்புகள்.

**பிரிவு 7 தமிழ் பாடங்களைக் கற்பித்தல்**

உரைநடைக் கற்பித்தல்: உரைநடையின் தன்மை உரைநடைப் பாடம் கற்பித்தலின் நோக்கங்கள்: முறைகள், செய்யுள் கற்பித்தல், செய்யுள் கற்பித்தலின் நோக்கங்கள், முறைகள் - இலக்கணம் கற்பித்தல், இலக்கணம் கற்பித்தலின் நோக்கங்கள் - முறைகள்.

**பிரிவு 8 தொடக்கக்கல்வியில் மொழிப்பாடத்திற்கானகலைத்திட்டம்**

கலைத்திட்டம் - கலைத்திட்டத்தின் இயல்புகள் - கலைத்திட்டம் உருவாக்குவதில் காணப்படும் கோட்பாடுகள்-தொடக்கநிலைப் பள்ளிக்கானபாடத்திட்டம் - பாடநூல் - பாடநூல் அமைப்பு -மொழிப்பாடநூலின் இலக்கணம் - பாடநூல் ஆய்வு.

**பிரிவு 9 கற்பித்தல் - கற்றல் முறைகள்**

நடிப்புமுறை - ஒப்படைப்புமுறை - விதிவருமுறை குழுக்கற்பித்தல் - செயல்பழிக் கற்றல் முறை - இணைந்துக் கற்றல் - குழுக் கற்றல் - தமிழ் இணையப் பல்கலைக்கழகம் மழலைக்கல்வி - களப்பயணம் மற்றும் கல்விச் சுற்றுலா - தமிழாசிரியரின் பண்புகள்.

**பிரிவு 10 தமிழ் மொழிக் கற்பித்தலுக்கானவளமுலங்கள்**

வரைபடங்கள் - விளக்கப்படங்கள் - கரும்பலகை - விளம்பரத் தட்டிகள் - ஒலி-ஒளிப் பதிவுநாடாக் கருவிகள் - மின்னட்டைகள் - சுழல் பலகை - பல்செயல்திறன் கொண்டபலகை (எஅயசவ டிழயசன) - கற்பித்தலுக்கான தகவல் மற்றும் தொடர்புடையவர்கள்: கணிணி உதவியுடன் மொழிக் கற்றலின் பயன்கள்.

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**Tamil Nadu Open University**  
**School of Education**  
**Chennai – 15**

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**COURSE TITLE : LIFE COPING SKILLS**

**COURSE CODE : LCS - 01**

**COURSE CREDIT : 8**

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**OBJECTIVES**

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

- appreciate the meaning of life and its challenges.
  - provide skills and knowledge needed to cope with life's problems and challenges.
  - develop a positive attitude towards themselves in this process.
  - assist in being successful and useful citizens.
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**UNIT 1 SELF SKILLS - PART-(I)**

Explains about the Self Concept, Course Characteristics, Self Acceptance, Benefits and Personal Growth, Self Esteem, Advantages of Self-Esteem, Personality Development, Elements and Identity of the Individual.

**UNIT 2 SELF SKILLS - PART-(II)**

Presents Self Actualization, the definition of Success, Obstacles and Hindrances, Overcoming Hindrances, Recipe for Success, Problem Solving, Decision Making Process and Principles of Managing Problems.

**UNIT 3 SOCIAL SKILLS**

Deals with Definition of Social Skills, Relevance in Interpersonal Communication, Motivation, Push and Pull Factors, Overcoming De-Motivating Factors, Definition of Time Management, Importance and Relevance of Time Management in Social Skills, Benefits and Managing Stress in Various Occasions.

**UNIT 4 LEADERSHIP SKILLS**

Explains about the concept of Emergence of a Leader, Characteristics of Leadership, Types of Leaders, Characteristics of a successful Leader, Importance of Team Work and Benefits of Team Learning.

**UNIT 5 COPING SKILLS PART-(I)**

Deals with Negative Emotions, Need for Coping with Negative Emotions, Shyness and Loneliness and Various Types, Symptoms and Causes, Coping with Shyness and Illness, Depression and Fear and Various Types, Symptoms and causes, Coping with

Depression and Fear Anger and Verbal Abuse, Determinants of Anger, Managing Anger and Aggression, Failure and Criticism, Positive Attitude Towards Failure and Coping with Failure and Negative Criticism.

#### **UNIT 6 COPING SKILLS PART-(II)**

Explains about the definition of ill Behaviours, Need to cope with ill Behaviours-HIV (Human immune Virus) and AIDS (Acquired Immune Deficiency Syndrome), Various Stages AIDS, Transmission of HIV, Diagnosis and Treatment for HIV and AIDS, Safe Sex, Alcoholism, Tobacco and Smoking, Process of De-Addiction and Rehabilitation.

#### **UNIT 7 MANAGERIAL SKILLS**

Presents about the Definition of Conflict and Change, Need or Coping with Conflict, Constructive and Destructive Aspects of Coping, Stages of Managing Conflicts and Conflict Management Strategies.

#### **UNIT 8 ENTREPRENEURIAL SKILLS**

Explains about the Introduction to Counselling and Career Guidance, Objectives and Components of Career Guidance, Preparation for Job, Work Environment, Required Life Skills for Work Environment and Steps to Create Positive Work Ambience.

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