

Annexure – (II)

PONDICHERRY UNIVERSITY
PUDUCHERRY - 605 014

REVISED REGULATIONS

FOR

ONE YEAR

B.Ed. DEGREE (NON-SEMESTER) COURSE

[with effect from 2010-11]

PONDICHERRY UNIVERSITY
REVISED REGULATIONS FOR
ONE YEAR B.Ed. DEGREE (NON-SEMESTER) COURSE
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ELIGIBILITY FOR ADMISSION TO THE COURSE:

A candidate shall be eligible for the admission to the one year Bachelor's Degree course in Education [B.Ed. (Non-semester)] provided that he/she should have passed the Bachelor's Degree course in any one of the subjects listed below as major under 10+2+3 or 11+1+3 pattern.

No.	Subject majored in the Bachelor's/Master's degree	Relevant optional subject
1	English, Functional English, English Literature & English for Career	English
2	Tamil, Functional Tamil	Tamil
3	Hindi	Hindi
4	Malayalam	Malayalam
5	Telugu	Telugu
6	French	French
7	Mathematics	Mathematics
8	Physics, Electronics, Chemistry, Bio-chemistry	Physical Science
9	Botany/Plant Science, Zoology / Animal Science, Micro-biology, Applied Micro-biology	Biological Science
10	History, Historical Studies, Geography, Political Science, Economics	Social Studies
11	Computer Science, Computer Applications	Computer Science
12	Home Science	Home Science
13	Commerce, Commerce – Vocational, Commerce – Corporate Secretary-ship	Commerce

NOTE: For the subjects under the optional - Home Science, the candidates should have passed Master's Degree in the same subject in addition to Bachelor's degree.

NOTE:

- (1) Candidates should have scored a minimum of 50% marks in Part-III (Main + Allied) of the Bachelor's degree course or in the Master's degree course. Both Bachelor's degree and Master's degree should be in the same subject. [A minimum of 45% marks for OBC, MBC and Physically Challenged candidates and 40% marks for SC and ST candidates]
- (2) The reservation for SC, ST, OBC, MBC and other categories shall be as per the rules of the concerned State / UT Government.
- (3) A Candidate who has taken more than one School subject as Main (Double or Triple Major) in the Bachelor's Degree will be eligible for admission to only one of the school subjects.
- (4) There is no upper age limit for admission to one year B.Ed. course.

WORKING DAYS:

1. The course of study shall consist of 200 working days with six hours in a day [includes 30 days for intensive practice teaching and 10 days for other related practical activities] excluding the days of admission and university examination as prescribed by NCTE.
2. The student-teachers should be divided into sections of 50 each for core subjects and not more than 25 students per teacher for the optional methodology of teaching school subjects [related to the main subject of Bachelors' degree] and other practical activities of the programme to facilitate participatory teaching and learning.
3. The physical presence of teacher-educators is necessary during the working hours to ensure their availability for individual advice, guidance, dialogues and consultation as and when needed to the student teachers.

ELIGIBILITY FOR ADMISSION TO EXAMINATION:

A student-teacher shall be admitted to the B.Ed. Degree Examination only if he / she has undergone the prescribed course of the study [both theory and practicals] satisfactorily in a College of Education affiliated to this university and having put in not less than 80% of overall attendance.

COURSE OF STUDY:

A. PEDAGOGICAL THEORY (Core Subjects)

- 1) Response to challenges in Education
- 2) Learning for Human Development
- 3) Educational Management & Administration
- 4) Any **one of the following ELECTIVES** based on the availability in the college
 - (i) Special Education
 - (ii) Population Education
 - (iii) Guidance and Counselling
 - (iv) Environmental Education
 - (v) Human Resource Development
 - (vi) Value Education
 - (vii) Non Formal Education
 - (viii) Essentials of Teaching & Learning
 - (ix) Disaster Management
 - (x) Women Education
 - (xi) Human Rights Education
- 5) Optional I : Content - cum - Methodology
(Related to main subject of Bachelor's degree)
- 6) Optional II : Content - cum - Methodology

THE CHOICE OF OPTIONAL SUBJECTS

- Every candidate shall offer two optional subjects of which optional I should be based on the main subject of the Bachelor's Degree course.

- A Candidate with Bachelor's Degree in any language i.e. English, Tamil, French, Malayalam, Telugu or Hindi may offer the language of their specialization as equivalent to two optional subjects - i.e. Teaching of Special Language as Optional I and Teaching of General Language as Optional II.
- A Candidate with Bachelor's Degree in the subject – Mathematics, Physical Science (**Physics, Electronics, Chemistry, Biochemistry**), Biological Science (**Botany/ Plant Science, Zoology/ Animal Science, Microbiology, Applied Micro-biology**), Social Studies (**History, Historical Studies, Geography, Political Science, Economics**), Home Science, Computer Science (**Computer Science, Computer Applications**) may offer the subject of their specialization as optional I and Teaching of General language or teaching of other allied subject studied at the Bachelor's Degree level as optional II.
- A Candidate with both Bachelor's and Master's Degrees in Commerce (**Commerce, Commerce-Vocational, Corporate Secretary-ship**) may offer the subject of their specialization as equivalent to two optional subjects: Teaching of Commerce I as Optional I and Teaching of Commerce II as Optional II. In the place of Teaching of Commerce II, Teaching of General Language may be offered as optional II.

No.	Subject majored in the Bachelor's Degree Course	Optional I [relevant to subject majored in the Bachelor's Degree]	Optional II
		Teaching of	Teaching of
1	Language / Functional Language	Special Language	General Language
2	Mathematics	Mathematics	General Language or Computer Science or Physical Science
3	Physics, Electronics, Chemistry, Biochemistry	Physical Science	General Language or Mathematics or Computer Science or Biological Science
4	Botany/Plant Science, Zoology/Animal Science, Microbiology	Biological Science	General Language or Physical Science or Home Science
5	History, Geography, Political Science, Economics	Social Studies	General Language
6	Home Science	Home Science	General Language or Biological Science
7	Computer Science	Computer Science	General Language or Mathematics or Physical Science
8	Commerce, Commerce-Vocational, Corporate Secretary-ship	Commerce I	Commerce II or General Language
NOTE: For optional I: Home Science, Computer Science and Commerce I & II, the Practice teaching should be done at the Hr. Sec. level.			

(B) PRACTICUM:

(Internal, subject to the review of the Board of Supervising Examiners)

I. Teaching Competency:

For practicing and developing the competency in teaching, each student teacher shall undergo the **intensive practice teaching for THIRTY WORKING DAYS in a recognised high / higher / senior secondary school** and work as an apprentice under the selected teacher(s) as supervising /guide teacher(s) under the general supervision of the Headmaster/Principal of the concerned school. The programme for each student-teacher shall be the normal daily work of regular teacher

A. Before Intensive Practice Teaching

(10 working days in the College of Education itself)

The Student teacher has to

- practice at least five teaching skills in each optional subject.
- observe at least two demonstration lessons done by the teacher-educator in each optional subject.
- observe at least three lessons taught by the fellow student-teachers in each optional subject in simulated condition.
- to record the criticism on the demonstration and peer lesson.

B. During Intensive Practice Teaching

(30 working days in the school)

The student teacher has to

- observe five lessons (each of 45 minutes duration) in each optional subject in the school setting by the school teacher.
- teach at least FIFTEEN lessons (each of 45 minutes duration) in each optional subject
- follow the objective-based lesson plan with four columns model format for teaching the lessons (Format is given in the annexure)
- prepare and use the instructional aids related to the lessons
- maintain the prescribed optional-wise workbooks / records separately for observation of lessons and intensive practice teaching
- conduct the test in the lessons taught by setting the question paper by following the steps for construction of an achievement test in each optional
- conduct physical education activities as prescribed
- involve himself / herself in all other activities in the campus
- assist in the school administration and organization as required by the Head of the Institution and teachers
- undertake the case study of a school student with intervention and results.
- undertake an action research on a problem related to classroom / students with recording of results of the intervention.

NOTE:

- 1) At least twenty percent of the prescribed practice teaching lessons would be supervised fully by the teacher educators and feedback given to the students orally as well as comments in writing. The record of supervision would be maintained by the teacher-educator.
- 2) Attendance in the Intensive Practice Teaching is compulsory one. In exceptional cases, the Principal of the college may grant 10% of attendance relaxation.

II. OTHER PRACTICUM ACTIVITIES: Apart from the intensive practice teaching, the student-teachers have to complete the practicals related to optional subjects and other aspects and to maintain the records in the prescribed format:

(a) Practical related to optional subjects:

(i) Micro - teaching

The student-teacher has to get practice in at least five teaching skills as micro teaching component for each optional and the workbook for microteaching shall be maintained separately for each optional.

(ii) Preparation and use of instructional aids

The student-teacher shall prepare instructional aids in each optional subject. He / She may take units from high school / higher secondary school syllabus and prepare aids with reference to concepts / ideas in the units, aids of different types (Charts-15, models - 4, 2x2 slides 2, transparency sheets -3, cut-out, Flannel Board, Flash cards-10 and a power point presentation in the form of CD in each optional).

(iii) Practical Training in the use of Multimedia

Each student teacher shall be given training in operating at least five types of Audio- visual Apparatus such as Film Projector, Over-head Projector, Slide projector, Opaque Projector (Epidiascope), Filmstrip Projector, tape-recorder, LCD Projector etc. In evaluating this, emphasis shall be on grasp of basic principles, dexterity in operation and integration with the teaching process.

(iv) Construction of Tests and interpretation of scores

The construction of tests in the content area taught by the candidate during the internship must be made in both the optional and conducted and evaluated by the student-teacher during intensive teaching Internship period. Interpretation of results shall also be made and recorded in the workbook.

(b) Practical related to other aspects

(i) Action Research:

An action research on a problem relating to learning, teaching or administration may be undertaken.

(ii) Case Study

A case study on a student with a problem may be undertaken. Proper record of observation should be maintained.

(iii) School Observation / School Visit

The student teacher has to visit schools of different boards to study the administration and organizational structure.

(iv) Psychological Practical

Psychology experiments as per the syllabus have to be conducted and a record has to be maintained for evaluation.

(v) Physical & Health Education

Physical and Health Education activities as per the syllabus have to be conducted and a record to be maintained by each candidate for evaluation.

(vi) Socially Useful Productive Work

Training will undertake socially useful productive work. In the areas of health and hygiene, cultural and recreational activities / or community work. They will also organize socially useful productive work involving students during their teaching practice.

(vii) Camp/ Community work

Each College of Education shall organise a camp or a minimum of 5 days training in community life, First aid / Scouts & Guides / Social Service.

List of Records to be maintained:

The following records are to be maintained and to be placed before the Board of Examiners during the practical examination.

Optional subject wise records

- 1) Micro teaching Record
- 2) Demonstration & Criticism Record (*Demonstration lesson taken by teacher-educator, Observation of lessons taught by fellow students and Criticism*)
- 3) Observation Record (*Observation made in the school setting during teaching practice*)
- 4) Lesson Plan Record
- 5) Test & Measurement Record

Common/ Other Records

- 1) Audio-Visual Record
- 2) Psychology Practicals Record
- 3) Case Study / Action Research Record
- 4) School Observation / School Visit Record
- 5) Physical & Health Education Record
- 6) SUPW Record
- 7) Camp / Community work Record

Note: The final report of the College on each student, together with the workbook shall be made available to the supervising Examiners during the practical examination for assessment.

SCHEHE OF EXAMINATION:

A) THEORY PAPERS:

[Three Core papers, One Elective paper and Two Optional papers]

Paper	Title of the Paper	External		Int. marks	Total
		Durati on	Marks		
I	Response to Challenges in Education	3 Hrs	75	25	100
II	Learning for Human Development	3 Hrs	75	25	100
III	Educational Management & Administration	3 Hrs	75	25	100
IV	Elective: (Any one)	3 Hrs	75	25	100
V	Optional I: Teaching Methodology (Relevant to Main subject of Bachelor's Degree)	3 Hrs	75	25	100
VI	Optional II: Teaching Methodology	3 Hrs	75	25	100
Total			450	150	600

External Examination

- Part A: Essay Type questions – 2 out of 3 (2x15=30 Marks)
Part B: Short Answer – 5 out of 8 (5x5=25 Marks)
Part C: Very Short Answer – 10 out of 10 (10x2=20 Marks)

Internal Marks

- Model examination 10 marks
Class tests 10 marks
Term paper 5 marks
Total 25 Marks

DISTRIBUTION OF MARKS FOR PRACTICUM COMPONENTS

Sl. No.	Name of the Record / File	Marks Allotted
GROUP A (Optional I)		
A1.	Micro Teaching Record	15
A2.	Demonstration/Lesson Observation Record	10
A3.	Lesson plan Record	20
A4.	Teaching competency	80
A5.	Instructional Materials	15
A6.	Test & Measurement Record	10
Group A - Total		150
GROUP B (Optional II)		
B1.	Micro Teaching Record	15
B2.	Demonstration/Lesson Observation Record	10
B3.	Lesson plan Record	20
B4.	Teaching competency	80
B5.	Instructional Materials	15
B6.	Test & Measurement Record	10
Group B - Total		150
GROUP C (Other practicals)		
C1.	Educational Technology /Audio Visual Education Record	10
C2.	Case Study & Action Research Record	20
C3.	Psychology Experiment Record	20

C4.	CT camp Record	15
C5.	Physical Education Record	15
C6.	SUPW Record	10
C7.	School observation / School visit Record	10
Group C - Total		100
TOTAL MARKS (GROUP A+B+C)		400

PRACTICAL EXAMINATION

Based on the periodical assessment of the teaching competency and other practical aspects of the student-teachers, the internal assessment marks will be assigned by the teacher-educator in-charge of the concerned practical work / activity. The consolidated internal assessment marks in the prescribed format will be sent to the university by the Principal of the concerned college. On receipt of the internal marks, the university will make arrangement for conducting the practical examination by appointing the Board of Examiners.

THE PRACTICAL EXAMINATION WILL BE CONDUCTED FOR TWO DAYS: EXAMINING / ASSESSING THE TEACHING COMPETENCY OF ALL THE CANDIDATES ON FIRST DAY IN A RECOGNISED HIGH / HIGHER / SENIOR SECONDARY SCHOOL AND THE RECORDS AND THE INSTRUCTIONAL AIDS ON THE SECOND DAY IN THE RESPECTIVE COLLEGE OF EDUCATION.

PANEL OF EXAMINERS FOR PRACTICAL EXAMINATION: A panel of examiners consisting of four external examiners (Convener from among the Principals / Associate Professors, three members from among the faculty members having a minimum of 5 years of experience) appointed by the University shall be assessing the teaching competency and practical record of each student. The Principal or senior most faculty member of the respective College of Education will be the ex-officio member of the panel.

On reviewing the internal marks awarded by the college, the final mark list of the student-teachers will be sent to the Controller of Examinations, Pondicherry University by the Convener, and panel of Examiners with the signatures of all members on the final day of practical examination.

PASSING MINIMUM

Every student-teacher should register for all the papers in the theory examination and practical examination in the first attempt.

A student-teacher shall be declared to have passed in the B.Ed. Degree examination only if he/ she has passed both the theory and practical examination.

A student-teacher shall be declared to have passed the theory examination if he/ she obtains a minimum of 45% marks both in External Examination (34 out of 75) and Internal Examination (11 out of 25) and a total of 50 marks by combining both external and internal examination in each paper.

A student-teacher shall be declared to have passed the practical examination if he/she obtains a minimum of 45% marks in teaching competency in each of two optional subjects and a minimum of 45% marks in each component of other practical work and a total of 50% marks by combining both the teaching competency and other practicals.

A student-teacher who fails in one or more papers in the theory examination shall reappear in those paper(s). One who fails in any part of the practical examination shall reappear the practical examination.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

All successful student-teacher shall be classified separately for theory examination and practical examination as follows.

Theory Examination (out of 600 marks)	Practicals (out of 400 marks)	Class to be awarded
360 and above	60% marks in teaching competency of each optional and a minimum of 240	FIRST CLASS
300 to 359	Others	SECOND CLASS

TRANSITORY PROVISION

These regulations shall come into force from the Academic session 2010-11 and examination in 2011 will be held under new regulation. However the examination under the regulation that are in force prior to the coming into effect of these regulations will be conducted for three years from 2010-11 for the benefit of those student-teachers who have been admitted before 2010-11.

CHAIRMAN,
U.G. BOARD OF STUDIES IN EDUCATION

PRACTICALS – GUIDELINES FOR SUBMISSION OF RECORDS

CASE STUDY OF AN INDIVIDUAL:

1. Identification
2. Collection of data
 - (a) Personal data – Name, Sex, Age, Class, Division, Address etc.
 - (b) Other Data – Family, Health, Academic, Achievement etc.
3. Analysis of problem
4. Suggested remedial action
5. Follow-up

PSYCHOLOGY PRACTICALS [A minimum of three experiments and tests]

Experiments [At least three]		Tests [At least three]	
1	Span of Attention	1	Intelligence Test
2	Problem solving	2	Level of Aspiration
3	Habit interference	3	Aptitude
4	Transfer of Learning	4	Attitude Scale
5	Trial and error learning	5	Personality
6	Classical Conditioning learning	6	Achievement Motivation

PHYSICAL & HEALTH EDUCATION

- 1) Aims and Objectives
- 2) Modern trends
- 3) Teaching / Coaching / Exercising – Jogging, Walking, Yoga, Meditation etc
- 4) Preparing for competitions
- 5) Organising sports meet / games / tournament
- 6) Intra mural competitions
- 7) Fixtures – organising – conducting events
- 8) Rules and Regulations – Major / minor games / Sports events
- 9) Evaluation
- 10) Definition of health
- 11) First aid
- 12) Communicable diseases
- 13) Balanced food
- 14) Report writing

SUPW – Socially Useful Productive Work

- 1) Aims and objectives
- 2) Categories – Products – Goods / Services
- 3) Products – Goods (Toys, Detergents, Shampoo, Greeting Cards, Envelops, Note Books, and Shell/Nylon wire products, Food Processing etc.)
- 4) Products – Services (Photography, Energy conservation projects, Repair of domestic Appliances, Tailoring, Gardening etc.,)

HEALTH AND PHYSICAL EDUCATION

1. Definition of Health
2. Balanced Food
3. First aid
4. Communicable diseases
5. Aims and Objectives
6. Modern Trends
7. Teaching / Coaching / Exercising – Jogging, Walking, Yoga, Meditation etc.
8. Preparing for Competitions
9. Organising Sports Meet / Games / Tournament
10. Intra Mural Competitions
11. Fixtures – Organizing – Conducting events.
12. Rules and Regulations – Major / Minor Games / Sports events.
13. Evaluation.
14. Report Writing.

CAMP ACTIVITIES

1. Aims and Objectives.
2. Identification of camp Site.
3. Planning of Activities.
4. Duties and Responsibilities of various Groups & Leaders
5. Service Activities
6. Cultural Activities
7. Guest Lecturers
8. Other Instructional Programmes.
9. Camp Fire
10. Valedictory Function
11. Evaluation of all Camp activities
12. Suggestions for Improvement

ACTION RESEARCH

1. Identification of the problem
2. Defining the problem
3. Analysing the causes of the problem
4. Formulation of the action hypothesis
5. Design for testing action hypothesis
6. Conclusion of action hypothesis

ANNEXURE – I

No	Code for Theory	Name of the paper	Code for practical
1	BC1	Response to Challenge in Education	---
2	BC2	Learning for Human Development	---
3	BC3	Educational Management & Administration	---
4	BED	Disaster Management	---
	BEE	Environment Education	---
	BET	Essentials of Teaching & Learning	---
	BEG	Guidance & Counselling	---
	BEH	Human Resource Development	---
	BER	Human Rights Education	---
	BEN	Non-formal Education	---
	BEP	Population Education	---
	BES	Special Education	---
	BEV	Value Education	---
	BEW	Women's Education	---
5	B1E	Teaching of Special English	P1E
	B1T	Teaching of Special Tamil	P1T
	B1H	Teaching of Special Hindi	P1H
	B1C	Teaching of Commerce I	P1C
5 or 6	B1M	Teaching of Mathematics	P1M
	B1P	Teaching of Physical Science	P1P
	B1B	Teaching of Biological Science	P1B
	B1S	Teaching of Social Studies	P1S
	B1A	Teaching of Computer Science	P1A
	B1G	Teaching of Home Science	P1G
6	B2C	Teaching of Commerce II	P2C
	B2E	Teaching of General English	P2E
	B2T	Teaching of General Tamil	P2T
	B2H	Teaching of General Hindi	P2H
	B2F	Teaching of General French	P2F
	B2Y	Teaching of General Malayalam	P2Y
OTHER PRACTICALS			POP

PARER I

BC1 – RESPONSES TO CHALLENGES IN EDUCATION

- To enable them understand the basic principles of different schools of philosophy and their implications for education.
- To help the student teacher understand the basic concepts in the sociology of education.
- To give them a clear perception of the social and economic problems faced by the country.
- To enable them understand the role of education in the emerging Indian society.
- To promote the development of sense of commitment to the teaching profession as well as social welfare.
- To make them understand their role in the creation of a new social order in the country; and
- To provide them opportunities for participation in social welfare activities.

UNIT I: NATIONAL SYSTEMS OF EDUCATION

Systems of Education during ancient, medieval, pre and post - independence periods - Need for National System of Education - Characteristics of National System of Education as given in NPE, 1986.

UNIT II: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Philosophy and Education – Major schools of philosophy such as idealism, naturalism and pragmatism – Its Educational implications with reference to Aims of Education, Method of Teaching, Curriculum and Discipline in education.

UNIT III: EDUCATIONAL THINKERS AND THEIR CONTRIBUTIONS

Contributions of Rousseau, Froebel, Herbert, Montessori, John Dewey, Tagore, Gandhi, Vivekananda, Aurobindo, and Radhakrishnan to Education.

UNIT IV: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Meaning, Concept and Importance of Educational Sociology - Sociological basis of Education – Social Aims of Education - Contemporary Social System in India and its structure (caste and class structure) - Guiding principles of Indian policy – secularism, socialism, democracy - National Integration – Role of teacher in promoting national integration.

UNIT V: SOCIAL PROCESS

Socialisation and Education - Social change – nature, process - causes and effect - Education as a means and process of social change – role of education in preservation of cultural heritage of India – informal, formal and non-formal agencies – role of family, school, community and state.

UNIT VI: TEACHER AND SOCIETY

Role and responsibilities of the teacher – Teacher as a change agent – Profile of a competent teacher – code of ethics for teachers – Teacher Education – Different Levels – Problems and Remedies – Publishing - Accountability.

UNIT VII : VALUE EDUCATION

Value – Definition – Classification – Value Erosion in social, economic and political fields – sources of values – inculcation of values – work culture – need and promotion – National Policy on education and value education – Education for National Integration.

UNIT VIII: EDUCATION AND CULTURE

Culture – Definition – characteristics of culture – determining factors of culture – social inheritance – Role of culture in education – Education for International Understanding.

UNIT IX: ISSUES IN EDUCATION

Universalisation of Primary Education – wastage, stagnation and Retention – achievement and constraints – efforts – POA, DPEP, SSA. Special problems and efforts to solve them – problems, issues and remedies regarding girls education, children with special needs and disadvantaged sections (economically, socially and culturally) – vocationalising education at the secondary and higher secondary stage – problems and efforts to solve them.

UNIT X: MAJOR ISSUES IN INDIAN EDUCATION

Quality, quantity and equality issues. Globalisation, privatization and liberalization – role of education. Population education – Environment Education – Towards a Learning Society – Open and Distance learning - Language Problems – problem of the Medium of Instruction.

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PAPER-II

BC2: LEARNING FOR HUMAN DEVELOPMENT

Objectives:

1. To know psychology and educational psychology.
2. To understand the aspects and stages of growth and development of human.
3. To acquire knowledge of ways in which students learn.
4. To enable the student-teachers to know the learner and the ways to motivate.
5. To help the student-teachers know themselves.

Unit I: Psychological foundations of Education

The relation between psychology and Educational Psychology - The boundaries of Educational Psychology - Tools of Educational Psychology - Schools of Psychology – Associations, Behaviorism, Gestalt, Psycho- analytical and Transactional Analysis.

Unit II: Human Growth & Development

The development of the learner from infancy to Adolescence with special reference to Adolescence - General principles of Development: Physical, Intellectual (Piaget), Emotional, Social Development: Developmental tasks, Role of heredity and environment in Individual differences.

Unit III: Social, Emotional and Moral Development

Social maturity, Emotional control and maturity – Place of emotions in life: Significance of emotional intelligence – Moral development – Kohlberg's stages of moral development – Group behavior – Leadership – Discipline.

Unit IV: Nature of Learning

Nature and Theories of Learning - Trial & Error Learning - Classical Conditioning - Operant Conditioning - Insight Learning & Problems Solving - Bandura's Observational Learning – Contribution of Bruner - Learning readiness

Unit V: Memory & Forgetting

Memory & Forgetting - Curve of forgetting - Transfer of Training - Concept Formation – (Bruner) – Study Habit & Learning Styles of Learners (Fundamentals)

Unit VI: Motivation & Achievement Motivation

Motivation; Unlearned General Motives. Social motives, Maslow's hierarchy of needs, McClelland's Achievement Motivation, Level of aspiration, wise use of competitive and cooperative Reward structures by teachers.

Unit VII: Techniques of Teaching & Multimedia Usage

Techniques of teaching – Aptitude treatment interaction – Bloom’s Mastery Learning – Teaching through Multimedia.

Unit VIII: Intelligence and Creativity

Nature and measurement of Intelligence, Guilford model of Intellect, Interests, Aptitudes, Attitudes, Education of Slow Learners, Handicapped and Gifted children. Creativity and Intelligence. Identification and encouragement of creative children.

Unit IX: Personality

Personality Dimensions of the learner: Theories of Personality, Assessment of Personality. Development of Self-Concept, mental health, Conflicts, Frustrations, Defense mechanisms, Adjustment.

Unit X: Guidance & Counselling

Need, Nature and types of Guidance & Counselling – Educational, Vocational and personal – Identification of children with acute counseling needs – Counselling techniques: Individual and Group techniques

LIST OF EXPERIMENTS

Any Six experiments to be done and recorded by the students:

1. Intelligence test
2. Problem solving
3. Level of aspiration
4. Habit interference
5. Span of attention
6. Interest
7. Aptitude
8. Personality
9. Study Habit
10. Achievement motivation
11. Attitude scale

NEW ACTIVITY

Student Teacher will be asked to conduct anyone of the following Psychological Test on students, during the Teaching Practice and they submit this for evaluation (as like case study it holds practical marks)

1. Personality
2. Attitude
3. Self Concept
4. Interest
5. Aptitude
6. Learning Style
7. Study Habit

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PAPER III
BC3: EDUCATIONAL MANAGEMENT & ADMINISTRATION

Objectives:

The course will enable the student teacher to

1. Understand the basic concepts of educational management.
2. Understand different components of school management
3. Realize the multifaceted role of teacher/head teacher.
4. Understand and appreciate the process of becoming an effective teacher.
5. Sensitize the student teachers about the concept of child rights in the process of Educational Management.
6. Explain the factors contributing to the success of supervision and to acquaint with the modern trends in Supervision and Inspection.
7. Discuss the present examination system and suggest some innovations.

Unit-I: EDUCATIONAL MANAGEMENT

Meaning, Definitions, Aims and Scope of Educational Management - Objectives, Principles and Types of Educational Management - Administrative Structure of Education in India - Vision and Mission of Educational Institutions: Primary, Secondary, Higher Secondary

Unit-II: SCHOOL AS AN ORGANISATION

Concept and Objectives of School - Importance and Components of School Plant - Physical, Human and Financial Resources for Elementary School, Secondary School and Higher Secondary School - School under different managements - Recommendation of various Commissions on School Plant - Infrastructural facilities for an ideal Secondary School

Unit-III: HEAD OF THE ORGANISATION :

Importance and Roles- Academic Aspects: Inspection & Supervision, Guidance, Maintenance of Standards, Institutional Evaluation, Time-table, Subject Clubs, Co-curricular activities - Administrative Aspects: Institutional Planning, Budgeting, Mobilization of Resource, Supervision, Staff Meetings, Registers & Records, DISE (District Information for School Education), School Discipline

Unit-IV : TEACHER AND SCHOOL MANAGEMENT

Concept of Effective Teaching - Code of Conduct :Professional ethics - Qualification of effective teacher - Evaluation of Effectiveness - Professional Growth – Significance of (INSET: In-service Education for Teacher) - Status of the Teacher - Accountability of Teacher - Recommendations of various commissions.

Unit-V : TEACHER EDUCATION

Brief History of Teacher Education in India - Policies, Practices & Quality Assurance in Teacher Education - National Level Organisation for Teacher Education:NCERT, NCTE, NUEPA, UGC - State Level Organisation for Teacher Education: SCERT, Colleges of Education IASE, DIET - Role of Teachers Organisations.

Unit-VI : COMMUNITY EDUCATION

Nature and meaning of Community in Social, Cultural & Economic context - Relationship between School Community - Strategies for Community Mobilization - Role of H.M., Teacher in bringing Co-ordination between School & Community - Need and Importance of Parent-Teacher Association, Constitution of PTA/School Education Committees, Views of Commissions.

Unit-VII : CHILD RIGHTS EDUCATION

Child Rights and School Management - Child Rights and Democratic Education - Concept and Ladder of Child Participation - Models of Child participation.

Unit-VIII : CO-CURRICULAR ACTIVITIES

Meaning, Importance of Co-curricular activities - Organisation of Co-curricular activities: School Assembly, Debates, Discussions, Seminars, Symposia, Cultural Activities, Scouts & Guides, National Green Corps, Physical Education Activities

Unit-IX : INSPECTION AND SUPERVISION

Need and Importance of Supervision and Inspection - Meaning, Aims & Scope of Inspection and Supervision - New Trends in Supervision and Inspection - Principles of Good Supervision - Qualities and duties of effective supervisor.

Unit-X : NEW TRENDS & INNOVATIONS IN EDUCATION MANAGEMENT

School Complex - Village Education Committees - School based in-service programme - Centrally sponsored Schemes, Sarva Siksha Abhiyan [SSA] - Innovations in Examination System: Open Book System, Grading, Continuous and Comprehensive Evaluation - Computer in Education: Role of Computers in School Education, Use of Computers in Methodology of Educational Administration and Management - Inculcation of Values through Curricular & Co-curricular Activities - Action Research: Concept, Importance, Steps

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2. School Education and Management - Vijaya Kumari Kaushik, Sharma S.R.
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4. Secondary School Administration - S.K. Kochhar
5. Modern Approach to School Organisation and Administration - Dr. M.S. Sachdeva
6. Administration of Education in India - P.D. Shukla
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- Jagannath Mohanty, Deep & Deep Publications, New Delhi
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10. Education for all (1993): The Indian Scene, New Delhi, Department of Education,
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Annexure - A
Model Lesson Plan

Name of the Student Teacher:

School :

Standard :

Subject :

Unit :

Topic :

Date :

Period :

Time :

INSTRUCTIONAL OBJECTIVES:

SPECIFICATIONS:

TEACHING AIDS:

SPECIFICATIONS	CONTENT	LEARNING EXPERIENCES	EVALUATION

Review :

- 1.
- 2.
- 3.

Assignment:

- 1.
- 2.

Signature of the Guide Teacher

Signature of the Student Teacher

**ELECTIVE
BED- DISASTER MANAGEMENT**

Objectives:

The disaster management is comparatively new phenomenon and had to be treated by the process of making a **Disaster Management Law** in order to ensure **coordination** between the **Centre** and **State governments** and **various agencies** for countering situations arising out of **natural calamities**. The role of teachers, Teacher-trainees as educated communities would be to work for successful implementation of the package for long term reconstruction within the network of plan to be constituted by planning commission along with provision for long term rehabilitation.

1. To know various types of disasters – earthquakes, cyclones, tornados and volcanic eruptions.
2. To take part in Disaster-Management exercise like search and rescue, relief, temporary shelter and employment to affected people in natural calamities.
3. To know Disaster Management Law to ensure coordination between the centre and state govt.
4. To understand the details of
 - 4.1: Disaster Management Authority at the state and the district level.
 - 4.2: Inter Ministerial Disaster Management agency taken up by August 2004.
 - 4.3: Disaster Management institutions in under-developing countries like Bangladesh, Cuba, Mangolia.
5. To reconstruct and resurge infrastructure.
6. To cope-up with all natural disasters and prevent from loss to human lives and property and damages.
7. To train pupil-teacher on disaster preparedness.
8. To create awareness about common signs of disasters and symptoms of natural calamity related stress.
9. To identify the various functions of Disaster Management operations: Pre disaster Management, Pre Disaster Management and Post Disaster Management.
10. To acquire knowledge on Disaster Management Status Report august 2004.
11. To assess damages to infrastructure: Loss of human lives, properties, change in geography of the place.
12. To understand the various aspects of
 - 12.1 preparedness of the govt. machinery
 - 12.2 community based disaster preparedness
 - 12.3 psychosomatic aspect
13. To receive training on disaster preparedness and on coordination between various functionaries in the logistic chain.
14. To identify and work in situation involving symptoms of natural calamity related stress.
15. To know hoe does modern permanent national command centre work with communication and data links to all state capitals.

Unit-1: Disasters

Types of disaster, results, predictability, effect on human life, fundamental aspects of disaster management – disaster impact and response, relief phase, rehabilitation, disaster mitigation and hazard.

Unit-2: Disaster preparedness

The old approach, community based disaster management (network of human relationship) dominant approaches – perceptions of community realities – Government, NGOs, NGHAs, IGOs.

Unit-3: Developing people skills and trauma counseling

The old approach, community based disaster management (network of human relationship) dominant approaches – perceptions of community realities – Government, NGOs, NGHAs, IGOs.

- a. Community organization/mapping/utilities.
- b. Trauma counseling-bipsychosocial response, common stress reactions.

Unit-4: Disaster in India

Huge population, cultural diversity, India – high disaster risk, vulnerability, earthquake, cyclone, floods, drought, trends 2003-2005, Economic Growth and Disparity water availability, migration, urbanization, climate change.

Unit-5: Spheres of disaster

- 5.1 Water supply sand sanitation, shelter, nutrition and food aid and health.
- 5.2 Code of conduct – Humanitarian imperative – Aid.
- 5.3 Health services – Health system and Infrastructure – Mortality and Morbidity.

Unit-6: Towards a technology of disaster management education and training

The nature of Disaster Management technology (DMT) – present concepts and practices in DMT. The system approach – classical theory of organization – task – oriented and human relations theory of organization – relationship – oriented.

- 1.1 Setting up National Disaster Management Centre.
Disaster Management institutions in under developing countries like Bangladesh, Sri Lanka, Cuba, Mongolia - Disaster Management systems in developed country – Inter Ministerial Disaster Management Agency (August 2004) in India – Learning from international experiences.

Unit-7 Planning for disaster management

7.1 Proper, effective and tested management approach - Issues of managing - Disaster Management Authority at the state as well as district level – role of Planning Commission to plan and make provision for long term measures preparedness of the govt. machinery.

7.2 Law for Disaster Management - Disaster Management Bill and the parliament – Enacting a legislation on Disaster Management – a National Disaster Management Authority (NDMA) – Prime Minister as Chairman of NDMA – Planning Commission.

7.3 Disaster Management operations - Pre- Disaster Management, Peri-Disaster Management and Post-Disaster Management operations – warning system for Disaster Management Agencies – Relief measures – Rehabilitations on long term basis.

7.4 Types of disasters and their preparedness Earthquakes – cyclones – tornados, volcanic eruptions – Community bases disaster preparedness, psychosomatic aspects of preparedness – Damages: Infrastructure, loss of human lives – buildings, roads, ports, jetties, plantations, crops, beaches etc.

Unit-8: Organizing the Disaster Management

8.1 Disaster Management Exercise: Search and Rescues – relief – temporary shelter – employment to affected people in natural calamities – reconstruction and resurgence of infrastructures.

8.2 Coordination in logistic chain: Coordination between centre and state Government and between various functionaries in the logistic chain – making plan and provision by planning commission – national emergency response force providing succor and relief to the people. Functions of disaster management operation.

8.3 Tackling effects of natural calamities: Coping up with all natural disaster and preventing loss to human lives and property commissioning hotline between C-in-C – Disaster Management operations Room and its roles.

Unit-9: Leading the Disaster Management

9.1 Generating awareness: Creating awareness about common signs – symptoms of natural calamity related stress – mitigating impact of disaster.

9.2 Preparedness towards disaster: Community disaster preparedness – psychosomatic aspects of preparedness – training on disaster preparedness – counseling and psycho-treatment – mental rehabilitation preparedness – preparedness of govt. machinery.

Unit-10: Controlling Disaster Management

10.1 Disaster Management Institutions (DMIs): DMIs in under developing countries like Bangladesh, Sri Lanka, Cuba, Mongolia – DMIs in developed countries and their Disaster Management Systems.

10.2 Disaster Management – A status report (August, 2004) Modern permanent natural command centre with communication and data link to all state capitals.

10.3 Evaluating, assessing and predicting disaster: Warning signals – managing disaster by scientific and tested disaster management apparatus. Developing psycho-motor skills of teacher- trainees.

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3. Spacapan, S & Orkamp, S (Eds) (1992) Helping and being Helped, Newbury Park, CA: Sage.

ELECTIVE
BEE- ENVIRONMENTAL EDUCATION

Objectives:

1. To grasp the significance of environmental education.
2. To appreciate the role of mass –media in environmental education.
3. To understand the significance of education for environment, of environment and about environment.
4. To have faith in conservation of bio-diversity.
5. To understand the relationship between human population and environment.
6. To know environmental laws and grasp the concept of environmental legislation and its application in international environmental agreement.
7. To appreciate the concern of environment in humane survival.
8. To acquaint the teacher-trainee with environment research programme.

Unit-1: Introduction to Environmental Education

Meaning and scope – incorporating E.E at various levels- Primary, Secondary and Higher Secondary levels.

Unit-2: Environmental education in practice

E.E in the National Context. Channels of E.E Formal, informal and non-formal system of Education-Role of mass media in E.E.

Unit-3: Education about environment

Environment and Ecological factors –climate, Edaphic physico and Biotic factors.Ecosystem –Structure and functions. Major ecosystems – aquatic and terrestrial system. Energy and its flow in ecosystem, Biogeo –chemical cycles.

Unit-4: Environmental concerns

Environmental pollution and its consequences –Air pollution, water pollution, land pollution, nuclear pollution, Ozone depletions. Urbanization and its impacts on environment. Deforestation and its impacts on environment. Environmental Sanitation.

Unit-5: Education for environment

Environmental Awareness, Environmental ethics. Nature conservation education movement –CHIPKO movement, silent valley project. Social forestry scheme.

Unit-6: Conservation of biodiversity

Meanings and need conservation of natural resources – soil, forest, water and wildlife In-situ conservation -National parks and sanctuaries – Biosphere Reserves –Man and Biosphere programme (MAP) –Ex –situ conservation, in –situ conservation, IUCN Red list categories, hot spots.

Unit-7: Human population and environment:

Population growth, Indian population situations population explosion – family welfare programme – Environment and Human health.

Unit-8: Environmental laws in India:

8.1 Environmental Legislation, Acts, Rules, Notifications and Amendments.

8.2 International Environmental Agreements.

Unit-9: Environment research programme:

Environmental Management – Data base Management for Environmental appraisal, Monitoring and warning system.

Unit-10: Society, culture and environment:

Meaning – Changes of Values, cultural values, aesthetic values, man and environment, the nature of scientific conclusions, the state of public knowledge of ecology, rights and responsibilities in ecology understanding.

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2. C.E.E (1994) Essential Learning in Environmental Education. Ahamedabad. C.E.E. Publication
3. Karpagam, M. (1991) Environmental Economics – A test book. New Delhi. Sterling Publishers.
4. Nanda V.K. Environmental Education, New Delhi Anmol Publications PVT LTD.
5. N.C.E.R.T (1981) Environmental Education of the school level. A lead paper. New Delhi NCERT Publication.
6. Panner Selvam A. and Mohana Ramakrishnan (1996) Environmental Science Education. New Delhi Sterling Publishers (P) Ltd.
7. RAO V.K. and REDDY R.S. (1997) Environmental Education New Delhi. Commonwealth Publishers.
8. SAXENA A.B. (1996) Education for the Environmental Concerns. New Delhi, Radha Publication.
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11. Shuki. A and Chandel (1998) Plant Ecology, New Delhi S. Chand and Company Pvt.Ltd.
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ELECTIVE
BET: ESSENTIALS OF TEACHING AND LEARNING

Objectives:

1. To acquire the knowledge of the concept and principles of teaching and learning
2. To understand the role of educational technology in the teaching-learning process.
3. To apply scientific knowledge to innovative practices of teaching and learning.
4. To acquire the skills of using different instructional media in teaching and learning.

Unit-1: Teaching Technology

Concept of teaching, psychology of teaching, principles of teaching, maxims of teaching, techniques of teaching – Microteaching – Objectives, meaning, definition, phases, activities and components, teaching strategies, and models of teaching.

Unit-2: Teaching Approaches

Herbert Approach – Levels of teaching, Blooms Approach – Evaluation, Daveis Approach – Managing teaching – Learning, Planning teaching, Organizing teaching, and Leading teaching.

Unit-3: Relationship of Teaching and Learning

Concept of Teaching – Learning, Conditions of Learning basic to Teaching, Theories of Teaching based on Theories of learning, Teaching principles based on Learning principles, Hosford Philip L. Interaction Area in Education.

Unit-4: Instructional Procedures and Learning

Teaching and learning of psychomotor skills, Teaching and learning of concepts and principles, Problem solving, Creativity and Discovery learning, Instructional technology.

Unit-5: Innovative Practices of Teaching and Educational Technology

Team teaching, Block teaching, Programmed learning, Personalized system of instruction (P.S.I) and Computer assisted instruction (C.A.I). Meaning, Concept, and Scope of educational technology, Types of Educational

- Organizations, (2000) Authors Press, New Delhi
3. Dececo J.P Educational Technology Teaching in Programmed Instruction (1964), New York, Halt Rinehart & Winston Inc,
 4. Dececo J.P & Crawford William The Psychology of Learning and Instruction: Educational psychology (1997), Prentice Hall of India Pvt. Ltd., New Delhi.
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(1982),
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Loyal Book Depot, Meerut.

ELECTIVE
BEG– GUIDANCE & COUNSELLING

Objectives:

1. To Know types of guidance and counselling and realise the need of counseling in present world.
2. To appreciate the role of vocational guidance in career development.
3. To understand the importance of essential services of guidance programmes.
4. To solve the problem of unemployment through acquisition of knowledge of need based courses.
5. To help the teacher-trainees to know the importance of good values.
6. To group the significance of interest and aptitude in vocational choice and job satisfaction.
7. To have faith in need of mental health programme.
8. To cater the need for adjustment in personal and professional life.
9. To deal with psycho-dynamical aspects of adjustment.
10. To help the teacher-trainee to face the problem of daily life and find out solution for it.
11. To help the teacher-trainee play a role of a counselor to pupils.

Unit-1: The concept of Guidance and counselling

- 1.1. Types of guidance
- 1.2 Essential service in the organization of guidance programmes in schools
- 1.3 General education and counselling.
- 1.4 Need of counselling in this fast changing world.
- 1.5 Vocational guidance and its role in career development.

Unit-2: Types of counselling

- 2.1 Individual Counselling
- 2.2 Group counselling and development counselling (Nature & Scope only)
- 2.3 Characteristics of an effective counsellor
- 2.4 Need for special training of a counselor.

Unit-3: Guidance and the Higher Education

- 3.1 Present scenario of Higher education
- 3.2 Guidance for College women
- 3.3 Guidance for College men.
- 3.4 Organizations interested in Guidance and Personal service.

Unit-4: Cultivation of Good manners

- 4.1 Good manners-Activities related to it.
- 4.2 Inculcation of Good values by means of effective counselling.

Unit-5: Concept of interest and aptitudes

- 5.1 Evaluation of Vocational Interest and aptitudes
- 5.2 Level of aspiration
- 5.3 Aptitudes and Vocational choice
- 5.4 Aptitudes and Job Satisfaction

Unit-6: Concept of Adjustment and maladjustment

- 6.1 Determinants of Adjustment
- 6.2 Need of Adjustment in learning and successful life
- 6.3 Concept of Mental health
- 6.4 Determinants of mental health
- 6.5 Need of mental health programmes in schools

Unit-7: Psychodynamics of Adjustment

- 7.1 Problems of Adjustment
- 7.2 Causes of maladjustment
- 7.3 Needs to solve the problem
- 7.4 The relevant practical psychodynamic aspects of adjustment

Unit-8: Problem solving strategies

- 8.1 Principles of problem solving
- 8.2 Ways to reduce the intensity of problem
- 8.3 Ways to decrease the impact of the problem
- 8.4 Structural planning

Unit-9: Guidance and Counselling in Schools

- 9.1 Teachers Role as Counselor
- 9.2 Projects related to the counselling work of Teachers

Unit-10: Information center for Guidance and Counselling

- | | |
|----------------|--|
| 10.1 | Organizing a center for personal Educational |
| and Vocational | Guidance |
| 10.2 | Reference materials, nature, source, display |
| and use. | |

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2. Guidance and Counselling, David, A. Commonwealth Publishers.
3. Guidance and Counselling, Bhatnagar, Asha and Gupta, Nirmala, Vikas Publishing House Pvt., Ltd.

ELECTIVE BEH- HUMAN RESOURCE DEVELOPMENT

Objectives:

1. To understand Human Resource Management Policy and prepare blue print in local context.
2. To help teacher-trainee to organize the appraisal programme for training and development.
3. To generate a Human Resource Management climate.
4. To grasp the significance of psychological strategies of Human Resource Development.
5. To formulate Human Resource planning.
6. To enjoy the societal culture and innovate quality of working life.
7. To conduct researches in Human Resource Development.
8. To nurture the creativity, interpersonal relationship and other temperamental qualities.
9. To search for renewed degree of professionalism of Human Resource Development from the teacher-trainee.

Unit – 1

Introduction - Human Resource Management Policy: - A Blue Print – The 16 Elements of HRMP – Goals and Action Plans – The concept of Human Resource System.

Unit – 2

Contextual Factors and System Designing – Analyzing the role for Development – Training and Development – Organizing the appraisal

Programme – Education and Skill Development – Education and Development Planning.

Unit – 3

HRD and Organization Effectiveness – RD Experiences of 14 organizations – Role of Chief Executives in HRD – HRD climate – Performance Appraisal – Potential Appraisal and Career Development.

Unit – 4

Formal system of Individual Development – Matching the Role and the Person: Recruitment and Placement – Psychological Strategies of HRD – Principles.

Unit – 5

Human Resource Planning – HRP Process – HRD mechanisms – HR processes – HRD outcomes – Organizational effectiveness – Activity analysis – Task Analysis – Role Analysis – Reward Management.

Unit – 6

The context of societal culture – Performance review and counseling – Process of counseling in HRD – Job Enrichment – Quality of working life – Role Effectiveness – HRD Linkages – Education: The Dominant Human Resource Factor.

Unit – 7

HRD in Research and Development Organizations – Developmental Needs in Research and Development (Creativity, Attitudes, Communication, Interpersonal Relationship, Team Building, Leadership, Motivation) – HRD Approaches.

Unit -8

Organizational Development – Man Power planning – Functional Planning – HRD Committee – Unorganized Sector – HRD for Women: An opinion study – HRD in small scale sector – HRD and functional literacy.

Unit – 9

Professionalisation of HRD – Personnel Department and Personnel Management – Organizational Effectiveness – Action Research in HRD –

Various Models of HRD – Problems and Issues in HRD – HRD Evaluation.

Unit – 10

Behavioural Model in HRD – Career Development in HRD Integrated HRD Systems – HRD and Management – Barriers to HRD – Career Path Planning – HRD need of the hour – HRD: for Social change. Research in HRD.

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1. Human Resource Management; Laxmi Devi; Anmol Publications Pvt. Ltd., Institute for Sustainable Development, First Edition 1998.
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3. Alternative approaches and HRD, T.V. Rao, K.K. Verma, Anil K. Khandelwal, and E. Abeaham S.J. Rawat Publications, New Delhi, 1997 Edition.
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6. Lawrence, Paul and J. Lorsch: Organization and Environment, Homewood, ILL: Irwin 1967.

ELECTIVE BER – HUMAN RIGHTS EDUCATION

Objectives:

1. To respect for human dignity.
2. To understand the basic freedom of the individual and classify broadly.
3. To know the brief history of development of human rights.
4. To fully appreciate that the citizen's fundamental rights protect the Human Rights Act, 1993.
5. To understand NPE with reference to women, SC, ST, minorities and physically challenged.
6. To set up cell to nurture the culture of Human Rights in Schools and Colleges.
7. To aim at setting up an integrated and egalitarian society.

Unit-1

Concern for Human Rights and Fundamental Freedom – the task of protection and promotion of human rights – Basic freedom of the individual interpreted as minimal Broad classification of rights such as civil and Political and economic, social and cultural.

Unit-2

Human rights consciousness the magna carta in 1215 AD Universal declaration of human rights, December 1948 – subsequent declaration like International congress on human rights 1968 international congress in Vienna organized by UNESCO in 1978, seminar on the teaching of human rights at Geneva in 1988 and United Nations, world conference in human rights in Vienna in 1993 which inspired UN to declare UN declare for human rights education from 1995 to 2004.

Unit-3

Fundamental rights of citizens like equality of law freedom from discrimination, freedom of speech and expression National Human Rights commission constituted in 1993 which became protection of Human rights Act 1993.

Unit-4

Special Stern on National system of Education with reference to women, SC, ST, minorities physically challenged and +ation.

Unit-5

Concept of National Integration and international Understanding – Tools and Teaching of Collecting data and knowledge of research methodology etc.

Unit-6

Human rights arises and violations – handed labour child labour, infanticide, gender discrimination etc. – Free legal cells and their functions – National integrally and upholding of constitutional on obligations.

Unit-7

Setting up of Human rights will in schools and Colleges in a phased manner to cover all institution – A project coordinator to function under the head of institution and the advisory committee Equipment of NCTE in this regard for conducting courses through colleges and DIET – documentation centre by NCTE for reference and research.

Unit-8

Child is an asset for the development of a nation – awareness and appreciation of children needs thoughts and adults view in this regard –

physical mental, emotional growth of an individual child – Rights to life and education – derail of rights and child labours.

Unit-9

Setting up of an integrated and egalitarian society – Awareness regarding socialism among students and teacher – Democratic socialism and Gandhism model of socialization.

Unit-10

Education in India is secular non-denominational-secular education is for knowledge and spirits of an objective and tolerant manner and not for faith and religion ideas-secular culture based an rational outlook is to be developed.

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1. Human Rights – International Challenges – Vol. 1 & 2 – Justice Ranganath Misra.
2. Human Rights in a Developing Society, Sen Sankar, APH Publishing Corporation.
3. Human Rights and the Law Jawwal, P.S., APH Publishing Corporation.
4. Human Rights, Commitment and Betrayal, Chitkara, M.G., APH Publishing Corporation.

ELECTIVE BEN - NON FORMAL EDUCATION

Objectives:

1. To provide a basic understanding on education.
2. To appraise the fundamental role of education for the development of nation.
3. To enable the student-teachers to be effective members of community.
4. To acquaint with contemporary political and social environment.

Unit-1: Non-formal Education

Concept and scope of non-formal education, Formal education and

non-formal education, Aims of non-formal education, Academic, Economic and social objectives of non-formal education. Need for non-formal education in India.

Unit-2: Education for human needs

Philosophical and sociological foundations of non-formal education, Psychology of non-formal education, Non formal education for different age groups.

Unit-3: Growth and Development of non-formal education in India.

Need for non-formal education, Non-formal education for women, Workers education, Universalisation of Elementary Education, Functional literacy, Non-formal education for Neo-literates.

Unit-4: Non-formal education and national development

Development – Literacy development – determines of literacy, Role of non-formal education in national development, De-schooling movement – origin and views.

Unit-5: Curriculum development in non-formal education

Curriculum and syllabus, Aims of curriculum – features of good curriculum, Curriculum content as per age groups, Process to formulate curriculum, Approaches in the preparation of curriculum, Evaluation of curriculum.

Unit-6: Non-formal education instructors

Place of teachers in non-formal education, place of learning, Training instructors for non-formal education, Non-professional teachers as instructors for non-formal education.

Unit-7: Teaching – Non-formal education

Classroom situation – preparation – difficulties / problems, Methods of Teaching – Demonstration – workshop method – Illustrated talk – Group discussions – Dramatization / Dramatized method – Role-play, Media and materials, Evaluation in non-formal education.

Unit-8: Continuing and distance education in NFE

Non-formal education and continuing education, Non-formal education and Distance education.

Unit-9: Management of non-formal education programmes

Concepts and principles, Involvement of youths –Nehru Yuva Kendra, Organization and administration, Academic models of NFE, Administrative models of NFE, Role of Voluntary agencies.

Unit-10: Experience and research in NFE

Some international experiences in NFE, Some experiences in states, Failures and Success in NFE, Research in NFE.

References:

1. Premnath : Basis of Education, S. Chand & Co Ltd., New Delhi.
2. NCERT : Teacher and Education in the emerging Indian Society
3. NCERT : School education in India-Present status and future needs.
4. Kundu, C.L. : Adult Education – Principles, Practice and P:rospective, Delhi, Indian Publishers.
5. Agarwal, S.N. : India's population problems, Tata McGraw Hill, New Delhi.

**ELECTIVE
BEP– POPULATION EDUCATION**

Objectives:

1. To state why the concept of population education has become essential.
2. To state that characteristics of population education.
3. To value the principle of family life education.

4. To understand the nature, scope and importance of population demography.
5. To fully appreciate the teaching of population education.
6. To grasp the significance of quality of life and development of population.
7. To understand the need for curriculum development in population education.
8. To study the policy and programmes on population education.

Unit-1: Conceptual Frame Work of Population Education

History of population education- meaning, definition, need and objectives of the population education. Population education at different levels.

Unit-2:

Dimension of population education, Institutionalization of Population Education, Family Life Education, Sex Education and AIDS Education, Health Education.

Unit-3: Myth and truth on family size

Religion, society, social and cultural values, economics structure of the society.

Unit-4: Population Dynamics

Meaning, nature scope and importance of study of population dynamics, basic components of population dynamics, (population distribution), Population structure, fertility, mortality, migration, nuptiality, sex ratio at birth, expectancy of life.

Unit-5: Demographic situation of world. India and States/UT.

Population scenario of the world, population scenario of India, population scenario of States/UTs, causes of population growth and measures of control.

Unit-6 Population and Quality of Life

Population and Socio-economic development. Population and health, nutrition Population and environment, Physical Quality of Life Index(PQLI).

Unit-7: Teaching Population Education at School Level

Methods of teaching population education, uses of mass media – newspaper, radio, TV, audio – Visual aids, Organization of co-curricular activities, Population education through school subjects, Population at teacher training level, role of the teacher of population education.

Unit-8 Teaching Population Education at Higher Education Level

Higher Education – a way to reduction of population, women employment small family norms one child family concept, equality of gender.

Unit-9 Curriculum development in population education

Curriculum development in population education, need of curriculum development in population education, objectives of population education at primary and secondary levels of education, problems in curriculum development in population education, needs of research in population education.

Unit-10 Population Policies and Programs in India

Introduction of population policies, elements of good population policies, population policies and program in India, family planning and family welfare programs in India.

References:

1. Agarwal S.N.(1972), "India's Population Problem", Tata McGraw-Hill New Delhi.
2. Agarwal S.N. (1962), "Population", National Book Trust, New Delhi.
3. Bhenda, A.A. & Kavitar Tava (1985), "Principles of Population Studies", Himalaya Publishing House, Bomboy.
4. Jain S.p., (1971), "India-Population Situation", NCERT, New Delhi.
5. Kuppuswamy B. (1975), :Population and Society in India", Popular Prakashan, Bomboy.
6. Kuppuswamy B. (1975), "Populaation Education Research", K.R. & Kantha, New Delhi.
7. Yadav Saroj (1988), "Population Education" , Shree Publishing House, New Delhi.
8. Bhopal Singh (1999) "Jan Sankhya Shikaha Parichey", Arya Book depot. New Delhi.
9. Chandel N.P.S. "Population Education" Vinod Pustak Mandir, Agra-2

Objectives:

1. To understand the meaning of special education and its significance in our educational system.
2. To understand the different categories of children with special needs.
3. To understand their special needs, functional, limitations and major characteristics of behavior.
4. To develop understanding about the modalities of accommodating these children in regular classrooms.
5. To understand the instructional environment and the method suitable for education of these children.
6. To develop the ability to identify the special categories of children in the classroom.
7. To develop an empathetic approach to the problems of children with special needs.

Unit-1: Special Needs and Education

Meaning of special needs and special education. Justification for special education – Humanitarian, Democratic, Economic Social and Moral grounds. Significance of special education – Helping teachers to identify children with special needs, Helping parents to manage them effectively and to bring out the creative potentialities in them, Creating awareness in society about the capabilities of these children and develop favourable attitude towards them.

Unit-2: Classification of Deficiency

Visual impairment, Hearing impairment Speech Defects, Learning disability, Brain damage, Orthopedic defects, Mental deficiency and Mal adjustment.

Unit-3: Learning Disable Children

Meaning of 'Learning Disability' – General characteristics – Ability Level – Average / Normal Activity Level – Hyper Active / Hypoactive. Types of Learning Disability. Oral Language Disabilities – Dyslexia. Writing Disabilities – Dysgraphia. Spelling Problems. Arithmetic Disabilities – Dyscalculia.

Unit-4: Identification and education of learning disabled children

Teachers' observation of students' performance inside and outside classrooms. Informal testing evaluation. Formal testing and evaluation.

Education of Learning Disabled – Proper remedial measures at the appropriate time – Empathetic approach – Adapting teaching strategies – Enrichment programmes.

Unit-5: Mentally Challenged/Mentally Deficient Children

Meaning of Mental Deficiency, Concept of I.Q. – Distribution of I.Q. Factors of Mental deficiency. Heredity and environment. Biogenic factors – Prenatal factors: X-ray radiation, attempted abortion, birth. Complication like asphyxia, defective medication etc. Postnatal factors – Meningitis, Encephalitis, Cerebral Palsy etc. Social factors – emotional/social/cultural deprivation.

Unit-6: Mental deficiency – Identification and Perspectives

Social aspects – Attitudes of parents and the society misconceptions, exploitation child abuse, delinquency, child labour early detection by parents / experts Teachers observation of pupil behavior. Developmental screening Test (DST) with children. Eg: a) Bhatia b) RPM

Unit-7: Education of Mentally Deficient Children

Role of parents – Teachers – Special Educators – Education for independent living – adapting teaching strategies. Need for family interaction – guidance and counseling – community awareness programmes etc.

Unit-8: Assessment and Evaluation

Psychological, Educational, Behavioural and clinical assessment at various levels continuous and periodic – Formative and Summative.

Unit-9: Visual, Auditory and Speech Impaired Children

Visual impairment – functional limitations, Special educational needs. Auditory impairment – functional limitations, special educational needs. Speech Impairment – Factors influencing – a) Hearing loss b) Mental deficiency c) Damage to the nervous system d) Defects in speech organs e) Educational problems.

Unit-10: Maladjusted Children

Types of Maladjustment – emotionally disturbed – Delinquent – Truant, Causes – Psychological, social, family, economic, behavioural. Helping maladjusted children – Guidance and Counseling.

References:

1. Larry A. Fais (1976), Learning Disabilities, A Competency Based Approach, Houghton Mifflin Co Boston.
2. Krik S.A. (1962), Educating Exceptional Children. Houghton Mifflin Co. Boston

3. Johnson D.J. and H.R. Myckleloust (1976), 'Learning Disabilities' Educational Principles and practice, Grune and Stralton, N.Y.
4. Puri, M and Sen A.K (1989), Mentally Retarded Children in India. New Delhi: Mittal Publications
5. Subba Rao, T.A (1992) Manual on developing Communication skills in Mentally Retarded Persons, NIMH, Secudarabad
6. Berdine, W and Blackhurst (1985). An Introduction to special Education. Little Brown, Boston
7. Ainscow, M (1990). Special needs in the Classroom: A Teacher Education Resource Pack. UNESCO
8. Thomas C. Lovitt (1989) Introduction to Learning Disabilities, Allyn and Bacon
9. Sen A, (1988) Psycho-integration of the Handicapped: Challenge to the society; New Delhi Mittal Publication.
10. Montgomery, D. (1990). Special Need in Ordinary Schools: Children with Learning Difficulties, Cassel Educational Limited, London.

ELECTIVE
BEW– WOMEN EDUCATION

Objectives:

1. To acquire the knowledge of the concept on women's education.
2. To make the student-teachers understand the need for women's education.

Unit-1: Women's Education

Meaning and scope of women's education Need for women's education in India Aims and objectives of women's education. Status of women in the society.

Unit-2: Women in education

Education for all children – Reasons for exclusion – Resistance and poverty, Gender parity in education – Governance and gender Inequity, Effects of education.

Unit-3: Problems of women

Problems of women in developing countries, Population growth, Literacy rate of women, inadequate nutrition and technology, Existing prejudices against women.

Unit-4: Sub culture

Sub culture of men and women in all countries including India.

Unit-5: Women in society

Retrospective profile of women in a tradition bound society, Prospective profile of women in the changing Indian Society.

Unit-6: Women education India

Aspiration of Indian society for sustainable development of girls, Planned government efforts, Achieving quality of life, equality of opportunities, equity, social justice and empowerment.

Unit-7:

Needs for girl's education – poverty, prejudice, population explosion, Minimum level of learning in scientific literacy and computer Literacy, Preparation of teacher preparation in gender sensitivity.

Unit-8:Education and gender gap

Education making gender equality, Discrimination in educational opportunities Child marriage – compulsory education, Eliminating the gender inequalities.

Unit-9:Information as a transformative tool

Needs and requirement of information, Women and technology – Education and sensitization – New ICTE – Technical education, Gender management systems in women studies, Education and empowerment of women.

Unit-10:Gender studies

Women education in post-independence India, Case studies, Challenges and issues, Women in higher education.

References :

1. Mukerji, S.N.: Education in India and tomorrow
2. Maithili Vishwanathan: Development Orientation of Women education, Print well, Jaipur.
3. Agarwal, S.N.: India's population problems, Tata McGraw Hill, New Delhi.

ELECTIVE
BEV: VALUE EDUCATION

Objectives:

1. To expose the student teachers to the concept of value and its meaning.
2. To make them understand the value crises in the society and the need to teach values in the school.
3. To present to them the essential values of a good teacher and enable them to practice these values in the class room situation and in social life.
4. To equip them with the adequate knowledge to teach values to the students.

Unit – 1 : The concept and meaning of value

Concept and meaning of value. Kinds of values Subjective and objective, intrinsic and instrumental, vertical and horizontal, personal and neighborly Social, moral and spiritual values.

Unit – 2 : Need for Value Education in schools

Conditioners of human behavior, character training, role of educational institutions, approaches to moral instruction, mass media and moral education.

Unit – 3 : Teacher and Value

Essential values of a good teacher Application of class room values in the teaching learning process. Role of the teacher in creating a value based climate in school.

Unit – 4 : Value Crisis in the Society and Educational Response

Value crisis in the modern society Progression of technology, liberalization, privatization, globalization and retrogression of values. Need to teach values in the schools. Curricular and co-curricular activities to inculcate values in the students.

Unit – 5 : Education and National Values

To have knowledge of core national values Cultural Heritage of India Democracy Social Justice Secularism Social cohesion and national unity. The role of education and teacher in preserving and transmitting national value.

Unit – 6 : Value classification

Nature of value, higher and lower values, permanent values and temporary values, intrinsic and instrumental values, Indian Philosophy, realms of value, religious and social values based on philosophical system, ethical values, organic values, recreational values, economic values, political values, personal values, intellectual values, spiritual values.

Unit – 7: Inculcation of values

Introduction, value education, clearing cobwebs, nature of values, strategies, evaluation strategies, evaluation tools and techniques, methods of developing values.

Unit – 8 : Methodology of inculcating values

Theories of value development – Piaget, Kohlberg, knowing and doing in value education, thinking and feeling in value education, practical methods of value education, school programmes – process of value development.

Unit – 9 : Resources in value education

Introduction, meaning of value education, concept of value education, philosophical and sociological prospective, value education curriculum, source materials in value education, teacher preparation for value education, teaching strategies for value education, provision for moral instruction in school.

Unit – 10: Research in value education

Institutions with special programmes for value education, values and textbooks, development of values, future research in value education.

Reference:

1. Education in values – A source book – a publication of NCERT.
2. “Human Values and Education” – Edited by Ruhela S.p.
3. Values through communication – evaluation techniques – Pia Nazareth M.
4. Personal Values – Pia Nazareth M with Maria E Waples.
5. Community Values – Pia Nazareth M with Maria E Waples.
6. Neighbourly Values – Pia Nazareth M with Maria E Waples.
7. Values Education – Dr. N. Venkataiah, APH Publishing Corporation, New Delhi.
8. Values Education – A Study of Public Opinion – K.L. Gandhi, Gyan Publishing House.

OPTIONAL
B1E: TEACHING OF SPECIAL ENGLISH

Objectives

- a. To enable the teacher trainees to acquire knowledge of the sound systems of English and to familiarize them with the appropriate terminology to describe the sounds in English.
- b. To enable the teacher trainees to understand the connections of English speech and to acquire good pronunciation and fluency of speech.
- c. To familiarize teacher trainees with the school syllabuses related to high school and Higher Secondary classes.
- d. To help teacher trainees acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- e. To develop in the teacher trainees the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.

Unit-1: Spoken English

Phonetics of English:

- a. The difference speech organs and their role
- b. The individual sounds – vowels and consonants – their place and manner of articulation.
- c. The concepts of the phoneme and allophone.
- d. Phonetic scripts in use today.
- e. Stress : Word stress and sentence stress – weak forms – Stress and Meaning.
- f. Intonation : four basic patterns of intonation in English.

Unit-2: Developing fluency

- a. Use of conventional formulae, e.g., greeting, apology, Invitation, refusal, accepting, thanking etc.
- b. Reading aloud prose passages and poems.
- c. Describing and interpreting pictures, tables, graphs maps etc.
- d. Telling stories and narrating incidents.
- e. Communication games.
- f. Dialogues and role play
- g. Play reading and dramatization.
- h. Debates
- i. Interviews
- j. Extempore speeches on give topics.

Unit-3: Advanced Grammar:

- i. The Noun Phrase : MHQ (Mddifier, Headword, qualifier)
- ii. The verb Phrase : Tense forms – Auxiliary Verbs – Adverbial modifiers.
- iii. The sentence : Types of sentences – Subordinate and co-ordinate clauses – Questions forms.
- iv. The Text : Sentence connection – Devices for cohesion and coherence.
- v. Concepts : Different ways in which various concepts are expressed – Modal, auxiliaries and other expression, Commands, requests invitations instructions, suggestions, prohibitions, permission, probability, and likelihood, possibility, obligatic necessity, purpose and result, cause reason, comparison and contrast conditions and suppositions.
- vi. Analysis and classification of grammatical errors.

Unit-4: Lexis

Word formation : Affixation – conversion – Compounding – other minor devices.
Patterns of spelling – Phrasal verbs and prepositional phrases.

Unit-5: Reference and Study Skills in English

- i. Dictionary skills
- ii. SQR 3 methods of reading.
- iii. Note-making and summarizing.
- iv. Library and reference work

Unit-6: Reading

- i. Intensive Reading
 - a. Study skills – Different types of reading – loud reading, silent reading, model reading, group reading & chorus reading.
 - b. Training attempting in comprehension of unseen passages.

Unit-7: Composition

- i. Composition work based on texts (Extensive Readers)
- ii. Different types of writing:
 - a. Letters – Formal, Semi-formal and informal
 - b. Reports, instructions and descriptions
 - c. Situational composition
 - d. Precise writing
 - e. Translation.

Unit-8: Study skills in English

Dictionary skills - Library and reference work - Note making and summarizing -
SQ 3R methods of reading - Bibliography and Annotated Bibliography

Unit-9: Analysis and Formation

Analysis of grammatical errors - Spelling rules - Formation of plurals and Tenses

Unit-10: Words and Expressions

- Figures of Speech
- Idioms and Phrases
- Idioms derived from Nouns and Adjectives
- The same words used as different parts of speech
- Words confused and misused.

Practical work:

1. Practice in Spoken English – Stress, rhythm and intonation
2. Preparation of Aid for Teaching English speech sounds
3. Review of any three novels and five short stories.
4. Creative writing-Dialogues, Expansion of ideas, paraphrasing, precise writing, verbs, short stories and letter writing.
5. Preparation of an album and about English life and literature
6. An analytical study of the grammar and vocabulary in textbooks used in schools from standard III to standard X.

References:

1. Andrew wright, Visual Materials for the Language teacher, Longmans, London, 1977.
2. Close, R.A., English as a foreign language, Longmans, London 1971.
3. Geoffrey, Barnard, Better spoken English, Macmillan and Company, London, 1969.
4. Gillian Brown, Listening to spoken English, Longman, 1977.
5. Hill L.A., Selected Articles on the teaching of English as a foreign Language. Oxford University. Press, 1967.
6. Hornby A.S., The Teaching of structural words and sentence pattern, Oxford University Press, London, 1969.
7. Hedale, B.O. and Iredale, M. Experiences, Orient Longman, New Delhi, 1978.
8. Julian Dakin, The Language Laboratory and Language Learning, Longman, London, 1973.
9. Jean and David Giles, Think, Talk and Write, Longmans, 1967.
10. Knud Schibsby, A modern English Grammar, Oxford University Press, 1969.
11. Lee W.R., Language, Teaching, Games and contests, Oxford University Press, 1976.
12. Mark Lester, Introductory Transformation Grammar of English, Macmillan, 1977.
13. Moody H.L.B., The teaching of Literature, Longman, 1977.
14. Pit Corder S., An intermediate English Practice Book, Orient Longmans, 1985.
15. Pit Corder, S., Introducing Applied Linguistics, Penguin Book, 1977.

OPTIONAL
B1T: TEACHING OF SPECIAL TAMIL

சிறப்புத் தமிழ் கற்பித்தல்

இநாக்கீகள்

- 1/ திறம்பட தமிழ்ப்பாடம் கற்பிக்கும் நுட்ப'களை அறிதல்/
- 2/ காட்சிக் இகள்வி கருவிகளையும் அவற்றைக் கற்றலில் எவ்வாறு பயன்படுத்த இவண்டும் என்பதையும் தெளிவாக்குதல்/
- 3/ புதிய ,லக்கிய'களை அறிமுகப்படுத்துதல் திறனாய்வு அனுகுமுறைகளை உணரவைத்தல்/
- 4/ தமிழ்மொழியமைப்பை நன்கு தெளிவுபடுத்துதல்/
- 5/ மொழி ஆசிரியரின் தகுதியையும். திறன்களையும் உணரசெய்தல்/

அலகு 1 : திட்டமிட்டுத் தாஇன கற்றல் முறைகள்/ மொழி பயிற்றாய்வுக்கூடம் ? தொடர்பான செய்திகள். நுண்ணிலைப் பயிற்றுவிக்கும் திறன் வலுவுட்டிகளைப் பயன்படுத்தும் திறம் ? கிளர்வினா - பல்வகைத்துண்டல்களைப் பயன்படுத்தும் திறன் விளைக்கும் திறன் ? கரும்பலகையைப் பயன்படுத்தும் திறன் ? தொட'குதல் இபான்ற திறன்கள்/

அலகு 2 : காட்சிக் இகள்வி கருவிகள் (புரனடி ஏளையட பனைள) வானொலி. தொலைக்காட்சி. ஒலிப்பதிவு நாடாக்கருவி. படச்சுருள். தலைஇமல் வீழ்த்தி - திரைப்பாடம் ? வரைபட'கள் ? திரையில் அமைகருவி - திரையில் அமையாக்கருவி.

அலகு 3 : அறிவியல் தொழில் நுட்பச் சொற்களைத் தாய்மொழியில் படைத்து பயன்படுத்துதல் ? கடன் வா'கல் ? கடன் வா'க காரண'கள்/

அலகு 4 : ,லக்கிய திறனாய்வியல் ? அறிமுகம். ,தழியல் அறிமுகம். (துடிரசஇயடளைஅ) ஒப்பியல் அறிமுகம் (ஊடிஅயசயவளைந) - விளம்பரவியல் அறிமுகம்/

அலகு 5 : நல்ல பாடநூலின் ,யல்புகள் ? தெளிவு துப்புரவு சுருக்கம். பிழையின்மை இபான்றவை - நூலக்'களின் பயன்கள் ? வகைகள் ? பள்ளிநூலகம். கருவிநூலகம். வகுப்புநூலகம் இபான்றவை/

அலகு 6 : 20 ? ஆம் நூற்றாண்டு ,லக்கிய'களின் வளர்ச்சி - புதுக்கவிதை - சிறுகதை - புதினம் குழந்தை ,லக்கியம் ? பயண ,லக்கியம் ? வாழ்க்கை வரலாற்று ,லக்கியம் ? நாட்டுப்புறப்பாடல்கள் இபான்றவை/

அலகு 7 : கருத்தர'கம் ? கலந்துரையாடல் ? ஆய்வர'கம் ? விரிவுரை ? சிறப்புச் சொற்பொழிவுகள் சிறு சொற்பொழிவுகள்/

அலகு 8 : ஒலியன். உருபன். மாற்றொலியன். தொடரியல் குறித்த செய்திகள் ஆகிய ,வற்றிராடு எழுத்துக்களின் வடிவமைப்பு ? கலைச்சொல்லாக்க அமைப்பு ஒப்பியல் மீட்டுருவாக்கம்/

அலகு 9 : பிளாண்டரின் வகுப்பறைச் சூழல் பகுத்தறிமுறை (குடயஅஉடடிசள இவைநசயஉவடிஇ யடியடலளளை) மொழியாக்கத்தின் அடிப்படை அறிவியல் செய்திகள்/

அலகு 10 : மொழி ஆசிரியரின் தகுதிகள் ? ,ரு மொழிப்பயிற்சி முற்பயிற்சி ? பணியிடைப் பயிற்சி இபான்றவை ? இதர்வுகள் ? புதியமுறைத் இதர்வுகைகள் ? நிறை குறைகள் ? வினாவ'கி ? ஏற்புடைமை. நம்பகத்தன்மை. புறவயத்தன்மை. செயல்படுதன்மை. அகமதிப்பீடு. புறமதிப்பீடு ? ஆசிரியர் உருவாக்கும் இசாதனைகளும். தரப்படுத்தப்பட்ட இசாதனைகளும். வினாத்தாள் வடிவமைப்பு ? பிழை நீக்குதல்/

பார்வை நூல்கள்

- 1/ தமிழ் நாவல் இதாற்றம் : சிட்டி சிவபாதசுந்தரம்
வரலாறு. வளர்ச்சி
- 2/ தமிழில் சிறுகதை வரலாறும் : சிவத்தம்பி
வளர்ச்சியும்
- 3/ தமிழில் சிறுகதை பிறக்கிறது : சி / சு / செல்லப்பா
- 4/ ,லக்கியக் கலை : அ/ ச/ "ானசம்மந்தன்
- 5/ ,லக்கியக் ஆராய்ச்சி : மு/வ/
- 6/ திறனாய்வு அனுகுமுறைகள் : சி / மறைமலை
- 7/ தமிழ் மொழி வரலாறு : சு/ சக்திஇவல்
- 8/ மொழி நூல் : மு/வ/
- 9/ மொழி வரலாறு : மு/வ/
- 10/ புதுக்கவிதை ஒரு புதுப்பார்வை : பாலா
- 11/ தமிழ் ,லக்கிய வரலாறு : பாலசுந்தரம். மு/வ/
- 12/ என் ,ல'கைச் செலவு : திரு/வி/க/
- 13/ அக்கரைச் சீமையிலை : இசாமு
- 14/ சத்தியஇசாதனை : காந்தியடிகள்
- 15/ நான் கண்ட பாரதி : வ/ ரா/
- 16/ கல்வியில் அளவிடுதலும் : முனைவர்
மதிப்பிடுதலும் எம்/ஆர்/சந்தானம்

OPTIONAL
B1C: TEACHING OF COMMERCE I

Objectives:

1. To describe the place of history of commerce education in teaching giving illustration.
2. To integrate or correlate commerce with life and other school curriculum and also different branches of commerce education.
3. To identify skills and components in commerce teaching.
4. To describe the 'Micro Teaching Procedure'.
5. To develop skills not only in the micro sessions and also later in macro session.
6. To describe various methods of teaching commerce and their place in commerce problem solving.
7. To understand the function of commerce Teacher.
8. To grasp the significance of innovation in commerce teaching.

Unit-1: Introduction

- 1.1 History of Commerce Education
- 1.2 Evolution of Commerce Education in India and current facilities
- 1.3 Meaning, significance, nature and importance of Commerce Education.

Unit-2: Goals in teaching Commerce

- 2.1 General and specific instructional objectives of teaching Commerce
- 2.2 Aims, values and competencies related to commerce education

Unit-3: Commerce Curriculum

- 3.1 The need for inclusion of commerce in the school curriculum
- 3.2 Commerce curriculum-Content-Principles of selection
- 3.3 Procedure of curriculum construction in commerce
- 3.4 Evaluation of commerce education

Unit-4: Micro Teaching

- 4.1 Micro teaching-meaning, characteristics and uses
- 4.2 Micro teaching cycle
- 4.3 Micro teaching Skills –Set induction, Stimulus variation, Explaining, Questioning, Probing questioning Reinforcement, closure
- 4.4 Link practice

Unit-5: Methods and Techniques of Teaching Commerce

- 5.1 Need for the right teaching method
- 5.2 Methods of teaching:
 - 5.2.1. Lecture & Lecture cum demonstration methods
 - 5.2.2. Inductive and Deductive methods
 - 5.2.3. Analytic & Synthetic methods
 - 5.2.4. Project Method

- 5.3 Techniques of teaching:
 - 5.3.1. Supervised Study in teaching commerce
 - 5.3.2. Team teaching
- 5.4 Individualized Learning techniques
 - 5.4.1 Individualized Instruction
 - 5.4.2 Programmed instruction – Linear, Branching, Mathematics
 - 5.4.3 Computer Assisted Instruction

Unit-6: Lesson Planning in Commerce

- 6.1 Year plan, Unit plan & Lesson plan
- 6.2 Unit plan-features and importance
- 6.3 Lesson planning – Characteristics & importance
- 6.4 Advantages of lesson planning
- 6.5 Essentials of a good lesson plan
- 6.6 Steps in lesson plan and their significance
- 6.7 Preparation of lesson plan –c

Unit-7: Instructional Materials and Teaching aids

- 7.1 Importance, need and Guidelines for the selection
- 7.2 Classroom instructional use of Hardware: Projectors, TV, CCTV, Radio, Computers.
- 7.3 Class room instructional use of software –charts, model, slides, transparencies, filmstrips, films, audio & video cassettes, CD ROM.
- 7.4 Text books and supplementary material in commerce.

Unit-8: Evaluation in Commerce

- 8.1 Construction and use of achievement test.
- 8.2 Valuation of tests and Analysis of test marks.
- 8.3 Diagnosis and remedial teaching
- 8.4 Individual difference – Enrichment programme for gifted and remedial measures for backward.

Unit-9: Commerce Teacher

- 9.1 Role of Commerce teacher
- 9.2 Essential qualities of a good commerce teacher
- 9.3 Need for pre and in service training for commerce teachers

Unit-10: Recent innovations in Commerce teaching

- 10.1 Commerce forum or club
- 10.2 School bank, School magazine
- 10.3 Co-operative store
- 10.4 Debates and competitions
- 10.5 Fairs and Exhibitions
- 10.6 Mock job application interview
- 10.7 Visit to business houses, banks, industries etc.

OPTIONAL

B1M : TEACHING OF MATHEMATICS

Objectives:

- 1) to acquire the knowledge of the nature and development of mathematics
- 2) to understand the rationale behind different methods and techniques of teaching mathematics and to employ them proficiently in the classroom
- 3) to help the student teachers for the professional self development
- 4) to enable the student-teacher to identify the Gifted and slow learners in mathematics and to meet their requirements.

UNIT – I: NATURE AND DEVELOPMENT OF MATHEMATICS

- 1.1 Meaning and Characteristics of Mathematics
- 1.2 Nature of mathematics – Precision, Logical structure, Abstractness, Symbolism
- 1.3 Educational values of mathematics - Practical, Disciplinary, Cultural, Vocational, Social, Aesthetic
- 1.4 History of Mathematics - Contributions of mathematicians: Aryabhatta, Baskara I, Baskara II, Ramanujan, Pythagoras, Gauss, Euclid, Euler

UNIT – II GOALS OF TEACHING MATHEMATICS

- 2.1 Aims and Objectives of teaching mathematics
- 2.2 Taxonomy of educational objectives – Cognitive, Affective, Psychomotor
- 2.3 Writing instructional objectives – General and Specific instructional objectives (GIO and SIO) and Specific Learning Outcome

UNIT – III MATHEMATICS CURRICULUM

- 3.1 Curriculum and Syllabus - Content - Principles of selection.
- 3.2 Organisation of syllabus: Logical & Psychological - Topical & Spiral approaches.
- 3.3 Integrated approach to teaching of mathematics: Mathematics in life - correlation between different disciplines, correlation within branches of mathematics
- 3.4 Analysis of secondary level mathematics curriculum

UNIT – IV MICRO TEACHING

- 4.1 History, Definitions, Importance and Characteristics of microteaching
- 4.2 Steps in microteaching and Micro teaching cycle
- 4.3 Micro teaching skills – Set indication, Stimulus variation, Explanation, Questioning,
Probing questions, illustrations, Reinforcement, Black board and Closure.

UNIT – V METHODS OF TEACHING

- 5.1 Methods of Teaching – Lecture, Lecture cum Demonstration, Heuristic, Project, Laboratory.
- 5.2 Methods of Development: Inductive – Deductive, Analytic – Synthetic

UNIT – VI DEVELOPMENT OF PROBLEM SOLVING ABILITY

- 6.1 Problem – Characteristics of a problem – Types of problem - Construction of a problem
- 6.2 Problem Solving Strategy - Steps in problem solving
- 6.3 Gagne’s problem solving ability
- 6.4 Creativity and Divergent thinking in Mathematics

UNIT – VII TECHNIQUES OF TEACHING MATHEMATICS AND FIXING DEVICES

- 7.1 Motivation, Rationalisation, Concretization, Speed and Accuracy
- 7.2 Oral, Review, Drill and Assignment
- 7.3 Co-operative Learning - Individualised instruction – Programmed Learning – Linear, Branching and Mathematics

UNIT – VIII LESSON PLAN

- 8.1 Planning for the teaching of mathematics
- 8.2 Meaning and purpose of Year plan, Unit plan, Lesson plan
- 8.3 Components and Characteristics of a lesson plan
- 8.4 Model lesson Plan.

UNIT – IX LEARNING RESOURCES AND DEVICES

- 9.1 Mathematics Text book.
- 9.2 Mathematics Library
- 9.3 Mathematics Laboratory
- 9.4 Mathematics club and Mathematics exhibition
- 9.5 Professional self development – Qualities of a good mathematics teacher
- 9.6 Teaching Aids – Audio, Visual and Audio-visual aids and improvised aids.

UNIT – X EVALUATION

- 10.1 Concept of Measurement and Evaluation – Purposes of evaluation
- 10.2 Characteristics of a good measuring instrument
- 10.3 Test and different types – Achievement, formative, summative, diagnostic, prognostic
- 10.4 Construction and importance of achievement and diagnostic tests.
- 10.5 Diagnosis and remediation of student difficulties in learning mathematics.
- 10.6 Individual difference in mathematical ability - factors contributing – ways of meeting their needs.

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OPTIONAL

B1P: TEACHING OF PHYSICAL SCIENCE

Objectives:

1. To enable the pupil-teachers to understand the nature and scope of physical science.
2. To acquaint the pupil-teachers with the objectives of teaching physical science in secondary and higher secondary schools and help them to plan learning activities according to those activities.
3. To enable the pupil-teachers to understand the principles of curriculum construction and examine critically the physical science syllabus of the secondary and higher secondary course.
4. To help the pupil-teachers understand the various methods and techniques that can be employed in the teaching of physical science and to afford them opportunities to employ the various techniques in the class room teaching.
5. To develop in the pupil-teacher a practical understanding of the technology of teaching physical science and give them practice in the use of various aids relating to the technology of teaching.
6. To give the pupil-teachers an insight into the organization of non-formal Science Educational programmes.
7. To afford opportunities to the pupil-teachers to familiarize themselves with the problem of laboratory organization, maintenance and administration.
8. To guide the pupil-teachers in acquiring skills relating to planning their lessons and presenting them effectively.
9. To help the pupil-teachers to understand the evaluation techniques and prepare objective-based items to assess the achievement and progress of pupils.
10. To enable the pupil-teachers to understand the specific qualities of a good science teacher, acquire those qualities by practices and evaluates to his/her own attainment for future improvement.

Unit-1: Nature and scope of physical science

A body of knowledge and process of enquiry – an attitude towards life area of knowledge peculiar to physics and chemistry –inter-disciplinary approach – values in science education – outcomes of science education.

Unit-2: Objectives of teaching physical science

Goals and objectives of teaching physical science with reference to Bloom's Taxonomy. Aims of teaching physical science at various levels-Primary, secondary and higher secondary.

Unit-3: Curriculum and curricular projects in science

Principles of curriculum development-Criteria of Selection of content and Principles of organizing the syllabus content. A critical study of physical science syllabus of Tamil Nadu Secondary and Higher secondary science curriculum.

New curricular project in physical science-PSSC, CHEM-study, Nuffield science teaching projects-Nuffield 'O' level Chemistry, Nuffield 'O' level physics. Curriculum improvement projects in India-shortcomings of science curricular projects.

Unit-4: Micro-teaching

Principles of micro-teaching-components-teaching relevant skills-set induction, skill of explaining, skill of black board writing, skill of stimulus variation-skill of reinforcement, skill of questioning and skill of closure, need for link practice in micro-teaching programme.

Unit-5: Methods and techniques of teaching

Methods of teaching physical science - Scientific method involving Inductive and Deductive procedures- formulation of testing hypotheses - Lecture method-Lecture-cum-Demonstration method-Heuristic method - Project method-Historical and Biographical approaches.

Modern techniques in teaching physical science - Team-teaching, Supervised study, assignment method.

Individualized learning techniques in physical science - Individualization of instruction-Programmed Instruction-Linear and branching type-Computer-Assisted Instruction. Selection of teaching methods.

Unit-6: Instructional materials and teaching aids

Class room instructional use of Hardware-epidiascope-Filmstrip-cum-slide projector, Overhead projector, Radio, C.C.T.V. and T.V. – Educational broadcasts – Radio and T.V. Science teaching through school television.

Class room instructional use of software – graphics, models, specimens, slides, filmstrips, transparencies, films, audio and video tapes.

Text books – characteristics of a good science textbook-use of text book in and outside the class room, Science libraries.

Non-formal science education-Science club, Science hobbies, Field trips, Science

Exhibitions and Science Fairs. Selection and functions of instructional materials.

Unit-7: Facilities, equipments and materials for teaching science

Structure and design of general science laboratory-physics and chemistry laboratory – Organization and maintenance of laboratory – preparation of indents-stock – registers to be maintained, storage of chemicals and apparatus organization of practical work – Improvisation of apparatus and use of science kits-Discipline in the laboratory – Accidents and First-aid.

Unit-8: Teacher's plan of action:

Lesson planning – importance of lesson plans-writing instructional objectives – planning of specific behavioral change – catering to differing abilities of pupils in a class. Unit planning – salient features.

Unit-9: Evaluation in Science

Purpose of evaluation – achievement tests – written and practical construction and use of tests-diagnostic test-remedial teaching.

Unit-10: Science pedagogue

Science Teacher – academic qualifications, professional growth – special qualities required of a science teacher Education of science teachers –in-service training-Evaluation of a science teacher-self evaluation-evaluation by pupils.

Practical work:

1. Construction and use of Achievement test.
2. Making charts, improvised apparatus and models.
3. Practice of a minimum of 3 skills under micro-teaching and one link lesson (proper records to be maintained)
1. Conducting a seminar on current science/science education topics.
2. Conducting an investigatory projects.
3. Presenting one demonstration experiment to the peers.
4. Performing a few experiments in the laboratory individually or in groups (Laboratory records to be maintained).

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OPTIONAL
B1B: TEACHING OF BIOLOGICAL SCIENCE

Objectives:

1. To understand the basic principles and practices of Science Education relevant to teaching Biological Science in the secondary and Higher Secondary classes.
2. To learn the appropriate teaching techniques to stimulate in the pupils a spirit of enquiry in terms of simple problems in Biology.
3. To acquire adequate skills in using proper and suitable methods of teaching Biology.
4. To acquire the knowledge relating to the organization and administration of a biology laboratory, curriculum and co-curricular activities that would promote the teaching of biology and develop in the pupils the scientific attitude and sense of appreciation and interest.
5. To acquire skill in the construction of objective based tests and use them as aids in evaluation.
6. To acquaint with the modern trends in the instructional methodology and contents in biology.
7. To develop the ability to construct curriculum and to evaluate critically the recent curriculum.
8. To develop skills in preparing and using the appropriate instructional materials in biology.
9. To develop an appreciation of the life work and contribution of scientist to the welfare of mankind.

Unit-1: Place of Biology

Biology in the school curriculum – its claims for inclusion – relation between biology and other subjects of the schools curriculum.

Unit-2: Objectives of science teaching

- a. Aims and objectives of teaching biology with reference to Blooms Taxonomy, Advantages of using instructional objectives in behavioural terms.
- b. Preparation and use of unit plan and lesson plan.

Unit-3: Communication skills

Micro-Teaching-Cycles of operations and its relevance in developing the following skills.

- | | |
|------------------|----------------------------------|
| a. Set Induction | b. Stimulus Variation |
| c. Reinforcement | d. Questioning |
| e. Explaining | f. Blackboard writing |
| g. Closure | h. Developing scientific skills. |

Unit-4

- a. **MULTISENSORY APPROACHES IN TEACHING BIOLOGY**
General values of audio-visuals aids – charts pictures, objects, specimen and model – microscope-micro projectors – over – head projectors – and LCD sound system.
- b. **NON-FORMAL SCIENCE EDUCATION**
Non formal science Education programmes - organization and Educational values of Science Clubs – Scientific hobbies – Field trips – Science Fairs and excursions – Science museums preparation of museum materials.
- c. **INSTRUCTIONAL MATERIALS**
Science text book – Qualities of a good science text book – Instructional cards for pupils practicals – the science library – its values – book selection and organizing library work in science.

Unit-5:

- a. **APPROACHES AND METHODS OF SCIENCE TEACHING**
Lecture method, Demonstration method, laboratory, project, assignment, scientific methods, Biographical and Historical methods – Team teaching method.
- b. **INSTRUCTIONAL TECHNOLOGY AND ITS APPLICATIONS IN BIOLOGY TEACHING**
Individualized Instructional techniques programmed instruction Personalized system of instruction and Computer Aided Instruction – E-learning.

Unit-6: Biology laboratory

- a. Planning Organization and maintenance – developing a laboratory routine – using student resources in laboratory management. Safety in the lab – common accidents and first aid.
- b. Practical work in biology – Importance of practical work – problems in conducting practicals – Evaluation of practical work – practical record work in biology.

Unit-7: Curriculum in Biology

- a. Principles of curriculum development – selection of content and organization of subject matter – recent trends in curriculum development – NCERT curriculum – BSCS and Nuffield secondary Science Projects.
- b. NEW DEVELOPMENTS
Bio chemistry, Bio physics, Developmental biology population, genetics and evaluation, genetic engineering and ecology, Environmental Educational Education – AIDS Education – Bio informatics.

Unit-8:

- B. CLASS ROOM CLIMATE
Teacher dominated pattern – Laissez – Faavaaire pattern, Democratic pattern – Significance of classroom.
- C. THE BIOLOGY TEACHER
Special qualities required for a Science teacher – Professional growth – Inservice, Pre-service, Orientation, enrichment course, membership of professional associations.

Unit-9: Research in Science Education

Types of Educational research – status of Research in science education in India Educational research and Innovational committee – Utilization of science educational research.

Unit-10: Evaluation of science instruction

Evaluation of student' attainment in biology – various types of tests – steps In achievement test construction – Administering – Scoring and interpretation of results.

NOTE-Graduate trainees, will study the biology content prescribed for std IX and X

SUGGESTED ACTIVITIES / PRACTICAL WORK

- i. Design and carry out any one simple investigation in biology.
- ii. Planning and conducting any three self administered demonstration in biology with pupils during teaching practice. Here the teacher provides the pupil with directions and guide them in learning situations such as blood type, dissection and slides.
- iii. Planning and conducting any four practicals in biology and maintaining a record of practical work.
- iv. Preparation of visual aids, models, charts, flannel graph etc.
- v. Collecting and preserving biological specimens.
- vi. Collecting and keeping plants and animals alive for instructional purpose aquarium and vivarium.
- vii. Preparation of unit test for a unit in biology.

- N.B:**
1. Practical work is to be integrated with the teaching of methodology and teaching practice.
 2. Record of practical work is to be maintained by each trainee.

**OPTIONAL
B1S: TEACHING OF SOCIAL STUDIES**

Objectives:

1. To know the meaning and scope of social studies.
2. To manage learning of social studies by instructional objectives.
3. To select an appropriate teaching tactics.
4. To choose appropriate audio-visual learning aids.
5. To select appropriate strategy for communicating complex rules, procedure and instructions.
6. To harness pupils motivation in learning social studies.
7. To have faith in application of innovations in learning social studies by pupils.

UNIT-I

- 1.1 The meaning and scope of social studies.
- 1.2 Social studies and social science-differentiated.
- 1.3 Natural Science, social studies and humanities – differentiated.
- 1.4 Need and importance of social studies in the modern age then ever before.

UNIT-II

- 2.1 General aims of teaching social studies.
- 2.2 Specific aims of teaching social studies primary, middle and secondary classes.
- 2.3 Values of national integration.
- 2.4 Values of international understanding.

UNIT-III

Correlation with other subjects

- 3.1 Incidental correlations and systematic correlation.
- 3.2 Relationship with (a) Political Science (b) Economics (c) Science and (d) Literature.

UNIT-IV: Method of Teaching

- 4.1 Traditional methods
 - a. Text book method
 - b. Lecture method
 - c. Dramatization
 - d. Story telling method.
 - e. Review and Drill
 - f. Supervised study.

- 4.2 Modern methods
 - b. Problem solving
 - c. Project method.
 - d. Source method
 - e. Story telling method
 - f. Review and Drill
 - g. Supervised study

- 4.3 Innovative approaches
 - a. Discussion method
 - b. Team teaching
 - c. Programmed learning
 - d. Multimedia approach

UNIT-V: Planning the lesson in Social studies.

- 5.1 Micro-teaching skills of explaining questioning stimulus variation, black board method, closure.
- 5.2 Micro-teaching, motivation, presentation comparison, generation, application, recapitulation, assignment.

UNIT-VI: Planning the course of social studies

- 6.1 What is curriculum?
- 6.2 The need of choice of materials of social studies
- 6.3 Principles of selecting content.
- 6.4 Critical study of the secondary school studies syllabus.

UNIT-VII

- 7.1 Approaches to the construction of curriculum – concentric, approach, topical approach and unit approach.
- 7.2 Utilizing current events.

UNIT-VIII

- 8.1 Software teaching aids.
- 8.2 Hardware teaching aids.

UNIT-IX

- 9.1 Experiments and resources
- 9.2 Collateral reading literacy.
- 9.3 Social studies teacher.

- 9.4 Community resources.
- 9.5 Field trips and Educational tour.

UNIT-X

- 10.1 Importance of Evaluation in Social studies.
- 10.2 Different types of questions.
- 10.3 Questions of a good text paper.
- 10.4 Preparing an achievement test.

References:

1. Teaching of Social Science, Saxena, N.R. Mishra, B.K. and Mohanty, R.K.P. Lall Book Depot.
- 2 Teaching of Social Studies, Shaida, B.D. and Shaida, A.k., Arya Book Depot.
- 3 Content cum Methods of teaching of Social Studies, Dash, B.N., Kalyani Publishers.

OPTIONAL B1A-TEACHING OF COMPUTER SCIENCE

Objectives:

1. To impart Information Communication Technology in classroom teaching.
2. Enhance teaching and facilitate learning using multi-modal courseware.
3. Facilitate Interactive theme presentations.
4. To integrate productivity tools in learning context.

Unit-1: Aims and objective of teaching Computer Science

Goals and objectives of teaching Computer Science – Bloom’s taxonomy of educational objectives – identification of instructional objectives – advantages of instructional objectives in behavioral terms – writing instructional objectives in behavioral terms.

Unit-2: Curriculum in Computer Science

Curriculum in Computer Science, Principles of curriculum development, selection of content and organization of subject matter, present status of Computer Science in secondary and senior secondary education.

Unit-3: Micro Teaching

Principles of micro teaching – components – teaching relevant skills – set induction, skill of explaining, skill of black board writing, skill of stimulus variation – skill of reinforcement, skill of questioning and skills of closure, need for link practice in micro-teaching programme.

Unit-4: Computers in society

Computer Basics, Multimedia, Computers in Education, Role of computers in Business and Industry, Computer Crime – Privacy – Ethical Issues in Computer Security.

Unit-5: PowerPoint

Introduction, getting started and working with powerpoint, understand powerpoint views – slides, outline, slide sorter, notes, powerpoint master and templates – slide masters, powerpoint templates. Creating master slide – making changes, adding images and charts, adding motion, adding sound, timing and rehearsing, transitions and build slides.

Unit-6: Internet and its applications:

Introduction, history of the internet, understanding WWW, how to connect, web browsers, favorites & bookmarks, kinds of information available, parts of internet, searching the net, researching on the net.

Unit-7: Planning and management of computer centre in schools:

Structure of a Computer criteria – for purchasing computer, for selecting vendor to supply hardware, power supply to computer centre, vendor relationships, in-house development – advantages and disadvantages, software failure, debugging, testing, backup, false flooring, user resistance to computerization, maintenance.

Unit-8: Programming techniques and algorithms using

Introduction to problem solving: Problem analysis, flowcharts, pseudo codes and algorithms, program design structures programming, fundamental algorithms:- summation, counting, numbers conversion.

Unit-9: PC Computing:

Components of computer, computer organization: Introduction to processor organization / addressing formats, input / output organization and modes of data transfer, Hardware: architecture (mainframe, mini, PC), storage devices: floppy disk, hard disk, compact disk, printers – impact, non-impact, plotter, Software: software classification, operating system: introduction, basic functions of OS, classification of OS.

Unit-10: Evaluation in Computer Science

Evaluation – achievement tests – written and practical construction and use of tests – diagnostic tests – remedial teaching.

References:

1. Charles P.Pfleeger, Shari Lawrence Pfleeger, "Security in Computer", Pearson Education (Singapore) Pvt. Ltd., 2003.
2. Dromey, How to solve it by computer? Prentice Hall of India, 1999.
3. Brain, K. Williams, et.Al., Using Information Technology, Third Edition, TMH, 2000.
4. Microsoft Office 2000, Ed Bott Woody Leohard, Prentice Hall India.
5. Flash Bible, TechMedia Publications.

**OPTIONAL
B1G-TEACHING OF HOME SCIENCE**

Objectives:

1. To enable the pupil-teachers to understand the nature and scope of Home Science.
2. To acquaint the pupil-teachers with the objectives of teaching Home Science in secondary and higher secondary schools and help them to plan learning activities according to those activities.
3. To enable the pupil-teachers to understand the principles of curriculum construction and examine critically the Home Science syllabus of the secondary and higher secondary course.
4. To help the pupil-teachers understand the various methods and techniques that can be employed in the teaching of Home Science and to afford them opportunities to employ the various techniques in the classroom teaching.
5. To develop in the pupil-teachers a practical understanding of the technology of teaching Home Science and give them practice in the use of various aids relating to the technology of teaching.
6. To afford opportunities of the pupil-teachers to familiarize themselves with the problem of laboratory organization, maintenance and administration.
7. To guide the pupil-teachers in acquiring skills relating to planning their lessons, evaluation and presenting them effectively.

Unit-1: Aims, objectives and scope

Meaning and scope of Home Science, importance and value of Home Science. Objectives of Home Science Teaching. Goals and objectives of teaching Home Science, advantages of using instructional objectives in behavioral terms. Knowledge, comprehension, application, scientific attitudes, interest and skills.

Unit-2: Approaches and methods of teaching Home Science

Methods of Teaching Home Science: Scientific method involving inductive and deductive procedures – formulation of testing hypotheses. Lecture method – Lecture-cum-Demonstration method - Laboratory method – heuristic method – project method – historical and biographical approaches. Modern techniques in teaching Home Science: Team-teaching, supervised study assignments, e-classrooms and smart classrooms. Individualized learning techniques in Home Science: Individualization of instruction – programmed instruction – linear and branching type only.

Unit-3: Micro Teaching

Principles of micro teaching – components – teaching relevant skills – set induction, skill of explaining, skill of black board writing, skill of stimulus variation – skill of reinforcement skill of questioning and skills of closure, need for link practice in micro-teaching programme.

Unit-4: Curriculum in Home Science

Curriculum in Home science, principles of curriculum development, selection of content and organization of subject matter, present status of Home science curriculum in secondary education.

Unit-5: Instructional materials and teaching aids

Classroom instructional use of hardware-epidiascope filmstrip-cum-slide projector, overhead projector, radio, CCTV and TV – Educational broadcasts – Radio and TV., Classroom instructional use of software-graphics, models, slides, filmstrips, transparencies, films, audio CDs and video CDs., Text books – characteristics of a good Home science textbook – use of text-book in and outside the class room.

Unit-6: Teacher's plan of action

Lesson planning – importance of lesson plans – writing instructional objectives – planning for specific behavioural change – catering to differing abilities of pupils in a class.

Unit-7: Home Science Laboratory

Planning, organization and maintenance – developing a laboratory routine – using students, safety in lab, common accidents and first aid Practical work in Home science – importance of practical work, problems in conducting practical, evaluation of practical work, maintenance of records, stock books and accounts books.

Unit-8: Home Science Teacher

Home science teacher-special qualities required for a Home science teacher, professional growth in service orientation, enrichment course, membership of clubs.

Unit-9: Evaluation in Home Science

Evaluation of students achievements in Home science, tools of evaluation, the written examination, construction of unit test, marking scheme, interpretation of results.

Unit-10: Innovation in Home science teaching.

References:

1. Teaching of Home Science, Priya Bhargav, Commonwealth.
2. Teaching of Home Science, Seema Yadav, Anmlo Publications, Pvt. Ltd.
3. Teaching of Home Science, B.L. Sharma and B.M. Saxena (Hindi), R. Lall Book Depot.
4. Teaching of Home Science, (Hindi), Dr.G.P. Sharry, Vinod Pustak Mandir.

OPTIONAL B2C: TEACHING OF COMMERCE II

Objectives:

1. To acquire knowledge of the present state of teaching commerce and accountancy.
2. To understand the principles involved in curriculum construction and various methods of teaching and technology of teaching.
3. To apply the knowledge in analysing, selection and adopting the suitable method, techniques and aid for the purpose of teaching.
4. To develop interest in knowing the recent development in the teaching methodology and technological development.
5. To acquire the necessary skills and experience in class room management.
6. To equip relationship with the community by linking school activities.
7. To develop skill in conducting research in the field of commerce education.

Unit-1: INTRODUCTION

Introduction – scope and definition of commerce study – importance and meaning of commerce education – commerce – economics their mutual relationships – Major division of commerce – Trade, Transport, Warehousing, Banking, Insurance, Advertising, Accountancy and Auditing.

Unit-2: DEVICES AND TECHNIQUE OF TEACHING COMMERCE

Meaning of devices and techniques – Modern approach socialized recitation methods (Discussion method) informat – seminar, symposium, workshop techniques, panel discussion in individualized instruction methods role playing, individual assignment etc., micro teaching – team teaching

Unit-3: EDUCATIONAL TECHNOLOGY IN LEARNING COMMERCE

Educational technology in learning commerce – programmed learning – computer assisted instruction , modules – commercial and educational Broadcasting – interactive videotape lecture etc. on learning commerce software development in other countries available in India.

Unit-4: CLASS ROOM MANAGEMENT

Commerce Teaching and class room management – systems approach to the commerce teaching – input – process – output and feedback aspects in commerce teaching – class room interaction analysis – class room climate types of teacher based on leadership style teacher dominated pattern, tassel faire Pattern and democratically planed significance.

Unit-5: COMMERCE LIBRARY

Need and importance commerce library – Hints for effective use of library – Contents of Commerce library – Instructional materials – text book – periodicals – Journals – reference materials – technical documents – surveys etc.,

Unit-6: COMMUNITY RESOURCES

Community resources – meaning types and their uses in the teaching of commerce establishing link between school and Community field trip – work experience – guest speakers – commerce club – developing commercial interest and attitude activities.

Unit-7: COMMERCE DEPARTMENT

Commerce department in the school system – commerce laboratory – teaching diary – record and registers to be maintained for equipments - essentials and desirable.

Unit-8: METHODS OF TEACHING SKILL SUBJECTS

Teaching of typewriting skills – Pre-requisites for a beginner in typing – Objectives of teaching typewriting skills – Teachers' guidelines for teaching typewriting – Students guidelines – Development of mechanic skill in typewriting – speed and accuracy – Teaching of short hand – Objectives and methods of teaching short hand – Short hand teaching technique – Dictation in short hand, teaching transcription- Fundamentals of computer.

Unit-9: METHODS OF TEACHING BOOK KEEPING

Principles of book keeping – approaches to teaching book keeping – Various steps in journal, ledger and trial balance approach – Steps in locating errors – Types of errors – Points to remember – Closing entries, procedure adopted, steps in the closing procedure – Teaching final accounts for trading and non-trading concern – Financial statement analysis – Various tools of financial statement analysis.

Unit-10:CURRENT ISSUES RELATED TO TEACHING COMMERCE

World Trade Organization – Economic crimes – Hawala – Security scam – FERA (Foreign Exchange Regulation Act) and FEMA (Foreign Exchange Management Act) – Violation, Privatization, disinvestments, green consumer population environmental issues.

PRACTICAL WORK

1. Company Documents
2. Visit to small industries/co-operative institutions/banks.

OPTIONAL

B2E: TEACHING OF GENERAL ENGLISH

Objectives:

On completion of the course the student-teacher will be able to:

1. To acquire an understanding of the nature and structure of English language and components skills.
2. To understand and realize the position of English as a second language in a multilingual society.
3. To improve proficiency level in using-English for utilitarian purposes and teaching secondary school pupils.
4. To understand methods and approaches of teaching the language
5. To keep abreast with the latest techniques and strategies of teaching it.
6. To write a unit plan and lesson plan based on evaluation approach.
7. To improvise and use effective aids for teaching English.
8. To enjoy learning and teaching of English.

Unit-1: Status and Need of teaching English in India

Position of English in the post and pre-independent India–Problems copped up while teaching English in post independent period – suggestions to overcome them –future of English in our country-place of mother-tongue in teaching/learning English. Introduction to language –its nature and function – fundamentals of linguistic principles.

Unit-2: Aims and objectives of teaching English as a second language

Aims – utilitarian, cultural and literal – developing the skills of Reception and Expression in general with special emphasis on Listening and Speaking – instructional objectives in terms of specific learning outcomes – psychological principles of language teaching.

Unit-3: Teaching Pronunciation and Spoken English

Standard Indian Pronunciation with reference to GIE/RP – English sound system – the phonetic alphabet – focusing on difficult sounds – comparison with sounds of Indian languages – Minimal contrasts – consonant clusters – syllabification – stress, intonation, rhythm.

Unit-4: Approaches to and methods of teaching English

Structural approach (structural, situational and oral) – principles of selection gradation of structures and vocabulary items – substitution tables and drills – communicative approach.

Methods – Grammar Translation method – Direct method – Bilingual method – selection of eclectic approach method.

Unit-5: Communicative activities in language teaching and quality improvement.

Debates – extempore speeches – role play – miming – dramatization – Elocution - panel discussion – quiz – field trips - Games-spelling games, word games - sentence games and pronunciation games - Professional competencies of English teachers – programmes for quality improvement – seminars, workshops and projects.

Unit-6: Techniques of teaching

Prose, supplementary reader and poetry – objectives of teaching prose and supplementary reader – intensive and extensive reading – silent reading and reading aloud – mechanics of reading – SQ3R formula – skimming and scanning – steps in teaching prose and supplementary reader – methods of teaching reading – expansion of vocabulary - Teaching of poetry – aims and objectives – selection and treatment of poems - Reference skills- note taking, reporting, summarizing, paragraphing, use of standard dictionary.

Unit-7: Mechanics of writing

Various kind of compositions (controlled, guided and free) – teaching of spelling, vocabulary, phrases and idioms – dictation and transcription – development of subsidiary skills such as study skill, judgement skills, discourse skills etc.

Teaching of grammar – formal and functional – place of grammar in the teaching of English – methods of teaching grammar.

Unit-8:

8.1. Educational Technology

Computer assisted learning in English; use of Internet; advantages of using software; role of websites in learning English; advantages of using Power point in teaching English; steps of designing lessons in English for Power Point presentation; use of question bank in electronic evaluation; use of Multimedia, Language Lab.

8.2 Teaching Aids

Audio visual aids – Radio; T.V.; Tape Recorder; Audio Cassettes; blackboards; flannel boards; OHP etc.

Unit-9: Lesson Planning

Need and Scope – Objectives and advantages of lesson planning – writing lesson plans for prose, poetry, grammar and composition – Micro teaching – detailed analysis of course books from Stds. VIII to X- nature and quality of good text books.

Unit-10

10.1 Evaluation and remedial teaching

Concepts of unit test; construction of unit test; weight age to the components of unit tests – Designing three dimensional chart/blue print – construction of test items; format of question paper; administration of the test; diagnostic tests – meaning – steps-construction – uses.

10.2 Practical Activities

- Preparing instructional materials in teaching English
- Visiting EL T centers
- Planning and execution of language games to teach structures and vocabulary items.
- A study of errors in spelling pronunciation; speaking reading writing and suggesting remedial measures.
- Preparation of scrap book, stick figures, flash cards for class room teaching.

References:

1. The communication approach to language teaching – OUP, CJ Bromfit and K. Johnson
2. Teaching communicative English, JPB Allen and A G Widdowson
3. Language teaching, Robert Lado
4. Problems and principles of teaching English, C.J. Bromfit
5. Teaching English as a second languages, McGraw Hill-New Delhi
6. The English teacher's handbook – Sterling Publishers
7. Listening to Spoken English – Longman Publications, London
8. The teaching of English in free India – Christian Literature Society, Madras

OPTIONAL B2T: TEACHING OF GENERAL TAMIL

bgHJj; jkPH; fw; gpj; jy;

nehf;f';fs;

1/ jkPH; bkhHpapd; El; gj; jpida[k; Kf; fpaj; Jtj; ija[k; czubra; jy;.

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3/ bkhHpg; ghlk; jpwd; ghlk; vd; gija[k; – ehd; F mog; gil

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4/ ghlij; jpl; lk; vGJjy; ed; ikiaa[k; neh; f; ija[k;

mwpar; bra; jy;/

5/ bkhHpg; bgah; g; g[f; fiy mwpt[bgWjy;/

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myF 5 /; ,yf;fzk; fw;gpj;jy; ? nehf';f';fs; ? Kiwfs; ? tpjptUKiw – tpjptpsf;fKiw ? ,yf;fzk; fw;gpj;jypd; Kw;fhy. jw;fhy bfhs;iffs; Kiwahd ,yf;fzk; bjhl';Fk; epiy.

myF 6 /; fl;Liu vGJfw;gpj;jy; ? nehf';f';fs; ? Kiwfs; ? tha;bkhHpf;fl;Liu. vGJj;Jf;fl;Liu – gytiff; fl;Liufs; ? fij. tuyhw;W. th;ziz. fUj;jpay; nghd;wit – bra;a[s; eak; ghuhl;ly; ? RUf;fp vGJjy; ? gjlpad gilj;jy; ? jpwd; tsh;f;Fk; Kiw – bjhlh; mikg;g[? gj;jpaikg;g[? epWj;jw;Fwpfs; gpiHfs; ? gpiHfisj; jpUj;Jjy; ? FwPaPLfisg; gad;gLj;Jjy;.

myF 7 /; tha;bkhHpg;gapw;rp – mjd; ,d;wpaikahik – xt;bthU epiyf;Fk; Vw;w gapw;rp Kiwfs; bjspthd jpUj;jkhd ngr;rp; rpwg;g[? xypj;jypd; Vw;gLk; gpur;ridfs; ? FHe;ijg;ghly;fs; ? Ml;lg;ghly;fs; ? brtpypg;ghly;fs; ? fij Twy; ? ciuahly; nghd;wd/

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myF 9 /; vGJj;J – ifbaGj;Jk; vGJj;Jf; Tl;IYk; ? vGJtjw;fhd Kjy; gapw;rpfs; bjspt[? epiwt[? mst[? mHF – ghh;j;J vGJjy; ? brhy;tJ vGJjy; ? vGJj;Jf;Tl;ly; gpiHfisj; jtph;jYf;fhd Kiwfs; bkhHpg;gapw;rp thf;fpa mikg;g[. jkpiH ,uz;lhtJ bkhHpahff; fw;gpj;jy;/

myF 10 /; jha;bkhHpapy; fw;gpj;jy; Kiwfs; tpisah;LKiw eog;g[Kiw – bray;jpl;lKiw – nk;ghh;it gog;g[gKiw ? jdpg;gapw;rpKiw/ bkhHp Mrphpahpd; jFjps; ,U bkhHpg;gapw;rp – Kw;gapw;rp – gzpapil gapw;rp nghd;wit/ ghlij;jpl;l; (lesson plan) vGJk;Kiw – ed;ikfs; ? ghlij;jpl;l;jpw;Fk; cs;s xw;Wik ntw;Wikfs;/ bkhHpahf;fk; ? gpwbkhHpapy; ,Ue;J jha;bkhHpf;F – jha;bkhHpapy; ,Ue;J gpwbkhHpf;F bkhHpahf;fj;jpd; mog;gil mwptpay; bra;jpfs;/

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- 1/ jkpH; gapw;W Kiwfs; : e/ Rg;g[bul;oahh;
- 2/ ew;wkpH; fw;gpf;Fk; Kiwfs; : tp/ fzgjp. re;jphpfh uh\$nkhd;
- 3/ bkhHpg;bgah;g;g[f;fiy : :
- 4/ bkhHpE}y; : K/t/
- 5/ jkpH; ,yf;fpa tuyhW : K/t/
- 6/ bjhy;fhg;gpak; vGj;J. brhy;. bghUs; : ,sk;g{uzh; ciu
- 7/ ed;D}y;

OPTIONAL
B2F: TEACHING OF GENERAL FRENCH

Objectives:

1. To enable the teacher trainee to understand what is expected of them in this noble profession of teaching.
2. To prepare them to discharge their duties effectively.
3. To have a knowledge of various trends in teaching of French as a foreign language.
4. To have a practical knowledge of the French syllabus and the teaching method in secondary schools.
5. To learn the essentials of “notions de code” and “notions de communication”.
6. To have a practical knowledge of French phonology.
7. To teach them the methods of developing the skills of reading, speaking and writing in the students.
8. To impart the methods of teaching grammar, a prose passage and piece of simple short poem.
9. To teach them to prepare the relevant teaching aids.
10. To teach them how to evaluate the work of the students.

Unit-1: Preliminary State

- 1.1 Aims and objectives of learning French as a foreign language.
- 1.2 Critical study of the present method of teaching of French in secondary schools.
- 1.3 To have a knowledge of various trends in the teaching of French language.
- 1.4 An analytical study of the following course books.
- 1.5 Cours de langue et de civilization frangaise – (Manger Bleu) Tome I
- 1.6 Point de depart
- 1.7 Mantra
- 1.8 Le nou vean sans frontieres – methods de frangais.

Unit-2:

- 2.1 A practical knowledge of “Notions de code” and “Notions de communication”.
- 2.2 Precedence of “Code oral” over the “code ecrit”
- 2.3 “Notions de Communication”

- 2.4 Le schema de communication
- 2.5 An adequate knowledge of the following linguistics notions
- 2.6 Langue – Language – parole
- 2.7 Competence, performance

Unit-3:

- 3.1 Four Language skills
 - Comprehension orale (C.O.)
 - Comprehension ecrite (C.E.)
 - Expression orale (E.O.)
 - Expression ecrite (E.E.)
- 3.2 Developing reading and writing skills
 - Different methods and exercises to develop there skills.

Unit-4: Approach to and methods of teaching French language

- 4.1 Grammar translation approach
- 4.2 Audio visual method
- 4.3 Communicative situational approach
- 4.4 “Structure global audiovisual”

Unit-5:

- 5.1 Different techniques of translation.
- 5.2 Translation from source language to target language – practical guidance.
- 5.3 Translation from targe language to source language practical guidance.

Unit-6:

- 6.1 Methodological procedure to teach
- 6.2 Prose
- 6.3 Poetry
- 6.4 Grammar and Structure

Unit-7:

- 7.1 Teaching pronunciation and spoken French.
- 7.2 The French sounds difficult to the students of English and Tamil.

Unit-8: French Grammar

- 8.1 Teaching of Grammar at secondary level.
- 8.2 Demarche deductive inductive.
- 8.3 Structural exercises
- 8.4 Technique of Micro conversation.

Unit-9:

- 9.1 Education technology
- 9.2 Teacher made aids: Charts, flash cards, pictures, models flannel bound and figures, Black-board sketches.
- 9.3 Electronic aids: Slide projector, firm strip projector, over head projector, tape recorder video and television.
- 9.4 Description and use of language laboratory.

Unit-10: Evaluation

- 10.1 Need and objectives of evaluation

- 10.2 Evaluation through tests.
- 10.3 QCM (Question a multiple Choix)

PROJECT WORK

- 1. Examination of the prescribed French Syllabus.
- 2. Examination of the prescribed text books.
- 3. Preparation of lesson plans for teaching various language items
- 4. Preparation of exercises, drills etc.
- 5. Preparation of material for teaching picture composition
- 6. Preparation of aides:
 - an album of Black board sketches
 - an album of collected pictures
 - pictures set and composite scene
- 7. Preparation of exam scripts
- 8. Practice for valuing the scripts
- 9. Practice for quick back board sketches
- 10. Micro teaching
- 11. Demonstration of the lessons

References

- I. Dictionaries
 - 1. Larousse – Dictionnaire de la langue française
 - 2. Harrap – Français / Anglais / Français
- II. Grammar
 - 1. Le bon Usage – Grevisse
 - 2. La nouvelle grammaire française – La Gane
 - 3. Essential French Grammar Seymour Resnic
- III. Linguistics
 - 1. Manuel de linguistique appliqué – Marchonol
 - 2. Grammaire structural de français – J. Dubois
 - 3. Enseigner a communiqué en langue étrangère – Sophie Moirand.

OPTIONAL
B2Y: TEACHING OF GENERAL MALAYALAM

Objectives:

1. Develop positive attitude towards mother tongue (Malayalam), the rich and vivid culture of Kerala, Arts of Kerala, Folklore etc.
2. Development of five basic skills such as reception, expression, creative ability, aesthetic sense and productivity.
3. Develop linguistic abilities – vocabulary sentence pattern, proverbs, idioms, grammatical structure etc.
4. Develop an insight into the historical and contemporary relationship with other Dravidian languages, Indo-Aryan languages.
5. To acquaint the trainee with advanced development in the theory relating to the teaching mother tongue.
6. To help the student to improve his professional competency and consciousness as a language teacher.
7. To acquaint the trainee with the use of difference teaching aids, materials and media used in language teaching.

Unit-1: Aims and values of Teaching Malayalam

- 1.1 Disciplinary and cultural values:
 - Mother tongue as medium and experiences – Means of developing imagination, aesthetic taste and creative talents.
 - Mother tongue as the key to social and cultural heritage. To inculcate social, moral and spiritual values – perception, expression I appreciation and culture.
- 1.2 Application consideration:
 - The correlation of the study of Malayalam with other languages. How far the knowledge in the mother tongue can be utilized in the study of other languages Sanskrit, English, Hindi, Tamil.
 - Helps the covering of a major area of human experiences.
 - Gives the essential basis for the study of all other languages and subjects in curriculum.

Unit-2: Instructional Objectives, Techniques and Strategies of Teaching Malayalam

- 2.1 Concept of objective based instruction – Relationship among objectives – learning experience and evaluation.
- 2.1 Instructional objectives and specification of Malayalam with special reference to Bloom’s Taxonomy.
- 2.3 The aims and objectives of teaching mother-tongue at the school level.
 Mother-tongue as medium of thoughts and communication of ideas, emotions and experiences – means of developing imagination, aesthetics taste, creative talents – key to social and cultural heritage – inculcate social, moral and spiritual values – reception, expression, creative ability, aesthetic sense and productivity – importance of language in life – especially mother tongue – education – culture, thinking special life technology and democracy.

Unit-3: A brief history of the teaching of Malayalam

- 3.1 Indigenous system – the gradual development – Malayalam as first language in secondary school – specialization in Malayalam at various stages.
- 3.2 The correlation of the study of Malayalam with other languages. How far the knowledge in the mother tongue can be utilized in the study of other languages – Sanskrit, English, Hindi, Tamil. The claims of Malayalam as medium of instruction in our education – Malayalam as official language – the review of the progress of the same. Importance of the mother tongue in the teaching of non – language subjects – con-elation – horizontal and vertical – incidental and forced.

Unit-4: General principles of language teaching:

Spontaneous capacities – How they function – How to use them – Limitation, repetition, etc., Language a skilled subject – hence the importance – practice and information of right language habits – rational order of learning – the concrete before the abstract, sound before symbol, impression before expression, conversation before expression – group work to produce individual work, particularly in the lower classes – the importance of training pupils to listen.

Unit-5: Methods of teaching Malayalam:

- 5.1 Old methods – indigenous oral method. Methods – merits and Demerits - new bends in the methods of teaching – direct method – Play – way - Dalton plan – dramatization – creative activity – inductive, deductive, assignment modern innovation on education – systems approach – programmed instruction, interaction analysis, educational technology, computerized instruction, stimulation in teaching, micro teaching.
- 5.2 Listening – various listening activities – hearing – visual impressions – radio, speech, film, television, pictures charts etc. How to prepare children for listening – importance of listening – basis of language learning.
- 5.3 Oral work – importance of oral work as basis of language teaming – social and cultural importance – the value of subconscious comprehension before speech.

Unit-6: Reading:

- 6.5 First stage – To come after sufficient speech training – different methods of teaching reading – alphabetical methods, look and see or word method, sentence method, story method – the method best suited to Malayalam – mixed and composite method. The use of pictures, flash cards, charts sentence strips, etc., in taking to read, word selection, word frequency – the aims of silent reading and reading aloud training in each – introduction to independent reading initiation reading chart.
- 6.6 Second Stage – Increasing use of silent reading and rapid silent reading – initiation to extensive to improve it – introduction to literary work use of a dictionary.
- 6.7 Third stage – intensive and extensive reading – training in skimming and skipping – library work – dictionary – encyclopediadic of different types – further training in effective loud reading.

Unit-7: Writing:

Neuro – muscular training – Free arm drawing in air and on sand. The drawing with chalk on black board and with crayons or pencils on paper – Drawing on slate – letter – cut outs – Writing the letters of the alphabet as and when learned – writing on slate and then on paper – writing with pen and ink – graded copy book – graphic devices in writing transcription – characteristics of good handwriting – legibility beauty, proportion and speed – how to serve them – handwriting scales.

Unit-8: Teaching of Prose, Poetry and Composition:

8.1 Prose: Aims of teaching prose – different types of prose lessons and different approaches:

- Development of linguistic abilities – extension of vocabulary (passive and active) – Knowledge of the structure grammar _ Idioms and style – language as a vehicle of thought and means of expression – effective use of language – Knowledge of appreciation different styles of reading to the acquisition of a style of ones own.
- Development – of abilities in silent reading and reading aloud.
- Developing literary taste and taste for extensive reading – introduction to the history literature.
- Different types of prose lessons such as essays, narration, short stories, dialogues, plays, criticisms, biography, autobiography, etc. and tile methods of teaching suited to each.
- Exercise to develop and test comprehensive and linguistic abilities.

8.2 Non-detailed prose :

- Aim – training for independent and extensive reading.
- Methods of teaching the non-detailed text in lower and higher classes.

8.3 Poetry:

- Aim – appreciation, the only aim appreciation of beauty of sound, rhythm, dictions, ideas, emotions, imaginary expressions, suggestions etc. Different types of poetry – in the lower classes location and identification of the several beauties of poetic composition may a lone attempted. In the higher classes pupils may

be trained to give expressions to their appreciation and thus lead to creative writing and literary criticism.

- Prosody poetics as means to the appreciation of poetry – metre and rhythm as indicating the style of recitation and a lankara as beauty of expression give rise to vividness of ideas and depth of emotions.
- Recitation according to the style of each metre. Musical recitation – chorus recitation in the lower classes – dramatic and dance presentation of poems – Kathaprasangam transforming beauty of words and ideas, beauty of form and colour.

8.4 Composition – General Principles:

- Oral work to precede written work – ideas to be developed and organized through discussion.
- Choice of subject to suit the child's interest, stage of development and environment.
- Need to familiarize pupils with different types of composition – models to be given and discussed.
- Correction of exercise – mistake to be tabulated – general mistake outside the class.
- How to avoid spelling mistakes.
- Applauding good compositions and good portions.
- The pupils should be led from chained composition to free composition.

Unit-9:

9.1 Grammar and Translation:

- The place of grammar in language study – universal grammar – aims of teaching grammar – formal and functional grammar – correlation with text and composition – inductive and deductive methods.
- English to Malayalam and Hindi to Malayalam aims, uses literal and free translations, claims of each.

9.2 Audio-visual aids in Malayalam teaching:

- Black board – pictures – flash cards, record players, tape recorder, slides, radio I television I projector, charts etc.

Unit-10: Evaluation and techniques of test constructions:

- 10.1 Qualities of a good achievement test in language.
- 10.2 Teacher made tests and standardized tests.
- 10.3 Different types of test items – objective types, very short answer type, short answer type, essay type – their relative importance in evaluation.
- 10.4 Construction of well planned achievement test : design, blue print, preparing question paper I scheme of valuation and question –wise analysis.

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