



## தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

**TAMILNADU TEACHERS EDUCATION UNIVERSITY**

(with UGC 2(f) & 12(B) status and NAAC Accredited with 'A' Grade in 1<sup>st</sup> Cycle)

(Established under Tamil Nadu Act 33 of 2008)

Gangaiammankoil Street, Karapakkam, Chennai – 600 097

Website: www.tnteu.ac.in

No.TNTEU/R/DR-I/Affln./2026/ 00170

Date: 03.02.2026

Dr.K.Rajasekaran, Ph.D.,

Registrar (i/c)

**WEB POST**

### பெறுதல்

முதல்வர்கள்,  
அனைத்து இணைவு பெற்ற கல்வியியல் கல்லூரிகள்,  
தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்.

ஐயா/அம்மையர்,

**பொருள்:** TNTEU – இணைவு பெற்ற கல்வியியல் கல்லூரிகள் – B.Ed.,  
and M.Ed., பட்ட வகுப்பு – Online Swayam Course – புதிய  
வழிகாட்டுதல்கள் – தகவல் தெரிவித்தல் – சார்பு

**பார்வை:** Syndicate மற்றும் Academic Counsel Meeting Minutes

-----

மேற்காண் பொருளில் குறிப்பிட்டுள்ளவாறு, தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகத்தின் இணைவு பெற்ற கல்வியியல் கல்லூரிகளில் கடந்த 2020-2021ஆம் கல்வியாண்டு முதல் M.Ed., பட்ட வகுப்பிற்கும், 2021-2022ஆம் கல்வியாண்டு முதல் B.Ed., பட்ட வகுப்பிற்கும் CBCS பருவத்தேர்வு பாடத்திட்ட முறைகள் இப்பல்கலைக்கழகத்தால் அறிமுகப்படுத்தப்பட்டது.

அப்பாடத்திட்டத்தின் படி, B.Ed., பட்ட வகுப்பிற்கு மூன்றாம் பருவத்தில், பாடக்குறியீடு BD3PC – PART-Cல் Online Course SWAYAM (any one course related to Pedagogy / Education / Basic Discipline Skills) 1 Credit – 20 Marks மற்றும் M.Ed., பட்ட வகுப்பில் நான்காம் பருவத்தில் பாடக்குறியீடுகள் MS4OC1, MS4OC2 Online Course அறிமுகப்படுத்தப்பட்டது.

தேசிய தேர்வு முகாமையால் (National Testing Agency) நடத்தப்படுகின்ற Online Swayam படிப்பினை முடிப்பதற்கு கிராமப்புற மாணாக்கர்கள் பல்வேறு இடர்பாடுகளை சந்திப்பதாகவும் அதற்கு மாற்று வழிமுறைகளை பாடத்திட்டத்தில் ஏற்படுத்தவேண்டும் எனவும் கல்வியாளர்கள், மாணாக்கர்கள், கல்லூரி முதல்வர்கள் / நிர்வாகிகளிடமிருந்து கடந்த சில ஆண்டுகளாக

கோரிக்கைகள் இப்பல்கலைக்கழகத்தில் பெறப்பட்டது. அதன் அடிப்படையில் பல்கலைக்கழகத்தின் கல்விக்குழுவின் பரிந்துரையின் படி, ஆட்சிமன்றக் குழுவின் அனுமதியோடு கீழ்க்கண்டவாறு புதிய வழிமுறைகள் ஏற்படுத்தப்பட்டுள்ளது.

### B.Ed. Degree Programme

	Existing	Modification
Part-C	1 Credit – 20 Marks ONC – Online Course – SWAYAM (any one course related to Pedagogy / Education / Basic Discipline Skills)	any one of the following 1 Credit – 20 Marks 1. One MOOC–SWAYAM Course (Online Course related to Teacher Education) (Or) 2. Any one Online Course offered by TNTEU or Government of Tamil Nadu (Online Course related to Teacher Education) (Or) 3. Yoga, Health & Physical Education Record (Should follow prescribed syllabus) (Or) 4. Educational Technology Record (Should follow prescribed syllabus)

### M.Ed. Degree Programme

	Existing	Modification
Online Courses	MS4OC1 – MOOC – SWAYAM – 1 (Not less than 4 weeks)	2 Credits
	MS4OC2 – MOOC – SWAYAM – 2 (Not less than 4 weeks)	2 Credits
		(Any Two of the following) 1. Two MOOC – SWAYAM Courses (Online Course related to Teacher Education) 2. Any two Online Courses offered by TNTEU or Government of Tamil Nadu (Online Course related to Teacher Education) 3. Child Rights Education (Theory Paper) 4. Research Skills (Theory Paper)
		2 Credits for Each Course – (One credit consists of 4 Weeks)

எனவே, கல்லூரி முதல்வர்கள் மேற்குறிப்பிட்ட அட்டவணையில் குறிப்பிட்டுள்ள புதிய வழிகாட்டுதல்களை தவறாமல் பின்பற்றி கடந்த 2024-2025ஆம் கல்வியாண்டு முதல் B.Ed., / M.Ed., பட்டவகுப்புகளில் சேர்க்கப்பட்ட மாணாக்கர்களில் SWAYAM Online Course முடிக்காதவர்கள் வருகின்ற 05.03.2026க்குள் அட்டவணையில் உள்ளவாறு முடித்து பல்கலைக்கழக செய்முறை தேர்விற்கு தயார் செய்யுமாறு அறிவுறுத்தப்படுகிறார்கள்.

15. 12/2/2026  
பதிவாளர் (பொ)

#### இணைப்பு: Syllabus

1. Yoga, Health & Physical Education
2. Educational Technology
3. Child Rights Education
4. Research Skills

#### **நகல்:**

1. Dean of Faculty
2. Controller of Examinations i/c
3. Deputy Registrars
4. Assistant Registrars
5. PA to VC
6. Registrar's Office





# தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம் TAMIL NADU TEACHERS EDUCATION UNIVERSITY

## YOGA, HEALTH & PHYSICAL EDUCATION – I

### SEMESTER – 3- PRACTCUM: ENGAGEMENT WITH THE FIELD -- CREDIT-1

#### Essence of the course:

Sound Body with a sound mind has always been the concern of India. With the changing conditions there are many a health hazards. All of us need to learn how to observe sound health. This course offers the opportunity to learn the yoga and produce the health. It also deals with good food habit, nutrition, physical exercise and sports

#### Objectives:

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

- acquire the knowledge of Yoga, exercise, health & fitness
- understand the nature and structure of human bodies, injuries during emergencies and to provide first aid.
- apply discipline, rules and regulations to organize sports and games in schools.
- develop skills in organizing the physical education, health and yoga programmes in schools.
- develop interest in yoga, physical and health education,
- develop positive attitude towards the participation in yoga and health activities.

### CONTENT OUTLINE

#### Unit 1: Yoga and Health

Meaning of yoga – need and importance of yoga – Kriyas – physical exercises – types of exercises: aerobic, anaerobic on various systems (circulatory, muscular, digestive & respiratory systems) – yoga in present life – role of India in yoga – yoga in global awareness. Branches of Yoga: Bakthi Yoga, Karma Yoga, Raja Yoga and Gnanayoga – Eight limbs of Yoga: Eyama, Niyama, Asana, Pranayama, Prathiyagara, Dharana, Dhiyana and Samathi.

#### Unit 2: Health education

Health needs of children and adolescents, including differently abled children – understanding of the body system: skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness – bones, muscles, joints and their functions. – Status of Health Education in India from Pre-Natal Education through Higher Education, Yoga & Yag, Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure. Health Observation Programs in schools – Body Mass Index ratio.

#### Unit 3: First Aid- Principles and Uses

Structure and function of human body and the principles of first aid – First aid equipment's – Fractures- causes and symptoms and the first aid related to them – Muscular sprains causes, symptoms and remedies – First aid related to haemorrhage, respiratory discomfort – First aid related to Natural and artificial carriage of sick and wounded person – Treatment of unconsciousness – Treatment of heat stroke – General disease affecting in the local area and measures to prevent them.

#### **Unit 4: Food and safety**

Food and nutrition, food habits, timing of food, nutrients and their functions – Fast Food Problems, understanding and practice sanitation – handling of drinking water, disposal of solid and liquid waste – safety and security – disasters in and outside schools, ways of prevention – safety from snake and dog bites, animal attacks, prevention and treatment.

#### **Unit 5: Physical exercise and sports**

concept and objectives of physical education, physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities – games & sports – athletes – general physical fitness exercises – games – (lead-up Games, relays and major games) rhythmic activity, gymnastics and their impact on health.

#### **Mode of Transaction**

Lecture, workshop, discussion, field visit, play ground work, demonstration, practice.

#### **Practicum: Task and Assignment**

1. Prepare month wise self-reports based on the development of your physical fitness – height, weight-Strength, speed, endurance, flexibility and body composition.(Walking, Running, Throwing and Jumping etc.)
2. Prepare a record for yoga learning and performing basic yogic activities along with your reflection and your yoga practice photographs.
3. Write a report based on visit and interview with the personals in yoga and health centres.
4. Prepare an album for yoga, health and physical education (minimum 10 pictures in each aspect).
5. Demonstration of Yogic exercises.
6. Make a portfolio of various Games for school children and their advantages.
7. Preparation of inventories on myths on exercises and different type of food
8. Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
9. Make an inventory of artificial food and provide critical observations from health point of view
10. Prepare inventory of Medicinal plants and their medicinal values.
11. Select yoga practices for persons of average health for practical yoga sessions: *Supine position, Prone position, Sitting position, Standing position, Kriyas, Mudras, Pranayamas*

#### **Mode of Assessment:**

Yoga practice, filed visit report, written test and presentation

#### **References:**

1. Krishna. G(1993) The purpose of Yoga, NewDelhi UBS publishers LTD.
2. Tiwari. O.P.(2002) Asana: Why and how . India: Kanalyadhama
3. Raja Yoga – Methods and practices – Dalmite
4. Mangal , S.K – (2005) Health & Physical education. Ludhiyana: Tandon Publications, Book market.
5. Hedge (1997) How to maintain good health, NewDelhi: UBPSD Publishers
6. Kancle. B.s., & Kumar, C.P.(1996) Text book on health and physical education, Ludhiyana Kalyana publishers.
7. Health Education for school age children – A frame work central Health education Burean& NCERT, NewDelhi – 16.
8. Dhananjay. S & Seema.K.(2007) Lesson Planning : Teaching methods and class management in physical education. NewDelhi: Khal Sathiya Kendra
9. Physical Education Lessons: Dr. J. P. Thomas
10. Dr. J. P. Thomas (1954) Organization of Physical education, Chennai: Y.M.C.A. College of physical education.

11. Agarwal, Satya P. (1998), *The social role of the Gītā: how and why*, Motilal Banarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010
12. Goel Devraj & Goel Chhaya (2013). *Universe of Swami Vivekananda & Complete Wholistic Social Development*, CASE Publication under UGC SAP, the M.S. University of Baroda, Vadodara.
13. Jason Liu and Dr. Gwendalle Cooper (2009) *Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy
14. Mehroo D. Bengalee (1976). *CHILD GUIDANCE*. Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay-400026
15. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.
16. Porter, Noah. (2003). *FALUN GONG in the United States: An Ethnographic Study*, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.
17. Wu JY, Feng, L, Park , H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y. *Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily, Apr.20, 2001.
18. [www.FalunDafa.org](http://www.FalunDafa.org)

[www.http://greatist.com/health/19-worst-tech-related-health-risks](http://greatist.com/health/19-worst-tech-related-health-risks)



**தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்**  
**TAMIL NADU TEACHERS EDUCATION UNIVERSITY**

**EDUCATIONAL TECHNOLOGY – RECORD**

**SEMESTER – 3 - PRACTCUM: -- CREDIT-1 – 20 Marks**

**Unit – I : Introduction to Educational Technology**

Meaning, Nature and Scope of Educational Technology, Definitions by Different Scholars, Objectives of Educational Technology. Role of ET in Teaching–Learning, Difference between Teaching and Educational Technology

**Unit – II : Approaches in Educational Technology**

Hardware Approach, Software Approach, Systems Approach, Comparison of Three Approaches, Application in Classroom Teaching

**Unit – III : Teaching Aids and Instructional Media**

Meaning and Importance of Teaching Aids, Classification of Teaching Aids, Visual Aids, Audio Aids, Audio–Visual Aids, Principles for Selection and Use of Teaching Aids, Improvised Teaching Aids, Preparation of Low-Cost Teaching Materials

**Unit – IV : ICT in Education & Educational Technology in Evaluation**

Meaning of ICT, Computer in Education, Smart Classroom, Power Point Presentation, Internet for Teaching, e-Learning Resources, Online Teaching Tools, Technology-Based Evaluation, Online Tests, Digital Assessment tools, Feedback Mechanism, Advantages & Limitations of ET.

**Unit – V : Communication Technology & Instructional Strategies**

Meaning and Process of Communication, Types of Communication Barriers in Classroom Communication, Ways to Improve Teaching Communication Programmed Instruction, Micro Teaching, Simulation Teaching, Team Teaching, Individualized Instruction, Conclusion & Educational Importance Practical Work (Record Activities) Charts (Minimum 5), Flash Cards (Minimum 2 Sets), Working Model (1), PPT Lesson (1), Video Lesson (1), Lesson Plan using Teaching Aid (2), ICT Based Lesson Plan (1).

M.Ed – Semester I

**CHILD RIGHTS EDUCATION****30 Hours****Objectives**

After the completion of the course the Prospective Teacher Educators will be able to

- i. Gain knowledge about the children based on their age and background of the children, and Understand the various myths existing in the society about children
- ii. Understand the historical background of human rights - Classify various rights of the children
- iii. Reflect on the contemporary issues related to the children - Various strategies of implementing mechanisms of rights from village level to state level child protection commission
- iv. Gain knowledge about promotion, protection and benefits of child rights among children - Know about various rights of varied type of children
- v. Gain knowledge about violation of rights against children in media, ensuring child friendly environment /approaches to teachers in institution.

**Unit – I Understanding Children:** Age wise & Background of child: Region, Religion, Caste, Economic and condition - Myths about children.

**Unit – II Right & Child Rights:** Historical Background of Human Rights - Types of Rights: Right to live, Protection, Development and Participation.

**Unit – III Contemporary issues related to child –** Types of Violence & Abuse: Physical, Emotional, Sexual, Neglect and Technological: Online. Mechanism of Rights: Village level child protection commission to State level child protection commission.

**Unit – IV Promotion, Protection and benefits of child Rights among teachers, Girl child rights, adolescent, disabled children, single parent child.**

**Unit – V** What are the violation of Rights against children in media – print & electronic - Ensuring Child friendly environment/approaches to teachers in institutions- child protection policy and creating child right based culture.





**TAMIL NADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI-97.**

**DEPARTMENT OF CURRICULUM PLANNING AND EVALUATION**

**CO-ORDINATOR : Prof. V. Balakrishnan & Dr. A. Rajeswari**

**VALUE ADDED COURSE SYLLABUS**

**RESEARCH SKILLS**

**(30 Hrs)**

**Unit – I - SKILL OF IDENTIFYING A RESEARCH PROBLEM**

Specifying a problem - Justifying it - Suggesting the need to study it for audiences

**Unit – II – SKILL OF REVIEWING THE LITERATURE**

Locating resources - Selecting resources - Summarizing resources

**Unit – III – SKILL OF SPECIFYING A PURPOSE FOR RESEARCH**

Identifying the purpose statement - Narrowing the purpose statement to research questions or hypotheses

**Unit – IV - SKILL OF COLLECTING DATA**

Selecting individuals to study - Obtaining permissions - Gathering information

**Unit – V – SKILL OF ANALYZING AND INTERPRETING DATA**

Breaking down the data - Representing the data - Explaining the data

**Unit – VI – SKILL OF REPORTING AND EVALUATING RESEARCH**

Deciding on audiences - Structuring the report - Writing the report sensitively

❖ **ASSIGNMENT**

❖ **Course end exam (50 marks)**