DEGREE OF BACHELOR OF EDUCATION (B.Ed)

(FOR THE PROGRAMME IN COLLEGES OF EDUCATION - FULL-TIME AND REGULAR PRE-SERVICE TEACHER EDUCATION)

REGULATIONS

(with effect from the academic year 2008-2009)

1. ELIGIBILITY FOR ADMISSION TO THE COURSE:

   A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education provided:

   (i) The candidate should have passed the UG Degree examination in the 10+2+3 stream, with the same main subject in part III, for which he/she is seeking admission to B.Ed Programme.

   (ii) Candidates who have taken more than one main subject in part III (Double Triple Major) of the UG degree have to choose only one of the main subject and apply for that optional only.

   (iii) Candidates with the following marks in Part III (Major and Allied subjects) in the Bachelor’s Degree are eligible for admission to the B.Ed Programme: O.C. - 50%, B.C. - 45%, M.B.C. - 43%, S.C./S.T. - 40%. In the case of Physically and Visually challenged candidates, a minimum pass in the Degree is enough, the admission criteria however shall be as per the norms prescribed by the University or the State Government from time to time.

   The basis of selection shall be in accordance with the statutory provisions of the University / Government of Tamilnadu in force from time to time.

2. ELIGIBILITY FOR ADMISSION TO THE EXAMINATION

   A candidate shall be admitted to the B.Ed Degree examination only if he/she forwards, along with his/her application for Examination, satisfactory evidence of having qualified himself/herself for a degree in any University accepted by the Syndicate as equivalent thereto, in the form of a certificate of equivalence/recognition/eligibility issued by the University, and also produces a certificate that he/she has undergone a course of study as prescribed hereinafter in a College of Education affiliated to the University, having put in not less than 80 percent of attendance.
3. DURATION

The course of study shall be for a duration of one academic year. There will be 10 days for admission and another 10 days for examination exclusively. The 180 working days will include internship, teaching practice and school - community based activities. The course work will be 1080 hours.

4. PROGRAMME CONTENT

The programme will consist of a theory component and a practicum component.

L - Lecture; T- Tutorial; P - Practical / Project work

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject</th>
<th>Credit</th>
<th>L</th>
<th>T</th>
<th>P</th>
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<tr>
<td>I</td>
<td>Core Courses</td>
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<tr>
<td>1.</td>
<td>Education in Emerging Indian Society</td>
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<td>2.</td>
<td>Psychology of Teaching and Learning</td>
<td>4</td>
<td>60</td>
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<td>3.</td>
<td>Educational Innovations and Technology</td>
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<td>II</td>
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<td>2</td>
<td>30</td>
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<td>III</td>
<td>Optional Courses</td>
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<td>Personality Development Sessions</td>
<td>-</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Total (Theory)</td>
<td></td>
<td>22</td>
<td>335</td>
<td>110</td>
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<td>555</td>
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</table>
DETAILS OF COURSES IN THEORY COMPONENT

A. CORE COURSES

GROUP A - CORE COURSES
(ALL THE THREE CORE PAPERS ARE COMPULSORY)

1. Education in Emerging Indian Society
2. Psychology of Teaching and Learning
3. Educational Innovations and Technology

GROUP B : ELECTIVE COURSE

A student shall choose any ONE of the papers provided for by his/her college from among the list of approved papers given below.

1. Human Rights Education
2. Peace Education
3. Environmental Education
4. Guidance and Counselling
5. Curriculum Development
6. Education for the Mentally Handicapped
7. Physical and Health Education
8. Computers in Education

GROUP C : OPTIONAL COURSES - SCHOOL SUBJECT-ORIENTED METHODOLOGY COURSES

Each student has to choose TWO school subject-oriented methodology courses from the list of courses mentioned below.

All graduates shall offer their respective major subject of study as one optional. The second optional can be the subject they have offered as ancillary or English / Tamil or as per the guidelines as and when given by the Govt. of Tamil Nadu.

Graduates and Post-Graduates who have offered Tamil or English as their main subject of study can offer both the optionals from the same subject namely, Tamil or English as the case may be.
Post graduates in subjects other than English and Tamil will, however, offer both the optionals from the subject in which they have acquired their post-graduate degree.

1. English
2. Tamil
3. Mathematics
4. Physical Science
5. Biological Science
6. History
7. Geography
8. Home Science
9. Commerce and Accountancy
10. Elements of Economics
11. Computer Education
12. Political Science

II. PRACTICUM COMPONENT

1. Internship and Teaching Practice - The practice teaching will have to be undergone in a recognised High / Higher Secondary / Matriculation / Matriculation Higher Secondary or Senior Secondary School. The duration of the internship will be 40 (forty) working days.

2. School based and community based activities.

3. Submission of Records / Reports pertaining to all activities under practicum

L - Lecture ; T- Tutorial; P - Practical / Project work

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<thead>
<tr>
<th>Sl.No.</th>
<th>Practicals</th>
<th>Credits</th>
<th>No. of Hours</th>
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<tr>
<td></td>
<td></td>
<td>L</td>
<td>T</td>
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<td><strong>GROUP &quot;A&quot;</strong></td>
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<tr>
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<td>Practice Teaching Optional - I</td>
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<td><strong>Total (Group A)</strong></td>
<td><strong>8</strong></td>
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</table>
### II GROUP "B"

1. Micro/MacroTeaching, Observation and Lesson Planning  
   4 - 20 80 100
2. Educational Technology (AV Aids, CAI, Websites, Web Pages Etc.,)  
   2 - 10 40 50
3. Tests and Measurements  
   2 - 10 40 50
4. Test Book Evaluation and Review  
   1 - 10 15 25

**Total (Group B)**  
9 - 50 175 225

### III GROUP "C"

1. Action Research and Case Studies (individual and Institutional)  
   1 - 5 20 25
2. Physical and Environmental Education  
   1 - 10 15 25
3. Camp, Study Tour, Community Service and SUPW  
   1 - - 25 25
4. Psychological Experiments (5)  
   1 - - 25 25

**Total (Group C)**  
4 - 15 85 100

### SUMMARY

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Practicals</th>
<th>Credits</th>
<th>No. of Hours</th>
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<td>Grand Total</td>
<td>43</td>
<td>335</td>
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</table>
GUIDELINES FOR SUBMISSION OF REPORTS/RECORDS PERTAINING TO
SCHOOL BASED AND COMMUNITY BASED ACTIVITIES

I. Creative Records. (Minimum One Record from Each Group)

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Group 'A'</th>
<th>Sl.No.</th>
<th>Group'B'</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pictures from Print Media</td>
<td>1.</td>
<td>Scrap Book</td>
</tr>
<tr>
<td>2.</td>
<td>Photographs</td>
<td>2.</td>
<td>Preserved Specimens</td>
</tr>
<tr>
<td>3.</td>
<td>Chalk Board Sketches</td>
<td>3.</td>
<td>Samples</td>
</tr>
<tr>
<td>4.</td>
<td>Picture Series</td>
<td>4.</td>
<td>Booklets</td>
</tr>
<tr>
<td>5.</td>
<td>Composite Scenes</td>
<td>5.</td>
<td>Magazines</td>
</tr>
<tr>
<td>7.</td>
<td>Net Based Materials etc.,</td>
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</tbody>
</table>

II. TEXT BOOK REVIEW

1. Author - Qualification, experience etc.,
2. Publication.
3. Mechanical features - paper quality, size, print, illustration, binding etc.
4. Subject matter - suitability, presentation etc.,

III. ACTION RESEARCH

1. Identification of the Problem
2. Statement of objectives
3. Hypothesis
4. Data Collection and Analysis
5. Verification
6. Findings
7. Suggestions for corrective action
8. Follow up
IV. 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 the problem.
5. Follow up.

V. CASE STUDY OF AN INSTITUTION

1. Aims and Objectives.
3. Staff structure - Teaching / Non Teaching Staff.
4. Infrastructure - Buildings-Rooms/Halls for various purposes.
5. Furniture and Fittings.
6. Library, Laboratories, Language Lab, Computer Centre etc.,
7. Financial Support - Management Funds, government Aids, Fee Collection etc.,
8. Supervision - Administrative, Academic, Disciplinary, etc.,
9. Environment - Cleanliness
10. Interpersonal Relationships - Management-Principal-Teachers-Students Parents-Community.
11. School Activities-Assembly-Punctuality, Attendance (Teachers & Students), Quality of Instruction/Evaluation, Co-Curricular activities, Extra Curricular Activities, Cultural, Sports activities etc.,

VI. PHYSICAL 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/Tournaments.
7. Fixures - Organizing - Conducting events.

VII. ENVIRONMENTAL EDUCATION

1. Aims and Objectives
2. Survey of School-Class Room/Library/Laboratory/Toilets/Tea Rooms
   Surroundings/Home/Street etc (For Neatness, Cleanliness, Ventilation,
   Seating arrangements Etc.)
3. Personal Hygiene.
5. Awareness of AIDS.
6. Preventive Measures.
7. First Aid and Simple Medical Remedies.

VIII. 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 Lectures.
8. Other Instructional Programmes.
9. Camp Fire.
11. Evaluation of all Camp activities.
12. Suggestions for Improvement.

IX. COMMUNITY SERVICES
1. Services - Garbage removal, Clearing Vegetation, Digging drains, Rain Water Harvesting in School premises, College premises, Streets, Slums etc.
2. Decoration for Functions.
3. Tree Plantation / Gardening.
4. Social service activities such as Adult Literacy Programmes, Teaching Hygiene, Sanitation and Health Education to Slum Dwellers etc.,
5. Organising campaigns for social causes.

X. EDUCATIONAL TOUR
1. Aims and Objectives.
2. Proposal.
3. Planning-Preliminary Enquiry, Liaison with Agencies/Authorities, Budgeting, Logistics, Safety & First Aid, Communication, Sequencing, Contingency Plan & Blue Print.
5. Execution - Observation, Note Pad - Note taking.

XI. SUPW
1. Aims and Objectives.
   (Toys, Detergents, Shampoo, Greeting Cards, Envelopes, Note Books, and Shell/Nylon wire products, Food Processing etc.)
   (Photography, Energy conservation projects, Repair of domestic Appliances, Tailoring, Gardening etc.)
XII. PSYCHOLOGICAL EXPERIMENTS (ANY FIVE OUT OF THE FOLLOWING)

1. Intelligence
2. Learning
3. Transfer of Training.
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Perception
12. Motor Skills
13. Creativity
14. Achievement Motivation

XIII. GENERAL

A. TEACHER QUALITIES/PERSOANLITY DEVELOPMENT

1. Bearing
2. Punctuality
3. Discipline
4. Sociability (Inter personal Relationship)
5. Communication Skill
6. Leadership Traits
7. Initiative
8. Perseverance
9. Self Respect
10. Espirit De Corps (Team Spirit)
11. Courtesy etc.
B. Attendance
1. 95% - 100% - 5 Marks.
2. 90% - 95% - 4 Marks
3. 85% - 90% - 3 Marks
4. 80% - 85% - 2 Marks

DISTRIBUTION OF MARKS
THEORY COMPONENT
GROUP A : CORE COURSES

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Group A</th>
<th>Univ.Marks (75)</th>
<th>Internal Marks (25)*</th>
<th>Max. Marks (100)</th>
<th>Univ. Exam Duration</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Education in Emerging Indian Society</td>
<td>75</td>
<td>25</td>
<td>100</td>
<td>3 Hrs</td>
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<tr>
<td>2.</td>
<td>Psychology of Teaching and Learning</td>
<td>75</td>
<td>25</td>
<td>100</td>
<td>3 Hrs</td>
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<tr>
<td>3.</td>
<td>Educational Innovations and Technology</td>
<td>75</td>
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<td>100</td>
<td>3 Hrs</td>
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GROUP B : ELECTIVE COURSE

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GROUP C : OPTIONAL COURSES - SCHOOL SUBJECT-ORIENTED METHODOLOGY COURSES

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<td>Optional - II</td>
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Grand Total for Theory 600
## GROUP 'A' : TEACHING COMPETANCE AND PRACTICE TEACHING

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<td><strong>Preliminaries</strong></td>
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</tr>
<tr>
<td></td>
<td>1. Observation of Demonstration Lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) By Teacher Educators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) By Peers</td>
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<td></td>
<td>(c) by Mentors</td>
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<tr>
<td></td>
<td>2. Practice in Micro Skills</td>
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</tr>
<tr>
<td>II</td>
<td><strong>Classroom Teaching</strong></td>
<td>300</td>
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<tr>
<td></td>
<td>(Macro Lessons)</td>
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<tr>
<td></td>
<td>(a) Under the supervision of teacher educator - 3 Micro &amp; 10 Macro Lessons in each Optional</td>
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<td></td>
<td>(b) Under the supervision of Mentor - 20 Macro lessons in each optional</td>
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<td>Total for Group 'A'</td>
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## GROUP 'B' : LESSON PLANS, PRACTICAL RECORDS, EDUCATIONAL TECHNOLOGY AND EVALUATION

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<th>Description</th>
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<td><strong>Lesson Plans, Observation &amp; Records</strong></td>
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<td>(a) Lessons Plans - Micro Lesson Plans &amp; Observation</td>
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<td></td>
<td>(b) Macro Lessons - Observation</td>
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<tr>
<td></td>
<td>(c) Macro Lessons - Lesson Plans</td>
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<tr>
<td></td>
<td>(d) Practical Records, Assignments etc., given during practice teaching</td>
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</table>
### (e) Creative Records (Albums, Scrap Book, Booklets, Magazines, Journals etc.,) - Minimum two records

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### II. Text Book Review (Any one pertaining to optional subject)

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### III. Educational Technology

(a) Software - Preparation of teaching aids (Charts, Models, transparencies for OHP, Flash Cards, Materials for flannel/magnetic boards etc.,) Minimum one in each lesson per optional

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(b) Hardware - Handling Audio Visual Equipments (OHP, Camera, Audio/Video Players, LCD Projector etc.,) - Any five types of equipment (Group Work)

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### IV Self Learning Package -

Programmed Learning one Programme with minimum 20 frames (Group Work)

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### V Computers in Education

(a) Educational Software for Multimedia Presentation on any one topic (Group Work)

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(b) Identifying and cataloguing websites related to each optional (Minimum 3 websites in each optional) & Comparative Evaluation of two web pages bearing the same unit for quality and relevance - One Evaluation per optional (Group work)

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VI Tests and Measurements

(a) Construction of Test Items - Separately for each optional
   (i) Objective type (4 types) - 10 items
   (ii) Short Answer Type - 10 Items
   (iii) Essay Type - 10 Items

(b) Preparation of Blueprint (separately for each optional)

(c) Construction of Question Paper (As per the pattern followed in schools) - Separately for each optional

(d) Administration of the test in a class - One test per Optional

(e) Scoring and interpretation of Scores - One test per Optional

Total for Group 'B' 90 90 180

GROUP 'C' : SCHOOL BASED AND COMMUNITY BASED ACTIVITIES

<table>
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<th>Description</th>
<th>Maximum Marks</th>
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</tr>
<tr>
<td>I (a)</td>
<td>Action Research - Individual task</td>
<td>-</td>
</tr>
<tr>
<td>(b)</td>
<td>Case Study Report - Comparative Study of two individual students - individual Task</td>
<td>-</td>
</tr>
<tr>
<td>(c)</td>
<td>Case Study Report - Institutional - Group Task</td>
<td>-</td>
</tr>
<tr>
<td>II (a)</td>
<td>Physical Education Record - Group Task</td>
<td>-</td>
</tr>
<tr>
<td>(b)</td>
<td>Environmental Education Record - Group Task</td>
<td>-</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Description</td>
<td>Optional I</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1.</td>
<td>Group 'A' - Teaching Practice</td>
<td>150</td>
</tr>
<tr>
<td>2.</td>
<td>Group 'B' - Lesson Plans, Practical Records, Educational Technology and Tests &amp; Measurements</td>
<td>90</td>
</tr>
<tr>
<td>3.</td>
<td>Group 'C' - School Based and Community Based Activities</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td><strong>Total (For Practicals)</strong></td>
<td><strong>360</strong></td>
</tr>
</tbody>
</table>

Note: Internal Evaluation of Practical Work will be based on practical assignments, performance of school and community activities and evaluation of teaching practice including submission of Reports/Records pertaining to these activities.

Total for Theory = 600 Marks
Total for Practicum = 600 Marks
**Grand Total = 1200 Marks**
5. QUESTION PAPER DESIGN:

Each theory subject question paper will be designed for 3 Hours in three Sections Part - I, Part - II and Part - III with the number of questions and allotments of Marks as described below:

<table>
<thead>
<tr>
<th>Section</th>
<th>Type of Question</th>
<th>Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part - I</td>
<td>Very Short Answer (Ten questions out of Twelve)</td>
<td>10 x 2</td>
<td>20</td>
</tr>
<tr>
<td>Part - II</td>
<td>Short Answer (Five questions out of Eight)</td>
<td>5 x 5</td>
<td>25</td>
</tr>
<tr>
<td>Part - III</td>
<td>Two Essay with Internal Choice</td>
<td>2 x 15</td>
<td>30</td>
</tr>
<tr>
<td>Total Marks</td>
<td></td>
<td></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

6. PRACTICAL EXAMINATION BY BOARD OF SUPERVISING EXAMINERS

The Board will examine the teaching competence of every candidate and his/her practical work. The Board shall report to the University the marks awarded to each student in the three divisions (Group A, B and C) in the practical examination viz., Evaluation of Teaching Competence / Practical Records / Work Book and Evaluation of School and Community Based Field Activities.

Students should maintain Work Book / Record Note Book and reports of the activities related to all practicum components under Groups A, B and C. Records of the lessons taught and assessment of teaching competence and skills shall be made available by the respective college faculty members to the principals for scrutiny. The final Reports / Records / Work Books shall be made available to the Board of Supervising Examiners appointed by the University whose decision on the marks to be awarded shall be final.

7. PASSING MINIMUM

Every candidate should appear for all the papers in the written and the practical examinations in the first attempt. A candidate shall be awarded the B.Ed degree only if he/she has passed both the practical examination and the written examinations. A candidate who fails in one or more papers in the written examination shall be permitted to appear again only for those papers in which he/she fails. A candidate who fails in the practical examination and passes in the written examination shall be deemed to have failed in the practical examination only and shall be permitted to appear again for the same.

A candidate shall be declared to have passed the written examination if he/she secures not less than 50% in each of the six papers, with a minimum of 45% in the external
examination in each paper. All other candidates shall be deemed to have failed in the written examination.

A candidate shall be declared to have passed the practical examination, if he / she secures (a) not less than 50% in the practical examination in the teaching competence in each of the two optional subjects and (b) not less than 50% of the marks allotted for other educational practicals.

8. CLASSIFICATION OF SUCCESSFUL CANDIDATES

Successful candidates shall be classified separately for (a) the written examinations and (b) the practical examination. In each case, candidates who pass the examination in the first attempt and secure not less than 60% of total marks shall be placed in the first class; and those who obtain between 50% and 59% shall be placed in the second class. Candidates who do not pass all the papers and in the practicum in the first attempt shall be declared to have passed in the second class irrespective of the marks they secure.
TAMILNADU TEACHERS EDUCATION UNIVERSITY

DEGREE OF BACHELOR OF EDUCATION (B.Ed)

(with effect from 2008-2009)

SYLLABUS

GROUP A : CORE COURSES

1. EDUCATION IN EMERGING INDIAN SOCIETY

OBJECTIVES :

At the end of the course the student teacher will have an understanding of:

1. Contemporary Indian Society
2. Forces at work in Contemporary Indian Society
3. The Structure of the Indian Education System
4. Changing role of the Teacher through the moments of History.
5. Statutory Agencies in the field of Education
6. Problems of Indian Society and Education
7. Values and the Teacher

I. CONTEMPORARY INDIAN SOCIETY, ITS THREE MOMENTS :

Traditional, Modern and Post Modern Society - Features of each and the insights into human behaviour.

II. EMERGING TRENDS IN SOCIETY

Liberalisation, Globalisation and Privatisation - Consumerism - Mass Media - Market Forces - Technology as the prime mover of Social Change -


III. ADVENT OF INFORMATION TECHNOLOGY

Advances in Information and Telecommunication Technologies - Internet and Telematics - Implications on the Educational System and the Classroom Teacher.
IV. INDIAN EDUCATION POLICIES AND PROGRAMMES


V. EDUCATION AT DIFFERENT LEVELS


VI. STATUTORY BODIES IN THE FIELD OF EDUCATION

MHRD, UGC, NIEPA, NCTE, NCERT, NAAC, RCI, AICTE, SCERT, Directorates of Education at state level, State Council for Higher Education, DTERT etc.

VII. PROBLEMS OF INDIAN SOCIETY AND EDUCATION


VIII. SOCIAL VALUES AND THE TEACHER

Choice of Values - Democracy, Non-Violence, Truth - Teaching of Values - Autonomy and Discrimination as Mediating concepts - Relative Roles of the Family, School and the Society in Value Education - Traditional Indian Values - Religious, Customary and Cultural values - The teacher’s own personal values - Research and resources in Value Education.

SUGGESTED READINGS


Education for International Understanding : Examples and Suggestions for Classroom Use (1959), Paris, UNESCO

Howard Richards, Understanding the Global Economy : London : Earlham College


Johnson Kirk, Television and Social Change in Rural India : New Delhi : Sage Publishers

Kensworth L.S. (1964) Telling the UN Story : New Approaches to Teaching about the UN and its Related Agencies, Paris : UNESCO


2. PSYCHOLOGY OF TEACHING AND LEARNING

OBJECTIVES

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

1. acquire knowledge of the nature and scope of Educational Psychology

2. understand the basic concepts of Educational Psychology

3. apply Psychology in the classroom context

4. acquire the ability to use the tools and techniques of Psychological Assessment

I. INTRODUCTION TO PSYCHOLOGY :


II. HUMAN GROWTH AND DEVELOPMENT :


III. COGNITIVE DEVELOPMENT :

IV. LEARNING


V. MOTIVATION

Motivation and Learning - Functions of Motives - Kinds of Motives - Theories of Motivation - Hull’s Drive Reducation, Maslow’s Hierarchy of Needs, Achievement Motivation - Components - Fear of Failure and Hope of Success - Motivation in the classroom context - Praise and Blame, Rewards and Punishments - Feedback / Knowledge of Results - Level of Aspiration.

VI. INTELLIGENCE AND CREATIVITY

Theories of Intelligence - Single, Two Factor and Multi Factor Theories - Guilford’s Structure of the Intellect - Emotional Intelligence, Multiple Intelligence - Individual Differences in distribution of Intelligence - Intelligence Tests and their uses.

Creativity - Relationship and differences between intelligence and creativity - Convergent and Divergent Thinking, Lateral Thinking - The process of Creativity - The Gifted and their identification - Promotion of the Gifted.

VII. PERSONALITY

Meaning and Definitions of Personality - Major determinants of Personality - Theories of Personality - Psychoanalytic, Humanistic, Transpersonal, Assessment of Personality - Important Tools and Techniques - Integrated Personality.

VIII. GROUP DYNAMICS

Competition and Co-operation - Group Behaviour - Leadership Traits - Classroom Climate.

IX. MENTAL HEALTH AND MENTAL HYGIENE

Conflict and Frustration - Concept of Adjustment - Causes of Maladjustment - Symptoms of Maladjustment, Defence Mechanisms - Problem Children, Juvenile Delinquency - Concepts of Mental Health and Mental Hygiene.
X. GUIDANCE AND COUNSELLING


SUGGESTED READINGS


Boaz, G.D (1968); General Psychology, Institute of Psychological Service, Madras.


Crow and Crow (1993); Educational Psychology, New Delhi : Eurasia Publishing House.

DeCecco, Joghn P and Crawford (1977); The Psychology of Learning and Instruction (2nd ed.), New Delhi : Prentice Hall of India.


Eysenck H.J. (1997); Dimensions of Personality, London : Kegan Paul

3. EDUCATIONAL INNOVATIONS AND TECHNOLOGY

OBJECTIVES

At the end of the course, the student teacher will have an understanding of

1. The nature of innovation
2. The process of emergence of innovations
3. Innovations in education and their trends
4. Educational Technology and approaches to teaching - learning
5. Modern methods of teaching
6. The role of mass media in learning
I. INNOVATION


II. CONDITIONS FOR THE EMERGENCE OF INNOVATIONS:

Individual - Tolerance for Ambiguity, Autonomy: Institutional - Open Climate, Freedom - Democratic Leadership Style; Societal: Perception of an Acute Need, Political and/or Public Support - Charismatic Leadership.

III. EDUCATIONAL PHILOSOPHIES AND EXPERIMENTS


IV. EMERGING TRENDS IN EDUCATION

Gurukula, Madrasas, Role of Missionaries in Education, British Influence on Indian Education, Education in Independent India - Community School, Neighbourhood Schools, SMART Schools - School Complex - Distance Education and Open Learning, National Open School, Continuing Education, Virtual Class - Ability Education in Field contexts in specialized institutions through pertinent field agencies - Navodaya Vidyalaya, Kendriya Vidyalaya, Sainik Schools, Defence Academies - Deschooling, Floating Universities.

V. EDUCATIONAL TECHNOLOGY

Concept of Educational Technology, Meaning, Definition, need and scope - Limitations - Educational Technology as a complex and comprehensive approach to teaching and learning - Components of Educational and Information Technology - Educational hardware and Software - Role of Teacher in Educational Technology.

VI. SYSTEMS APPROACH IN EDUCATION:


VII. MODERN METHODS AND APPROACHES TO TEACHING.

Teacher Centered versus student centered approaches - Individualised methods - Self instructional Methods and Materials - Personalised System of Instruction (PSI) Programmed
Learning - Objectives and Principles, Steps involved in preparing programmed material - Group Discussion, Debate etc.,

**SUGGESTED READINGS**


Gandhi, M.K (1952) Basic Education. Ahmedabad : Navajivan Publications


Selinger, M and Pearson, J (Ed)(1999) Telematics and Education. New York : Pergamon :


ELECTIVE

1. HUMAN RIGHTS EDUCATION SYLLABUS

OBJECTIVES

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

(1) to have an understanding of human rights have knowledge of the documents relating to human rights
(2) to appreciate the need for human rights
(3) to know modes of implementation of human rights
(4) to select and apply suitable methods of teaching about human rights.


3. Need for Teaching Human Rights - Intrinsic : Human Rights as an end in itself : Extrinsic : as one of the three dimensions of peace education namely, Human Rights; Knowledge and Understanding about Other Countries, People and Culture; and United Nations Organisations.


6. Methods of Teaching Human Rights - Lectures, Discussion, Case Study Method; Role Playing and Simulation : Mock Trials and Appeals ; Cooperative Learning ; Social Activities.
SUGGESTED READINGS


Chaudhari’s Constitutional Rights and Limitations (edited and revised by D.S.Arora) Allahabad : Law Book Ed.


ELECTIVE

2. PEACE EDUCATION

OBJECTIVES

At the end of the course the student teacher will
1. understand the concept of peace education
2. understand the dynamics of transformation of violence into peace
3. understand the nature of conflicts and their resolution
4. imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace
5. adopt peace education in the curriculum
1. INTRODUCTION


2. NON VIOLENCE FOR PEACE:

Relationship between peace and violence - Role of violence in our lives and the lives of others - Exposure to violence through media - Consequences - Crises and their management, - How peace education can help to deal with violence & bring about non-violence - factors that influence non-violence.

3. NON-VIOLENCE IN EDUCATIONAL SETTING

Factors Contributing to Violence in Schools - Violence and Aggression -Perception of Threat and Aggressive Behavior - Rejection and Withdrawal - Measures to bring about non-violence in schools - Strategies that can be adopted in school, classroom; individuals and long term solutions to maintain non-violence.

4. PEACE AND CONFLICT RESOLUTION

Bases of conflicts - Positive and negative aspects of conflicts - Types of conflict - learning if conflict management and conflict resolution - Role of Peace Education in resolving conflict - Reducing conflicts among students.

5. PEACE IN THE INDIAN CONTEXT

Peace in Ancient Indian Literature : Thirukkural, - Emperor Ashoka’s Kalinga War, Conversion and Propagation of Peace - Jainism and Buddhism - Gandhian Philosophy of Peace and Non-Violence; Techniques of Non-Violent Resistance - India, a Peace-Loving Country : Policy of Panch Sheel and Non-Alignment

6. EDUCATING FOR A CULTURE OF PEACE-I

Ecological thinking and respect for life (ages 8-12) - Tolerance and respect for human rights (ages 11-16) - Critical thinking and active non-violence (ages 12+) - knowledge, attitude and skills to be learnt in each of them - classroom activities.

7. EDUCATING FOR A CULTURE OF PEACE-II

Social justice and civic responsibility (ages 14+) - leadership and global citizenship (ages 16+) - knowledge, attitude and skills to be learnt - classroom activities - The role of Peace education in developed and developing countries - Adoption of peace education in the curriculum.
SUGGESTED READINGS

School-based approach to violence prevention - New York: Columbia University,
National Centre for Children in Poverty.

Movement. Paris, UNESCO.

Harvard University.

be Taken, Malmo: School of Education.


New York: Doubleday.

Marg, New Delhi.

Eisler, J (1994) Comprehensive Conflict Result Program (1993-94), New York:
UNICEF.

education and training in violence prevention, non-violent conflict transformation

Patel R.S (1956) Educational Philosophy of Mahathma Gandhi. Ahmedabad:
Navajivan Trust

The role of education in developed and developing countries for international
understanding and peace: Conference Proceedings, Seoul. 1982

World Education Fellowship Korean Section Websites

http://99members.aol.com / Angries Out
ELECTIVE

3. ENVIRONMENTAL EDUCATION

OBJECTIVES:

At the end of the course the student teacher will
1. understand the concept of environment and ecology.
2. understand the nature and scope of Environmental Education.
3. understand the causes of Environmental Degradation.
4. apply the remedial ways to protect the environment in daily life.
5. understand the need for conservation of natural resources.
6. acquire knowledge of population growth and its impact on environment.
7. acquire knowledge about the technological system.
8. acquire the knowledge of tools and techniques for the evaluation of environmental education.

1. BASIC CONCEPTS


2. ENVIRONMENTAL HAZARDS


3. SUSTAINABLE DEVELOPMENT

Definition and Dimensions - Depletion of Natural Resources - Symptoms of Non-Sustainability - Conditions for achieving the Goals of Sustainable Development

4. INDIA AND ENVIRONMENTAL ISSUES AND POLICIES

Environment Problems of India - Environment Protection and Policies in India - Environment Movements in India : Chipko Movement, Narmadha Valley Movement
5. ENVIRONMENTAL AWARENESS


6. ENVIRONMENTAL EDUCATION IN THE SCHOOL CURRICULUM IN INDIA

Need for - Current Status : Pre-school, Elementary, Secondary and Higher Secondary - CBSE syllabus - State Syllabus : (Tamil Nadu).

7. CURRICULUM AND METHODS IN ENVIRONMENTAL EDUCATION


Methods - discussion, seminar, workshop, dialogues, problem-solving, field surveys, projects, exhibitions, role of media - print, films, T.V

8. EVALUATION IN ENVIRONMENTAL EDUCATION :

Outcomes in environmental education - estimating awarness. Understanding and application of knowledge for protection of environment. Tools and techniques - achievement and performance tests, attitude and value scales, their use and limitations.

SUGGESTED READINGS


Bandhu, Hesh N.L. Ramanathan Education for Environmental Planning & Conservation, Dehradun, Nataraj Pub.

Chanda, S.K. Environmental Degradation in India, Jammu, Vinod Pub. & Dist., Pacca Danga


ELECTIVE

4. GUIDANCE AND COUNSELLING

OBJECTIVES

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

1. recognise the necessity of guidance and counselling in schools.
2. recall the principles underlying guidance.
3. describe the different services in the guidance programme.
4. acquire the skills necessary to administer standardised tests effectively
5. interpret the scores obtained on a few selected standardised tests correctly
6. differentiate guidances and counselling
7. recall the qualities required for a good counsellor
8. appreciate the need for today’s teachers to be effective counsellors

1. INTRODUCTION :

The nature of guidance - basic concepts - Guidance an integral part of education - The need for guidance, goals of guidance - Principles of guidance

2. CONTEXT OF GUIDANCE / COUNSELLING :

Guidance : Overview of the guidance movement in India - The place of educational, vocational and personal guidance in schools - Guidance services in schools - Orientation services - Dissemination of Information to Pupils : Information - Educational and occupational information services - Collection of information from various sources - The need for guidance, goals of guidance - Principles of guidance.
COUNSELLING :

Counselling service: Definitions of counselling - The counselling relationship - Directive, Non-directive and Eclectic Counselling - Counselling skills - Listening - Establishing rapport - Non-judgemental attitude - Tolerance - Empathy - Awareness of individual differences - Follow up - Qualities of a Good Counsellor - Ethics - uses and misuses of tests - The Teacher as a Counsellor

3. TOOLS AND TECHNIQUES OF PUPIL APPRAISAL :

Observation, Cumulative Record Card, Anecdotal Records, Autobiography, Sociogram, Interview, Questionnaire, Rating Scale - Tests - mental testing - characteristics of a good test - Ability to interpret tests - how to administer and score tests - Brief introduction to other tests.

4. PERSONALITY / GROUP BEHAVIOUR / MENTAL HEALTH AND HYGIENE :

Personality - Meaning - Definitions - Types of personality Factors influencing Personality - Assessment of Personality - Integrated Personality - Concept of group in the class room situation - Conflicts in Group situation - Gandhian Technique of conflict resolution - Concept of Mental Health and Hygiene - Adjustment mechanisms in the class room - Mental Health in the Indian Schools - Mental Health problems of adolescents in India.

5. ACTION CLINICAL RESEARCH :

Definition - Need and significance of action research - steps involved - ability to identify a problem-choosing the appropriate method(s)

PRACTICAL WORK :

a. Assessment of pupil’s knowledge regarding occupation - Report.
b. Administration and scoring of group tests - Report.
c. Group discussions, panel discussions - Report.
e. Drafting letters to different agencies for collecting information - Report.

SUGGESTED READINGS

5. CURRICULUM DEVELOPMENT

OBJECTIVES

At the end of the course the student teacher will

1. understand the concept and definitions of curriculum.
2. understand the advantages and constraints of each types of curriculum.
3. understand and apply the process of Curriculum Development.
4. be able to select and apply appropriate strategies for Curriculum Transaction
5. be able to evaluate Curricula.

1. CONCEPTS AND DEFINITIONS :

Concepts of curriculum - Classifications of Curriculum Concepts; Definitions - Curriculum & Syllabus - Relationships and differences; Need for Curriculum Development;

2. TYPES OF CURRICULUM:

Curriculum Organisation - Educational Objectives & Curriculum Organisation, Subject matter & Curriculum Organisation, ABC’s curriculum organisation; Learning & Curriculum Organisation; Types of Curricula - Subject Centered, Co-related, Fused, Core, Student-Centered - Their relative values and weaknesses.

3. CURRICULUM DESIGNING:

Assessing Needs; Formulating Objectives; Selection of Contents; Organisation of content; Selection of Learning experiences; Organisation of learning experiences - Models of Curriculum Development : Ralph Taylor, D.K, Wheeler and Hilda Taba.

4. CURRICULUM TRANSACTION:


6. EVALUATION OF CURRICULUM:

The Curriculum cycle - Evaluation as comparing objectives and outcomes - Focus of Curricular Evaluation : Subject content, organisation and mode of transaction - Outcome of Curriculum Evaluation : Change / refinement of content, Organisation and modes of transaction.

Models of curriculum evaluation, Taylor’s Model, Stane’s Model, CIPP model - Goal Free evaluation.

SUGGESTED READINGS:


Websites :
www.....royal.ab.ca
www3.extension.Uni.edu
www.voyager.co.nz
http :II pzool.health.org

ELECTIVE

6. EDUCATION FOR THE MENTALLY HANDICAPPED

OBJECTIVES

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

1. understand the nature of mental retardation
2. identify the mentally retarded persons
3. identify the causes and associated conditions of mental retardation.
4. refer the mentally retarded persons to appropriate agencies for medical services.
5. Understand the curriculum for the different levels of the mentally challenged persons.
6. integrate the mentally challenged persons in the community
7. Understand sociological and behavioural concepts in helping the mentally challenged person and the family in rehabilitation.

Mental Retardation - Nature, Needs and Identification

Historical perspective on the concept of mental retardation - Definition of Mental Retradation - AAMR, WHO (ICD), Legal defintion in India used for certification, incidence and prevalence - classification of mental retardation - medical, educationl, and psychological characteristics - screening and identification of mental retardation- causes and prevention; peri-natal, prenatal, and postnatal.

ASSOCIATED IMPAIRMENTS

Introduction to associated conditions and educational implications - sensory impairments, motor impairments; cerebral palsy, congenital deformities- Down Syndrome - Epilepsy - Emotional disorders.
CONCEPT AND TYPES OF ASSESSMENT.

Definition of assessment, concept, scope - purpose of assessment - Objectivity in assessment - Types of assessment - continuous and periodic assessment, Problems and implications of Assessment - Behavioural and Clinical Assessment - Norm Referenced Tests (NRT) and Cumulative Referenced Tests (CRT) - interpretation of assessment and Programme planning.

CURRICULUM AND EVALUATION:

Curriculum for the different levels of mentally handicapped - Evaluation - need - formative and summative evaluation.

MENTAL RETARDATION - SOCIAL PERSPECTIVES

Mental retardation and mental illness - Differences - mental retardation and its psychosocial aspects - sexual problems / exploitation, delinquency, child labour, child abuse, rights and advocacy - Constitutional provisions and their implications - Legislation relating to services for mentally challenged children.

WORKING WITH PARENTS, FAMILY AND COMMUNITY

Impact on parents and parental attitudes - guidance and counselling for parents and family members of mentally challenged children -empowering families - community awareness and cooperation - community based Rehabilitation.

SUGGESTED READINGS


PRACTICALS
1. Visit to a Special School
2. Case Study Record

ELECTIVE

7. PHYSICAL AND HEALTH EDUCATION

OBJECTIVES :
To enable the student Teachers understand the meaning of Physical Education.
To enable student Teachers organize Physical Education activities
To help the student Teacher understand and the Physical fitness-Yoga
To appreciate the concept of Health Education
To enable the Student Teachers understand about athletic injuries, take care during emergencies and provide first aid.

UNIT NO - I

Concept and meaning of Physical and Health Education - Aims, Goals, Objectives and Scope of Physical and Health Education - Olympics - Ancient and Modern.
UNIT NO - II


UNIT NO - III

Recreation - meaning and definition, Aims and objectives. Programming and planning of Recreational activities. Basic skills and scales of Kho-Kho, Khabaddi and volleyball. Yogasana - Eight limbs of yoga - Need and importance of Asanas [padmasana, yogamudra, patchemuthraasana, Bhujangasana, salabhasana, Halasana, pathahasthasana].

UNIT NO IV


UNIT NO V

First aid - Meaning, need and importance of first aid - Common Sports injuries and their first aid treatment - [sprain, strain, contusion, fracture and dislocation. Abrasion, Laceration punctured wounds].

Bandages - Types of Bandages and kind of safety Education decision - Road, House, School, play ground and Industry. Effects of Drug addiction, smoking, alcoholism.

Reference :

1. Anderson, Bob (1997), Stretch yourself for Health and Fitness, Shelfot Publication, USA.

**ELECTIVE**

**8. COMPUTERS IN EDUCATION**

**OBJECTIVES**

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

(a) to acquire knowledge of computers, its accessories and software.
(b) to have an understanding of the basics (fundamentals) of operating a computers.
(c) to acquire the skills of operating a computer in multiferous activities pertaining to teaching.
(d) the features of MS Office and their operations.
(e) computer operations using MS-Word, Powerpoints and Spread Sheet.
(f) to apply the knowledge gained in respect of to process various data - students as well as simple library financial transaction of the school.
(g) to appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
(h) World Wide Web and Internet concept and global accessing of information.
(i) Integrating technology into classroom teaching learning strategies.

**I. BASICS OF COMPUTER**

Introduction to computer and its accessories - parts of a computer, Classification of computers, Computer Accessories - Software, Floppy, CD, CD(R/W), Stationery etc.,
Hardware (Scanner, CD Writer, Printer and its types, Multi Media Speakers, Web Camera etc.)

II. WINDOWS AND WORD PROCESSING

Concept of Word processing - Basics of Windows operating system - Using a Document - Data entry, editing, saving and retrieval of data - Formatting a text - handling multiple documents, Manipulation of Tables - Columns and Rows. Computer Virus - infection, causes and remedies.

Hands on Training :

(a) Construction of a Question paper
(b) Creating learning materials - Hand outs.
(c) Administrative use - Letter correspondence and E-Mail.

III. SPREADSHEET AND POWER POINT

(a) Basics of Spreadsheet, Manipulation of Cells, Columns and Rows.

Hands on Training (a) Data Processing, storing and retrieving simple Financial Transactions of the school such as school budget and accounting.

(b) Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.

(c) Students progress record - Tabulation of results of an academic test.

(d) Basics of Power point - Creating a presentation, The Slide Manager Preparation of different types of slides, slide design, colour and background, Manipulation and presentation of slides.

Hands on Training

(a) Multimedia presentation on a topic relevant to the Optional Subject.
(b) Using of available CAI/CML packages on topics relevant to Optional subject.

IV. INTERNET, WEB PAGES AND WEB DESIGNING

(a) Basics of computer networking - LAN AND WAN, Internet - WWW, Website and web pages, Internet connectivity - Browsing the internet - Browsing software - URL addresses, Search engines, Exploring websites and downloading materials from websites, E-Mail - sending, receiving and storing mail, Chatting.
(b) HTML - Editing Tools - Hyperlink and Images, Creating a Web Page - HTML tags, tables, frames, and forms. Learning from cyber resources. Hands on Training (a) Cataloguing websites related to relevant school curriculum.

(b) Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.

SUGGESTED READINGS


Harsha & Kotecha (2002), All about Computers in easy steps, New Delhi, Dream tech press.


Jency Joyce & Maniame Moon (2002), Microsoft Windows XP, New Delhi, Prentice Hall of India.


OPTIONAL SUBJECTS

OPTIONAL 1/1
ENGLISH PAPER - I

OBJECTIVES

a. To enable the teacher trainees to see the role of English in India in the right perspective and the rationale for learning English as a second language.

b. To familiarise teacher trainees with the various aspects of the B.Ed. programme with special reference to the nature of the language skills to be developed and evaluated.

c. To enable teacher trainees to acquire knowledge of the current trends in the teaching of English.

d. To familiarise teacher trainees with techniques of oral preparation and practice of language items.

e. To enable teacher-trainees to acquire knowledge about the recent trends in English Language Teaching and Learning

UNIT - I - PRELIMINARY STATEMENT:

a) The role of English in India today - The rationale for learning English.
b) The aims of teaching English as a Second Language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
c) Contribution of Linguistics and Psychology to the teaching of English.
d) Teaching the Communication Skills - Listening, Speaking, Reading and Writing.
e) Elements of English Language - Phonology, Graphology, Lexis and grammar.
f) Teaching English as a 'Skill' than a knowledge subject.
g) Learning the mother tongue and learning a second language - Interference and Transfer from the mother tongue - Implications for teaching methods.

UNIT - II - TEACHING SKILLS:

a) Bloom’s Taxonomy of Educational Objectives - Cognitive, Affective and Psychomotor domains - General and Specific Instructional objectives.
b) Micro-Teaching - Principles - Skills - Introducing the lesson - Explanation Using the Blackboard - Reinforcement - Stimulus variation - Questioning - Link Lesson.

c) Observation - Demonstration lesson - Teacher Educator - Guide teacher - Peer group.


UNIT - III - EDUCATIONAL TECHNOLOGY

a) Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.

b) Mechanical aids - Overhead Projector - Tape Recorder - Radio - Television.

c) Programmed Learning - Language Laboratory.


UNIT - IV - METHODS AND APPROACHES

a) Approaches to syllabus construction - Notional - Situational - Structural - Skill based - Communicative syllabus.


UNIT - V - EVALUATION


UNIT - VI - STATISTICS

UNIT - VII - SPOKEN ENGLISH

a) Oral practice in new language items - Types of drills - Repetition drills - Substitution tables - Matching tables - Substitution drills - Manipulation drills.


d) Fluency - Using pictures and objects - Dialogue and Roleplay - Language games - Short speeches and Lectures.

UNIT - VIII - READING

a) Methods of teaching reading to beginners.

b) Reading Comprehension - Silent reading - Loud reading - Skimming - Scanning.

c) Teaching of Vocabulary - Active and Passive vocabulary - Content words and Structural words - Principles of selecting vocabulary.

UNIT - IX - WRITING

a) Writing skills - Mechanical skills - Grammatical Skills - Discourse skills - Judgement skills.


Practical work:

- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages poetry and composition.
- Examination of the design and content of readers prescribed for the primary, secondary and higher secondary classes.
- Practice in quick black board sketches for purposes of introducing new items.
- Preparation of exercises, or drills for practice of language items presented.
- Practice in transcribing passages or dialogues into phonetic script
- Examination of minimal pair drills and other types of pronunciation exercise.
- Collection of language games
Preparation of material for role play and dramatization
Reading comprehension and note-making exercise
Preparation of different types of vocabulary exercise.
Examination of different dictionaries suitable for teachers’ reference and for use by school pupils
Examination of examples of controlled and guided composition tasks found in various course books
Preparation of material for teaching picture composition
Examination of poems prescribed for all the three levels
Practice in reading poems aloud
Preparation of aids
i. An album of blackboard sketches
ii. An album of collected pictures
iii. Picture set
iv. Composite scene
Practice in the use of linguaphone records and tape records
Conducting a radio lesson
Development of VAI/CAI programme for a teaching item
Preparation of a simple linear programme for a unit in grammar
Preparation of blue prints
Construction of a test paper containing the different types of test items including objective type items.
Preparation of remedial material for one unit.

LEARNING FROM CYBER RESOURCES :

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum.
REFERENCE:

Allend Campbell, Teaching English Language, Tata McGraw Hill, 1972
Bennett, W.A., Aspects of Language and Language Teaching, Cambridge, University Press, 1969

OPTIONAL 1/2

ENGLISH - PAPER-II

OBJECTIVES

To enable the teacher trainees to acquire knowledge of the sound system of English and to familiarise them with the appropriate terminology to describe the sounds in English.

a. To enable the teacher trainees to understand the connections of English speech and to acquire good pronunciation and fluency of speech.

b. To familiarise teacher trainees with the syllabii related to high school and Higher Secondary classes.

c. To help teacher trainees acquire a working knowledge of the grammatical terminology and the grammatical system in English.

d. 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 - I - SPOKEN ENGLISH

(i) Phonetics of English

a) The different speech organs and their role.
b) The individual Sounds - Vowels and Consonants - their place and manner of articulation - The cardinal vowel scale.
c) The concept of the phoneme and the allophone.
d) Phonetic transcription.
e) Stress - Words Stress and sentence Stress - Strong and weak forms.
f) Intonation - Four basic patterns of intonation in English.
(ii) Fluency
   a) Use of conventional formulas - Greeting, apology, invitation, refusal, accepting, thanking.
   b) Describing and interpreting pictures, tables, graphs, maps etc.,
   c) Telling stories and narrating incidents.
   d) Play reading and Dramatisation.
   e) Debates and Interviews.

UNIT - II - ADVANCED GRAMMAR
   a) The Noun Phrase - MHQ (Modifier, Headword, Qualifier).
   b) The Verb Phrase - Tense forms - Auxiliary Verbs - Modals.
   c) The sentence - Types of sentences - Subordinate and Co-ordinate clauses.
   d) The Text - Sentence connection - Devices for Cohesion and Coherence.
   e) Concepts - Different ways in which various concepts are expressed - Invitations, Instructions, Suggestions, Possibility, Necessarily, Prohibitions, Permission, Probability, Supposition, Comparison and Contrast.

UNIT - III - LEXIS
   a) Word formation - Affixation - Conversion - Compounding - Other minor devices.
   b) Patterns of spelling.
   c) Phrasal verbs and prepositional phrases.

UNIT - IV - REFERENCES & STUDY SKILLS
   a) Dictionary skills.
   b) SQR 3 Methods of Reading.
   c) Use of Library and Reference Work.
   d) Bibliography and Annotated Bibliography.

UNIT - V
   a) The English Readers - Types - Intensive, Extensive, Supplementary.
   b) Criteria for selection of Reader - Aims and Purposes - Approaches to Reader Lesson.
c) Review of textbooks prescribed for Secondary and Higher Secondary Classes.
d) Critical evaluation of English Curriculum in schools with special references to Standard X.

UNIT - VI READING

a) Intensive Reading.
   [Intensive study of prescribed texts - A prose selection - A collection of poems.]
   (Books to be selected by colleges and not to be examined externally).
b) Cloze procedure.
c) Extensive Reading (3 books to be prescribed for review writing).

UNIT - VII COMPOSITION

a) Letters - Formal, Informal.
b) Reports - Instructions - Descriptions.
c) Situational Composition.
d) Precis Writing.
e) Comprehension.
f) Translation.
g) Free composition - Paragraph writing, Essay writing.

Note: Students of optional “English” are to be familiarized with the latest - Tamil Nadu Curriculum for “English for Communication”, prescribed for Higher Secondary Classes.

Practical work:
1. Preparation of labeled diagrams of speech organs (la-i)
2. Preparation of vowel and consonant charts (la-ii)
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds (la-ii)
4. Comparison of Phonemic system in Tamil and English (la)
5. Examination of Phonemic scripts used in various text-books and dictionaries (la-iv)
6. Oral practice in word and sentences stress (la-v)
7. Practice in transcribing passages and dialogues in English into phonetic script (la-v)
8. Practice in all the activities listed in (lb)
9. An oral test assessing the teacher trainees’ knowledge and mastery of the various areas in Grammar (II)
10. Exercises and tests assessing the teacher trainees’ knowledge and mastery of the various areas in Grammar (II)
11. Construction of syllabus charts for various areas in grammar with reference to the school syllabus (II)
12. Preparation of aids to make the high school and higher secondary pupils understand certain grammatical concepts (II)
13. Identifying and classifying grammatical errors from students’ work, using grammatical terminology.
14. Exercise in word formation (II)
15. Practice in the use of dictionary (IV)
16. Note-Making and Summary writing exercise (IV)
17. Preparation of annotated bibliographies on different aspects of English Language (IV)
18. Comprehension exercises (VA)
19. Reviews to be written for three books (VB)
20. Practice in writing different types of composition exercises (VI)

REFERENCES

Gillian Brown, Listening to spoken English, Longman, 1977
Jean and David Giles, Think, talk and Write, Longmans, 1967.
Ronald E. Peare, Practice with idioms, Oxford University Press, 1986.
Sarah Freeman, Written communication in English, Orient Longmans, 1977.
Tricia Events, Teaching English, Groom Helm, 1982.

OPTIONAL 2/1

தமிழ் தாள் குறிப்பிட்டு
2. சிறமாக்கல் பலிபிரிவின் லான்ன கிளையில்லான வட்டத்தில்.
3. சிறமாக்கல் பலி வல்பாலகிரிகள் குறிக் கிலைனான வேதியாக்கை
   பலிபிரிவில் பலிபிரிவின்
4. பலிபிரிவு வல்லால் மின்னும் பாசத்தில் அரிய வேய்பு.
5. வருட்வெளிப் - வருட்வெளிப் அளவியில் வருட்வெளிப் வேதிநாள் அதிக
   வேதியான வேய்பு.
6. ஒதுங்கு வேலும் மாதமான நல்பட்டுக்கில் வேறுபட்டு வேய்பு.
7. ஒதுங்கு வேலும் மாதமான நல்பட்டுக்கில் வேறுபட்டு வேய்பு.
8. மேற்பலிபிரிவு பலிபிரிவு வேலும் மாதமான நல்பட்டுக்கில் வேறுபட்டு
   வேய்பு.
9. மேற்பலிபிரிவு பலிபிரிவு வேலும் மாதமான நல்பட்டுக்கில் வேறுபட்டு
   வேய்பு.
10. மேற்பலிபிரிவு பலிபிரிவு வேலும் மாதமான நல்பட்டுக்கில் வேறுபட்டு
    வேய்பு.
11. மேற்பலிபிரிவு பலிபிரிவு வேலும் மாதமான நல்பட்டுக்கில் வேறுபட்டு
     வேய்பு.
12. மேற்பலிபிரிவு பலிபிரிவு வேலும் மாதமான நல்பட்டுக்கில் வேறுபட்டு
       வேய்பு.

c. ம௅ர்ச்சுக் வளர்ந்தல் மிந்து ஒடுக்கும் வேதியாக்கை வேறுபட்டு
   வேய்பு.
பொங்கு வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. பொங்கு வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. பொங்கு வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. பொங்கு வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. பொங்கு வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது.

1. வளர்ச்சி, வளர்ச்சி பராமரிப்பிற்கு கோயில்கள்:

பொங்கு வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. பொங்கு வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. பொங்கு வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. பொங்கு வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது.

2. மாநிலங்கள்:

குழுக்களில் உள்ள குழுக்களின் வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. குழுக்களில் உள்ள குழுக்களின் வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. குழுக்களில் உள்ள குழுக்களின் வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது. குழுக்களில் உள்ள குழுக்களின் வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது.

3. சர்ப்பியல் குழுக்களில் உள்ள குழுக்களின் வலசவையால் விளையாடப்பட்டுள்ள குற்றங்களைப் பற்றிய வரலாற்றுப் பொருள்கள் உள்ளது.
அறிவுத் தீர்வுகள் அடிப்படையில் பல்வேறு வகைகளாலும் தொடர்ந்தியும் தொடர்ந்து பார்வையில் தொடர்ந்து பார்வையில் தொடர்ந்து பார்வையில் தொடர்ந்து பார்வையில் தொடர்ந்து பார்வையில்

(4) முன்பற்று: தொடர்பில் நூற்றுபிற்பிரிவில் வருமாற்றின் பின்னர் ஆற்றூடன் கிளையுள்ளதால் காரணமாக பிள்ளையாரின் ஭ாபமாக பதிவு தொடர்ந்து பதிவு தொடர்ந்து பதிவு தொடர்ந்து பதிவு தொடர்ந்து பதிவு

பிற்பிரிவில் செய்யும் பார்வைப்பிரிவின் முறைத் தன்மையும் பிள்ளைப் பிள்ளைகளால்

மூலமாக பிள்ளை:

அதாவது, தொடர்பில் நூற்றுபிற்பிரிவில் பார்வையாலும் காரணமாக நிறைந்தவையைப் பார்வையில் பார்வையில் பார்வையில் பார்வையில் பார்வையில் பார்வையில் பார்வை

. பார்வைப் பிள்ளை:

மாற்றுமிடம் தொடர்பில் நூற்றுபிற்பிரிவில் கிளையுள்ளதால் ஆற்றூடன் பதிவு

. நிலைந்தவை:

. வருமாற்றில் பிற்பிரிவில் தொடர்பில் நூற்றுபிற்பிரிவில் பார்வையானது நூற்றுபிற்பிரிவில் பார்வையானது நூற்றுபிற்பிரிவில் பார்வையானது நூற்றுபிற்பிரிவில் பார்வையானது நூற்றுபிற்பிரிவில் பார்வையானது

. பார்வைப் பிள்ளை:

. குறுகிய தொடர்பில் பிள்ளை பிள்ளைகளால் கூற்றுக்காளவைப் பிள்ளைபிரிவில்

. வருமாற்றில் பிற்பிரிவில் தொடர்பில் நூற்றுபிற்பிரிவில் பார்வையானது நூற்றுபிற்பிரிவில் பார்வையானது நூற்றுபிற்பிரிவில் பார்வையானது
Learning from Cyber Resources:

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum.
OPTIONAL 2/2

துறையில் - கற்ற இணைய விளக்கம்

நேரல்லூர்:

I. குறிப்பிட்டு கல்வி துறையில் குறிப்பிட்டு குறிப்பிட்டு துறையில் துறையில் துறையில் துறையில் துறையில் துறையில் துறையில் துறையில் துறையில் துறையில்

II. குறிப்பிட்டு கல்வி துறையில் குறிப்பிட்டு குறிப்பிட்டு குறிப்பிட்டு குறிப்பிட்டு குறிப்பிட்டு குறிப்பிட்டு குறிப்பிட்டு குறிப்பிட்டு துறையில் துறையில் துறையில்

III.1. குறிப்பிட்டு பொருளியல் பொருளியல் பொருளியல் பொருளியல் பொருளியல் பொருளியல் பொருளியல் பொருளியல் பொருளியல் பொருளியல் பொருளியல் பொருளியல்

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2. பாலக்கடுமை காரணம் - பாலக்கடுமை அமைப்பு - பாலக்கடுமை குறைவு  
காரணங்கள் பாலக்கடுமை அமைப்பில் பாலக்கடுமை நிலைக் காரணம் - பாலக்கடுமை வல்லும் அமைப்பில் தகுதியும்.

IV. மாதிரியே ஆய்வகமான பாலக்கடுமை குறைவுக்கு குறைவு நிலைக்கணக்கு குறைவு காரணில் பாலக்கடுமை குறைவு பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் தோற்றும் குறைவு பாலக்கடுமை குறைவில்.

உள்ளூர் கட்டுடன் ஆய்வகமான பாலக்கடுமை குறைவுக்கு குறைவு நிலைக் காரணில் அமைப்பில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் தோற்றும் குறைவு பாலக்கடுமை குறைவில் தோற்றும் குறைவு பாலக்கடுமை குறைவில்.

V. மறை : வருவளவளவள மாநிலங்கள், புகழ்பெற்று காணப்பட்டு, குறுக்குத்து, பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில் பாலக்கடுமை குறைவில்

VI. 19.20 குற்று வருவளவளவள வருவளவள வருவளவள (அமைப்பில்)

VII 1. (ஈ) : வழக்கு விளக்கம், விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம் விளக்கம்

VII 2. வாரம் : வழக்கு விளக்கம் விளங்கியது வருவளவள வருவளவள

VIII காரணம் மாற்றக்கூறுகள் பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை : 

1. அமைப்பில் பாலக்கடுமை குறைவுக்கு காரணம் பாலக்கடுமை குறைவு  
பாலக்கடுமை குறைவு பாலக்கடுமை குறைவு பாலக்கடுமை குறைவு பாலக்கடுமை குறைவு பாலக்கடுமை குறைவு பாலக்கடுமை குறைவு பாலக்கடுமை 

2. குறைவு பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை 

3. குறைவு பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை 

4. குறைவு பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை பாலக்கடுமை 

5. மாற்று மாற்று மாற்று மாற்று மாற்று மாற்று மாற்று மாற்று 

IX. குற்றுக், பாலக்கடுமை, பாலக்கடுமை அமைப்பில் பாலக்கடுமை குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு குறைவு 

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X. வெளிப்புத் தோறாக பார்வையாளர் விளக்கம் பிள்ளை தோன். அல்லது புகழ்பூர்வமான, கல்வி சேர்வியல் பயிற்சியாளர் பாட்டிருந்தான.

XI. பல்வேறு விளக்கங்கள் முனக்குறுவுகள். வல்லடக்க. துறவறை விளக்கம். இவ்விதமான விளக்கங்களில் காணப்பட்ட அல்லது பிள்ளைகளில் பாட்டிருந்த விளக்கம். குற்றங்களை பாட்டிருந்தவரின் பிற்பகுதிகள் என்று பிள்ளை அல்லது பிள்ளைகள் விளக்க விளக்கங்களில் உள்ளான விளக்கம் டெமதிக்.

அ - பிள்ளை

ஆ - பிள்ளை

சிவலிங்கம்: பிள்ளையாளர்:

1. புரொம்புடன் 1. தங்கும்
2. உ. உ. உந்தும் மாணவர் 2. அஸ்தமான
3. துறவறை 3. சுருக்குமான
4. இளம் 4. சிலையிருந்த

மாணவை: பிள்ளையாளர்:

1. புரொம்புடன் 1. சித்திரம்
2. உ. உ. உந்தும் மாணவர் 2. சிலையிருந்த
3. பெண்கள் 3. சிற்றுடன் பிள்ளை
4. இளம் 4. சிலையிருந்த

முழுமையாளர்:

1. துறவறை விளக்கம் 1. அவர் விளக்கம்
2. பெண்கள் 2. பெண்கள்
3. பெண்கள் 3. பெண்கள்
4. இளம் 4. சிலையிருந்த

சிவலிங்கம்: பிள்ளையாளர்:

1. சிலையிருந்த விளக்கம் 1. அவர் விளக்கம்
2. பெண்கள் 2. பெண்கள்

சிவலிங்கம்: மாணவை:

1. பெண்கள் 1. உ. உ. உந்தும்
2. பெண்கள் 2. பெண்கள்
XII. முற்பக்க குறுக்கு பாரம்பரிய வரலாற்று சேர்க்கைகள் பல்வேற்பணர் சேர்க்கைகளின் பராமரிப்புக்கு மறுக்கும் கருத்துக்கூற்று பாடல் தக்கத்துறை தீர்க்கம்.

XIII. பொக்குரை குறுக்கு பாரம்பரிய - பொக்குரை குறுக்கு பாரம்பரிய - பொக்குரை குறுக்கு பாரம்பரிய பற்றிய கருத்துக்கூற்று பாடல் தக்கத்துறை பாரம்பரிய பொக்குரை குறுக்கு பாரம்பரிய - பொக்குரை குறுக்கு பாரம்பரிய.

XIV. துணிக்கை பெருமான் சமயப் பாதுகாப்பு அறிக்கை - துணி ஆட்சி சாதனைகள் குறிப்பிட்டு - கவனம் கொண்ட பெருமான் சிரைப்புக்கோடை - பாடல் கொண்ட பொக்குரை பாரம்பரிய குறிப்பிட்டு.

XV. குறுக்கு பாரம்பரிய பொக்குரைகளின் பசுரு - பாரம்பரிய குறுக்கு - கருத்துக்கூற்று பாடல் - பட்டியல் சுருக்கக்குறிப்பிட்டு நூற்று - பாரம்பரிய பொக்குரைகளின் தொன்மை அறிவது பாரம்பரிய தொன்மை குறிப்பிட்டு - பட்டியல் பொக்குரைகளின் தொன்மை அறிவது பாரம்பரிய.

XVI. சேர்க்கை அரசு பல்வேற்பணர் (multimedia) பாடல்பாடுகள் குறிப்பிட்டு. பாடல் பாடல் விளக்க முறைகள் குறிப்பிட்டு.

பொக்குரைகளுக்கான புகழ்பெட்டி:
1. பொக்குரைகளின் பண்டை பொக்குரைகளின்
2. பொக்குரைகள் - பண்டைக்காலம்
3. கருத்துக்கூற்று பாடல்
4. தொன்மைகள் முறைகள்
5. பொக்குரை பொருள் பல்வேற்பண்டை
6. குறுக்கு பாரம்பரிய பாடல்
7. பொக்குரைகள் வாராய்ச்சிகள்
8. பாடல் வாராய்ச்சிகள்
9. கருத்துக்கூறு பாடல் வாராய்ச்சிகள் - கொண்டிருந்த நூற்றாண்டுகளாக கொண்டிருந்த
10. பாடல்பாடுகள் முறைகள் பாடல்பாடுகள்
11. பொக்குரைகளுக்கான புகழ்பெட்டி
Note: Students of optional “Tamil” are to be familiarized with the latest - Tamil Nadu Curriculum for "Advanced Tamil” & "Ariviyal Tamil (Scientific Tamil)”, presented for Higher Secondary Classes.

OPTIONAL 3/1

MATHEMATICS - PAPER-I

OBJECTIVES

To enable the student teacher
1. to understand the nature and development of mathematics
2. to understand the aims and objectives of teaching mathematics
3. to acquire competence in teaching mathematics
4. to apply methods of teaching of mathematics
5. to organise the mathematics curriculum
6. to become aware of and cater to individual differences in mathematical aptitude and abilities among his/her students

I. NATURE AND DEVELOPMENT OF MATHEMATICS

Meaning of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and qualification - A brief survey of the development of Mathematics.

II. AIMS AND OBJECTIVES OF MATHEMATICS

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural - Mathematics as a tool of the mind-objects - G.I.Os and behavioural or specific learning outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains.

III. PREPARATION FOR MACRO TEACHING

i. Micro teaching, Cycle of operation-skills in teaching - set induction, introducing a lesson, explaining, questioning, chalk board work, reinforcement, stimulus variation, closure.
ii. Herbetian Steps - Format of a typical lesson plan, teachings aids, presentation, application, recapitulation and assignment.

iii. Preparation of lesson plan.

**IV. METHODS OF TEACHING MATHEMATICS**

Inductive, deductive, analytic, synthetic, heuristic, project problem solving and laboratory methods.

**V. MATHEMATICS CURRICULUM**

i. Content - Principles of selection, individual, social and national needs content course of Mathematics of classes IX and X.

ii. Organisation - logical, psychological, topical, spiral and integrated approaches - correlating with life, nature, other disciplines and different branches in mathematics.

iii. Individualised techniques - homework, assignments, programmed instruction and computer aided instruction (CAI), Group Methods - Seminar, Symposium, Workshop.

**Learning resources and equipment**

Textbook, workbook, library, audio-visual aids, mass media, mathematics club and its activities.

**VI. EVALUATION AND STATISTICS**

Different types of tests in Mathematics, achievement, diagnostic, prognostic - criterion and norm referenced evaluation - construction and administration of achievement test - examining the results of tests against objectives - Item analysis. Statistical measures - mean, median, mode, range, average deviation, quartile deviation, standard deviation - rank correlation. Graphical representation of data, Bar and Pie Diagram, Histogram, Frequency Polygon, Frequency Curve, Ogive.

**VII. INDIVIDUAL DIFFERENCES IN MATHEMATICS**

i) Causes for slow learning in mathematics and remedial measures for the backward.

ii) Identification of the gifted and enrichment programmes for the gifted.
LEARNING FROM CYBER RESOURCES:

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum.

PRACTICAL WORK

1. Construction and administration of an achievement test in a Mathematics unit of Standard IX or X. Analysis and Interpretation of test scores.
2. Preparation of Ten charts and three improvised apparatus.
3. Practising three micro lessons with three different skills.
4. Presenting one demonstration to the peers
5. Making three slides and one film strip.
6. Preparation of two over head transperancies.
7. Preparation of programmed instruction material of 20 linear frames in Mathematics.
8. Preparing a Mathematics Album on the works of great Mathematicians and application of Mathematics in life situations.
9. Evaluating reports of any two Web sites in Mathematis.

REFERENCES

Laud., F.W (Ed.) Perspectives on Secondary Mathematics.
MATHEMATICS - PAPER-II

I. CONTRIBUTION OF MATHEMATICIANS

Contribution of eminent mathematicians to the development of mathematics - Aryabhata, Brahmagupta, Baskara, Ramanjam, Euler, Euclid, Pythagorus, Gauss.

II. THEORIES OF LEARNING MATHEMATICS

Psychology of learning Mathematics - Formation of mathematical concepts. The ideas of Piaget and Bruner - factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude - Divergent thinking in Mathematics.

III. INSTRUCTIONAL METHODS FOR INDIVIDUAL DIFFERENCES:

Programmed learning - classroom interaction analysis - modification of teacher behaviour with special reference to mathematics teacher.

IV. MODELS OF TEACHING AND MATHEMATICS EDUCATION

Concept attainment model - advanced organising model - inquiry training model.
V. COMPUTER IN MATHEMATICS EDUCATION

The role of computers in mathematics education at various levels. Relevant computer science topics and techniques.

VI. CURRICULUM IN MATHEMATICS

Current trends in curriculum changes in Mathematics education - a critical analysis of existing teacher education programme in Mathematics - content course of Mathematics of classes IX, X, XI and XII.

VII. RESEARCH IN MATHEMATICS EDUCATION

Meaning, need for research in mathematics education - qualities of a good researcher - problems faced in research in mathematics education.

VIII. EVALUATION AND STATISTICS

Normal Probability Curve, Skewness, Kurtosis.

Note : Students of optional "Mathematics" are to be familiarized with the latest - Tamil Nadu Curriculum for "Business Mathematics", prescribed for Higher Secondary Classes.

PRACTICAL WORK :

1. Construction and administration of an achievement test in Mathematics unit of Standard XI or XII.
2. Practising three micro lessons with theee different skills.
3. Practical training in using FIAS, analyzing data using matrix techniques.
4. Preparation of three improvised apparatus.
5. Preparation of a branched programme.
6. Critical analysis of existing Tamil Nadu State Board Mathematics Syllabi for classes IX, X, XI and XII.

REFERENCES :


**OPTIONAL 4/1**

**PHYSICAL SCIENCE- PAPER 1**

**OBJECTIVES**

1. To enable the student teachers to understand the nature and scope of Physical Science.
2. To enable the student teachers to know the aims and objective
3. To enable the student teachers to understand the principles of curriculum construction and organization of subject matter.
4. To enable the student teachers to understand the skills in the teaching of Physical Science and to develop the skills in them through classroom teaching.
5. To guide the student teachers in acquiring skills relating to planning their lessons and presenting them effectively.
6. To develop in the student teachers an understanding of the technology of teaching Physical Science and give them practice in the use of audio visual aids.
7. To enable the student teachers to understand the techniques of evaluating science teaching and to construct achievement test to evaluate the progress of pupils.
8. To enable the student teachers to develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science and the importance of self-learning devices.
9. To enable the student - teachers to understand the principles of curriculum construction and examine critically the syllabi in Physical Science of the Secondary and Higher Secondary Schools and to make them know the curriculum improvement project.
10. To enable the student to know the facilities required for the organization and maintenance of science laboratory.

11. To enable the students to understand the criteria in selecting a good textbook and to evaluate a science textbook.

12. To help the student teachers organize different co-curricular activities in Science.

13. To enable the student teachers to know the special qualities of a good science teachers, acquire those qualities and to evaluate himself or herself.

UNIT : I

Nature and Scope of Physical Science - Nature of Science - (Product and Process) - A body of knowledge - a way of investigation-away of thinking- Areas of Knowledge related to Physics and Chemistry-Inter disciplinary approach.

Impact of Physical Science on modern communities.

UNIT : II

Aims and Objectives of Teaching Physical Science - Bloom’s Taxonomy of Educational Objectives - Aims and Objectives of teaching Physical Science at different levels - Primary, Secondary, Higher Secondary. Critical study of the objectives existing in the Tamil Nadu Text Book at different Organizing learning experiencesa for achieving specific behavioural outcomes.

UNIT : III


Curriculum Improvement Projects in India (NCERT) and Abroad (Chemstudy, PSSC, CBA, Nuffield).

UNIT : IV

UNIT : V


Modern methods of Teaching Physical Science - Group discussion, Panel discussion, simulation workshop, seminar, symposium, team teaching, supervised study, Computer Aided Instruction, Programmed Instruction.

UNIT : VI

Educational Technology - Textbooks in Physical Science


Audio-Video Players - Tapes and CDs - OHP and transperancies slide and Film projectors, Multimedia, Computers, Power Point, Non projected Aids - Charts Models (Static and Working) Flash Cards, Pictures, Chalk, Flannel, Magnetic and Bulletin boards, exhibits.

UNIT : VII

Tests and its types, Diagnostic and Prognostic and achievement tests - Criterion and norm referenced tests - Evaluation - Evaluating outcomes of science teaching - Principles of test construction, Blue Print and question bank, Item Analysis Reliability, Validity - Standardizing a test.

Construction administration and uses of Achievement tests - Interpretation of test results.

Diagnostic testing and Remedial teaching.

Statistical tools - measures of Central tendency - Mean, Median & Mode - Measures of Variability - Mean, Standard and Quartile Deviation ; Correlation co-efficient, Rank order and Product Movement correlation - Graphical representation of Data - Bar and Pie Diagrame, Histogram, Frequency Polygin - Cumulative Frequency Curve, Ogive, Percentile Ranks, Normal Probability Curve, Kurtosis, Skewness.
UNIT : VIII

Lesson Planning - Planning for teaching - developing year plans, unit plans, lesson plans - Principles of lesson planning - Lesson plans - their importance - Herbartian steps - their merits and limitations.

Teaching and teaching aids - Evaluation, recapitulation and assignment.

UNIT : IX

Physical Science Laboratory - Structure Design - Organization and maintenance of Science Laboratory - Maintenance of Registers - Storage of Chemicals - Organization of Practical work.

Improvisation of Apparatus.

Accidents and First Aids.

UNIT : X

Co-curricular Activities - Organization of Science clubs - Science exhibitions and fairs - fieldtrips and excursions.

UNIT : XI

Science Teacher - Academic and Professional qualification - Professional growth - Special qualities - Inservice training.

Class room climate, Authoritative, Democratic and Laissez faire pattern, Flander’s class room interaction analysis.

UNIT : XII


A knowledge of all the concepts in Physics and Chemistry upto X standard.

PRACTICAL WORK

3. Practising 3 micro lessons with 3 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) Presenting two papers.
7. Presenting one demonstration to the peers.
8. Making 3 slides and one filmstrip.
9. Preparation of a programme of 20 frames on Physics or Chemistry topic.

REFERENCES


JOURNALS

1. Science Education International, ICASE.
2. Current Science, IISC, Bangalore.
5. Science Today - (Monthly), ‘Ganga Criha’ 3rd Floor, 6-D, Nungambakkam High Road, Madras - 600 034

LEARNING FROM CYBER RESOURCES :

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum.

WEB-SITES :

HYPERLINK "http://www.nerdword.com" www.nerdword.com
HYPERLINK "http://www.2112systems.com" www.2112systems.com
HYPERLINK "http://www.ncert.nic.in" www.ncert.nic.in
HYPERLINK "http://www.unesco.org" www.unesco.org

OPTIONAL 4/2

PHYSICAL SCIENCE - PAPER II

OBJECTIVES

1. To enable the student teachers to understand the place of Physics and Chemistry in the modern world and to understand the contribution of mankind in the development of science.

2. To enable the student teachers to understand the psychological basis of modern trends in teaching science and the new techniques of teaching science.

3. To acquaint the student teachers with the knowledge and understanding of educational technology in science education.

4. To enable the student teachers to develop lesson plans with activity approach.

5. To enable the student teachers to understand the principles of construction and standardization of diagnostic and aptitude tests in Physical science.

6. To enable the student teachers to evaluate Physics and Chemistry book of different types.

7. To enable the student teachers to acquire knowledge about the organization and maintenance of Physics and Chemistry laboratories for Higher Secondary School Pupils.

8. To enable the student teachers to be aware of the trends of research in science education.

9. To enable the student teachers to understand the problems of science teaching in urban and rural schools and to develop scientific perspective of the problems confronting the world and the role of science in solving them.
10. To enable the students to have a knowledge of all the basic concepts in Physics and Chemistry.

UNIT : I

The meaning of Science - Different branches of science - Globalization and Science - Discoveries and developments in science.

UNIT : II

Justification for including Physics and Chemistry separately at the higher secondary level. Modern trends in teaching of science, different taxonomies, Psychological basis of methods in science teaching - Gagne, Bruner, Piaget - Models of teaching Physical Science with one illustration for each type of model.

UNIT : III

Educational technology in science education - Development of programmed instruction materials - teaching machines - Computer Assisted instruction.

UNIT : IV

Developing lesson plans using the principles of Piaget, Bruner and Gagne. Activity approach in preparing lesson plans. Power point presentation.

UNIT : V


UNIT : VI

Textbooks - Physics, Chemistry - Evaluation of different types of textbooks - CBSE, SSLC, etc.

UNIT : VII

Organization and Maintenance of separate Laboratory for Physics and Chemistry - Organization of practical work including preparation of bench solutions of Chemistry, etc., setting up of apparatus like checking the ZRP, tuning forks frequencies, etc.

UNIT : VIII

Catering the individual differences, Identification and care of the Scientifically talented pupils, Natural Talent Examination, Helping Slow & Gifted learners.
Research in science education - Identifying problems in teaching of science -
Techniques of conducting and evaluating research in Science Education.

UNIT : IX

Problems of Science teaching in urban and rural areas - Global problems - Pollution -
Diseases - Global warming, over population, malnutrition, superstitions beliefs.

How science teaching can help in solving them. Developing scientific temper among
the people in the society.

UNIT : X

A knowledge of all the concepts in Physics / Chemistry upto XII Standard.

PRACTICAL WORK

1. Construction and standardization of diagnostic tests in a Physics or Chemistry
   unit of Standard XI or XII.
2. Practising (3 sessions each of ten minutes) classroom interaction analysis and
   presenting the report.
3. Preparation of 3 improvised apparatus that could be used for standard XI or XII
5. Preparation of a branched programme material consisting of 20 frames,
   inscience.
6. Preparation of a lesson plan for Power Point presentation.
7. Collecting 6 materials on selected topics in Physics or Chemistry that could be
   used in Classroom.
8. Evaluating reports of 3 websites in science.

REFERENCES

Brandwein Paul, F., The gifted as future Scientist, New York, Earcourt Dcace and


Publications, Hongkong.


Passi, B.K., Becoming a Better Teacher, Micro Teaching Approach.


UNESCO-ICASE, Delhi University, 2000, STL for All Materials, UNESCO, New Delhi.

Williams, B., 1999, Internet for Teachers, John Wiley & Sons, U.S.A.

JOURNALS

   School Science, NCERT, New Delhi.
3. Science Today - (Monthly), 'Ganga Criha' 3rd Floor, 6-D, Nungambakkam High Road, Madras - 600 034.

WEB-SITES

HYPERLINK "http://www.edusite.com" www.edusite.com
HYPERLINK "http://www.slcp.com" www.slcp.com

OPTIONAL 5/1

BIOLOGICAL SCIENCE - PAPER I

OBJECTIVES:

a. To enable the student teachers to understand the basic principles and practices of Science Education relevant to teaching Biological Science in the Secondary and Higher Secondary Classes.

b. To help the student teachers to learn appropriate teaching techniques.

c. To enable the students teachers to acquire adequate skills in using proper and suitable methods of teaching Biology.
d. To enable the student teachers to acquire the knowledge relating to the organization and administration of a Biology laboratory, curricular and co-curricular activities that would promote the teaching of Biology and develop in pupils the scientific attitude and a sense of appreciation and interest in Biology.

e. To guide the student teachers in acquiring skill in constructing tests.

f. To develop in the student teachers’ ability to construct a curriculum and to evaluate critically the present curriculum.

g. To develop in the student teachers, skills in preparing and using the appropriate instructional material in Biology.

I. PLACE OF BIOLOGY

Biology in the school curriculum- its claims for inclusion-Relation between Biology. Areas of Knowledge related to Botany & Zoology - Interdisciplinary approaches in the school curriculum.

II. GOALS AND OBJECTIVES

Goals and objectives of teaching Biology with reference to Bloom’s taxonomy. Cognitive, Affective and Psychomotor or Domains. Aims of teaching Biology at different levels- Primary, Secondary and Higher Secondary.

III. LESSON AND UNIT PLANNING

Lesson planning-importance of lesson plans-Writing Instructional Objectives-Planning for specific behavioural changes. Preparation and use of unit plan - Teaching and teaching aids evaluation, Recapitulation and Assignments. Critical study of the objectives of the Tamil Nadu Text Book Curriculum at different levels.

IV. MICROTEACHING


V. METHODS OF TEACHING BIOLOGY

Criteria for selection of a method - Level of the class, size of the class, available time and subject matters. Approaches - Inductive, Deductive, Analytic, Synthetic, Heuristic, Dalton Plan.
Instructional technology and its application to the teaching of Biology. Programmed instruction, Teaching machines, personalized instruction, computer assisted instruction, Teaching Machines. Special methods - Lecture, demonstration, laboratory, project, scientific methods, Seminar, symposium, workshop, panel discussion, biographical and historical method, team teaching and assignment method.

VI. BIOLOGY LABORATORY

(i) Practical work in Biology: Importance of practical work-organising the work of the practical class - laboratory - Accidents and First Aid - safety- school Biology Record- written notes and drawings.


VIII. TEXT BOOKS

Qualities of a good Biology text book - Use of text books in and outside the classroom- Values of a school Biology library - Divisions of Library

IX. CURRICULUM IN BIOLOGY


X. EDUCATIONAL TECHNOLOGY

Projected Aids - Audio Visual Aids - Audio Video Players - Tapes and CDs, OHP and transparencies - Slide and Film Projectors, Radio and TV (Broadcast and Telecast), CCTV, Multimedia Computers, Power Point. Non Projected aids - Charts - Models - (Static and working), Flash cards, Pictures, Chalk, Flannel, Magnetic, and Bulletin Boards - Exhibits, CAI, Internet, e-learning etc.

XI. SCIENCE TEACHER

Academic qualifications- Professional training special qualities required of a science-teacher Inservice training. Class Room Climate; Flanders interaction analysis.

XII. EVALUATION AND STATISTICS

(i) Test and its types - Diagnostic, Prognostic and Achievement tests, Criterion and Norm referenced tests - Principles of test construction, Blue Print and Question Bank.

(iii) Various types of test items, essays, short answer, completion, matching, two choice, multiple choice. Steps in test construction, table of specifications - scoring, interpretation and follow up.

(iv) Measures of central tendency : Arithmetic mean, median, mode. Measures of variability : range, quartile deviation, average deviation, and standard deviation, use and interpretation.

(v) Correlation - meaning and interpretation, co-efficient of correlation - rank difference method.

(vi) Graphical Representation of Data - Bar & Pie Diagram, Histogram, Frequency Polygon, Cumulative Frequency Curve, Ogive, Percentile Ranks, Normal Probability curve & Kurtoises.

PRACTICAL WORK

1. Making charts, improvised apparatus and models.
2. Practice of a minimum of 2 skills under microteaching (Proper records to be maintained).
3. Preparation of laboratory instruction cards.
4. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
5. Preparation of a unit test for a unit in Biology.
6. Designing and carrying out of any one simple investigation in Biology.
7. Collecting and preserving biological specimens.
8. Collecting and keeping plants and animals alive for instructional purposes aquarium, terrarium and vivarium.

LEARNING FROM CYBER RESOURCES :

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum.
REFERENCES


Biology A Text Book for Higher Secondary Schools (Section 1-7)
OBJECTIVES

a. To make the student-teacher understand the basic Principles of Biology.

b. To acquaint the student teacher with Biology curriculum at the higher secondary stage.

c. To acquaint them with new developments in Biology.

d. To enable the student teachers to understand the nature and scope of Biology.

I. Introduction - History of Biology - The great Biologists - The significant discoveries and inventions.


IV. Reflective practice and the Teacher - the first day of school. Three case studies, the complexities of Teaching. Three case studies, The Nature of Reflective practice.

V. Models of Teaching Biological Science - Introduction - Definition - Characteristics - Functions - Sources - Elements of a model - Types - With one illustration for each type model of Psychological basis of methods of science teaching, Gagne, Bruner and Piaget.

VI. Enrichment and remedial science programmes - Programme for the gifted - Grouping - Science Talent Search programmes.

VII. Instructional Resource Centre - Planning - Class room Accessories - Preparation of Teaching aids - Photographic dark room.

IX. Real Science Projects

Organisms outside the classroom - Organisms inside the classroom - The acqa culture project - The seed project - Separating fact from fiction. The Product Test and Rating Project.


Note: Students of optional "Biological Sciences" are to be familiarized with the latest - Tamil Nadu Curriculum for "Bio Chemistry" & "Microbiology", prescribed for Higher Secondary Classes.

PRACTICAL WORK

1. Preparing microscopic slides
2. Section cutting and mounting
3. Use of Camera Lucida.
4. Field Trip - Photo Album, Nature Album.

REFERENCES


OPTIONAL 6/1

HISTORY-PAPER I

OBJECTIVES

a. To enable the teacher trainees to acquire knowledge of the nature of History and its development.
b. To enable the teacher trainees to understand the long and short term goals of teaching History and to develop skill in the formulation of general instructional objectives and specific learning outcomes.

c. To enable the teacher trainees to develop effective instructional skills and competency in teaching History.

d. To enable the teacher trainees to acquire effective competency in the preparation of lesson and unit plans.

e. To enable the teacher trainees acquaint with the prescribed curriculum in History.

f. To provide practical experience for teacher trainees in making and using software materials.

g. To provide experience for teacher trainees in handling the hardware materials in instructional technology, while teaching.

h. To develop in the teacher trainees competency in constructing and administering diagnostic and achievement tests, competency in evaluation techniques applied to History learning.

i. To enable the teacher trainees to develop interest in knowing advances in History as a discipline and its implications.

I. NATURE AND DEVELOPMENT OF HISTORY


2. Logical sequence, Structure and Scope.

3. Different conceptions of history -Biographical, Evolutionary, Cyclic, Theistic and Modern concept.


II. FEATURES AND DIMENSIONS OF HISTORY

1. Dimensions of History -Time, Place, Continuity and Development.

2. Geographical foundations of History.

3. Relationship between History and other subjects.
III. INSTRUCTIONAL OBJECTIVES AND LESSON PLANNING

1. Bloom’s Taxonomy of Instructional objectives - Cognitive, Affective and Conative (Psychomotor) Domains - Psychological principles in teaching and learning - objective based teaching - Unit Plan, Lesson plan and its steps.

2. General and specific aims of teaching history - Values of teaching history.

IV. TEACHING SKILLS IN HISTORY

1. Micro teaching in teacher education programme : Concept, objectives, principles and phases of micro teaching - Developing the skills of Introducing a Lesson, Explaining, Probing Questioning, Stimulus variation, Reinforcement, Use of Teaching Aids, use of Black board, Achieving closure.

V. EDUCATIONAL TECHNOLOGY AND HISTORY TEACHING

1. Use of projected and Non-projected Aids in teaching history : Computer Assisted Instruction in history : Multimedia presentation, programmed learning, web learning - Social Science laboratory.


4. The History teacher - Essential qualities and professional growth.


6. History club and its activities.

VI. METHODS AND APPROACHES IN TEACHING HISTORY

Principles involved in the selection of methods and approaches in teaching - Teacher dominated methods, Learner dominated methods : Individual and Group Learning (Co-operative Learning) in teaching history.

1. Teacher dominated methods : Lecture, Demonstration, Team Teaching.

2. Learner dominated methods; Personalized system of instruction, Programmed learning, Assignment / Project, Field visit, Exhibition, Seminar, Discussion, Workshop, Dramatization.


4. Teaching chronology, Contemporary Affairs and Controversial Issues.
VII. ORGANIZATION OF HISTORY CURRICULUM

1. Content, principles of selection: Individual, Social, National needs.
2. Logical and psychological (Stages of Development), Chronological and Periodical, Concentric and Spiral, Regressive and Progressive.

VIII. EVALUATION AND STATISTICS

1. Importance of evaluation - Concept of Examination, tests & measurement, assessment: Criterion and norm referenced tests - Diagnostic and Prognastic tests - Achievement test: Characteristics, Kinds, Steps, Administration and Interpretation.
2. Collection of test scores and interpretation: Arrangement of scores, Frequency distribution table, Measures of Central Tendency (Mean, Median, Mode), Measures of Variability (Range, Quartile Deviation, Average/Mean Deviation, Standard Deviation), Rank Correlation (Rank order and product movement), Graph (Histogram, Frequency Polygon, Cumulative Frequency Curve, Ogive), Percentile Ranks, Normal Probability Curve, Kurtosis, Skewness.
3. Enrichment programme for the gifted - Remedial Teaching for the slow learners.

PRACTICAL WORK

The teacher trainees are expected to undertake some of the following activities:

1. Excursion and field trips
2. Dramatization.
3. Writing historical stories.
4. Preparing maps, charts pictures, models etc.
5. Preparing a picture Album.
6. Discussion and debates.
7. Mock parliament and mock trial.
8. Quiz programme.
9. Collection of historical proverbs etc.
10. Maintaining a scrapbook.
LEARNING FROM CYBER RESOURCES:

1. Identification and cataloguing of three websites relating to the prescribed school curriculum.

2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum.

REFERENCE


5. Ghate, V.D., Teaching of History O.U.P 1951


OPTIONAL 6/2

HISTORY -PAPER II

OBJECTIVES

a. To enable the teacher trainees to understand the contribution of historians and at different times.
b. To enable the teacher trainees to understand the theories involved in selection of history materials.

c. To enable the teacher trainees to acquire knowledge on the current trends in history curriculum

d. To enable the teacher trainees to critically evaluate the text books.

e. To enable the teacher trainees to understand the various techniques such as A.T.I, Models of Teaching and their implication for History teaching and learning.

f. To enable the teacher trainees to develop a research attitude in History.

I. CONTRIBUTION OF EMINENT HISTORIANS TO THE DEVELOPMENT OF HISTORY

Greek Historians : Herodotus, Thucydides.

Roman Historians : Cato, Livy, Tacitus, St. Augustine.


II. NEED FOR HISTORY EDUCATION

For understanding one’s contemporary environment-disciplinary value : understanding the dynamics of history-understanding human nature through history-ability to predict future on the basis of one’s understanding of the past.

History - national integration and international understanding.

III. TREATMENT OF HISTORY SUBJECT IN SCHOOL CURRICULUM

Recommendations made by Education Committees and Commissions after 1947.

IV. THEORIES INFLUENCING SELECTION OF HISTORY MATERIALS

(i) Doctrine of natural tastes and interests.

(ii) Culture epoch theory.
(iii) Proceeding from near to the remote.
(iv) Reconciliation of the psychological development of the child with demands of the subject and time allotted.

V. CURRICULUM IN HISTORY

(i) Current trends in curriculum changes in History.
(ii) A critical analysis of existing teacher education programme in History.
(iii) Critical analysis of content course of History classes IX, X, XI, and XII.
(iv) Utilizing current events and contemporary affairs.

VI. INSTRUCTION METHODS FOR INDIVIDUAL DIFFERENCES

(i) Aptitude treatment interaction (A.T.I).
(ii) Programmed learning.
(iii) Classroom interaction analysis-Modification of teacher behavior with special reference to history teachers.

VII. MODELS OF TEACHING AND THE TEACHING OF HISTORY

(i) Concepts Attainment Model.
(ii) Advanced Organization Model.
(iii) Jurisprudence Inquiry Model.

VIII. ACTION RESEARCH IN HISTORY

Note: Students of optional "History" are to be familiarized with the latest - Tamil Nadu Curriculum for "Ethics & Indian Culture", presented for Higher Secondary Classes.

PRACTICAL WORK

1. Preparing biographies.
2. Preparing improvised aids for teaching of history.
OPTIONAL 7/1

GEOGRAPHY - PAPER - 1

OBJECTIVES

To develop in the student teacher the ability to

a. understand and appreciate the objective of teaching Geography in the Secondary and Higher Secondary Schools.

b. acquire adequate knowledge of concepts in Geography.

c. acquire adequate skills in using proper and suitable instructional techniques in Geography.

d. understand and appreciate the interdependence of regions and people.

e. develop in the student teacher the ability to use suitable aids and devices in teaching the various geographical concepts.

I. GEOGRAPHY - ITS DEFINITION:

Its roles in the development of national integration and inter-national understanding.

Instructional objectives and Lesson Planning

Bloom’s Taxonomy of objectives - General and specific Instructional Objectives - Cognitive, Affective and Psychomotor Domains.
Importance of Lesson Planning - Lesson Plans, Unit plan and year plans herbartian steps - Format of a typical lesson plan - Selection and organization of concepts. Teaching and Teaching aids, Evaluation Recapitulation and Assignments.

II. TEACHING SKILLS :

Communication skills - Introducing a Lesson, Explaining, Stimulus variation, Reinforcement, Questioning, Achieving closure - Cycle of operation - Need for a link lesson - Macro teaching.

III. EDUCATIONAL TECHNOLOGY :


Non-projected aids - Charts, Models, (Static and working) flash cards, pictures, chalk, flannel, magnetic and Bulletin Boards; Maps, Globes, Exhibits etc. CAI Programmed Learning (Linear and Branching programmes) Internet etc.,

IV. METHODOLOGY AND APPROACHES IN TEACHING :


SCOPE AND TREATMENT OF THE FOLLOWING IN SCHOOLS

a. Mathematical Geography.
b. Physical basis of Geography, Geomorphology, Climatology and Oceanography
c. Economic Geography.

V. CURRICULUM ORGANIZATION

Principles, criteria for selection - Organization of content - Geography syllabus, the necessity for a teacher syllabus as distinct from school syllabus.

VI. BASIS OF INSTRUCTION

Special qualities of Geography teacher Flanders class room interaction analysis. The Geography room - Need for a separate Geography room - minimum essential equipment
and classification - Geography text book and the other reading materials, Geography Library, Geography Museum.

VII. EVALUATION AND STATISTICS :

Tools and its types - Diagnostic, prognostic, and Achievement test - Criterion and Norm referenced tests - Principle of test construction - Blue print and Question Bank, Construction and Administration of a test, Item analysis, Reliability and Validity, - Standardizing a test - Scoring and Interpretation of results.

VIII. STATISTICAL TOOLS :

Measure of central tendency - Mean, Standard and Quartile Deviation, Correlation Co-efficient, Rank order - Graphical Representation of Data - Bar and Pie diagrams, Histogram, frequency polygon, Cumulative frequency curve, ogive, percentile ranks, Normal po-probability curve, Kurtosis, Skewness.

PRACTICAL WORK

Selecting and carrying out activities such as those suggested in the Secondary and Higher Secondary syllabus.

The students may be asked to maintain records of the activities :

1. Maintaining a record on scales, distance, directions, representation of relief-diagrammatic representation of climate and economic data.
2. Maintaining weather report-Interpretation of climatic data.
3. Collection of current events.
4. Preparation of Software material - models, charts etc.
5. Designing a proforma for self-evaluation and students evaluation.

LEARNING FROM CYBER RESOURCES :

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum.

REFERENCES


Gopill, G.H., Teaching of Geography, Macmillan, 1966


Magnee, Teaching of Geography, O.U.P., 1952

Passi, B.K., Becoming a Better Teacher, Sahitaya Madranalaya, Ahmedabad, 1976.


WEB SITES:
1. Geo.Teacher
2. Geography Education @National Geography.com
3. Geo.Resource Center
4. Geography Education

OPTIONAL 7/2

GEOGRAPHY - PAPER - II

OBJECTIVES

To develop in the student teacher the ability to

a. prepare classroom tests, administer, score and interpret the results.

b. identify the talented children in Geography.

c. understand the problems facing India

d. arrange for Seminars, Symposium, Workshop etc.,

e. analyse the problems of geography teaching in the rural schools.

I. AIMS AND VALUES OF TEACHING GEOGRAPHY

Changes in Geography teaching.
II. METHODS AND MATERIALS OF TEACHING GEOGRAPHY

i. Use of modern techniques in teaching Geography, Discussion, Seminar, Symposium, Workshop, team teaching, supervised study, Role Play, Educational games, Puzzles, Quiz, etc.,

ii. Geographic attitude and its importance to the individual and society.


III. LEARNING RESOURCES

Net based resources - Laboratory. Organization, Maintenance, Records, Materials, Improvisation of Apparatus, etc.,

Co-curricular activities - Geography club - field trips, Excursions, Exhibitions, etc.,

IV. STATUS OF GEOGRAPHY

i. An understanding of the Geographic background of the problems facing India at present - over Population, Pollution - Land, water and air, Malnutrition, spread of diseases show can Geography education help in solving them.

ii. Special problem of Geography teaching in rural areas - school teacher - preparation and in service training, availability of background experience in students in relating geographic attitude.

V. ACTION RESEARCH

Practical Work

1. Construction and standardization of an achievement test in a geographic unit of standard X or XI or XII.

2. Practicing (2 session each of 10 minutes) Classroom interaction analysis and presenting the report.

3. Preparation of 2 improvised apparatus.

4. Construction of an attitude and aptitude test in Geography.

REFERENCES:

Lee Dham, J., and Unwined, Aspects of Educational Technology, London Methuen Annual Publication of all the years from 1967.


Journal of Educational Technology, Center of Educational Technology, University of Sussex, U.K


WEB SITES :
1. Geo Teacher
2. Geography Education @National Geography.com
3. GeoResource Center
4. Geography Education

OPTIONAL 8/1

HOME SCIENCE - PAPER-I

OBJECTIVES

1. To help the student teacher of Home Science to understand the need for teaching Home Science in Secondary and Higher Secondary schools.
2. To make them realise that home, school and community are joint laboratories in developing them as worthy citizens.
3. To impart knowledge of the different steps involved in the various methods of teaching.
4. To enable the student teachers to acquire skill in planning a lesson with reference to methods and instructional materials and presenting them effectively.
5. To familiarise the student-teachers with recent trends in evaluation as applied to Home Science and to prepare objective based test items to evaluate the achievement and progress of pupils.

6. To enable the student-teacher to understand the principles of curriculum organisation in secondary and higher secondary schools.

7. To enable the student-teacher to realise the value of Home Science in contemporary life.

8. To familiarise the student-teacher with the organisation and maintenance of the Home Science department.

9. To help the student-teacher to develop an analytical and creative mind and make them effective members of the home, the school, the community and the profession.

UNIT-I:

Nature and scope of Home Science in the world setting, family setting and educational setting. Aims and objectives of teaching Home Science in relation to the needs of the pupils, society and to the general scheme of education.

UNIT-II:


UNIT-III:

Organizing Home Science Lesson Units From Instructional Point Of View-Lesson Plan-Need, Preparation And Format.

UNIT-IV:

Communication skill- skill based teaching. Principles of microteaching - skill of motivation, explaining, questioning, blackboard writing, and stimulus variation - cycle of operations - need for a link lesson.

UNIT-V:

Individual methods of instruction - assignment, supervised study, individual project and home project, programmed instruction and computer assisted instructions. Group
techniques - Lecture - Project - Discussion - Seminar - dramatization - experimental method - field trips and excursion - exhibition - educational games and puzzles - team teaching.

UNIT-VI :

Educational Technology : Principles and use of hardware technological aids - TV, Films, Film Strips, Slides, Overhead projector, Opaque projector, LCD projector, Audio Cassettes and Video Cassettes, Radio and Recordings.

Software - Chalk board, bulletin board, charts, exhibits, flannel and magnetic board models, need for improvised aids.

UNIT-VII :


UNIT-VIII :

Home science department, organization and maintenance of Home Science Laboratory - Planning an all-purpose room-management of the department - records and registers.

UNIT-IX :

Text books - Criteria of a good textbook - critical review of home science textbooks used in Secondary and Higher Secondary Schools.


UNIT-X :

Curriculum in Home Science - Principles of curriculum development - selection and organization of subject matter - a critical study of the home science syllabus in secondary and higher secondary schools - home science in the vocational stream.

LEARNING FROM CYBER RESOURCES :

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum
PRACTICAL WORK:

1) Construction and use of Achievement test.
2) Making of charts, improvised aids, models and albums.
3) Preparation of two overhead transperancies.
4) Conducting a seminar on current issues in Home Science.

REFERENCES


American Journal of Home Economics.


Nutrition, National Institute of Nutrition, Hyderabad.

The Indian Vegetarian Congress Quarterly, The Vegetarian Congress, Madras -18
OPTIONAL 8/2

HOME SCIENCE - PAPER-II

UNIT - I:

Understanding adolescents - The role of home, community and the teacher - Securing discipline, sharing responsibility - Developing leadership of teachers for effective roles - Group work in practicals

UNIT - II:

Acquainting teachers with programmes of Nutritious Noon Meal Scheme - Applied Nutrition Programme - Adult Education Programme - World Food Day - ICDS. Role of international agencies in the Nutritional Programmes.

UNIT - III:

The Home Science Teacher - Qualification - Duties and responsibilities to school and community, and professional growth. Problems faced by the Home Science teacher - Lack of Text books, job opportunities.

UNIT - IV:

Home Science Association of India, Inservice training, self evaluation of the teacher - Need to design a self evaluation proforma.

UNIT - V:

Critical problems India is facing at present - malnutrition - Over population - communicable diseases. Causes and prevention of the above. Need for the inculcation of values.

UNIT - VI:

Classroom climate - Teacher dominated pattern - Laissez faire pattern and democratically planned pattern - Significance of the classroom climate - Class room Interaction analysis.

UNIT - VII:

Student evaluation - Rationale for student evaluation - Teacher pupil attitude, factors affecting criteria for evaluation based on student perception and teacher perception, modification of teacher behaviour and development of students growth.
Note: Students of optional "Home Science" are to be familiarized with the latest Tamil Nadu Curriculum for "Nutrition and Dietetics", prescribed for Higher Secondary Classes.

**PRACTICAL WORK**

1. Presenting demonstration lessons to the peers in selecting topics from Home Management, Foods and Nutrition, Textiles and Clothing and Child Development.
2. Undertaking minor projects.

**REFERENCES**

- Devadas, R.P. Methods of Teaching Home Science, NCERT, 1978
OBJECTIVES

a) To understand the nature and scope of teaching commerce and accountancy
b) To sensitise the student teachers to the value of the teaching commerce and economics.
c) To develop skill in student teacher to prepare lesson plans, and present it effectively.
d) To describe techniques for evaluating commerce and accountancy and apply it in classroom.

I. INTRODUCTION

Historical background of commerce education - its present status - nature and scope of commerce and accountancy - objectives and need for commerce and accountancy in the higher secondary curriculum.

II. AIMS, OBJECTIVES AND VALUES IN TEACHING COMMERCE AND ACCOUNTANCY

Aims and objectives of teaching commerce and accountancy in the higher secondary education - instructional objective or objective based instruction - values of teaching commerce and accountancy - practical values - cultural values - social values - disciplinary values.

III. LESSON PLANNING

Framing of syllabus - importance of planning - for the whole year - for the term - unit plan - analysing the plan - principles involved in it.

IV. ORGANISATION

Content organisation - modern trends - principles of selection - academic and vocational courses - organization of subject matter - logical and psychological organization - topical and unit plans.

V. LEARNING EXPERIENCE

Types of learning experiences - characteristics of learning experiences for different methods of teaching - motivation - arousing and maintaining interest - problems solving - rationalisation and concretisation.
VI. EVALUATION

Meaning of Evaluation - Difference between evaluation and examination - concept of evaluation - objective based evaluation - tools and techniques in evaluation - item analysis - construction of different types of tests - achievement test, diagnostic test - construction and standardisation of a test - criteria of a good test - statistics - measures of central tendency - mean - median - mode - standard deviation - coefficient of correlation - rank order correlation.

VII. ASSIGNMENT AND REVIEW

Assignments - types - need - characteristics of a good assignment - techniques involved in it - correction - review - characteristics of a good review - need and importance of reviewing lesson.

VIII. COMMERCIAL ISSUES


PROJECT WORK

Arranging work experience for the students by getting permission from concerns.

Preparation of albums containing specimen copies of important documents pertaining to a particular business.

REFERENCES

LEARNING FROM CYBER RESOURCES:

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum

OPTIONAL 9/2

COMMERCE AND ACCOUNTANCY - PAPER-II

OBJECTIVES

a) To enable the student teacher acquire knowledge of the principles on which the teaching of Commerce and Accountancy is based and appreciate the adjectives of it.

b) To develop in the student teacher to understand the various aspects of content analysis.

c) To enable the student teacher to apply effective instructional design in teaching Commerce and Accountancy to Higher Secondary students.

d) To develop skills to effectively use technology to teach Commerce and Accountancy.

e) To make the student teacher aware of the use of various instructional materials and aids in teaching Commerce and Accountancy.

f) To develop skills to organise events for the commerce club activities.

I. INTRODUCTION


II. CURRICULUM DEVELOPMENT

Principles involved in the development of Commerce and Accountancy curriculum - Vocational and Academic curriculum - Selection and gradation of materials for the school and college level - Its organisation - Their relation to objectives of teaching the subject.

III. METHODS OF TEACHING COMMERCE AND ACCOUNTANCY

IV. USE OF TECHNOLOGY

Use of computer and internet in learning commerce - Programmed Computer aided instruction modules - Interactive video / tele lectures - Commercial and Educational broadcasting - Accounting software packages - E-commerce - Meaning - Concept of structure world.

V. CLASSROOM MANAGEMENT

Classroom management when teaching Commerce and Accountancy - Systematic approach in teaching - Student activity and teacher’s role - classroom in action analysis - recapitulation, assignments and review.

VI. RESOURCE FOR TEACHING COMMERCE

Text books - Libraries - Journals and Periodicals - News papers - reference materials surveys - original documents and books - Community resources - meaning, significance - developing a link between school and community -

arranging field trips, Guest lectures - Excursions, Workshops - activities.

VII. INSTRUCTIONAL AIDS

Visual aids black board, books, charts, pictures, photos, overhead projector - original documents. Audio-aids : Radio - tapes - record players

Audio-visual : Television - video cassettes - multi-media - computer, internet, etc.

VIII. THE TEACHER OF COMMERCE

Characteristics of a good commerce teacher - growth of a teacher - preservice and inservice programmes - responsibilities of a commerce teacher - social and environmental - problems faced in teaching - research.

IX. COMMERCE DEPARTMENTS

Work experience - Guest Lectures - Commerce clubs - development of commerce club - activities to develop commercial interest and attitudes.

PRACTICAL WORK

a) Visit to Banks, shops, supermarkets, life insurance office to study the commercial activities and accounting procedures.

b) Organising various activities for commerce clubs.
REFERENCES


OPTIONAL 10/1

OPTIONAL : ECONOMICS - PAPER - I

OBJECTIVES

1. To help the student teachers acquire knowledge of the nature, scope and development of Economics.
2. To sensitishe student teachers the value of the discipline of Economics.
3. To create among student teachers awareness of Economic Problems and their impact on political and civic life.
4. To acquaint the student teachers with the objectives of teaching Economics in Higher Secondary Schools and help them to plan the learning activities according to the stated objectives.
5. To enable the student teachers understand the long and short term goals of teaching Economics and develop the skill in the formulation of general instructional objectives and specific learning outcomes (specific objectives).
6. To develop effective instructional skill in the student teachers for effective delivery of the subject matter.
7. To guide the student teachers in acquiring skills relating to planning lesson and presenting them effectively.
8. To help the student teachers understand the principles of curriculum construction and examine critically the Economics curriculum in the light of the principles of curriculum construction.
9. To familiarize the student teachers with the various methods and techniques that can be employed for the teaching of Economics.

10. To develop the ability of the student teachers prepare and use effectively the A.V. aids and mass media.

11. To enable the student teachers understand the evaluation techniques and prepare objective based and type of test items to assess the achievement of the students.

12. To enable the student teachers interpret the scores and arrive at the conclusion.

13. To encourage the student teachers prepare hard and software wherever and whenever necessary after understanding the theoretical value of them.

14. To encourage the student teachers understand the various methods of evaluating the classroom teaching.

I. NATURE AND SCOPE OF ECONOMICS:

Economics, Political Science and civics as social sciences and the interrelationship between them - Place of these in Higher Secondary Schools - General and Specific aims of teaching Economics at the Higher Secondary level.

II. METHODS OF TEACHING:

Method of organising experiences in teaching - Lecture - Demonstration - Discussion - Problem - Enquiry approach - Project - Supervised Study - Socialised recitation - workshop - Laboratory. Activity based teaching. Use of source materials - Case studies - Their applicability to the teaching of Economics at the Higher Secondary level.

III. INSTRUCTION AIDS:


IV. LESSON AND UNIT PLANNING:

Lesson Planning - Importance of lesson plans - Writing instructional objectives - Planning for specific behavioural changes. Essential parts of the lesson plan. Preparation and use of Unit Plan.
V. TEACHER PREPARATION AND TEACHER OF ECONOMICS:


VI. CURRICULUM DESIGN:

The principles of curriculum construction as applicable to Economics - The selection of content and its organisation - Content materials in the syllabus - Their relation to objectives of teaching the subject. Critical Study of the Curriculum in Economics at the Tamil Nadu Higher Secondary School Level.

VII. RESOURCES FOR TEACHING ECONOMICS:

Contemporary issues - Community resources - Excursions - Field trips - Library - Use in the teaching of economics. (Units IV to VII will be dealt with special reference to the Tamil Nadu Higher Secondary Syllabus).

VIII. EVALUATION AND STATISTICS:


IX. PRACTICAL WORK:

1. Preparation of unit plans in Economics.
2. Visits to different types of banks, super market, warehouse and industries.
3. Collection of yearbooks, newspapers, magazines and clipping of articles related to Economics.
5. Preparation of charts and albums relating to Economics.
LEARNING FROM CYBER RESOURCES:

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum

REFERENCES


OPTIONAL 10/2

OPTIONAL : ECONOMICS - PAPER - II

OBJECTIVES

1. To enable the student teachers to understand the nature and scope of Economics.
2. To make the student teachers understand the Economical problems facing India.
3. To enable the student teachers develop interest in adopting modern method techniques of teaching.
4. To develop in student teachers competence in the preparation of programmed learning materials, (Economics textbooks and workbooks).

5. To develop the ability of the student teachers prepare and use effectively the A.V. aids and mass media.

6. To enable the student teachers understand the evaluation techniques and prepare objective based and type of test items to assess the achievement of the students.

7. To enable the student teachers understand the various techniques such as ATI, Models of Teaching and their implications to Economics teaching and learning.

8. To encourage the student teachers prepare hard and software wherever and whenever necessary after understanding the theoretical value of them.

9. To encourage the student teachers to understand the various methods of evaluating the classroom teaching.

10. To help the student teachers to recognize the special problems in teaching Economics in rural schools.

11. To encourage the student teachers know the latest developments in subject Economics.

INTRODUCTION:

Aims, values and scope of Teaching Economics - Changes in Economics teaching. The aims of Economics -The relative value of Economics.

METHODS AND MATERIALS OF TEACHING THESE SUBJECTS:


EDUCATIONAL TECHNOLOGY:

Clubs - Field trips - Guest lectures - Exhibition -Computer assisted instruction - Use of Audio and Videotapes in teaching Economics.
EVALUATION IN ECONOMICS:


ORGANISATION AND MAINTENANCE:

Structure and design for schools - Equipping the departmental libraries and museums. An understanding of the background of the problems facing India at present - Poverty - Overpopulation - Unemployment - Diseases - Malnutrition - Inflation. How can Economics Education help in solving them?

An understanding of the Recent Economic and Political Developments - Liberalisation and Globalisation - E-Commerce - its impact on internal and external marketing - its implications for Education. Relationship between Political Problems and Economic Problems.

Special problems of Economics Teaching in rural schools - Teacher preparation and in-service education - Availability of Aids, lack of background experience in students - Inculcating Economic attitudes.

PRACTICAL WORK

The following activities are suggested

1. Maps of India can be drawn showing the following things a. Birth rate b. Mortality c. Migration d. Industries.
3. Construction and standardisation of an achievement test in the subjects
4. Guest lectures on Liberalisation and Globalisation, Marketing and other subjects of local and topical interest.

REFERENCES:

OBJECTIVES

To enable the student teachers acquire knowledge on historical evolution of computers and its hardware components.

To acquaint the student teachers with the objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.

To help the student teachers in acquiring skills relating to planning lessons and presenting them effectively.

To familiarise the student teachers with the various methods that can be employed for the teaching of computer science.

To enable the student teachers understand the principles of curriculum construction.

To guide the student teachers in acquiring skill in constructing tests.

To enable the student teachers appreciate and acquire knowledge on Windows 98.
UNIT I : INTRODUCTION :

What computers are - the basic hardware components of a microcomputer - main units of a computer - brief history of development of computers - types of computers - hardware aspects - use of computers in school.

UNIT II : OBJECTIVES OF TEACHING OF COMPUTER SCIENCE

Aims and objectives - based on Blooms Taxonomy of Educational objectives - Computer science teaching at different levels - primary, secondary, and higher secondary levels.

UNIT III : MICROTEACHING

Teaching skills - microteaching cycle - teaching components planning a micro lesson - teaching of relevant skills : Skill of explaining, stimulus variation, reinforcement questioning, blackboard writing.

UNIT IV : LESSON AND UNIT PLANNING

LESSON PLANNING : Importance of lesson plans, writing instructional objectives and planning for specific behavioral changes.

UNIT PLANNING : Preparation and use of unit plan.

UNIT V : INSTRUCTIONAL METHODS

Individualized instruction - Concept - Self learning - programmed learning - computer-assisted learning - Computer Managed Learning

Lecture - demonstration - problem solving - project method - scientific method - analytic and synthetic methods. Inductive - deductive approaches of teaching computer science.

UNIT VI : CURRICULUM IN COMPUTER SCIENCE

Principles of curriculum development - criteria of selection of content and principles of organizing the selected content.

UNIT VII : EVALUATION IN COMPUTER SCIENCE

The concept of evaluation - evaluation for achievement, diagnosis and prediction - various kinds of test - principles of construction and administration of an achievement test - characteristic of a good test - Blue print - On-line examination.
UNIT VIII : MS-WINDOWS

Introduction - Start, Leave, Operate MS Windows - Window Elements - Control Menu - Program Manager- Menus - To run program from Program Manager - File manager - Working with Files - Disk Menu - View Menu - Options Menu - Window Menu - Control Panel - Print Manager - Clip Board Viewer - Paint Brush - Write - Terminal - Note Pad - Calender - Calculator - Clock.

UNIT-IX : MS-WORD

Introduction - Entering Text - Selecting and Inserting text - Making a Paragraph, Getting Help - Moving and Copying - Searching and Replacing - Formatting Character and Paragraph - Tables and Foot Notes - Tables of Contents and Index - Sorting, Formatting sections and Documents.

UNIT-X : MS_EXCEL

The Excel environment - Entering and Changing information and formula - functions - Copying, Moving and Deleting information - Names and Arrays - Saving Worksheet - Loading and Printing - Number formatting - Working with rows and columns - Display - Calculation - Protecting the work - Charts.

LEARNING FROM CYBER RESOURCES :

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum

REFERENCES


Passi, B.K (1976), "Becoming a Better Teacher and Microteaching Approaches", Sahitya Mudranalaya, Ahmadabad,


**OPTIONAL 11/2**

**COMPUTER EDUCATION PAPER II**

**OBJECTIVES**

- To enable the student teachers develop interest and appreciate various pedagogical principles in teaching of computer science.
- To develop in the student teachers skills in preparing and using Computer Assisted Instruction programmes.
- To enable the student teachers skill in developing programs in C languages.
- To enable the student teachers acquire the knowledge relating to the organization and administration of computer laboratory.
- To enable the student teachers understand the need for and methods of evaluating the class room teaching behavior.
- To help the student teachers acquire knowledge on computer software and the growing capability of computer technology.
- To enable the student teachers acquire knowledge on latest trends in Information Technology.
UNIT I : MODERN TECHNIQUES IN THE TEACHING OF COMPUTER SCIENCE

Seminar - symposium - group discussion - panel discussion - workshop techniques.

UNIT II : EVALUATION OF TEACHERS

Rating by supervisor or colleagues - evaluation by pupils - self-evaluation - classroom interaction analysis.

UNIT III : COMPUTER SCIENCE TEACHER

Academic and professional qualification - special qualities required for a computer science teacher - in service training.

UNIT IV : PLANNING AND MAINTENANCE OF A COMPUTER LABORATORY

Need for planning the computer laboratory - special features of computer lab - essential infrastructure - laboratory management - organization of practical for pupils - maintenance of records - discipline in the laboratory.

UNIT V : COMPUTER EDUCATION

COMPUTER SOFTWARE : Categories of software different procedures for acquiring software advantages - the ethical and practical issues involved in the software piracy.

COMPUTER TECHNOLOGY : The growing capability of computer technology - use of robots - artificial intelligence - office automation.

UNIT VI :

Review of units in computer science. Need and importance of reviewing computer science lesson, characteristics of good review - different techniques of reviewing a lesson.

UNIT VII : WRITING (CAI) INSTRUCTIONAL PROGRAMMES

1. A systematic plan for developing CAI programmes.


UNIT VIII: AUDIO-VISUAL EDUCATION

1. Need and importance of audio-visual aids in teaching computer science and their classification.

2. Use of graphic materials: Pictures charts - diagrams - graphs and tables - projective aids.

UNIT IX: FUNDAMENTALS OF C

Elements of C Language: Character Set - C Constant - C variables, operators, control structures - loop structures - arrays and structures - functions - library functions - developing simple C programs.

UNIT X: LATEST TRENDS IN INFORMATION TECHNOLOGY

Multimedia - Desk Top Publishing - Internet and its uses - E-commerce and Electronic Data Interchange (EC & EDI).

REFERENCES


Sampath et.al. Introduction to Education Technology, Sterling Publishers, New Delhi, 1990

Steven Hlzner, 'C-Programming' Presnticve Hall of India P.Ltd., New delhi, 1999.
Vedanayagam, E.G. Teaching Technology for College Teachers, Sterling Publishers

OPTIONAL 12/1

POLITICAL SCIENCE - PAPER-I

OBJECTIVES

At the end of the course the student teacher will

a) Have an understanding of the nature, scope and limitations of political science and certain important political concepts

b) Have an elementary knowledge about the Indian political system and certain contemporary problems that the political system faces.

c) Have an appreciation of the role of ideologies in India and in Tamil Nadu.

d) Be familiar with the application of pedagogical methods and appreciate the role of political socialisation in the formation of opinions in politics.

e) Have an appreciation of the strengths and weaknesses of the Indian political system.

f) Have a knowledge of the methods of evaluation appropriate in the teaching of political science.

1. POLITICAL SCIENCE


2. INDIAN POLITICAL SYSTEM

3. IDEOLOGIES

Origins of Ideologies - Differences between ideologies and utopias - Nature of ideologies - ideologies as grounded in history, as ready-made blueprints for action - Typical ideologies: Capitalism, Communism and Socialism - Hindu Nationalism, Dravidian ideology - liberalisation and globalisation - Terrorism, Environmentalism and Human Rights.

Ideologies and Education: Ideologies as bases for educational policies - access to education - financing of education - equalisation of educational opportunities - organisation of education and choice of the content of the curriculum.

Civil Society: Concept of the Civil Society - Role of the Civil Society - Role of the Citizen in Civil Society - Types of relationship between the state and the civil society: Cooperation, competition, conflict - Illustrations for each - Increasing role of the civil society in the contemporary era.

4. POLITICAL SOCIALISATION/ POLITICAL ATTITUDES

Concept of Political Socialisation: the gradients in political socialisation: Cognition, participation and integration vis-à-vis the political system in which an individual is embedded - Levels of Cognition, levels and modes of participation - Role of the Family, Schools, Political Parties, Press and Modes of Integration.

Role of the teacher in the formation of political attitudes - The role of the teacher vis-à-vis formation of dysfunctional political attitudes like rebellion and revolution and civil disobedience - Peace settlement.

5. CIVIL SOCIETY AND CITIZENSHIP EDUCATION

Difference between political socialisation and citizenship education - Forms of citizenship education: Cursory, technical and constructivist - Casual, well planned, and grooming for engagement - a comparison of curricula of citizenship education in India with typical countries like the U.K. and the U.S.A.

LEARNING FROM CYBER RESOURCES:

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two webpages bearing on the same unit in the school curriculum
REFERENCES


Appadurai: The Substance of Politics: O U P, India.

Apple, (1979) Ideologies and the Curriculum

Bell, D (1959) The End of Ideology


OPTIONAL 12/2

POLITICAL SCIENCE-II

(In Paper II the focus will be on methods appropriate for teaching the specific syllabus prescribed for +2 in Political Science. Every student teacher of political science must be encouraged to prepare a scrap book out of daily reports in the newspapers pertaining to the various units in the syllabus and also prepare teaching notes indicating how he/she would incorporate each)

OBJECTIVES

At the end of the course the student teacher will be able to transact in an effective way the curriculum in political science prescribed for the +2 stage. More specifically, he/she will have mastered a variety of pedagogical methods, be able to select the appropriate method for each topic and apply the same. He/she will also be thorough with the content of the syllabus prescribed.

GENERAL METHODS OF CURRICULUM TRANSACTION :

A. Teacher-Centred Methods

  Lecture-Discussion : Preparation : Organisation : Linear, cumulative, concentric-
  Delivery : Skills : Motivation/Set Induction, Description, Explanation, Interpretation,
  Questioning, Probing Questions, Summarising and Closure.

  Black Board Work : Different Uses of the Black Board : Providing an Advance
  Summary, Explaining through Diagrams, Depositing/ Ticking Points Covered; Noting
  down points emerging from students responses in discussion-Budgeting the Black Board
  space for various uses.

  Tutoring : Difference from Lecture Discussion : Focus on an individual student-Skills
  for Tutoring : appreciation of individual differences, diagnosis of difficulties, academic
  guidance, interpersonal interaction skills

  Mentoring : Difference from tutoring : developing students with special aptitude for
  the subject-Skills for mentoring : identifying individual aptitude profile, developing a tailor-
  made enrichment program-monitoring.

B. Student-Centred Methods

  Seminar-skills to be developed through seminars : reading, writing and presentation-
  Steps in organizing a seminar : choice of theme, choice of participants, orienting the
participants to relevant references and experiences, choosing a rapporteur-staging-
steering-summarising and consolidating- and giving feedback

**Symposium** : Difference from seminar : convergent structure : different students
preparing documents from different perspectives focusing on a common, central theme-
organization of a symposium : choice of theme, identifying definite perspectives-assigning
the perspectives to different students- choosing a rapporteur-staging-steering-giving feed
back.

**Workshop** : Difference from seminar and symposium : aim at a solution document-
Steps in organizing a workshop : choice of the area, definition of the problem, specification
of the features of the outcome, breaking down the problem into subproblem-assigning sub-
problems to groups-staging : plenary, group work, plenary session for consolidation

**Role Play and Simulation** : Meant for teaching attitudes and social skills-Steps in
Role Play/Simulation : choice of theme, identification of roles involved, briefing, giving
guidelines for scripts-staging-recording-debriefing-evaluating.

**Debates** : Debate as a bipolar adversarial discussion-choice of themes-defining the
academic scope and limits of the theme-lining up speakers-choosing a team leader-
specifying in advance the criteria for judging the outcome, including or excluding audience
reaction-staging-assessing individual and team performance.

**C. Subject-Centred Methods**

**Assignments-purpose** : enrich the students’ knowledge and academic skills
through independent work-relating concepts to real life experiences through observation
and/or study of newspapers and magazines-types : group assignments and individual
assignments-Steps : choosing topics, distributing the topics among students, giving
guidelines, tutoring and monitoring, evaluation

**Field Visits** : Purpose : enrich students’ knowledge through observation of the
structures and processes as they obtain in real life-Steps in field visit : choosing the field,
defining the focus, orienting the students, preparing an observation and/or interview
schedule-Choosing the time of the visit-visiting the field-monitoring the field work.

**Case Studies** : Purpose : in-depth understanding of a particular phenomenon in all
its dimensions-choice of the unit : an individual, a group, an institution, or a state- Stages :
choosing the case subject/unit, identifying the broad correlates to be reckoned with-
preparing a comprehensive schedule for observation and interview-making the study-
preparing the report
**Portfolio**: Purpose: to motivate and guide students to collect and structure material in their areas of individual interest over a period of time e.g., on elections, assembly proceedings on a particular subject, coverage of education in the proceedings of parliament etc., - Choice of theme: the teacher’s role in helping each student to identify and select a theme of intrinsic interest, collect material, work out a structure and organize

**D. Media-Centred Methods**

*The role of media in the political process*: newspapers, radio, television: national and cable networks-the need to make use of media in political education.

*Modes of Media Use*: Direct use in the classroom-criteria for selection: relevance, balance and impartiality;

*For Assignments*: Guidelines for choice and use

*Content Analysis*: Definition-purpose: objectivity and validity of inferences-Steps: defining content categories-identifying frequency of occurrence-relationship among categories-analyzing the documents in terms of external criteria like source, political affiliation-discounting bias and estimating truth value.

**E. Evaluation**

Definition-difference between evaluation, measurement and testing - Dimensions of evaluation: knowledge, attitude and skills-tools of evaluation: tests, attitude scales, rating scales, observation.

*Tests*: standardized and teacher-made tests-stages in the development of a test: preparing the blue print, coining questions and assembling a test.

*Attitude Scales* - definition of attitude-examples for Attitude Scales: Attitude to Self-Financing Colleges, Attitude to Secularism, Attitude to Caste (The treatment will be confined to using and not constructing attitude scales)

Scoring and interpretation of tests and scales

**REFERENCES**

Anastasi, Anne (1976), Psychological Testing, NY: Macmillan Pub Co

Berelson Content Analysis


Lynton and Pareek Training and Development.

Kozma, T (1975) Instructional Techniques in Higher Education.
