SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION

(An Autonomous College affiliated to the Tamil Nadu Teachers Education University and accredited with A++ grade (CGPA 3.82) by NAAC)

Sri Ramakrishna Vidyalaya Post, Coimbatore – 641 020.

Ph: 8012533915 E-mail: srkvcoen@yahoo.co.in Website: www.srkvcoe.org

Principal: Dr. G. Subramonian

Secretary: Swami Garishthananda

03.12.2021

NOTICE

There will be a meeting of the Academic Council of the College of Education on 14th December 2021 at 03.30 PM. The agenda of the meeting is as follows:

1. Confirmation of the minutes of the previous meeting.
2. Updating B.Ed., & M.Ed., Syllabi.
3. Matters arising out of the meeting of the Board of Studies held on 07.12.2021.
4. Any other matter.

You are requested to kindly attend the meeting.

Yours sincerely,

(Dr. G. Subramonian)
Principal and Chairman (AC)

Sri Ramakrishna Mission Vidyalaya
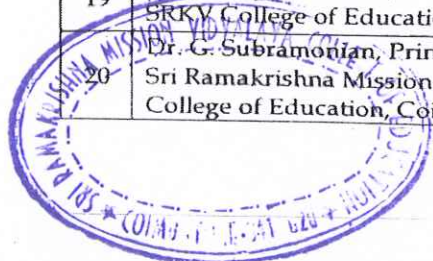College of Education (Autonomous)
Coimbatore-641 020.

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SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION
COIMBATORE – 641 020

Academic Council Meeting on 14-12-2021 - MEMBERS PRESENT

S. No.	Name and Address	Category	Signature
1	Swami Garishthananda, Secretary, Sri Ramakrishna Mission Vidyalaya and College of Education, Coimbatore – 641020.	Special Invitee	Swami Garishthananda
2	Dr. S. Mani, Professor & Head, Department of Educational Planning & Administration, Tamil Nadu Teachers Education University, Chennai – 600097.	University Representative	
3	Dr. G. Singaravelu, Professor & Head, Department of Education, Bharathiar University, Coimbatore – 641046.	University Representative	14/12/21
4	Dr. P. Sivakumar, Professor & Head, Department of Education, Directorate of Distance Education, Alagappa University, Karaikudi - 630 004.	University Representative	
5	Dr. K. Kandappan, Dean, Student Support Services, SRMV College of Arts and Science, Coimbatore – 641 020	Member Outside (Educationist)	14/12/21.
6	Sri. G. Murali, Principal, SRKV Industrial Training Institute Coimbatore – 641020.	Member Outside (Engineer)	14/12/21
7	Dr. V. Ramakrishnan, 313, Ramani Realtors, Trichy Road, Opposite to Kannan Departmental Stores Singanallur, Coimbatore – 641 005.	Member Outside (Medical)	
8	Dr. M. Sudheer, M.A., M.L., Ph.D, AVIL, AV Campus, Paiyanoor, Chennai – 603104.	Member Outside (Legal)	
9	Dr. V. Shanmuga Ganesan, Associate Professor, SRKV College of Education, Coimbatore – 641 020.	Member	
10	Dr. V. Srinivasan, Associate Professor, SRKV College of Education, Coimbatore – 641 020.	Member	
11	Dr. S. Swaminathan, Librarian, SRKV College of Education, Coimbatore – 641 020.	Member	
12	Dr. M. Jagadesh, Assistant Professor, SRKV College of Education, Coimbatore – 641 020.	Member	
13	Dr. R. Ayyappan, Assistant Professor, SRKV College of Education, Coimbatore – 641 020.	Member	
14	Dr. S. Sivasankar, Director of Physical Education, SRKV College of Education, Coimbatore – 641 020.	Member	S. Shiva
15	Sri. V. Eswaran, Assistant Professor, SRKV College of Education, Coimbatore – 641 020.	Special Invitee	
16	Dr. P. Velmurugan, Assistant Professor, SRKV College of Education, Coimbatore – 641 020.	Special Invitee	
17	Dr. K. Karthigeyan, Assistant Professor, SRKV College of Education, Coimbatore – 641 020.	Special Invitee	
18	Dr.N.N.Prapakaran, Coordinator, SRKV College of Education, Coimbatore – 641 020.	Special Invitee	Prapakaran
19	Sri. N. Rajesh Kumar, Assistant Professor, SRKV College of Education, Coimbatore – 641 020.	Special Invitee	
20	Dr. G. Subramonian, Principal, Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore – 641 020.	Chairman	

Sri Ramakrishna Mission Vidyalaya College of Education
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Minutes of the Academic Council Meeting held on 14-12-2021

Members Present:

1.	Swami Garishthananda, Secretary, SRMV College of Education	- Special Invitee
2.	Dr. G. Singaravelu, Professor & Head, Department of Education, Bharathiar University, Coimbatore.	- Member (University Representative)
3.	Dr. K. Kandappan, Dean, Student Support Services, SRMV College of Arts and Science, Coimbatore	- Member Outside (Educationist)
4.	Sri. G. Murali, Principal, SRKV Industrial Training Institute	- Member Outside (Engineer)
5.	Dr. M. Sudheer, M.A., M.L., Ph.D, AVIL, AV Campus, Paiyanoor, Chennai – 603104.	- Member Outside (Legal)
6.	Dr. V. Shanmuga Ganesan, Associate Professor	- Member
7.	Dr. V. Srinivasan, Associate Professor	- Member
8.	Dr. S. Swaminathan, Librarian	- Member
9.	Dr. M. Jagadesh, Assistant Professor	- Member
10.	Dr. R. Ayyappan, Assistant Professor	- Member
11.	Dr. S. Sivasankar, Director of Physical Education	- Member
12.	Sri. V. Eswaran, Assistant Professor	- Special Invitee
13.	Dr. P. Velmurugan, Assistant Professor	- Special Invitee
14.	Dr. K. Karthigeyan, Assistant Professor	- Special Invitee
15.	Sri. N. Rajesh Kumar, Assistant Professor	- Special Invitee
16.	Dr. N.N.Prapakaran, Coordinator	- Special Invitee
17.	Dr. G. Subramonian, Principal	- Chairman

Leave of Absence

1.	Dr. S. Mani, Professor & Head Department of Educational Planning & Administration, Tamil Nadu Teachers Education University, Chennai.	- Member (University Representative)
2.	Dr. P. Sivakumar, Professor & Head, Department of Education, Directorate of Distance Education, Alagappa University, Karaikudi	- Member (University Representative)
3.	Dr. V. Ramakrishnan, 313, Ramani Realtors, Trichy Road, Opposite to Kannan Departmental Stores Singanallur, Coimbatore – 641 005.	- Member Outside (Medical)

Minutes:

1. **Confirmation of the minutes of the previous meeting held and points arising there from.**

   It was resolved to confirm the minutes of the previous meeting held on 18-11-2020 and points arising there from.

2

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2. Matters arising out of the meeting of the Board of Studies held on 07-12-2021.

It was resolved to approve the changes incorporated in the B.Ed., Syllabi approved by the Board of Studies.

3. Changes adopted in the syllabus of the following courses in the B.Ed., and M.Ed Programmes.

(i) *It was resolved and approved to incorporate Preamble and Course Outcomes for the Core, Pedagogy - I & II, EPC and Elective courses of Second and Fourth Semesters of B.Ed., and M.Ed., Programmes.*

(ii). *It was resolved and approved the changes made in the existing Core, Pedagogy - I & II, Elective courses of Second and Fourth Semesters of B.Ed., and M.Ed., Programmes.*

M.Ed., Programme

Unit	Existing	Revised
**M2 CC 04 Teacher Education in India**	
4	4.5 Centrally Sponsored schemes to Teacher Education-DPEP, Cluster Resource Centre and Block Resource Centre, SSA, RMSA.	4.5 Centrally Sponsored schemes to Teacher Education - Samagra Shiksha - RUSA (Rashtriya Uchchatar Shiksha Abhiyan).
	M4 CC 12 Environmental Education	
2	Natural Resources and Associated Problems 2.1 Natural resources – definition, meaning and its classification. 2.2 Forest Resources – importance, ecological significance, deforestation degradation, causes of degradation and management of forest resources. 2.3 Water resources – importance of water resources – distribution of water resources – Types-Use and over utilisation of surface and ground water, floods, drought, conflicts over water, facts about water resources, water cycle, various forms of water. Mineral resources – Need, importance and types. 2.4 Land resources – Land degradation, Waste land reclamation Types of waste land – Soil resources – Uses of soil resources Depletion of soil – Soil conservation – mineral resources in India. Energy resources – Need, importance and types. 2.5 Role of an Individual in conservation of Natural resources.	Natural Resources and Associated Problems 2.1 Natural resources – definition, meaning and its classification. 2.2 Forest Resources, Water resources and Land resources – importance, ecological significance, degradation, causes of degradation and management and conservation. 2.3 Energy resources – Need, importance and types. 2.4 Greenhouse gases and Global warming-causes- effects and control measures 2.5 Role of an Individual in conservation of Natural resources.
5	Social issues and Environmental Protection Acts 5.1 Resettlement and rehabilitation of people - issues and concerns. 5.2 Common environmental problems in India. 5.3 Environmental protection and policies in India	Environmental Protection Acts and Disaster management 5.1 Common environmental problems in India. 5.2 Resettlement and rehabilitation of people - issues and concerns. 5.3 Environmental protection and policies in India

3

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| | 5.4 Environmental protection – objectives of selective control protection Acts in India: The Air (Prevention and Control of Pollution) Act, 1981; The Water (Prevention and Control of Pollution) Act, 1974; The Wildlife Protection Act, 1972; Forest (Conservation) Act, 1980.
 5.5 Issues involved in enforcement of Environmental Legislation, Public awareness. | 5.4 Environmental protection – objectives of selective control protection Acts in India: The Air Act, 1981; The Water Act, 1974; The Wildlife Protection Act, 1972; Forest (Conservation) Act, 1980, Environmental Protection Act, 1986,
 5.5 Issues involved in enforcement of Environmental Legislation, Public awareness and awareness about SDG17 and Agenda 2030. |

B. Ed Programme

Unit	Existing	Revised
**B2 CC 05 Emerging Challenges in Indian Education**
1	1.1 Pre-Primary: Meaning, Need and Importance	1.1 Pre-Primary: Meaning, Aims, Objectives, Need and Importance
2	2.1 Primary: Meaning, Importance and Scope	2.1 Primary: Meaning, Aims, Objectives, Need and Importance
3	3.1 Secondary, Higher Secondary and Higher Education: Meaning, Concept and Importance	3.1 Secondary, Higher Secondary and Higher Education: Meaning, Aims, Objectives, Need and Importance
4	4.1 Teacher Education: Meaning, Concept, Need and Importance	4.1 Teacher Education: Meaning, Aims, Objectives, Need and Importance

Inclusion of New Reference:

1. Singh, Y. K. (2010). Primary and Secondary Education, New Delhi: APH Publishing Corporation.

Unit	Existing	Revised
**B2 CC 07 Educational Technology**
2	2.4 Low cost technology - slide projector, OHP, video, television, radio, tape recorder and CCTV 2.5 High cost technology - Computers and Internet, INSAT, EDUSAT	2.4 Educational Channels – Kalvi Television - Open Educational Resources (OER) - Creating and sharing OER materials. 2.5 Computers and Internet - Interactive Boards – Online tools – Screencast, Podcast, E-lesson Plan, E-portfolio, Digital Concept Maps and animation tools.
4	**Computer Operation and Networking** 4.1 Computer - uses and its importance – important parts of computer and their specific applications. 4.2 Input devices - key board, Mouse, Joy stick (Game controllers), Scanners, Card Reader, Voice Recognition, Web-Cams, Video cameras, Digital cameras, Optical Character Recognition (OCR), Optical Mark Recognition (OMR), Intelligent character Recognition (ICR), Magnetic Ink Character Recognition (MICR). 4.3 Output devices - Monitor and its types, Printer and its types, plotter, multimedia projector 4.4 Storage devices – primary and secondary – functional uses – classification. 4.5 Networking – concept, types and advantages.	4.1 Computer - uses and its importance – important parts of computer and their specific applications – Input and output devices. 4.2 Storage devices – primary and secondary – functional uses – classification. 4.3 Networking – concept, types and advantages. 4.4 Virtual Classroom & Smart Classrooms - concept, elements, advantages and limitations 4.5 Web conferencing tools - Virtual Reality and Augmented Reality in Education.

4

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5	5.4 Multimedia packages, websites on education, internet browsing techniques – search engines 5.5 Role of multi-media in education - influences and advantages.	5.4 Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education. 5.5 Recent trends of Research in Educational Technology and its future with reference to education.
**B2 CC 08 Peace Education**	
1	**Introduction**	**Introduction** 1.5 The role of Peace education in developed and developing countries - Adoption of peace education in curriculum at various level.
2	**Non Violence for Peace** 2.1 Relationship between peace and Non violence 2.2 Role of violence in our lives and the lives of others 2.3 Exposure to non violence through media 2.4 Consequences-Crisis and the management- Factors that influence non- violence.	**Non Violence for Peace and educational setting.** 2.1 Relationship between peace and non-violence. 2.2 Role of violence and in our lives and the lives of others 2.3 Exposure to non violence through media- Consequences-Crisis and the management. 2.4 Psychological factor affecting non violence – strategies to bring about non violence in schools. 2.5 Individuals and long term solutions to maintain non - violence.
3	**Non- Violence in Educational Setting** 3.1 Factors contributing to Non -violence at schools. 3.2 Violence and aggression - perception of threat and aggressive behaviour. 3.3 Rejection and withdrawal - measures to bring about non-violence in schools - Strategies that can be adopted in school. 3.4 Individuals and long term solutions to maintain non- violence.	**Peace and Conflict Resolution** 3.1 Bases of conflicts - Positive and negative aspects of conflicts 3.2 Types of conflict -Learning of conflict management and conflict resolution 3.3 Conflict management and conflict resolution. 3.4 Role of Peace Education in resolving conflict 3.5 Reducing conflicts among students
4	**Peace and Conflict Resolution** 4.1 Buses of conflicts - Positive and negative aspects of conflicts 4.2 Types of conflict -Learning of conflict management and conflict resolution 4.3 Role of Peace Education in resolving conflict 4.4 Reducing conflicts among students	**Peace in Indian Context** 4.1 Peace in Ancient Indian Literature – Thirukkural 4.2 Emperor Asoka's Kalinga War, Conversion 4.3 Propagation of peace – Jainism and Buddhism 4.4 Gandhian Philosophy of Peace and Non-Violence Techniques of Non- ViolenceResistance. 4.5 India: Peace-Loving Country, Policy of Panch Sheel and role of Non-Alignment Movement.
5	**Peace in Indian Context** 5.1 Peace in Ancient Indian Literature – Thirukkural 5.2 Emperor Asoka's Kalinga War, Conversion 5.3 Propagation of peace – Jainism and	**Educating for Culture of Peace.** 5.1 Ecological Thinking and respect for life (ages 8-12) 5.2 Tolerance and respect for human rights (ages 11 to 16) 5.3 Critical thinking and active non-

	Buddhism 5.4 Gandhian Philosophy of Peace and Non-Violence Techniques of Non-Violence Resistance- India a Peace-Loving Country: Policy of Panch Sheel and Non-Alignment	violence (ages 12+) - knowledge, attitude and skills to be learnt at classroom activities 5.4 Social justice and civic responsibility (ages 14+) 5.5 Leadership and global citizenship (ages -16+) - knowledge, attitude and skills to belearnt - classroom activities
6	**Unit - 6: Educating for Culture of Peace- I** 6.1 Ecological Thinking and respect for life (ages 8-12) 6.2 Tolerance and respect for human rights (ages 11 to 16) 6.3 Critical thinking and active non-violence (ages 12+) - knowledge, attitude and skills to be learnt at classroom activities.	------
7	**Unit – 7 : Educating for Culture of Peace-II** 5.5 Social justice and civic responsibility (ages 14+) 5.6 Leadership and global citizenship (ages -16+) - knowledge, attitude and skills to be learnt - classroom activities 5.7 The role of Peace education in developed and developing countries - Adoption of peace education in curriculum at various level.	-----

B1 P1 12 Pedagogy of English – Paper II		
1	**Lesson Planning and Preparation of Materials** 1.4 Components and Format of a Lesson Plan 1.5 Preparation of other materials for teaching learning.	**Lesson Planning and Preparation of Materials** 1.4 Components and Format of a Traditional and Digital Lesson Plan 1.5 Preparation of other materials for teaching learning – traditional and digital materials.
3	**Teaching of Extensive Reading** 3.3 Library and reading resources 3.4 Strengthening reading skill using print and mass media.	**Teaching of Extensive Reading** 3.3 Reading resources: Library- Digital library: e-Newspapers, e- Books, e-Journals. 3.4 Strengthening reading skill using print media, mass media and digital media.

References to be included:
- Arora. (2012). English language teaching: approaches and methodologies. New Delhi: McGraw Hill.
- Veerendra Mishra.(2016). English Language Skills: A Practical Approach. New Delhi: Cambridge.
- www.bbc.co.uk/learnenglish
- www.britishcouncil.org
- www.teachingenglish.org

B2 P2 12 Pedagogy of Biological Science – Paper II		
3	**Methods of Teaching** 3.3 Teacher centered approaches - Lecture, types of lecture Demonstration, Team teaching, Historical Method. 3.4 Pupil centered approaches - Laboratory method, Project method,	**Methods of Teaching** 3.3 Teacher centered approaches - Lecture, types of lecture Demonstration, Team teaching, Historical Method - Merits and demerits

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	assignment, Heuristic Method. 3.5 Merits and demerits of method of teaching.	3.4 Pupil centered approaches - Laboratory method, Project method, assignment, Heuristic Method- Merits and demerits 3.5 Computer Assisted Instruction – Smart board and Mobile apps.
5	**Teaching of content of Biology at Standard VII Level** 5.1 Animals in daily life – Nutrition in plants and animals. 5.2 Human body – Form and Functions 5.3 Plant morphology – Basic classification. 5.4 Respiration of plant and animals. 5.5 ECO System – Water a precious resource	**Instructional Aids in Biology** 5.1 Audio – Visual aids – Needs and importance 5.2 Mnemonic aids – Activities aids – Uses 5.3 Real objects – Microscope, Skeletons, specimens of plant and animals 5.4 Representational aids – Charts, Pictures, Photographs diagrams, Models, display boards, Insect box, herbarium – Uses 5.5 Electronic aids – PPTs, Videos and Simulators.

References to be included:
- S S Chauhan (2018) - Innovations in Teaching Learning Process: Vikas Publication.
- Dr. S.K. Mangal (2017)- Teaching of Biological Science : Arya Book Depot.
- Dr. Hemalatha Kalaimathi and R. Asir Julius (2016): Teaching of Biology, Neelkamal Publication.

	B2 P2 32 Pedagogy of Special English – Paper II	
1	1.5 Audio-visual Aids used in the English Class – Aural, Visual Aids and Audio- visual Aids	1.5.Audio-visual Aids and Digital applications used in the English Classroom at Secondary level.
2	2.1 Denotation and Connotation	2.1.Problems in Reading comprehension
	2.5 Recent Trends in developing Reading	2.5 Developing Reading using Apps in Smartphone, Digital Library, Blogs and E-readers.

Revision in References

State Council of Educational Research and Training (2019). English Course Book, X Standard, Chennai: Tamil Nadu Textbook and Educational Services Corporation.
www. textbooksonline.tn.nic.in.

Inclusion in References

www.britishcouncil.com
www.textbookonline.tn.nic.in

	B2 P2 42 Pedagogy of History – Paper II	
2	**Organization of History Curriculum** 2.1 Content, Principles of Selection – Individual, Social, National, Global needs 2.2 Chronological Plan 2.3 Concentric and Spiral Plan 2.4 Regressive Plan 2.5 Unit Plan and Topical Plan.	**Organization of History Curriculum** 2.1 Theories Influencing Selection of Subject Matters – Cultural Epoch Theory, Biographical Approach, Psychological Theory 2.2 Chronological and Genealogical Plan 2.3 Concentric and Spiral Plan 2.4 Regressive and Progressive Plan 2.5 Unit Plan and Topical Plan.

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7

3	**Correlation** 3.1 Meaning of Correlation 3.2 Correlation - Concept and Need 3.3 Types of Correlation 3.4 Importance of Correlation in History 3.5 Correlation with other subjects – Civics, Geography, Literature, Economics, PhysicalScience and Mathematics	**Interdisciplinary Nature of History** 3.1 Correlation – Meaning, Concept, Need and Importance 3.2 Views of Some Eminent Scholars on Correlation of History 3.3 Classification and Types of Correlation 3.4 Correlation with other subjects – Civics, Geography, Literature, Economics, Politics, Sociology, Science and Mathematics 3.5 Geographical Foundations of History	
4	**Resource and Equipment** 4.1 History textbook – Need and importance, characteristics and value of good textbook, categories of textbook, and how to use a textbook and advantages. 4.2 History Room – Need for History Room, Essential Equipments for a History Room. 4.3 Library and Archives 4.4 Audio Visual Aids 4.5 Community Resources and Mass Media	**Resources and Equipments** 4.1 Instructional Resources – Textbook, Work book, Supplementary Reading Material, Audio Visual Aids 4.2 Historical Resources – Palace, Museum, Fort, Achieves, Excavated Archaeological Sites 4.3 Community Resources – Guest Lectures, Community Survey, Mass Media 4.4 History Class Room – Need and Essential Equipments 4.5 History Library – Significance and Essential Equipments	
5	A Good History Teacher	**History Teacher**	

Inclusion of New References

1. Aggarwal, J.C. (2004). *Teaching of History*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Biranchi Narayan Dash (2002). *Teaching of History*. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Kochhar, S.K. (2005). *Teaching of History*. New Delhi: Sterling Publishers Private Limited.
4. Sivarajan, K., Thulasidharan, T.V. & Vijayan, N.K. (2006). *Social Science Education: Methodology of Teaching and Pedagogic Analysis*. Calicut: Calicut University.
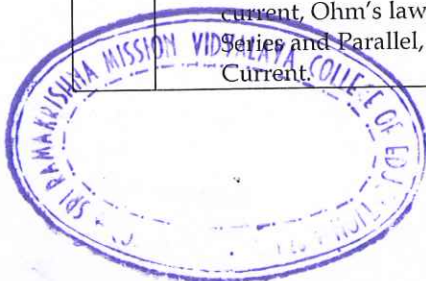
To be Removed

7. Kochhar, S.K. (1997). *Teaching History*. India: Bhargava, Pub.
8. Kochhar, S.K. (1998). *Teaching Social Studies*. India: Bhargava, Pub.

B2 P2 52 Pedagogy of Mathematics – Paper II		
1	Principles of Curriculum Development in Mathematics.	Curriculum Development in Mathematics.
4	Characteristics of Mathematics Teacher.	Mathematics Teacher and Professional Enrichment.
B2 P2 62 Pedagogy of Physical Science – Paper II		
5	**Teaching of Content in Physical Science at Standard VIII** 5.1 Heat as Molecular motion, Concept of heat and Temperature, Specific heat, Latent heat, Change of start, transfer of heat, Thermal expansion	**Content in Science Reader - VIII Standard** 5.1 Heat: Effect of heat- Expansion - Rise in Temperature- change of state, Transfer of Heat, Conduction, Convection,Radiation, Temperature, Unit of heat, Heat capacity, Specific heat capacity, Calorimeter, Thermostat and Thermos flask.
	5.2 Current Electricity- concept of electric current, Ohm's law, Resistances in Series and Parallel, Effects of Electric Current.	5.2 Electricity: Atom, Charges, Transfer of charges, Flow of Charges, Electroscope, Lightning and Thunder, Electric circuits and Effect of Current.

	5.3. Magnetic Effect, Oersted's Experiment, Electromagnetic Induction, Dalton's atomic theory.	5.3 Magnetism: Classification of Magnets, magnetic properties, Magnetic field, Magnetic materials, Earth's magnetism and use of magnets.
	5.4 Laws of Chemical Combination- atomic weight- molecular weight and mole concept.	5.4 Acids and Bases: Acids- Bases – Neutralization Reaction- Indicators.
	5.5. Chemical Bonding- atoms- covalent bond, electrovalent bond, Shapes and polarities of molecules.	5.5 Hydrocarbons: Natural Gas- other Gases- Coal – Petroleum – Fuel – Alternative Fuel – Solar Energy.
**B2 EPC3 Health, Physical Education and Yoga**
3	3.5 Exercise to improve fitness	3.5 Exercise to improve fitness – Value - added recreational games
**B4 CC 09 Curriculum Development**
1	1.5 Salient features of NCF 2010	1.5 Salient features of NCFTE – 2010 and National Educational Policy 2020 – School Education& Higher Education.
4	4.5 Techniques and Models of curriculum evaluation	4.5 Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)
**B4 CC 10 Educational Management**
	5.5 Recent Researches in Educational management.	5.5 Role of UGC and NAAC in Educational Planning and Management.
**B4 CC 11 Development of Moral and Social Values**
1	1.1 Values – meaning, concept, need, objectives and types.	1.1 Values – meaning, concept, need, importance, objectives and types.
	1.5 Historical perspectives of religious and moral education in India	1.5 Historical perspectives of social, religious and moral education in India
2	2.2 Role of value oriented curriculum, moral instruction, cultural, recreational dignity of manual work. Health, cleanliness, and community prayers.	2.2 Role of value oriented curriculum, moral instruction, cultural, recreational dignity of manual work. Health, cleanliness, tolerance, hospitality and community prayers.
3	3.4 Swamiji's educational philosophy: Man making – character building education – concentration as method of education – Women's education – Education of Masses in India	3.4 Swamiji's educational philosophy: Man making – character building education – concentration as method of education – Women's education – Education of Masses in India – Universal Brotherhood

Inclusion of New References:

1. Arulsamy, S. (2013). Peace and Value Education. New Delhi: Neelkamal Publications Pvt. Ltd
2. Swami Ranganathananda (2018). Social Responsibility of Public Administrators. Vivekananda Institute of Human Excellence. Hydrabad: Ramakrishna Math.
3. Venkataramana Reddy, G. (2016). India's Ancient Human Settlement Path Finder for Ideal Rural and Urban Community Life. Vivekananda Institute of Human Excellence. Hydrabad: Ramakrishna Math.
4. Swami Vivekananda (2018). Lectures from Colombo to Almora. Kolkata: Advaita Ashrama.
5. Avinashilingam. T. S., (2014). Make me a man: Coimbatore, Ramakrishna Mission Vidyalaya.
6. Avinashilingam. T. S., (1997). Educational Philosophy of Swami Vivekananda: Coimbatore, Ramakrishna Mission Vidyalaya.

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B4 P1 14 Pedagogy of English		
1	**Technology in Language Teaching** 1.3 Computers in English Language Teaching – CALL, Power point, Videos and Educational CDs 1.5 Online learning and social media	**Technology in Language Teaching and Learning** 1.3 Technology in English Language Teaching – CALL, Power Point, Videos and Educational CDs, e-Content, Interactive White Board, Blogs, Website and Smart Phone Apps. 1.5 Online learning and Social media-Community Radio - Gyan Vani -BBC Radio - Kalvi TV, Gyan Darshan, Diksha, e-Pathshala, SAKSHAT, MOOC.

References to be included:
- Balakumar,A. (2016). Ict in Education. Chennai: Polymath Press.
- Mrunalini,T.,& Ramakrishna,A.(2014). ICT in Education. Hyderabad: Neelkamal.
- http://diksha.gov.in
- http://elt.oup.com
- http://ndl.iitkgp.ac.in
- http://sakshat.ac.in
- http://swayam.gov.in
- http://www.kalvitholaikaatchi.com
- www.bbc.co.uk
- www.britishcouncil.org
- www.education.gov.in

Correction in Existing Reference
1. State Council of Educational Research and Training. (2020). English Course Book, VIII Standard. Chennai: Tamil Nadu Textbook and Educational Services Corporation. www.textbooksonline.tn.nic.in

B4 P2 14 Pedagogy of Biological Science – Paper IV		
2	**Instructional Aids in Biology** 2.1 Audio – Visual aids – Needs and importance. 2.2 Mnemonic aids – Activities aids– Uses. 2.3 Electronic aids – PPTs, Videos and simulators. 2.4 Real objects – Microscope, Skeletons, specimens of plant and animals. 2.5 Representational aids – Charts, Pictures, Photographs diagrams, Models, display boards, Insect box, herbarium – Uses	**Effective Teacher and Classroom Transaction** 2.1 Science teacher- Academic and Professional qualification, qualities of a good science teacher 2.2 Pre-Service Training- Professional Development, Need for In-service Training, 2.3 Role model for good science learner. 2.4 Classroom climate: Autocratic, Democratic and Laisez faire pattern. 2.5 Flanders' System of Interaction Analysis.

Reference to be included :
- S S Chauhan (2018)-Innovations in Teaching Learning Process: Vikas Publication.
- Dr. S.K. Mangal (2017)- Teaching of Biological Science : Arya Book Depot.

B4 P2 34 Pedagogy of Special English – Paper IV		
1	1.4 Semantics Structure	1.4 Borrowings from other Languages
3	3.5 Blogs and Net-forums	3.5 Digital Library, Blogs, Google forms and Net-forums
4	4.2 Levels of Linguistics	4.2 Branches of Linguistics

Revision in References:
State Council of Educational Research and Training. (2013). English Course Book, XII Standard. Chennai: Tamil Nadu Text book Corporation

State Council of Educational Research and Training. (2019). English Course Book, XII Standard. Chennai : Tamil Nadu Textbook and Educational Services Corporation. www.textbooksonline.tn.nic.in.

Inclusion in References:

B4 P2 44 Pedagogy of History – Paper IV

2	**Application of Educational Technology** 2.1 Method of e-Content Preparation 2.2 e-learning 2.3 m-learning 2.4 Tele Conferencing 2.5 Projected and Non-Projected Aids	**Application of Innovative Technology** 2.1 Role of Multimedia and Internet in Teaching and Learning History 2.2 e-learning and m-learning 2.3 Interactive White Board, Teleconferencing and Virtual Classroom 2.4 Remote Sensing – Definition and its Importance in Teaching and Learning 2.5 Method of e-Content Preparation
3	**Evaluation in History** 3.1 Meaning and Purpose of Evaluation. Characteristics of a good test in History 3.2 Preparation and implementation of different types of tests – Achievement test 3.3 Teacher made test – Essay and Objective types 3.4 Test Construction – Diagnostic test and Remedial teaching 3.5 Statistics – Meaning and Need, Measures of Central Tendency and Dispersion, Normal Probability, Skewness & Kurtosis, Coefficient of Correlation	**Evaluation in History** 3.1 Meaning, Concept, Purpose and Types of Evaluation 3.2 Characteristics and Different Types of Test 3.3 Construction of Achievement Test 3.4 Types of Questions and Administration of an Achievement Test 3.5 Educational Statistics: Meaning and Need - Measures of Central Tendency, Measures of Dispersion and Correlation
4	**Co-curricular Activities in History** 4.4 Field Trips and Competitions	**Co-curricular Activities in History** 4.4 Field Trips, Excursions and Competitions
5	**Research** 5.5 Need for Research in History Education- Historical Journalism – Problem faced by a Historical Researcher - Archaeological Survey of India - objectives and achievements	**Research in History** 5.5 Need and Importance for Research in History - Historical Journals – Role of Archaeological Survey of India - Problems faced by a History Researcher

Inclusion of New References

1. Aggarwal, J.C. (2004). *Teaching of History.* New Delhi: Vikas Publishing House Pvt. Ltd.
2. Biranchi Narayan Dash (2002). *Teaching of History.* Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Kochhar, S.K. (2005). *Teaching of History.* New Delhi: Sterling Publishers Private Limited.
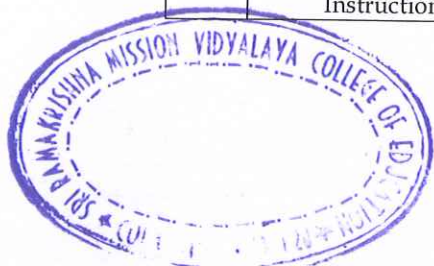
To be Removed

4. Kochhar, S.K. (1998). *Teaching Social Studie*s. India: Bhargava, Pub.

B4 P2 54 Pedagogy of Mathematics – Paper IV

5	**Computer Assisted Instruction in Mathematics** 5.5 e-learning, e - content - its applications in mathematics - Using online tests.	**ICT in Mathematics** 5.5 E-learning, e-content - its applications in Mathematics. Interactive white board, smart classrooms, applications of Geogebra.

B4 P2 64 Pedagogy of Physical Science – Paper IV

1	**Unit- 1: Educational Technology in Physical Science** 1.4: Criterion for the selection of effective Instruction material.	**Educational Technology and ICT in Physical Science** 1.4: Role of Internet in Physical Science teaching-e-Learning, e-Content, Web

		· based learning.
	1.5: Use of various Instruction Material in teaching and learning of Physical Science.	1.5 Using Video Conferencing, Interactive White Board, Virtual Classroom, Simulator -PhET, Algodoo in teaching Physical Science.

Inclusion of New Reference:

Kerr.S.T., (Ed) Technology *and the Future of Schooling*, University of Chicago Press, U.S.A

Edgar Dale, Audio – *Visual methods in Teaching*. Revised Edition. Thy Dryden Press, New York.

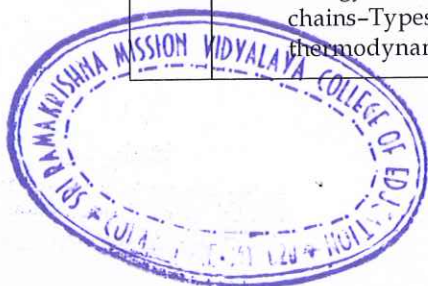|	**B4 EL DM Disaster Management**	
3	**Authorities of Disaster Management** 3.1 Hierarchical Structure of Authorities of Disaster Management. National Level Functions. 3.2 National Executive Council – Constitutional Structure and Functions. 3.3 Disaster Management Authorities – State Level and Functions. 3.4 State Executive Council – Structure and Functions. 3.5 Disaster management – Local, District and Regional Level – Structure and Functions	**Authorities of Disaster Management** 3.1 Hierarchical Structure of Authorities of Disaster Management. 3.2 Disaster Management Authorities – NDMA and SDMA 3.3 National Executive Council – Structure and Functions. 3.4 State Executive Council – Structure and Functions. 3.5 Local, District and Regional Level Executive Council – Structure and Functions
4	**Roles of Government, Public and Private Sectors in Disaster Management** 4.3 Disaster response mechanisms	**Roles of Government, Public and Private Sectors in Disaster Management** 4.3 Disaster Response Mechanisms – Role of Social Media
5	**Roles of Technologies and Acts in Disaster Management** 5.1 Technology – Definition, Meaning, Types 5.2 Remote Sensing System, IT – Functions 5.3 INCOIS – Functions in Disaster Management 5.4 GIS, GPS and other Emerging Technologies – Application and Uses 5.5 Disaster Management Act (2005), and Disaster Management Policy (2009)	**Roles of Educational Institutions, Technologies and Recent Acts in Disaster Management** 5.1 Role of Teachers and Students in Disaster Management 5.2 Role of Technology – Radio, Wireless and Ham Radio. 5.3 INCOIS – Functions in Disaster Management 5.4 GIS, GPS, Remote Sensing System and other Emerging Technologies – Application and Uses 5.5 Disaster Management Act (2005), Disaster Management Policy (2009) and National Green Tribunal Act (2010)

Inclusion of New Reference

1. Murthy, D.B.N. (2012). *Disaster Management*, New Delhi: Deep and Deep Publications

	B4 EL EE Environmental Education	
3	**Ecosystems** 3.1 Ecosystem Meaning and definition. 3.2 Types of eco system – components of Bio–Sphere. 3.3 A biotic and Biotic Components. 3.4 Energy flow in eco System-Food chains–Types-food web – Land of thermodynamics (I and II)	**Ecosystems and Biodiversity** 3.1 Ecosystem Meaning and definition. 3.2 Types of eco system – components of Eco-system. 3.3 Energy flow in eco System-Foodchains–Types-food web – Land of thermodynamics (I and II) – Ecological pyramids. 3.4 Biodiversity – meaning and definition-

	3.5 Ecological pyramid – Types – Ecological Production	Hot Spots – Conservation 3.5 India as a mega-diversity nation

B4 EL SE Introduction to Special Education

1	1.3 Salient features of people with Disability Act 1995 and National Trust Act 1999	1.3 Salient features of PWD Act 1995, NTA 1999, RCI 2000 (A), RPwD Act, 2016.
		2.5 Identification process of gifted and mentally challenged
4	4.4 Meaning and Characteristics of autism	4.4 Meaning and characteristics of Autism Spectrum disorders

Inclusion of New References

- Lokanandha Reddy, G., Ramar, R. & Kusuma, A. (2006). *Education of Children with Special Needs*. New Delhi, Discovery Publishing House.
- Lokanandha Reddy, G., Santhakumari, P., Kusuma, A. & Shyamala, V. (2005). *Behaviour Disorders in Children: Identification, Assessment and Intervention Strategies*. New Delhi, Discovery Publishing House.
- Richard L. Simpson (2005). *Autism Spectrum Disorders: Interventions and Treatments for Children and Youth*. New Delhi. Sage Publications.
- Margaret G. Werts, Richard A. Culatta & James R. Tompkins (2011). *Fundamentals of Special Education: What Every Teacher Needs to Know*. New Delhi: PHI Learning Private Limited.

B4 EL PE Physical Education

1	1.2 **Common Communicable Diseases:** Meaning – Causes, Symptoms & preventions of: Malaria – Typhoid – Cholera – Diarrhea – Smallpox – Whooping Cough.	1.2 **Common Communicable Diseases:** Meaning – Causes, Symptoms & preventions of: Malaria – Typhoid – Cholera – Diarrhea – Smallpox – Whooping Cough - "SARS Covid Pandemic".
5	**YOGIC THERAPY-II** Symptoms, causes and therapeutic values of yoga in the following diseases 5.1 Diabetes 5.2 Obesity 5.3 Insomnia 5.4 Depression 5.5 Heart diseases & Healthy life	**YOGIC THERAPY-II** Symptoms, causes and therapeutic values of yoga in the following diseases 5.1 Diabetes 5.2 Obesity 5.3 Insomnia 5.4 Depression 5.5 Heart diseases & Healthy life

References to be included:

- Govindarajan, (2012), Yoga Tharum Yoga Muthiraigal. Chennai: Usha Prasuram.
- Venkatkrishnan (2009). Yoga for Stress Management. New Delhi: Atlantic Publishers and Distributors (P) Ltd
- Mrunalini and Sudhakar (2008). Yoga Education. Hyderabad: Neelkamal Publications PVT. Ltd., Educational Publishers.

M2 CC 04 Teacher Education in India

4	4.5 Centrally Sponsored schemes to Teacher Education-DPEP, Cluster Resource Centre and Block Resource Centre,SSA, RMSA.	4.5 Centrally Sponsored schemes to Teacher Education-Samagra Shiksha- RUSA (Rashtriya Uchchatar Shiksha Abhiyan).

M4 CC 12 Environmental Education

2	**Natural Resources and Associated Problems** 2.1 Natural resources – definition, meaning and its classification. 2.2 Forest Resources – importance, ecological significance, deforestation degradation, causes of degradation and management of forest resources. 2.3 Water resources – importance of water resources – distribution of	**Natural Resources and Associated Problems** 2.1 Natural resources – definition, meaning and its classification. 2.2 Forest Resources, Water resources and Land resources – importance, ecological significance, degradation, causes of degradation and management and conservation. 2.3 Energy resources – Need, importance

water resources – Types-Use and over utilisation of surface and ground water, floods, drought, conflicts over water, facts about water resources, water cycle, various forms of water. Mineral resources – Need, importance and types. 2.4 Land resources – Land degradation, Waste land reclamation Types of waste land – Soil resources – Uses of soil resources Depletion of soil – Soil conservation – mineral resources in India. Energy resources – Need, importance and types. 2.5 Role of an Individual in conservation of Natural resources.	and types. 2.4 Greenhouse gases and Global warming-causes- effects and control measures 2.5 Role of an Individual in conservation of Natural resources.
5 **Social issues and Environmental Protection Acts** 5.1 Resettlement and rehabilitation of people - issues and concerns. 5.2 Common environmental problems in India. 5.3 Environmental protection and policies in India 5.4 Environmental protection – objectives of selective control protection Acts in India: The Air (Prevention and Control of Pollution) Act, 1981; The Water (Prevention and Control of Pollution) Act, 1974; The Wildlife Protection Act, 1972; Forest (Conservation) Act, 1980. 5.5 Issues involved in enforcement of Environmental Legislation, Public awareness.	**Environmental Protection Acts and Disaster management** 5.1 Common environmental problems in India. 5.2 Resettlement and rehabilitation of people - issues and concerns. 5.3 Environmental protection and policies in India 5.4 Environmental protection – objectives of selective control protection Acts in India: The Air Act, 1981; The Water Act, 1974; The Wildlife Protection Act, 1972; Forest (Conservation) Act, 1980, Environmental Protection Act, 1986, 5.5 Issues involved in enforcement of Environmental Legislation, Public awareness and awareness about SDG17 and Agenda 2030.

iii. It was resolved and approved to introduce a new Elective Paper **B4 EL ET E-learning Technology**

Preamble:
To provide necessary knowledge on the fundamental ideas of e-learning technology and integrating the same in teaching learning process
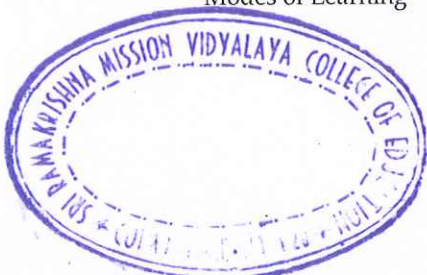
Course Outcomes (COs)
On the successful completion of the course, students will be able to

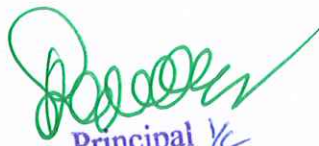| CO	CO Statement
CO1	Gain insight on the need, significance and evolution of e-learning technology.
CO2	Acquire knowledge on Web 2.0 and its applications in Education at Secondary level.
CO3	Familiarize with Learning Management System and attempt to develop learning courses using MOODLE.
CO4	Understand about the MOOC and its implications.
CO5	Develop insight on the future of e-learning technology.

Unit I   **Fundamentals of E-Leaning**

1.1   Evolution of E-Learning: Meaning, Types, Significance , Strengths and Limitations

1.2   Elements and dimensions of E-Learning Technologies

1.3   Internet in Education, Audio and Video conferencing tools : Advantages & disadvantages, Modes of Learning

14

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1.4	Models of E-Learning – Identifying and organizing E-Learning course content: Needs Analysis –Analyzing the learning outcome
1.5	Open Educational Resources: Concept, Meaning, Scope and Limitations.

Unit II   Tools of e- Learning

2.1	Web 2.0 Tools: Nature and Characteristics – Blogs and Wikis. Applications and their relevance for academic purposes
2.2	Social Media: Over View of Face book, Youtube, Twitter and WhatsApp : Uses, Opportunities and challenges at Secondary Level.
2.3	Mobile Learning: Needs, Scope and Characteristics, Opportunities and Challenges, Difference between E-Learning and Mobile learning.
2.4	Web-based Learning Objects: Simulations and Tutorials.
2.5	Blended Learning and Embedded E-Learning: Meaning and Scope, Application, Strengths and Limitations.

Unit III   Learning Management Systems

3.1	Learning Platforms – Proprietary and Open Learning Management Systems: Purpose, Tools and Functions.
3.2	Content Management System: Purpose, Tools and Functions, Difference between LMS and CMS.
3.3	Open Source Content Management System : Introduction and applications of Joomla & WordPress
3.4	Google Class Room: Creation , Implementation and Features.
3.5	Mobile Apps : Introduction, Scope, Characteristics, Application, Strengths and Limitations

Unit IV   MOODLE and Its Application

4.1	MOODLE: History and Principles of MOODLE –Prerequisites: Hardware and Software.
4.2	MOODLE File Management – Overview of Courses, Users and Roles – Course Management, Course Categories, Creating Courses – User Management: User Profiles, Cohorts – Enrolment of Users in Courses.
4.3	Aligning the course objectives, Assessments and evaluation methods of Courseware in MOODLE
4.4	Process in Creation: Instructor led Courses and Self-Learning Courses in MOODLE
4.5	Implementation of various Evaluation Strategies of Courseware in MOODLE.

Unit V   MOOC and Its Application

5.1	Massive Open Online Courses: Concept, Meaning, Features and functions of MOOCs platforms, Best MOOCs platforms: Coursera, EDX, Khan Academy, Udemy and Unacademy.
5.2	MOOC - Indian Initiatives : NPTEL, SWAYAM, e-PG Pathshala, IIT Spoken Tutorials - MOOC Technology - Open MOOC platform – Open edX, Course Builder - Create Instructor led courses, degree programs, and self paced courses
5.3	Current Technologies in E-Learning: Augmented Reality, Virtual Reality and Artificial Intelligence: Introduction and Application
5.4	Internet of Things, Cloud Computing: Introduction and Application.
5.5	Gaming Environments for Education: Range and Scope.

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iv. It was resolved and approved to introduce *new Certificate Course titled: Yoga Education*

Yoga Education

Preamble:
The aim of the course is to provide adequate knowledge in both theory and practical aspects, in the Asanas, Paranayamas, Kriyas, Bhandas, Mudras, Meditation and relaxation techniques.

Courses outcomes:

CO	Course Outcome
CO1	To comprehend the meaning, history, concept and Importance of Yoga.
CO2	To discriminate different forms of Yoga and Astanga Yoga.
CO3	To practice Suryanamaskar, Asanas and develop fitness
CO4	To understand the types of Pranayama and its benefits besides practicing them
CO5	To master different types of Kriyas, Mudras and Bandhas and grasp its benefits
CO6	To involve regularly in Meditation and be aware of the relaxation techniques.

Unit – I: Foundation of Yoga
1.1   Yoga : Meaning – Definition - History – Concepts.
1.2 Contribution to Yoga by: Bhagavan Ramakrishnar, Swami Vivekanandar, Maharishi Mahesh Yogi, Vethathri Maharishi.
1.3 Paths of Yoga: Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga.
1.4 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi.
.1.5 Guidelines for practicing Yoga, Need and importance of Yoga..

Unit – II: Asanas & Suryanamaskar
2.1 Introduction to Asanas: definitions – meaning
2.2 Classification of Asanas: Meditative Asanas – Relaxative Asanas – Cultural Asanas – Step   by Step Performance of Asanas.
2.3 Safety Measures and Precautions.
2.4 Benefits of Asanas
2.5 Suryanamaskar: Methods (Vivekananda Kendra – Bihar School)- benefits.

Unit – III: Pranayama
3.1   Introduction to Pranayama: Definitions -meaning
3.2 Different Phases in Pranayama Practices: Puraka (Inhalation), Kumbhaka (Retention) and Retcaka (Exhalation).
3.3 Pranayamas - Types of pranayamas – Surya Bhedhana – Chandra Bhedhana – Nadi Suddi   – Nadi Shodana - Ujjai - Sitali – Sitkari – Basthrika – Bramari
3.4 Breathing Ratio in Pranayama Practices.
3.5 Benefits of Pranayama.

Unit–IV: Kriyas, Bandas & Mutras
4.1 Shat Kriyas: meaning & definitions
4.2 Types of Kriyas: Kaphalabhathi, Trataka, Neti, Dhauthi, Nauli, Basti.
4.3 Practicing Methods & Benefits: Kaphalabhathi, Trataka, Neti (Jala Neti, Sutra Neti), Dhauthi (Vamana Dhauthi, Dhanta Dhauthi, Vastra Dhauthi) Nauli, Basti.
4.4 Bandas: meaning, definitions - Types of Bandas: Jalendra Bandha, Uddiyana Bandha and   Mula Bandha.
4.5 Mudra: Meaning, types of Mudras (Brahma Mudra, Ashwini Mudra, Shanmugi Mudra).

Unit V: Meditation & Yogic Diet
5.1 Meditation; Meaning, Types (Silent, Mandra) and Benefits.
5.2 Yogic Diet: Sattvic, Tamasic and Rajasic.
5.3 Introduction to Yoga Competitions
5.4 Introduction to Yogic Therapy
5.5 Modern Developments and Trends in Yoga.

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References:

1. Swami Vivekananda (4th Edition-2018). Patanjali Yoga Sutras. Chennai (Mylapur): Sri Ramakrishna Math Press

2. Srimath Swami Asuthoshananda (10th Edition -2017). Srimath Bhagavad Gita, Chennai (Mylapur) Ramakrishna Math Press.

3. Srimath Swami Chidbhavananda (): 26th Impression -2015). Srimath Bhagavad Gita. Trichy (Tirupparaitturai): Sri Ramakrishna Tapovanam.

4. Govindarajan, (2012), Yoga Tharum Yoga Muthiraigal. Chennai: Usha Prasuram.

5. Venkatkrishman (2009). Yoga for Stress Management. New Delhi: Atlantic Publishers and Distributors(P) Ltd

6. Mrunalin and Sudhakar (2008). Yoga Education. Hyderabad: Neelkamal Publications PVT. Ltd. Educational Publishers

7. Moorthy A.M & Alagesan. S (2004). Yoga Therapy. Coimbatore: Teachers Publication House

8. Iyengar, B.K.S (2000) Lights on Yoga. New Delhi: Harper Collins Publishers.

9. Chandrasekaran K (1999). Sound Health through Sound Yoga. Sedapatti: Prem Kalyan Publication.

10. Gopi Krishna. (1993). The Purpose of Yoga. New Delhi: UBS Publishers Ltd.

iv. The members of the committee discussed about the existing Diploma Courses offered by the College of Education. Discussions were made on the duration and number of hours of the courses namely Diploma in Educational Psychology and Child Education and some other courses as Value Added Courses in the B.Ed., Programme. Considering the duration and the number of hours, the committee resolved to convert the Diploma in Educational Psychology and Child Education Courses (FVEPC) into Certificate Course in Educational Psychology and Child Development (FVPCD) as per the norms.

v. It is resolved to change the Value-added Course Diploma in Library and Information System (FVLIS) into Certificate Course in School Librarianship (FVCSL) in the B.Ed., Programme from the Academic Year 2021 – 2022.

vi. Discussions were made by the faculty members on TNTET and TRB preparatory classes for the student teachers in B.Ed., Programme. It was resolved to conduct the TET and TRB preparatory classes in the IV semester for a period of three hours per week. The faculty members are allotted to handle the concerned subjects based on the syllabus prescribed by the Tamil Nadu Teachers Recruitment Board. The faculty members unanimously agreed to take the necessary efforts to ensure the successful execution of the preparatory classes.

Meeting ended with vote of thanks.

Chairman,
Academic Council
(Dr. G. Subramonian)

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