



# தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

## TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

GangaiammanKoil Street, Karapakkam, Chennai - 600 097.

Phone No.044-28389020, 044-28389021, E-mail: [vc@tnteu.ac.in](mailto:vc@tnteu.ac.in) registrar@tnteu.ac.in Website: [www.tnteu.ac.in](http://www.tnteu.ac.in)

### VALUE ADDED COURSES FOR THE ACADEMIC YEAR 2020-2021

| S. No | Course Code | Title of the Value-Added Course            | Semester | Name of The Course Coordinator           |
|-------|-------------|--|----------|--|
| 1.    | VAC01       | Career Guidance and Counselling Techniques | III      | Dr.P.N.Lakshmi Shanmugam                 |
| 2.    | VAC02       | Child Rights Education                     | II       | Dr. M.Kanmani                            |
| 3.    | VAC03       | Communicative Applications in English      | I        | Dr. S.Balamurugan                        |
| 4.    | VAC04       | Counselling Skills                         | III      | Dr.T.Sivasakthi Rajammal                 |
| 5.    | VAC05       | Educational Administration                 | III      | Dr.P.Subramanian                         |
| 6.    | VAC06       | Employability Skills                       | I        | Dr.M.Govindan                            |
| 7.    | VAC07       | Human Rights Education                     | III      | Dr. M.Kanmani                            |
| 8.    | VAC08       | Ilakkiyam koorumVizhumangal                | I        | Dr.K.Vijaya                              |
| 9.    | VAC09       | Intellectual property rights               | III      | Dr.P.C.Nagasubramani                     |
| 10.   | VAC10       | Life Skills                                | III      | Dr.V. Sharmila                           |
| 11.   | VAC11       | Montessori Method of Education             | IV       | Dr. M.Kanmani                            |
| 12.   | VAC12       | Positive Psychology                        | III      | Dr.V.Vasudevan                           |
| 13.   | VAC13       | Professional Ethics                        | III      | Dr. C.E.Jayanthi                         |
| 14.   | VAC14       | Research Skills                            | III      | Prof.V.Balakrishnan and Dr.A.Rajeswari   |
| 15.   | VAC15       | SPSS                                       | I        | Dr. M.Kanmani                            |
| 16.   | VAC16       | Thirukkural koorum vizhumangal             | I        | Dr.M.Soundararajan and Dr.R.Rajalakshmi  |
| 17.   | VAC17       | Yoga and Empowerment                       | III      | Dr.M.Soundararajan and Mr.V. Vijayakumar |

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(M.SOUNDARARAJAN)  
Dean of Faculty

VICE-CHANCELLOR  
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## CAREER GUIDANCE AND COUNSELLING TECHNIQUES

### Objectives

After the completion of the unit, the learners will be able to:

- Understanding about the personality measurements
- Discuss about the Counselor Interactions with Patients
- Critically evaluate about the report preparation

### Unit I Core Counseling skills

Measurement of personality: Interview, observation, and Projective techniques.  
Basic areas of Adjustment: Family, School, Career and Job, Marital, Old age and Death adjustment. Attending, Silence, Reflecting and Paraphrasing, Clarifying and the Use of Questions, Focusing, Building Rapport Summarising, Immediacy

### Unit II : Counseling Techniques

Spheres of Influence, Clarification, Client Expectations, Confrontation, Congruence, Core Conditions, Encouraging, Engagement, Focusing, Immediacy, Listening Skills, Open-Ended Questions, Positive Asset Search, Reflection of Feeling, Miracle Question, Stages of Change, Trustworthiness, Capping, Working Alliance, Proxemics, Self-Disclosure, Structuring, Hierarchy of Needs

### Unit III : Counselor Interactions with Patients

basic effective counseling skills useful for positive interactions with patients, Listening, Empathy, Genuineness, Unconditional positive regard, Concreteness, Open



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Questions, Counselor Self-Disclosure, Interpretation Information Giving and Removing Obstacles to Change

#### **Unit IV. Report Preparation:**

Relaxation, Systematic Desensitization, Assertiveness training, Operant conditioning, Technique, Cognitive Behaviour Modification, Biofeedback, Transaction analysis, Group counseling, etc. (Students would be exposed to above techniques and would prepare a detailed report).

**Unit v :** Case Study: Educational, Vocational guidance (Special population/ Career guidance, Behavioural problem, Adolescent counseling, Premarital counseling, Counseling of delinquent, Crisis intervention, Health counseling etc. (Each student has to take up three case studies from the above areas). Training: Each student has to undergo supervised training in a related institute.

Detailed practical report of the training would be prepared.

#### **References**

- Herr, E. L., & Cramer, S. H. (1988). *Career guidance and counseling through the life span: Systematic approaches* (3rd ed.). Scott, Foresman & Co.
- Long, Q. H., & Song, Y. Q. (2007). Exploration of university students' comprehensive employment guidance mode [Original in Chinese]. *Data of Culture and Education*, 26, 154–155.



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- Ma, Y. F. (2009). From margin to center: Evolutions of the career training for the undergraduate [Original in Chinese]. Journal of Hebei Normal University (Educational Science Edition), 11(3), 108–112.
- Myers, I. B. (1962). The Myers-Briggs type indicator. Palo Alto, Calif: Consulting Psychologists Press.
- <https://dmitlab.in/what-is-career-counselling-guidance/>
- <https://medium.com/achology/the-core-counselling-skills-of-a-highly-effective-achologist-9217e365132c>
- <https://www.skillsyouneed.com/learn/counselling.html>
- <https://in.indeed.com/career-advice/resumes-cover-letters/counseling-skills>



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## 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.

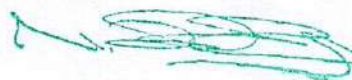
**Unit – IV** Promotion, Protection and benefits of child Rights among teachers, Girl child rights, adolescent, disabled children, single parent child.

**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.



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## COMMUNICATIVE APPLICATIONS IN ENGLISH

Course: Value-added

28.10.2024

### COURSE OBJECTIVES

On completion of this course, the prospective teacher educator will be able to:

1. use English for interpersonal and international communication.
2. engage in all kinds of communication activities – informal, formal/business related and academic.
3. enrich vocabulary through various strategies and techniques.
4. perform well in language tests and competitive examinations.
5. enhance creative writing and presentation skill of report/academic writing.

### UNIT – I: LISTENING AND SPEAKING SKILLS

Variations of modern English: British, American, and Indian – Basic sounds – Deviations in British and American and other varieties.

### UNIT – II: VERBAL COMMUNICATION

Conversation – Basic techniques – How to begin, interrupt, hesitate and end – How to express time, age, feelings and emotions – How to respond – Using language in various contexts/situations – Talking about oneself and others – Attending an interview – Addressing an audience – Using ICT and audio-visual aids – Compering – Group discussion.

### UNIT – III: NON-VERBAL COMMUNICATION

Body language and postures – Orientation – Eye contact – Facial expression – Dress code – Self-concept – Self-image – Self-esteem – Attitudes.

### UNIT – III: READING AND WRITING SKILLS

Skimming and scanning – Writing short messages – E-mails – Preparing notes and reports based on visuals, graphs and diagrams – Official/business related letters – Preparing agenda, minutes - Curriculum Vitae – Describing persons, places, incidents and events – Short argumentative essays.

### UNIT – IV: ENRICHING VOCABULARY

Words often confused and misused – Synonyms – Antonyms – Idioms phrases and phrasal verbs used in day-to-day life – Corresponding British and American expressions.

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## UNIT – V: REPORT/ACADEMIC WRITING

Writing for Specific Purposes Scientific writing – Preparation of project proposals – Writing of summaries and reviews of movies and books in English/regional languages.

### SUGGESTED ACTIVITIES

Language Skills Test (Written) Teachers could encourage the students at the following tasks:

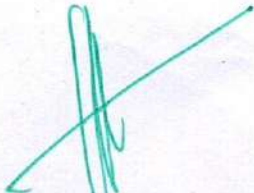
1. Translation of short and simple passages from Tamil to English and vice versa.
2. Providing captions for photos and pictures.
3. Symposium – Presenting different aspects of a debatable topic.

### TEXT BOOKS

1. Mukhopadhyay, Lina., et al. (2012). Poly skills: A course in communication skills and life skills.
2. O’Conner, J. D. (1980). Better English pronunciation. Cambridge University Press.
3. Swan, Michael. (2016). Practical English usage (4<sup>th</sup> Edn.). Oxford University Press.
4. Driscoll, Liz. (2005) Common mistakes at intermediate and how to avoid them. Cambridge University Press.

### SUPPLEMENTARY READINGS

1. Jones, Daniel. (2008). English pronouncing dictionary, (17<sup>th</sup> Edn.) Cambridge University Press.
2. Anna, Hasper., Jonathan Hadley (2020). Supplementary activities for English language teaching: large classes and low resource contexts. British Council Publications.
3. Anuja Khatua., Premlata Kujur., Rashmita Kalasi (2021). E-Learning Material on Communicative English. State Council for Technical Education & Vocational Training, Odisha
4. Vishwa Prasad (2018). Pedagogy of English. Hyderabad: Maulana Azad National Urdu University.

  
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## WEB RESOURCES

1. <https://lecturenotes.in/subject/208/communicative-english>
2. <https://bookpdf.co.in/exam/communicative-english-notes>
3. <https://www.bdu.ac.in/academics/syllabi/2020/Languages/Communicative>
4. [http://toefl.uobabylon.edu.iq/papers/itp\\_2015\\_3158553.pdf](http://toefl.uobabylon.edu.iq/papers/itp_2015_3158553.pdf)
5. <http://www.tndte.gov.in/site/wp-content/uploads/2016/08/>
6. <https://www.britishcouncil.com.sn/sites/default/files/english>
7. [http://cbseacademic.nic.in/publication\\_sqps.html](http://cbseacademic.nic.in/publication_sqps.html)

## COURSE OUTCOMES

On completion of this course, the prospective teacher-educator will be able,

1. To facilitate the students, to attain high level proficiency in LSRW skills.
2. To equip them for competitive examinations and various International English Language Tests.
3. To enhance their career prospects and employability.
4. To assist them develop their personality by fine tuning their communication and presentation skills.
5. To provide them hands on writing skills for creative writing and presentation of report/academic writings.
6. To involve them more games related curricular and co-curricular activities to enrich their vocabulary.
7. To develop personality and attitudes let them engage in various participatory activities and games like debate, group discussion, brain storming, drama, skit etc.

| Course Outcomes | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 17 | 18 | 19 | 20 | 21 |
|-----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| CO1             | * |   | * | * |   | * |   | * | * |    | *  |    | *  |    | *  | *  |    | *  | *  | *  |
| CO2             | * | * |   | * |   | * |   |   | * |    | *  |    |    |    |    |    |    |    |    |    |
| CO3             | * | * | * |   | * |   | * |   |   | *  |    | *  | *  | *  |    | *  |    |    | *  | *  |
| CO4             | * | * |   | * |   | * |   |   | * |    | *  |    | *  |    | *  | *  |    | *  |    | *  |
| CO5             | * |   | * |   | * |   |   | * |   | *  |    | *  |    |    | *  |    |    | *  |    | *  |

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**TAMIL NADU TEACHERS EDUCATION UNIVERSITY**  
**VALUE ADDED COURSE – Semester III**  
**SYLLABUS**  
**COUNSELLING SKILLS**

*Course Coordinator: Dr.T. Sivasakthi Rajammal, Assistant Professor, Department of Educational Psychology, Tamil Nadu Teachers Education University, Chennai.*

**Course Objectives:**

1. To understand emerging concept of Counseling
2. To know the various skills in Counseling
3. To acquaint students with the stages of Counseling Process
4. To identify the need of ethics in Counseling
5. To sensitize the importance of theories in Counseling.

**Unit: I Introduction**

**(6 hours)**

Meaning, Definition, Elements, Principles and Types of Counselling – Goal and Purpose of Counselling – Qualities of a good Counsellor – Micro skills of Counsellor – Benefits of Counselling.

**Unit: II Basic Counselling Skills**

**(6 hours)**

Attending Skills – Listening Skills and its types – Inquiry Skills – Observation Skills – Clarifying Skills – Paraphrasing, reflection and summarizing – Confrontation Skills – Self disclosure – Immediacy – Silence – Empathy – Goal Setting – Feedback.

**Unit: III Counselling Process**

**(6 hours)**

Stage 1: Initial disclosure – Relationship Building, Stage 2: In-depth Exploration – Problem Assessment, Stage 3: Commitment to Action – Goal Setting, Stage 4: Counselling Intervention – Stage 5: Evaluation, Termination or Referral.

**Unit: IV Ethics in Counselling**

**(6 hours)**

Ethic of Client Autonomy - Strengths – Ethic of Client Autonomy - Limitations – Fidelity – Autonomy – Beneficence – Non-maleficence – Justice – Self-respect – Confidentiality –

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Privileged Communication – Ethical Principles – Relationship with Counselee – Relationship with Community – Relationship with colleagues in the Profession .

**Unit: V Theories of Counselling and Psychotherapy**

**(6 hours)**

Sigmund Freud's: Psycho-analysis theory – Human Personality Development – Defence Mechanism – Stages of Personality development – Goal of Counsellor in Psycho-analytic theory – Advantages and Disadvantages of Psycho-analytic theory – Existential Theory: Contribution and Limitations.

**Course Outcomes**

1. Understand emerging concept of Counseling.
2. Utilize the stages of Counseling in the Counseling Process.
3. Critically analyze the need of ethics in Counseling
4. Inculcate the theories of Counseling to a fresh Counselor
5. Implement Skills in Counseling Process.

**References**

- **Richard Nelson-Jones. (2021).** Basic Counselling Skills. SAGE Publications India Pvt Ltd.
- **Samuel T Gladding & Promila Batra. (2018).** Counselling – Pearson Education.
- **Richard Nelson-Jones. (2012).** Theory and Practice of Counselling and Therapy. SAGE South Asia.
- **Andrew Reeves. (2018).** An Introduction to Counselling and Psychotherapy. SAGE Publication Ltd.
- **Lewis Patterson & Elizabeth Welfel. (2004).** The Counselling Process: A Multitheoretical Integrative Approach. Brookes Publication.
- **Elizabeth Reynolds Welfel. (2009).** Ethics in Counseling And Psychotherapy: Standards, Research and Emerging Issues. Cengage Publication.

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## EDUCATIONAL ADMINISTRATION

### Course Objectives:

1. To understand emerging concept of Educational Administration.
2. To identify various factors which affect the educational administration.
3. To acquaint students with issues in educational administration.
4. To analyse the theories of educational administration.
5. To sensitize modern trends in educational management.

### Unit: I Introduction

(6 hours)

Meaning, objectives, Nature, types, principles, concept, functions and scope of Educational Administration – Factors influencing the system of Educational Administration :Political, Social, Cultural and Economic.

### Unit: II Theories of Educational Administration

(6 hours)

Classical-organizational theory- The human-relations model- The behavioral-science approach and the post-behavioral-science era.

### Unit: III Leadership in educational Administration


(6 hours)

Meaning and Nature of Leadership-Theories of Leadership- Styles of Leadership- Measurement of Leadership.


### Unit: IV Emerging issues in Educational Administration

(6 hours)

Issues in Educational Administration – Center, state and local bodies, Centralization and decentralization in India, state and private enterprise, existing Problems of administration in India, external controls and internal controls, equalization of educational opportunities.

  
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**Unit: V Trends in Educational Administration**

**(6 hours)**

Decision Making – Nature, division of work, Centralization action and Decentralization, Organizational compliance, Organizational Development, PERT and Modern trends in Educational Management.

**Course Outcomes**

1. Understand emerging concept of Educational Administration.
2. Identify various factors which affect the educational administration.
3. Critically analyse issues in educational administration.
4. Inculcate the theories of educational administration.
5. Implement modern trends in educational management.

**References**

**Biddle, B.J., & Berliner, D.C. (2002).** Small class size and its effects. Educational Leadership, 59 (5), 12-23.

**Charters, W.W. Jr. et al. (1965)** Perspective on Educational Administration and the Behavioral Science. University of Oregon, Centre of Advanced Study of Educational Administration.

**Pandya, .S.R. (2004).**Administration and management of Education. Himalaya Publishing House.

**Mathur, S.S. (1969).**Educational Administration and Management.

**Samier E (e.d) (2003)** Ethical Foundations for Educational Administration.

**Reddy, G. L., Vanaja, M., & Dogra, S. (2016).** School Management and Issues In Education (1st ed.). Neelkamal.

**Vashost, S.R.(2008).** Theory of Educational Administration- Anmol Publication.

  
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**VALUE ADDED COURSE****Syllabus****EMPLOYABILITY SKILLS**

*28.10.2024*

**UNIT I: Concept of Employability Skills**

Meaning and historical development of employability – Employability skills – Models of employability: Assesses model and understanding, skills, efficacy and metacognition (GSEM) model.

**UNIT II: Communication Skills**

Importance of communication – process of communication – Types of communication: verbal, non-verbal, formal communication – Resumes – cover letters – Job application and Interview.

**UNIT III: IT Literacy**

Education 4.0 – MS Powerpoint – File conversion – Language Translation – Artificial Intelligence.

**UNIT IV: Entrepreneurship**

Concept of entrepreneur – entrepreneurship and enterprise – traits and skills of entrepreneur – Influence of factors on the choice of entrepreneurship – components of entrepreneurship ecosystem.

**UNIT V: Sustainable Career**

Meaning of sustainable career – career planning – upskilling and reskilling – knowledge on labour market information.

**References**

1. Alex, K. (2014). Soft skills, New Delhi, Chand & Company Ltd.
2. Sen Gupta, M. (2017). Skills for employability: A handbook. Innovative Publication.
3. National Institute of open schooling. Employability skills.  
[https://www.nios.ac.in/media/documents/350\\_employability\\_skills/350\\_Book\\_03.pdf](https://www.nios.ac.in/media/documents/350_employability_skills/350_Book_03.pdf)
4. Tamara Kattori. Employ Ability success: Essential skills at work. www. Kresa.org/ efe.
5. National Instructional Media Centre. Employability skills 2<sup>nd</sup> year student workbook. Ministry of Skill Development and Entrepreneurship.

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**M.Ed – Semester – II**  
**Human Rights Education**

**Objectives**

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

- i. gain knowledge about the historical evolution of human rights, understand the concepts of human rights
- ii. gain knowledge about the fundamental rights and duties mentioned in the Indian constitution.
- iii. Understand the functions of human rights institutions at National, state and Local level.
- iv. Understand the history of human rights education and ideologies
- v. Gain knowledge about the policies, pedagogy and practices of human rights education in India.

**Unit I – Introduction to Human Rights**

Historical Evolution of Human Rights – Concept of Human Rights: Definition, Classification and the Principles of Human Rights – Understanding Basic Terminology in Human Rights – Universal Declaration of Human Rights (UDHR) 1948.

(7 Hrs)

**Unit II – Human Rights and Duties in Indian Constitution**

Indian Constitution and Its Structure – The Preamble – The Fundamental Rights (Right to Equality (Articles 14-17), Right to Freedom (Articles 19-22), Right against Exploitation (Articles 23 -24), Right to Freedom of Religion (Articles 25-28), Cultural and Educational Rights (Articles 29-30), Directive Principles of State Policy (Articles 36 to 51), Fundamental Duties (Article 51 (A)), Right to Constitutional Remedies (Article 32) – Comparison between the UDHR and Fundamental Rights – Directive Principles in the Constitution

(7 Hrs)

**Unit III – Human Rights Institutions at National, State and Local Levels**

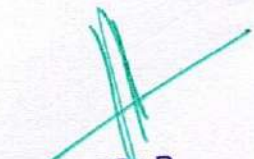
National Human Rights Institutions: History and International Principles – The NHRIs in India: NHRC, NCW, NCM, NCSC, NCST, NCPCR, CIC, NCPWDs, NCSK – State Human Rights Institutions in India and those with specific reference to Tamil Nadu such as SHRC, SCW, SCM, SCPCR and SIC – Functions, Powers and Complaints Handling under all N/SHRIs to Human Rights Violations – Introduction to District Level Institutions such as Child Welfare Committees, District Child Protection Units, Child Line Foundations, Nirbhaya Centres, District Legal Services Authority

(6 Hrs)

**Unit IV- Human Rights Education (HRE): Definition, History and Ideologies**

United Nations (UN) Decade for HRE (1995-2004)- UN Declaration on IIRE and Training (2011) - World Program for HRE (Dec 2004)- First Phase (2005-2009)- Second Phase (2010-2014)- Third Phase (2015-2019)- Fourth Phase (2020-2024)

(5 Hrs)

  
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**Unit V - HRE in India: Policy, Pedagogy and Practice**

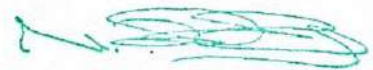
National Level Initiatives in HRE- UGC, NCTE, NCERT, NHRC- HRE beyond classrooms and into the community- Evaluating Human Rights Training Activities.

(5 Hrs)



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Ilakkiyam Koorum Vizhumangal (இலக்கியம் கூறும் விழுமியங்கள்)

நோக்கங்கள்

- விழுமியங்களை நேர்மையுடன் பயன்படுத்துதல்.
- எட்டுத் தொகையில் உள்ள விழுமியம் அறிதல்
- பத்துப்பாட்டில் உள்ள விழுமியம் அறிதல்
- பதினெண் கீழ்க்கணக்கு நூல்களில் விழுமியம் அறிதல்
- பிற இலக்கியங்களில் விழுமியம் அறிந்து பயன்னடுத்துதல்

அலகு 1- விழுமியம்

விழுமியம் பொருள் - உருவாக்கம் - மனிதனுடைய நம்பிக்கைகள் - எண்ணங்கள் - கருத்துக்கள் - விழுமியங்களை நேர்மையுடன் பயன்படுத்துதல் பொறுப்பு - மரியாதை - சகிப்புத்தன்மை - நன்றியுணர்வு - அன்பு - ஒற்றுமை - சுதந்திரம் .

அலகு - 2 எட்டுத் தொகை

நற்றிணை - நல்ல குறுந்தொகை - ஐங்குறுநூறு - பதிற்றுப் பத்து - பரிபாடல் - கலித்தொகை - அகநானூறு - புறநானூறு -

அலகு -3 பத்துப்பாட்டு

திருமுருகாற்றுப்படை - பொருநராற்றுப்படை - சிறுபாணாற்றுப்படை - பெரும்பாணாற்றுப்படை - முல்லைப்பாட்டு - மதுரைக்காஞ்சி - நெடுநல்வாடை - குறிஞ்சிப்பாட்டு - பட்டினப்பாலை - மலைப்படுகடாம்-

அலகு- 4 பதினெண் கீழ்க்கணக்கு நூல்கள்

நாலடியார் - நான்மணிக்கடிகை - இன்னா நாற்பது - இனியவை நாற்பது - கார் நாற்பது - களவழி நாற்பது - ஐந்திணை ஐம்பது - ஐந்திணை எழுபது - திணைமொழி ஐம்பது - திணைமாலை நூற்றைம்பது - திருக்குறள் - திரிகடுகம் - ஆசாரக்கோவை - பழமொழி நானூறு - சிறுபஞ்சமூலம் - கைநினை - முதுமொழிக்காஞ்சி - ஏலாதி .

அலகு -5 பிற விழுமிய இலக்கியங்கள்

காப்பியங்கள் - அறநூல்கள் - சிற்றிலக்கியங்கள் - புராணங்கள் - சமய இலக்கிய - மனிதப் பண்புகளும் வாழ்வியல் அறங்களும் - தமிழ் இலக்கியங்களில் காணப்படும் வாழ்வியல் சிந்தனைகள் - தனிமனித வாழ்வியல் ஒழுக்கம் - மனித வாழ்வியலில் அடிப்படைப் பண்புகள்

  
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## Value Added Course - Syallabus

Ilakkiyam KoorumVizhumangal (Literary Virtues)

Objectives

- ❖ To understand the proper use of values.
- ❖ To understand the recognition of value in ettu thokai
- ❖ To know the values in pathu paattu
- ❖ To know the values in padhinen keezhkanakku noolgal
- ❖ To understand and apply the value of other literature

Unit 1- Valuable

Values – meaning -Creation - Man's Beliefs - Thoughts - Ideas –proper use of values - Respect -

Tolerance - Gratitude - Love - Unity - Freedom.

Unit - 2 EittuThogai

Nartrinai – NallKurunthogai -Iyyenkurunuru-Pathitrupathu– Paripadal – Kalithogai – Agananuru –

Purananuru.

Unit – 3 Phadupattu

Thirumurugatrupadai – PorunarArtrupadai -Serubanatrupadai – Perumpanatrupadai – Mullaipattu –

MadhuraiKanchi – NedunallVadai – KurinchiPattu – Pattinapalai – MaaibadamKadam.

Unit – 4 PathinenKeezhkanakkuNullgal

Naladiyar – NanmaniKadigai – Enna Narpadhu – EniyavaiNarpadhu – KarNarpadhu –

KalavazhiNarpadhu -Iyithinailymbhazhu – IynthinaiEzhubadhu – Thinaimozhilymbadhu –

ThinalMalaiNurtaimbadhu– Thirukural – Thirikadugam – Aasarakovai – PazhamozhiNanuru –

Sirupanjamulam – Kainilai – MuthumozhiKanchi -Ellathy,

Unit-5 Other sublime literatures

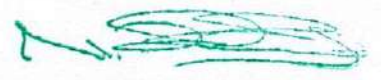
Epics - Texts - Short Stories - Myths - Religious Literature - Human Characteristics and

Biographical Virtues - Biographical Thoughts in Tamil Literature - Personal Biographical Morality -

Basic Properties in Human Biology

  
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DR. K. VISAYA

## VALUE ADDED COURSE

### INTELLECTUAL PROPERTY RIGHTS

#### Objectives:

- To introduce fundamental aspects of Intellectual property Rights to students who are going to play a major role in development and management of innovative projects in industries.
- To disseminate knowledge on patents, patent regime in India and abroad and registration aspects
- To disseminate knowledge on copyrights and its related rights and registration aspects
- To disseminate knowledge on trademarks and registration aspects
- To disseminate knowledge on Design, Geographical Indication (GI), Plant Variety and Layout Design Protection and their registration aspects
- To aware about current trends in IPR and Govt. steps in fostering IPR

#### Unit 1: Overview of Intellectual Property (4 Hours)

Introduction and the need for intellectual property right (IPR) - Kinds of Intellectual Property Rights: Patent, Copyright, Trade Mark, Design, Geographical Indication, Plant Varieties and Layout Design – Genetic Resources and Traditional Knowledge – Trade Secret - IPR in India : Genesis and development – IPR in abroad - Major International Instruments concerning Intellectual Property Rights: Paris Convention, 1883, the Berne Convention, 1886, the Universal Copyright Convention, 1952, the WIPO Convention, 1967, the Patent Co-operation Treaty, 1970, the TRIPS Agreement, 1994.

#### Unit 2: Patents (6 Hours)

Patents - Elements of Patentability: Novelty , Non Obviousness (Inventive Steps), Industrial Application - Non - Patentable Subject Matter - Registration Procedure, Rights and Duties of Patentee, Assignment and licence , Restoration of lapsed Patents, Surrender and Revocation of Patents, Infringement, Remedies & Penalties - Patent office and Appellate Board.

#### Unit 3: Copyrights (6 Hours)

Nature of Copyright - Subject matter of copyright: original literary, dramatic, musical, artistic works; cinematograph films and sound recordings - Registration Procedure, Term of protection, Ownership of copyright, Assignment and licence of copyright - Infringement, Remedies & Penalties – Related Rights - Distinction between related rights and copyrights.

#### Unit 4: Trademarks (6 Hours)

Concept of Trademarks - Different kinds of marks (brand names, logos, signatures, symbols, well known marks, certification marks and service marks) - Non Registrable Trademarks -

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Registration of Trademarks - Rights of holder and assignment and licensing of marks - Infringement, Remedies & Penalties - Trademarks registry and appellate board.

**Unit 5: Other forms of IP**

**(6 Hours)**

**Design**

Design: meaning and concept of novel and original - Procedure for registration, effect of registration and term of protection.

**Geographical Indication (GI)**

Geographical indication: meaning, and difference between GI and trademarks - Procedure for registration, effect of registration and term of protection.

**Plant Variety Protection**

Plant variety protection: meaning and benefit sharing and farmers' rights – Procedure for registration, effect of registration and term of protection.

**Layout Design Protection**

Layout Design protection: meaning – Procedure for registration, effect of registration and term of protection.

**Unit 6: Current Contour**

**(2 Hours)**

India's New National IP Policy, 2016 – Govt. of India step towards promoting IPR – Govt. Schemes in IPR – Career Opportunities in IP - IPR in current scenario with case studies.

**Course Outcomes:**

- The students once they complete their academic projects, shall get an adequate knowledge on patent and copyright for their innovative research works
- During their research career, information in patent documents provide useful insight on novelty of their idea from state-of-the art search. This provide further way for developing their idea or innovations
- Pave the way for the students to catch up Intellectual Property (IP) as an career option
  - a. R&D IP Counsel
  - b. Government Jobs – Patent Examiner
  - c. Private Jobs
  - d. Patent agent and Trademark agent
  - e. Entrepreneur

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A handwritten signature in green ink, appearing to be "S. S. Srinivasan".

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**References:**

**Text book:**

1. Nithyananda, K V. (2019). Intellectual Property Rights: Protection and Management. India, IN: Cengage Learning India Private Limited.
2. Neeraj, P., & Khusdeep, D. (2014). Intellectual Property Rights. India, IN: PHI learning Private Limited.

**Reference book:**

1. Ahuja, V K. (2017). Law relating to Intellectual Property Rights. India, IN: Lexis Nexis.

**E-resources:**

1. Subramanian, N., & Sundararaman, M. (2018). Intellectual Property Rights – An Overview. Retrieved from <http://www.bdu.ac.in/cells/ipr/docs/ipr-eng-ebook.pdf>
2. World Intellectual Property Organisation. (2004). WIPO Intellectual property Handbook. Retrieved from [https://www.wipo.int/edocs/pubdocs/en/intproperty/489/wipo\\_pub\\_489.pdf](https://www.wipo.int/edocs/pubdocs/en/intproperty/489/wipo_pub_489.pdf)

**Reference Journal:**


1. Journal of Intellectual Property Rights (JIPR): NISCAIR

**Useful Websites:**

1. Cell for IPR Promotion and Management (<http://cipam.gov.in/>)
2. World Intellectual Property Organisation (<https://www.wipo.int/about-ip/en/>)
3. Office of the Controller General of Patents, Designs & Trademarks (<http://www.ipindia.nic.in/>)

**COURSE DIRECTOR**

**Dr. P.C. NAGA SUBRAMANI**  
DIRECTOR, CENTRE FOR IPR  
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## CERTIFICATE COURSE IN LIFE SKILLS

### Objectives:

1. To define the meaning, characteristics and scope of life skills.
2. To define theories of life skills and Life skills education.
3. To develop an understanding of the theoretical foundations of life skills.
4. To create Self Awareness and Empathy
5. To develop Thinking Skill
5. To evaluate of life skills training.

### Unit 1: Concept of Life Skills (6 Hours)

- a) Concept of Life Skills.
- b) Life Skills, Survival Skills and Livelihood Skills.
- c) Models of life Skills. (WHO Model, 4 H Targeting Life Skills Model)

### Unit 2: Theoretical Foundations of Life Skills (6 Hours)

- a. Theories of Self (Looking Glass Self, Self Determination Theory)
- b. Theories of Emotions and coping ( Psychological Stress- Lazarus, Broaden and build theory of emotions- Fredrickson)
- c. Theory of Risk and Resilience (Masten, Luther, Becker)

### Unit 3: Skills of Self Management and Empathy (6 Hours)

- a) Self Awareness (Self Concept, Self Esteem, Self Image, Techniques for enhancing Self Awareness) and Empathy (Meaning and techniques to enhance empathy)
- b) Coping with emotions (Meaning of emotions, Expressing emotions, Coping with negative emotions, Cultivating positive emotions)
- c) Coping with stress (Types of stress, signs and symptoms, strategies to manage stress)

### Unit 4: Thinking Skill (6 Hours)

- a) Creative thinking ( Process and Strategies for enhancing Creative thinking) , Critical thinking (Process and Strategies for enhancing Critical thinking)
- b) Problem Solving (Stages of problem solving, Models of problem solving, Enhancing problem solving skills)
- c) Decision making (Process, Barriers, Techniques, Decision making in a group)

### Unit 5: Methods of Life Skills Training and Evaluation (6 Hours)

- a) Approaches of Life Skills Training (Preventive Approach, Competency Based Approach, Issue Based Approach)

b) Methods for Life Skills Training (Group discussion, Debates, Role Play, Storytelling, Situation Analysis, Case Studies, Community Service

c) Evaluation (Surveys, Questionnaires, Check list and Focus group discussions )and Reporting (Writing a Report, Frame Work, Executive Summary) of Life Skills Training

**Course Outcomes:**

- The students once they complete their academic projects, shall get an adequate knowledge on life skills.
- During their research career, they can get hands-on training on life skills. This provide further way for developing their idea or innovations

**References**

Adkins, W.R. (1973). Life skills education for adult learners. Adult Leadership, 22, (2), 55-58.

Burton, J. (1996). Career development series at the Ft. George Head Start Center. New York, NY: Institute for Life Coping Skills.

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## MONTESSORI METHOD OF EDUCATION

### Objectives

After the completion of the course, the students will be able to

1. Know about the preschool education and Psychology of preschooling children
2. Gain knowledge and understand about the need for exercises of practical life
3. Understand the significant role of language on the development of personality of the children
4. Gain knowledge about the need learning basic arithmetic operations by the pre school children
5. Classify and know the significance of the various types of rhymes in pre schooling

### Unit I : Pre School Education &

#### Psychology

Building Blocks - Nest of Boxes – Sorting – Cubes Plain – Painted – Pyramid - Bead Box- Mosaic- Ordering- Posting Box- Puzzle-

Period of Development- The Importance of first period- The Care of the New Born- Education from Birth - Part I and II- Development of Language- The Absorbent Mind- The Sensitive Period - Development of Movement Part I and II - The Need for Nursery Schools- The School and Society. The Preparation of Environment - The Preparation of The teacher.

### Unit II : Exercises of Practical Life

Care of the Person - Care of the Environment- Control of Movement- Social Graces- The Environment- The Garden- The Teacher- How to Start a Montessori School- Presentation or Demonstration- Control of Error- Field Trip.

### Unit III: Language

History of Language- Development of Language from Birth- Physiological Mechanism of Speech- Conversation- Preparation for Writing- Reading- Sentence Formation- The Study of the parts of Speech- Noun- Adjective- Verb- Adverb- Preposition- Pronoun- Conjunction- Interjection- Symbolic Grammar- Passing with Grammar.

### Unit IV: Arithmetic

History of Mathematics- Numerical Symbols- Presentation of Quantity- Number Rods- Presentation of symbols- Number Cards and Counters- The Decimal System- Addition- Subtraction- - Division- Multiplication- Learning Numbers : 0 – 100.

### Unit V : Rhymes

Finger Rhymes- Number Rhymes- Memory Rhymes- Talking Rhymes- Action Rhymes- Dancing Rhymes- Singing Rhymes – Rhymes on Social Graces- Montessori Rhymes.

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**REFERENCES:**

1. Life and Work of Dr. Montessori, by Mr. E.M. Standing
2. The Discovery of the Child, by Dr. Maria Montessori
3. The Absorbent Mind, by Dr. Maria Montessori
4. The Secret of Childhood, by Dr. Maria Montessori
5. The Advanced Montessori Method – Volume I & II, by Dr. Maria Montessori

  
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### **Specific Outcomes of the Programme:-**

One Successful Completion of this diploma Programme. The students will be able to


1. Expand conceptual understanding of Guidance and counseling in all settings.
2. Analyze, interpret, understand and apply the complex interrelationships between theoretical knowledge and practical aspects through the course.
3. Follow professional ethics in guidance and counseling services.
4. Develop competencies and skills to impart Guidance and counseling in all settings.
5. Apply tools and techniques to assess and plan for Guidance and selling in all settings (Schools, Educational and Social Institutions).
6. Acquire the skills of Guidance and counseling.
7. Develop the knowledge about different fields of Guidance and counseling.
8. Know about the basic needs of Guidance services
9. Know about the necessity of career Guidance and counseling.
10. Create awareness about working of guidance organizations.

### **POSITIVE PSYCHOLOGY ]**


#### **Objectives:**

On successful completion of the course, students will be able to:

- Obtain knowledge on the concepts and perspectives in Positive psychology
- Articulate the implications Positive Psychology in the process of Psycho-social development of Human development.
- To learn the various factors involved in of positive youth development.

  
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□ Acquire skills through applied Positive psychology.

**Learning Objectives:-**

The course aims to

1. Understand the concepts of Psychology.
2. Analyze the importance of psychology theories.
3. Understand the concept of positive Psychology
4. Understand the positive emotions and well being.
5. Acquire knowledge about the universal human motives.

**UNIT-1**

**Historical overview and development of Positive psychology:**

The history of positive psychology - Humanistic psychology - Where positive psychology stands - Foundational Concepts, Definitions, The scope and aim of positive psychology - An overview and critiques of Positive psychology and their relevance in Indian context.

**UNIT-2**

**Understanding Strengths:**

Positive Psychology at Individual level, group level and social level - Renewing Strength and Virtue - Signature Strengths - Positive Psychology and Mental Health - Strengths-based Development and Engagement

**UNIT-3**

**Emotion and Self-Based Approaches to Positive psychology:**

Emotion - Focused Approach: Subjective wellbeing, Science of Happiness and life

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Satisfaction, Resilience in Development, The Concept of Flow, Positive Affectivity, Positive Emotions, Social Construction of Self Esteem, positive Psychology for Emotional Intelligence, Emotional Creativity and The Adaptive Potential of Coping Through Emotional Approach - Self-Based Approach: Reality Negotiation, Authenticity, Uniqueness Seeking and Humility.

#### UNIT-4

##### **Cognitive and Interpersonal focused Approaches to Positive psychology:**

Cognitive-focused Approach: Creativity, wellbeing- Mindfulness, Optimism, Hope Theory, Self- Efficacy, Problem Solving Appraisal and Psychological Adjustments, Setting Goals for Life and Happiness and The Role of Personal Control in Adaptive Functioning - Interpersonal Approaches: Relationship connection, Compassion, Psychology of Forgiveness, Gratitude, Love, Empathy and Altruism, Moral and Sources of Moral Motivation, Mediation and Positive Psychology.

#### UNIT-5

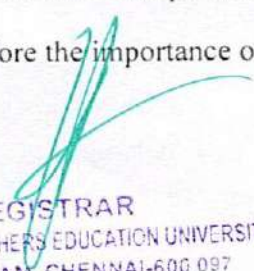
##### **Positive Youth Development**

Positive Youth Development- Perspectives and practices, The Psychology of Hope, Optimism, Wellbeing and Resilience, Productive processes, promotion and community development. Pro-social behaviour - volunteering, The Science of Positive Psychology through Recreation and Volunteering. Positive Ethics for meaningfulness in life.

##### **Course Outcomes**

On successful Completion of the course the student will be able to

1. Explain the Concept of Positive Psychology.
2. Explore the importance of positive emotions and well being.

  
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3. Critically relations at work place.
4. Comprehend the universal human motives
5. Analyze the Positive team culture.

**Positive Psychology Learning Outcome Mapping**

| Co | Specific Objectives |   |   |   |   |   |   |   |   |    |
|----|---------------------|---|---|---|---|---|---|---|---|----|
|    | 1                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1  | √                   |   |   |   |   |   |   |   |   |    |
| 2  |                     | √ |   |   |   |   | √ |   |   |    |
| 3  | √                   |   |   |   |   |   |   | √ |   | √  |
| 4  |                     |   |   |   | √ |   |   |   | √ |    |
| 5  |                     | √ |   |   |   |   |   | √ |   |    |

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## PROFESSIONAL ETHICS

### Course Objectives:

1. To imbibe ethical behavior in the personal and professional.
2. To internalize ethical values.
3. To realize the code of Professional ethics and practices.
4. To identify issues in Professional ethics.
5. To understand the importance of Professional ethics.

### Unit: I Introduction

(6 hours)

Meaning, Definition and Nature of Professional Ethics- Basic concept of Ethics-Dimensions of Ethics-Principle of Professional Ethics.

### Unit:II Code and Conduct of Professional Ethics

(6 hours)

Teachers and their responsibilities -Teachers in relation to Students, Colleagues, Administration, Parents and Society- Norms of Professional conduct-Moral values in Professional Ethics.

### Unit:III Professional Ethics of Teachers

(6 hours)

Teaching as a profession -Duties of a Teacher- Teachers Accountability - Teachers Autonomy - Strategies to promote Professionalism among students.

### Unit: IV Theories of Professional Ethics

(6 hours)

Theories of Professional Ethics: Utilitarianism- Deontology- Moral Absolution - Moral Rationalism-Virtue Theory-Rights Theory-Casuist Theory.

### Unit: V Ethical Issues

(6 hours)

Ethical Issues pertaining to the role of Teacher- Ethical Issues pertaining to the role of Education- Ethical Issues pertaining to the role of School.

## Course Outcomes

1. inculcate ethical behavior in the personal and professional.
2. internalize ethical values.
3. Use the code of Professional ethics and practices.
4. Critically analyse the issues in Professional ethics.
5. Able to understand the importance of Professional ethics.

## References

**Campbell, E. (2006).** Ethical Knowledge in Teaching: A Moral Imperative. Education Canada, 46(4), 32-35.

**Connell, R. (2009).** Good teachers on dangerous ground: towards a new view of teacher quality and professionalism. Critical Studies in Education, 50(5), 213-229.

**Gewirth, Alan (Jan 1986).** "Professional Ethics: The Separatist Thesis".


**Rest, J.R., Narvaez, D. (eds.) (1994)** Moral Development in the Professions, Hillsdale, NJ Lawrence Erlbaum Assoc. Publishing House.

**Strike, K.A & Soltis, J.F. (2004).** The Ethics of Teaching. New York: Columbia University.

  
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KARAPAKKAM, CHENNAI-600 097



  
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**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)**

*Handwritten signature in red ink.*

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**M.Ed – Semester – III**  
**Statistical Package for Social Sciences**

**Objectives**

After the completion of the course, the students will be able to

1. Know to create databases using SPSS and other DBMS softwares, define the variables and labels.
2. Plot various graphs and charts for various types of data
3. Analyse descriptively using the data available in SPSS
4. Gain knowledge to use various parametric tests using SPSS
5. Apply various non-parametric tests and regression analysis using SPSS

**Unit I – Introduction about SPSS :** Introduction – starting SPSS - creating of data bases using SPSS – MS Excel or exporting from other data bases- variable view – data view-variable type - Naming and defining of variables for various measures of scales – Opening and saving of SPSS files

**Unit II – Graphs & Charts**

Creating graphs – types of charts – 3D charts – bar – pie -histogram – line – space – inserting legends – values – axes.

**Unit III – Descriptive analysis**

Descriptive statistics : Mean, Median, Mode, Skewness and Kurtosis – Percentage analysis – Percentiles – Standard deviation – quartile deviation – Grouping of data.

**Unit IV – Parametric Tests**

Critical ratio(t) – Analysis of Variance(ANOVA) – Post ANOVA - ANOCOVA – MANOVA- MANOCOVA.

**Unit V – Non Parametric Tests**

KS test - Z, X, T - Chi Square test – Correlation – Bivariate & Multivariate - Regression Analysis – Multiple Regression.

**References**

1. Multivariate Data Analysis using SPSS and AMOS, R.Shanthi, MJP publishers, New Delhi.
2. IBM SPSS for Introductory Statistics: Use and Interpretation, Fifth Edition Paperback , George A. Morgan (Author), Nancy L. Leech (Author), Gene W. Gloeckner (Author), Karen C. Barrett (Author), Routledge Publishers, 2014.
3. Advanced Educational Statistics , Henry . E . Garret ,

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**SYLLABUS****Thirukkural koorum Vizhumangal****Objectives**

- To identify the different type of wealth
- To guide to attain all of prosperity and wealth
- To create the interest in learning Thirukkural
- To enhance the vocabulary words in Thirukkural
- To understand the subtle meaning of Thirukkural

**Unit I-** Steps to get the money wealth – analysis the various factors of education wealth. Relations between education wealth and wisdom wealth.. Clarity about the money, education, wisdom

**Unit II** - Details of practicing body wealth. Consequence of practising the recommended principle about body wealth - pros and corn of body wealth – Importance of questioning and hearing.

**Unit III** - Details of gaining discipline and characters through friendship. Procedure to gain the strengths through contacts and friendship- - advantage of gaining discipline and characters.

**Unit IV** - Differnece between fame, popular and familiar. Importance of virtue wealth and benevolence wealth – Techniques to gain the virtue wealth .understand the benefits of benevolence wealth.

**Unit V** - Importance of children in the family life – Various factors about enjoying benefits of wealth gained in the life frequently asked questions about children development and wealth usage

**Learning Outcomes**

- Recall the Thirukkural regarding wealth management
- Critically analysis the Thirukkural meaning
- Describe the benefits of wealth management

Increase the flawless of Thirukkural thoughts



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## VALUE ADDED COURSES

### YOGA AND EMPOWERMENT

#### Syllabus

#### Objective:

**Total Hours : 30**

Providing the value education to improve the Students – Good Character – Understanding yogic life and physical health – maintain youthfulness – Moderation in five aspects of life.

Cultivating good qualities and eliminating bad ones – Learning introspection practices including Analysis of thoughts, Moralisation of desires, Neutralisation of anger and Eradication of worries – Realising one's responsibilities – Understanding the reasons behind the diversity in men – Yogasanas.

#### **UNIT-1: PHYSICAL HEALTH & STRENGTHENING LIFE FORCE    Hours : 6**

1. SKY – Introduction – Education as a means for youth empowerment – Greatness of education – Yoga for Youth Empowerment
2. Simplified Physical Exercise: Explanation – Hand, Leg, Breathing and Eye exercises – Kapalabathi – Makarasana – Massaging, Acupressure and Relaxation practices – Benefits
3. Philosophy of Kayakalpa - Kayakalpa practice – Benefits
4. **Yogasanas - 1:** Pranamasana – HasthaUddhasana – Padahasthasana – Chanchalanasana – Thivi pada hasthachanchalanasana – Ashtanga namaskaram – Bhujangasana – Athamukthasana – Aswachanchalanasana – Padahasthasana – HasthaUddhasana – Pranamasana
5. Pranayama: Nadisuddhi – Clearance – Explanation – Benefits

#### **UNIT – 2: WELLNESS OF MIND**

**Hours : 6**

1. Classification of mind waves – Beta, Alpha, Theta, Delta – Agna meditation – Benefits

  
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2. Shanthi meditation – Benefits
3. Thuriya meditation – Benefits
4. Blessing and its benefits

**UNIT-3: VIRTUES**

**Hours : 6**

1. Individual Virtues - Societal Virtues – Morals
2. Cultural values - Social Values
3. Management Techniques

**UNIT-4: PHILOSOPHY OF LIFE**

**Hours : 6**

1. Philosophy of life - Five duties - Safeguarding the Natural resources
2. Analysis Of Thoughts - Moralisation of Desires - Neutralisation of Anger - Eradication of worries

**UNIT-5: YOGASANAS-2**

**Hours : 6**

1. Dandasana – Chakrasana (sideways) - Vrichasana (Ekapada asana) -Trikonasana – Vajrasana
2. Padmasana - Yoga mudra – Maha mudra - Ustrasana – Vakrasana –Savasana



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