

**SRM SCHOOL OF TEACHER EDUCATION AND RESEARCH  
SRM UNIVERSITY**

**B.Ed. Curriculum 2007 – 08**

Duration	:	One Year
Medium of Instruction	:	English / Tamil / Hindi / Telugu
Type of Institution	:	Co-Education
No. of working days	:	200 (including examination) / (6 hours per day)
Teaching Practice	:	40 days
(Observation & Internship)		
Examination	:	16 days
Theory Marks	:	700
Practicals	:	500

**Core Subjects**

S.No.	Subjects	Code No.	No. of Hours	Marks (100)	
				Theory	
				External	Internal
1.	Teacher in Emerging Indian Society	TE101	120	70	30
2.	Psychology of Learning and Teaching	TE102	120	70	30
3.	Educational Management	TE103	120	70	30
4.	Environmental Education	TE104	120	70	30
5.	Educational Technology & Computing	TE105	120	70	30
<b>Optionals (any 2 of the following)</b>					
6.	Tamil Education - I	TE106	120	70	30
7.	English Education - I	TE107	120	70	30
8.	Hindi Education	TE108	120	70	30
9.	Sanskrit Education	TE109	120	70	30
10.	Telugu Education - I	TE110	120	70	30
11.	Mathematics Education	TE111	120	70	30
12.	Science Education	TE112	120	70	30
13.	Physical Science Education	TE113	120	70	30
14.	Biological Science Education	TE114	120	70	30
15.	Social Science Education	TE115	120	70	30
16.	Commerce & Accountancy Education	TE116	120	70	30
17.	Computer Education	TE117	120	70	30
18.	Tamil Education - II	TE118	120	70	30
19.	English Education - II	TE119	120	70	30
20.	Telugu Education - II	TE120	120	70	30

(Note: Optional Subjects chosen should have been studied at the degree level)

**PRACTICAL EXAMINATION**  
**Teaching Competency**

**Optional Practical based on theory (Any two of the following)**

<b>Sl.No.</b>	<b>Subjects</b>	<b>Code No.</b>	<b>Marks</b>	
21.	Tamil Education - I	TE106A	200	
22.	English Education - I	TE107A		
23.	Hindi Education	TE108A		
24.	Sanskrit Education	TE109A		
25.	Telugu Education – I	TE110A		
26.	Mathematics Education	TE111A		
27.	Science Education	TE112A		
28.	Physical Science Education	TE113A		
29.	Biological Science Education	TE114A		
30.	Social Science Education	TE115A		
31.	Commerce & Accountancy Education	TE116A		
32.	Computer Education	TE117A		
33.	Tamil Education - II	TE118A		
34.	English Education - II	TE119A		
35.	Telugu Education – II	TE120A		
<b>36.</b>	<b>Project &amp; Records</b>	TE121		300
<b>Total Marks</b>				<b>500</b>

**DEVELOPING TEACHING COMPETENCY**

<b>Pre - Internship</b>	<b>Duration</b>
Micro Teaching	1 Week
Demo Class by Trained Educators	1 Week (Minimum 2 lessons in each subject)
<b>Internship</b>	<b>Duration</b>
School based observation	6 days
School based teaching	17 days
School based teaching	17 days
<b>Total</b>	<b>40 Days</b>

## Activities

<b>Sl.No.</b>	<b>Activities</b>	<b>Hours</b>
1.	Communication Skills	20
2.	Certificate Course in Computer	50
3.	Visual Communication	12
4.	Adult Literacy	15
5.	Red Cross/NSS/Scouts/Guides	15
6.	Health Education	10
7.	Physical Education	10
8.	Cultural activities	4
9.	Club activities	4
10.	Women's Cell & Men's Cell	4
<b>Total</b>		<b>144</b>

## RECORDS

1.	Lesson Plan	2
2.	Observation	2
3.	Test and Measurement	2
4.	Adult Literacy Programme	1
5.	Red Cross/ NSS/Scouts/Guides	1
6.	Visual Communication (Radio Script / T.V. Script / Multimedia) (Group Work)	1
7.	Health Education	1
8.	Physical Education	1
9.	Psychology	1
10.	Project	1
11.	Micro Teaching	1
12.	Computer Lab Activities	1

## Teacher in Emerging Indian Society (TE101)

1. Appreciating the value of education and its relationship with philosophy	<b>History of Indian Education</b> a.) Meaning, nature aims, characteristics of education and its relationship with philosophy b) Vedic education, Buddhist education, Jain education – Education under the Moghuls.	Illustrations pictures, Lecture cum discussion.	12
2. Analysis of status of education under the British Rule.	<b>Education under the British rule</b> a) Macaulay’s minute (1835) – Wood’s despatch (1854)- Hunter Commission (1882)- Hartog, Abbot - wood and sargeant committees.	Lecture cum discussion. Ask the students to collect comparative reports.	10
3. Familiarizing with the status of education after independence, Formal & Non - formal education, consequences of stagnation & wastage etc.	<b>Education in free India</b> a) University Education Commission ( 1948-49) Secondary Education Commission – Mudaliar commission (1952-53) – Education Commission - (1964-65) b) Formal, Non Formal and informal Education c) Stagnation, Wastage modernization, Adult Education, Vocationalisation, Population Education – Continuing Education. 3	Group Discussion, debates, project	18
4. To understand, familiar with different schools of philosophy	<b>Major Philosophies of Education</b> Idealism, Realism, Naturalism Pragmatism, their merits limitations and relevance to modern India.	Showing the pictures, projects, Debates Discussions, giving lecture	12
5. To understand the contribution of great educators to education	<b>Contribution of great Educators</b> a) <u>Indian Educators</u> Tagore, Gandhi, Vivekananda, Aurobindo. b) <u>Western Educators</u> Rousseau, John Dewey Montessori, Froebel	Lecture, Debates, Discussions, Illustrations, pictures, library reading	17
6. To understand the professional ethics, familiar	<b>Teacher competency</b> Pre service, In service Teacher Education, Role of NCERT,	Library reading, project work, co curricular	15

with in service framing programme	SCERT, DTERT, professional ethics involvement in co curricular activities	activities	
7. To understand the impact of Education on society, culture, National Integration, Human Rights and Women & Children education	<b>Education and Development</b> Meaning of Education, Impact of education on society, social mobility, social change, Economic progress – Education & culture- Agencies of Socialization, - Education for National integration- International understanding - peace- Human Right – Women and Children Education.	Social and cultural activities For children. Projects for women Education – Woman Toppers in all the fields etc. lecture, Discussion	16

## Practicum

1. Project on Adult literacy programme in any village/area in Tamil Nadu.
2. Identify the philosophies implied in our educational system
3. The students will be asked to prepare a report on the need for value based education
4. Prepare a report on delinquents children and their views on rectifying this problem
5. Prepare a report on child labour taking any area and how children are affected and how education can be given to them. Give simple project.
6. Prepare a report of women in various fields.

## References

- 1) Indra Sharma & Sharma N.R (1992), History and problems of Indian Education, Vinod Pusthak Mandir , Agra.
- 2) Rai. B.C (2001), 'History of Indian Education, Prakashan Kendra, Lucknow
- 3) Suresh Bhatnagar (1986), Indian Education Today and Tomorrow, International Publishing House, Meerut.
- 4) Mathus V.S (1999), Crucial problems in Indian education, Arya Book Depot, New Delhi.
- 5) Chaube S.P (1990), Problems of Indian education, Vinod Pustak Mandir, Agra.
- 6) Sharm.R.A (1993), Teacher education (Theory, Practice and Research) International publishing house, Meerut.
- 7) Jagannath Mohanty (1995), Adult and non- formal education, Deep and Deep publishing house, New Delhi.
- 8) Dent H.C (1961), Teaching as a career, London: B.T Batsford Ltd.
- 9) Rao. V.K & Reddy R.S (1997), Readings in learning education, Common wealth Publishers (5 volumes)
- 10) Swapna Borah (1988) Distance education Delhi: Amar Prakashan

## Psychology of Learning and Teaching (TE102)

Unit	Competency	Content	Transactional Strategy	Hours
1.	Acquires knowledge about the meaning, scope function and methods of psychology	Educational Psychology – meaning, aim, scope, function and methods: (Introspection, Observation, Experimental method, Case study, survey method and Questionnaire method) Human Growth development: Stages of development: Infancy, childhood and Adolescence. Concepts and principles of growth and development, Characteristics and Education of different stages of growth and development. Heredity and environment influence – Physical development –Nature and characteristics up to post adolescent stage – Implication for teaching.	Lecture and discussion	15
2.	Identifies Physical development, nature and characteristics up to adolescent stage. Lists out different types of tests	Cognitive development with special reference to Piaget and its Educational implications. Intelligence as mental ability: Definition, Types of intelligence – Theories of intelligence – Single factor theory: SI Model, Multiple factor theories: Gardner <i>Measurement</i> : Types of Verbal test, Non – Verbal Test. <i>Creativity</i> : Meaning, Dimensions of creativity, stages of creativity, Baqer Mehdis verbal and Non – verbal tests of creativity.	Lecture followed by clippings from magazines.  Prepares different types of tests	14
3.	Identifies Emotional and Social development. Lists out different personality profiles.	Emotional and social development –Emotional intelligence: (Meaning, Importance, development and measurement) – Personality: Meaning, Characteristics, Trait Approaches: Alport, Cattell. Type Approach: Sheldon’s Classification personality profiles – tests - scales, inventories, Projective test –	Discussion  Prepares different types of personality profiles.	15

		(Rorschach Inkblot Test, TAT )		
4.	Being familiar with different learning theories and types of learning.	Learning – Learning Theories: Humanistic behaviouristic, cognitivistic and constructivistic – implications for teaching – Thorndike, Pavlov, Skinner and Gestalt Theory. Types of Learning: co-operative learning, Individual learning and competitive learning.	Discussion picture charts  Lecture /Discussion integration of the theoretical studies with practical experience.	17
5.	Understand different teaching methods to facilitate learning.	Teaching – to facilitate learning – proactive – interactive and post active teaching methods: Evaluation: Measures of central tendency - Mean Median Mode, Standard Deviation and Rank Order Correlation.	Lecture / Group discussion	12
6.	Identification of differently abled children	Intellectually exceptional: Gifted, Slow Learner, Mentally Retarded: (Meaning, characteristics and Education catering to special needs) Impaired vision, Impaired Hearing, Impaired speech, Juvenile delinquents (Meaning, characteristics and Education catering to special needs.	Audiotape / tape recorders. Lecture / Discussion / Preparation of special remedial educational programmes.	15
7.	Recognizes the importance of Guidance and Counseling in Schools.	Guidance and counseling in schools – need for, areas, types, teacher’s role and responsibility.	Case study	12

## Practicum

- 1) Administering an intelligence test to a student, interpreting the results and suggesting measures for implementation
- 2) Conducting two psychological experiments (relevant to the contents in the units with peers) as subjects and interpreting the results.
- 3) Visiting a school where a differently abled students are studying and collecting information about how the special needs of the students are catered to and how students are encouraged to further develop the specific ability they possesses.



## References

1. Mangal S.K (2002), "Advanced Educational Psychology", Published by Ashok K.G, Prentice Hall of India, Pvt. Ltd., New Delhi –1.
2. Chauhan S.S (2003), "Advanced Educational Psychology", Vikas Publishing House, Pvt, Ltd. Jangpura, New Delhi 110 014.
3. Andrews T.G (ED.) (1958), "Methods of Psychology", New York Wiley. E.
4. Woodworth R.S (1954), "Experimental Psychology", New York, Holf.
5. Boring E.G (1950), "A History of Experimental Psychology, 2<sup>nd</sup> edition, Appleton Century – Crofts, New York.
6. Crow L.D and Alice Crow, (1973), "Educational Psychology", Eurasia Publishing House, New Delhi.
7. Skinner C.E (1958), Essentials of educational Psychology, Englewood cliffs N.J practice – Hall, New Jersey.
8. Cattell R.B. (1970), "Theories of Personality", Wiley Publishers, New York.
9. Woodworth R.S (1965), Contemporary schools and Psychology (Rev.Ed), Methuen Publisher, London.
10. Piaget J.C (1926), "Judgment and Reasoning in the child", Harcourt and Brace Publishing House, New Delhi.

## Educational Management (TE103)

Competency	Content	Transactional Strategies	Hours
1. To have an understanding of	1.1 Educational Management Administration, Leadership –	Lecture and discussion.	18

administration management and leadership and how they influence the effectiveness of the education system.	<p>Objectives and functions.</p> <p>1.2 Need for progression from administration to leadership – relevance of administration, management and leadership to people at different levels of guidance (control) requirement.</p> <p>1.3 Organizational climate and determining factors.</p>		
2. Understand and apply systems approach to instructional management.	<p>2.1 Instructional management</p> <p>2.2 Instruction as a system – input process – output – throughput model.</p> <p>2.3 Class room management and discipline.</p> <p>2.4 Changing concept – students involvement and participation.</p> <p>2.5 Management of group learning activities in the class – room.</p>	Discussion and demonstration of group activities.	<b>20</b>
3. To understand the educational management at different levels.	<p>3.1 Educational Management at the state level.</p> <p>3.2 Different types of management of educational institutions at school level (public, private, corporate, board, aided and self financing) and how they are being managed.</p>	Lecture and use of OHP to explain, discussion for comparison.	<b>20</b>
4. To have a first hand knowledge about how schools are managed.	<p>4.1 School management</p> <p>4.2 School community relationship</p> <p>4.3 Parent Teachers Association</p> <p>4.4 linkage with higher and lower level educational institutions.</p> <p>4.5 Management of co-curricular and extra – curricular activities.</p> <p>4.6 Community resources – involvement and participation</p>	Lecture and discussion	<b>20</b>
5. To recognize the quality management and quality control. To understand quality improvement Process.	<p>5.1 Quality management – concepts of quality in education</p> <p>5.2 Quality control, quality management and quality improvement.</p> <p>5.3 Autonomous, Accreditation</p> <p>5.4 Management of change-innovation</p>	<p>Group learning activities on quality management</p> <p>Seminar, demo classes and panel</p>	<b>16</b>

	5.5 Introduction, maintenance and improvement.	discussion.	
6. To enable than to understand recent trends in Education	6.1 Some recent developments and need for research. 6.2 Deemed Universities and its status in Education. 6.3 Collaboration with foreign universities and its impact. 6.4 State of Indian Universities.	Discussion	<b>6</b>

## Practicum

1. Prepare a questionnaire on the school administration (designing)
2. Seminar and paper presentation on Quality management, quality control.
3. Visit a school where differently abled students study and collect information about how the special needs of students are catered to and how to prepare a report.
4. Interview with the administrative heads to analyze the leadership style.
5. Prepare a pupil rating scale for teacher evaluation at the secondary level.
6. Prepare a report on general problem that excess in school administration.
7. Prepare a report on foreign universities in India and its impact on education.

## References

1. Venkataiah(2004), Management Education, Published by Anmol Publications Pvt. Ltd., New Delhi.
2. Venkataiah S (2004),Quality Education, Published by Anmol Publications, Pvt. Ltd., New Delhi.
3. Vashist SR (2002), Class-room Administration, Published by Anmol Publications, Pvt. Ltd., New Delhi.
4. Ahuja K K (1991), Industrial Psychology and Organisational behaviour (First Edition)Published by Khanna Publishers New Delhi.
5. Sidhu K S (1996), School Organisation and Administration, Published by sterling Publisher Pvt. Ltd. First Edition, New Delhi.
6. Lulla P B (1976) and Murthy S K, “ Current trends in modern education, Ludhiana, Prakash publishers Brothers.

7. Education and National Development (1971), Report of the Educational Commission 1964-66, NCERT.
8. Challenge of Education (1997), India – New Delhi, Tata Magraw Hill Publishing Co. Ltd.
9. Fiedler, Fred E A, Theory of Leadership Effectiveness, New York.
10. Atkinson, John W. Motivational Determinants of Risk Taking Behaviour. Psychological Review, 64(6), 1957,365.

## Environmental Education (TE104)

Unit	Competency	Content	Transactional Strategies	Hours
1	Acquires knowledge about the meaning, scope and importance of Environmental Education	Definition of Environmental Education, Need and scope of Environmental Education, Importance of Environmental Education. Earth- Lithosphere, Hydrosphere, Biosphere, Atmosphere- ideal planet to sustain life.	Lecture followed by discussion. Clippings from newspapers, magazines.	14
2	Identifies the different sources of energy and classifies them.  List the sources of pollution and recognizes the measures to control pollution.	Renewable and Non-Renewable sources of energy: Solar energy, Wind energy, Thermal energy and Tidal energy. Environmental Pollution: Definition causes and control measures of air, water, soil, noise and nuclear pollution.	Explaining with local examples OHP, transparencies, chart.	16
3	Realizes the need for controlling population  Suggests ways to dispose garbage.  Realizes the importance of Rain Water harvesting	Environmental issues: Population Explosion, Acid Rain, Green House Effect and Global Warming, Ozone Depletion. Solid waste management: Recycling, Incineration, Composting. Rain water harvesting methods.	Presents data regarding population growth in the recent, past. Group Discussion  Discussion, field visits	18
4	Recognizes the need for protecting the forest and wild life.	Conservation of forest and wild life. Sustainable Development Role of Media and N.G.O	Lecture followed by group discussion	13
5	Recalls the efforts made by the Government in conserving the natural resources	Environmental Acts Salient recommendations of Stockholm conference 1972, Nairobi conference 1982, Earth Summit 1992, United Nations Environmental Program UNEP (Objectives and Activities).	Lecture cum discussion	15
6	Identifies the	Disaster Management : Flood,	Preparation of	12

	mitigation measures	Earth Quake, Land Slides, Volcanoes, Earth Quake	Charts and photographs.	
7	Recognizes the need for environmental education at school level.	Environmental Education and School Curriculum, Formal, Non Formal Environmental Education. Environmental clubs in School: Aim and Activities.	Lecture followed by curriculum group discussion	12

## Practicum

1. Visit to water treatment plant (Report presentation)
2. Importance of sandal wood trees.
3. Disposal of medical wastes at SRM Campus.
4. Identifying Birds / trees / medicinal plants / insects at SRM Campus
5. A report on Tsunami affected areas (in and around chennai)
6. Survey of hostel / canteen / office / hospital for environmental management.
7. Awareness of cleanliness in an Orphanage / Temple / Zoo / Monuments
8. Garbage reduction.
9. Effects of air pollution: Monuments
10. Propagation of environmental ideas and campaigns.

## References

1. Environmental Studies (2004), Kumaraswamy K. Alagappa Moses, Vasanthi, Bharathidasan University Publication – Tiruchirapalli.
2. Environmental Studies (2004), Kumaraswamy K, Periyar E. V. R. College Publications – Tiruchirapalli.
3. Environmental Education, Purushotham Reddy K & Narasimha Reddy D (2003), Neelkamal Publications Pvt.Ltd. – New Delhi.
4. Environmental Education, Rao & V.K, Reddy. R.S (2004), Common wealth publishers –New Delhi.
5. Environmental Education Problems and Prospects- Ramesh Ghanta & Digmarti Bhaskara Rao (1998), Discovery Publishing House- New Delhi.
6. Environmental Education, Prabhakar, V.K (2004), Anmol publications, Pvt. Ltd. New Delhi.
7. Environmental Science Education - Panner Selvam & Mohana Ramakrishnan (1996), Sterling Publishers Pvt. Ltd, New Delhi.
8. Ecology and Environment, P.D. Sharma (2004) Rastogi Publications - Meerut.

## Educational Technology and Computing (TE105)

Unit	Competency	Content	Transactional Strategy	Hours
1.	<p>To make pupils to understand the meaning and definition of educational Technology</p> <p>To make pupils to differentiate the Hardware and software technologies and to make them understand their roles in modern educational practices</p> <p>To make pupils to use the important accessories in teaching</p> <p>To make pupils to understand the use of strategies.</p>	<p>Meaning and definition of educational Technology</p> <p><u>Hardware and software Technologies:</u> Distinction between Hardware and software technologies and their role in modern educational practices.</p> <p><u>Hardware Technologies:-</u> Important accessories and their application OHP, still and movie projector, Audio- Video Recording Instruments, TV, Computers, New Technologies like email, internet, etc.</p> <p>Use of strategies like Teleconferencing, microteaching, programmed Instruction, CAI and language laboratory.</p>	<p>Lecture cum Demonstrate</p> <p>Lecture using OHP</p> <p>Activity &amp; Demonstration</p> <p>Demonstration and Activity</p>	20
2.	To make pupils to acquire knowledge in Teaching Approaches	<p>Herbert Approach (levels of Teaching)</p> <p>i. Memory level of teaching</p> <p>ii. Understanding level of Teaching</p> <p>iii. Reflective level of Teaching</p> <p>Managing Teaching Learning (I KDeviss Approach)</p> <p>Planning teaching (Taxonomy of Objectives)</p> <p>Organizing Teaching (Communication Strategies)</p> <p>Leading Teaching (Motivation in Teaching)</p> <p>Controlling Teaching (Evaluation of Teaching)</p>	Lecture using OHP	10
3.	To make pupils to understand the concept of	Evaluation Institutional performance – methods used pupil	Project Method	5

	Evaluation, and different types of evaluation.	<p>evaluations, teacher evaluation, evaluation of institutional performance.</p> <p>Methods of teacher evaluation use of pupil valuing, peer rating supervisor valuing, Community valuing, ratings used for institutional improvement. Accountability in school education- methods used for assessing accountability.</p> <p>Use of professional norm and ethics.</p>		
4.	To make pupils to develop lesson plans using Ms-Word	<i>MS – Word:</i> Introduction – Entering text – Selecting and inserting text, making a paragraph – Getting help – Moving and copying - Searching and Replacing a word – Formatting character and paragraph.	Practical & Demonstration	10
5.	To make pupils to manipulate the data in work sheet	<i>MS – Excel:</i> Entering, changing information and formula in a cell – Functions – Saving a worksheet – Manipulation of row and column data – inserting Charts	Practical & Demonstration	10
6.	To make pupils to develop the power point presentation show	<i>MS – Power Point:</i> Creating, Saving – Inserting a new slide, creating duplicate slides. View – Slide show and slide sorts, slide show – View show, set up show, slide transitions and custom shows.	Practical & Demonstration	10
7.	To make pupils to use the latest trends in IT.	<i>Latest Trends:</i> Multimedia, Internet, LAN, Edu, Sat, E-Mail, EDI	Lecture cum demonstration	10

## Practicum

### 1. Power Point Presentation



2. Creating and formatting a document
3. Manipulating the students' mark detail using Ms- Excel.
4. Preparing PLI Material in their respective subjects – using power point.
5. Preparing a project report on the preparation of PLI material using MS- Word.
6. Preparing a statistical and graphical report – using Ms – Excel on the preparation of PLI material.
7. Preparing a report on the list of websites available in Internet for their respective subjects.
8. Assignment works in creating minimum of six E – Mail address on their own.

## Reference

1. Advance Education Technology (2004) R.A. Sharma, Loyal Book Deptt.
2. Educational Technology (2003) J.S. Walia, Paul Publishers
3. Educational Technology, Management and Evaluation (2004) J.C Aggarwal, Vinod Pustak Mandir, Agra
4. Intoduction to computer Assisted Learning, Philip and Bark N and Harmyeatrs Printice Hall International.
5. Computer and commonsense – Regerbent And John Shelley – Fourth Editions – Printice Hall of India Pvt. Ltd. New Delhi.
6. Introduction to Computer Assisted learning- Philip and BarkN and Hary yeates – Practice Hall international
7. Computers Today – Donald H. Sanders – Third edition – MC Graw Hill International Editions
8. Computers and Commonsense – Regerbeut and John Shelley – Fourth Editions – Practice – Hall of India Pvt. Ltd., New Delhi
9. Computers for Everyone – V.P.Jaggi – sushna fain – Acadmic (India) Publishers, New Delhi.
10. Computer Systems and Program - Soni & Aggarval – Saltan chard & Sons Publishes.

**jkpH;f;fy;tpapay; (TE106)**  
**jhs; – I**

<b>myF</b>	<b>jpwd; neh;fk;</b>	<b>ghlg;bghUs;</b>	<b>fw;wy; bray;ghL</b>	<b>neuk;</b>
1	njrpa fy;tpf;bfhs;ifa[k;	njrpa; fy;tpf;bfhs;if ?	fiyj;jpl;lk;. njrpa;	14

	jkpH;fy;tpa[k; kjpg;g[Ljy;	fiy;jpl;l;jpy; jha;bkhHp bgWkplk; ? fy;tp Vw;ghl;il cUthf;Fjypy; rpy mog;gilf; nfhl;ghLfs;	fy;tpf;bfhs;ifggw;wpa tpsf;fk; mspj;jy; fUj;ju';f thapyhff; fUj;Jf;fisj; jpul;Ljy;	
2	bkhHp fw;gpj;jypdhy; vGj;Jf;fis Kiwg;gl xypf;ff; fw;gpj;jy;	bkhHpapd; eilKiwgad; jdp khe;jh; rKjhak; ? Kiwgl xypf;ff; fw;gpj;jy; kugpyf;fzf; fUj;Jfs; ? ed;D}y; bkhHpapayhsh; xg;gPL/	vGj;Jfspd; gpwg;g[ gw;wpa ed;D}y; E}w;ghf;fis xg;gpj;Jf;fhl;Ljy; bkhHpapay; fUj;Jf;fis tpsf;Fjy;/	12
3	ghIE}y; mikg;g[ gw;wp mwpjy;	ghIE}y; kjpg;gplbgWk; gz;gf;TWfs; g[w mikg;g[ ? ghlg;bghUs; mst[ ? ghlj; jfty;fspd; jd;ik ? bjhlh;gzpg;nghf;F ghIE}y; kjpg;gPl;Lg; gotk;	ghIE}y; mikg;g[f; Fwpj;J rhpahf tpsf;Fjy;/ gs;sp ghIE}iy Muha;e;J mspj;jy;/	14
4	ciueil ,yf;fpa tsk; gw;wp jpwdha;t[r; bra;jy;/	jkpH; ,yf;fpa';fSf;F ciubaGjpa ciuahrphpah;fs; rpyh; kiwkiyaofs; ? c/nt/ rhkpehja;ah;. uh/gp nrJgps;is. jkpHz;zy;. thdkhiy. jpU/tp/f/ ? mwp'h; mz;zh ? je;ij bghpahh; ? K/t ? g[Jikgpj;jd;/	ciuahrphpah;fspd; jkpH;bjhz;oid btspg;gLj;Jjy;. ciuahrphpah;fspd; Fwpg;g[fijs; jUjy;/	16
5	kf;fs; bjhlh;g[r; rhjd';fspd; gad;ghL Fwpj;J tpsf;Fjy;	jfty; g[ul;rp ? jfty; bjhlh;g[ Clf';fs; ? jfty; bjhlh;g[ bewpKiwfs; ? kf;fs; bjhlh;g[ ? kjpg;gPL thbdhyp ? bjhiyf;fhl;rp. brow;if nfhs;/	jfty; bjhlh;g[ Clf';fs; Fwpj;J khzthf;s eilKiwapy; cs;sit vitbait vd czh;j;Jjy;/	18
6	ghh;it E}y;fis gad;gLj;Jjy;	ghh;it E}y;fSk; fw;gpj;jYk; ? ghh;it E}y;fs; tif ? bghJg;ghit E}y;fs; ? rpwg;g[g; ghh;it E}y;fs; ? mtw;wpd; jd;ik ? mfuhjpf; fiyf;fs";rpak; ? mgpjhd rpe;jhkzp ? ,yf;fpa ciuE}y;fs;	ghh;it E}y;fis ghh;itapl; bra;jy; ? E}yfg; gazk; nkw;bfhs;sr; bra;jy;/	12
7	ghIE}y; Ma;t[	ghIE}y;fis Ma;t[ bra;jy; eilKiwapYs;s 6 Kjy; 10 Mk; tFg;g[ tiuapyhd jkpH;ghIE}y; gFjpf; ? epiw Fiwfis kjpg;gpljy;	bkhHptotk;. cs;slf;fk;. btspg;ghl;L cj;jpfs; Mfpadg; gw;wp tpsf;Fjy; ghIE}y; Ma;t[;fl;Liufs; tH';fy;/	14

**bray;ghLfs;**

1. epfz;Lf; bfhz;L xU brhy; gy bghUs; tUttdw;iw gl;oaypLf/

2. ck; brhe;j ftpj;jpwidg; g[yg;gLj;Jf/
3. ehlfk; xd;W eog;gpw;F Vw;g vGJf/
4. rpWfij xd;wpid xnu K:r;rpy; goj;jpl vGJf/
5. kug[f;ftpij gh mikg;gpidf; bfhz;Lg; g[yg;gLj;Jf/

**ghh;it E}y;fs;**

- 1) jkpH;bkhHpf;fy;tp tsE}y; ? jkpH; ehl;Lg;ghIE}y; fHfk; ? brd;id/
- 2) ew;wkpH; fw;gpf;Fk; Kiwfs; ? rhe;jh gg;spc&h;!; ? brd;id/
- 3) rhiy ,se;jpiuad; ? ciutPr;R rhiyg; gjpg;gfk; nguit ,y;yk;. brd;id/
- 4) ,f;fhy jkpH; ,yf;fzk; ? bghw;nfh ? brd;id/
- 5) njtneag;ghthzh; ? jkpH;E}y; fl;Liufs; ? jkpH;kz; gjpg;gfk; ? brd;id/
- 6) mwp”h; mz;zh ? jk;gpf;F mz;zhtpd; foj’;fs; bjhFjpf; . ghhp epiyak; ? brd;id/
- 7) ,uj;jpd rghgjp/ gp ? juk;kpF jkpH;f;fy;tp. mk;rh gjpg;gfk; ? brd;id/
- 8) jkpH; byf;rpfd; ( 7 bjhFjpf; ) brd;id gy;fiyf;fHfk;/
- 9) epfz;Lfs;
  - m/ N:lhkzp epfz;L
  - M/ gp’;fy epfz;L
  - ,/ jpthfu epfz;L
  - </ chpr;brhy; epfz;L
- 10) Gill Nicholls (1999), “Learning to Teach: A handbook for primary and secondary school teachers”, Kogan page Limited, London.

## English Education – I (TE107)

### Objectives

The importance of English in world education has been growing steadily. Even the countries which did not have English in their educational curriculum have started teaching English from school level. The international utility of this language and its prevalence in almost all walks of life including the recently hyped Informational Technology have attracted the educators all over the world to focus on this language not merely as a subject of study in the school curriculum and even as the medium of instruction at all levels from Play school to university education including all professional facets of higher education. The need for more and more English teachers in developing countries causes to include this as a special subject also in all teacher education curriculum. Besides the generalist approaches to English, there is a vital need for specialist approach to teach this language for academic, occupational, social and creative purposes. This is the role of this paper called Special English Education as a second optional for graduates and postgraduates of English who may have to strengthen the learning of English for real life needs of Indian society.

1. Understanding applied linguistics as the ground for ELT
2. Being aware of methodological Development in education and ELT
3. Being able to design short and long term course in the use of English
4. Familiarity with the development of different types of English literature and their impact on Indian society
5. Understanding different facts of professional use of English in India
6. Developing simple and holistic test of English for different clientele

Competency	Content	Transactional Strategy	Hours
1. Understanding applied linguistics as the ground for ELT	Applied Linguistics: Linguistics as a study of languages: Phonology, morphology, syntax, semantics – Branches of Linguistics:	Tabulated and diagrammatic information Comparing the phonology of English and Noun phrase verb phrase Analysis and classification of grammatical errors.	15
2. Being	Language teaching – ELT	Lecture cum discussion	15

Aware of methodological development in education and English Language Teaching ELT	methodology Vs. educational methodology play reading and dramatization – Dialogue and role play.	workshop on educational terms and ELT terms Debating on the interrelationships or independence.	
3. Being able to design short and long term course in the use of English	<i>Curriculum – Second language curriculum:</i> Language curriculum, syllabus design – Language learning materials design: books, handbooks, supplementary readers, hand – outs, discourse. Dictionary skills Note making and summarizing Library and reference work.	Survey of current English Language curriculum in Tamil nadu. Display of different short courses organized by the British council and other organizations in India and other English speaking countries. Designing one- week course in any aspect of English such as grammar, spoken English, scriptwriting journalistic writing.	15
4. Familiarity with the development of different types of English literature and their impact on Indian Society.	Teaching of English Literature: aims and goals – period wise teaching select author approach – Types of English literature: British, American, Commonwealth Indo- Anglian writing – Uses for Indian students for real life and career – journalism, tourism, creative writing - Comparative literature- Teaching methods and research orientation.	Student seminars on characteristics features of different periods of English Literature Demonstrating style of writing Assignments of expressing the same idea in different styles and registers.	15
5. Understanding different facets of professional use of English in India.	Communicative English: English for social purposes, for academic purposes, occupational purposes, creative purposes Review of the syllabi in Communicative English for stds. XI and XII in Tamil nadu schools – Advanced English.	Perusal of assignments and tasks given Communicative English Stds. XI and XII of Tamilnadu school curriculum Presenting reviews on different textbooks and the syllabi.	15
6. Developing simple and holistic test of	Language testing: Language measurement: purposes, and types – measurement scales-	Observation of test materials in use	15

English for different climate	item analysis – Validity, Reliability – Latent Language traits – Achievement, Proficiency and competence testing:		
-------------------------------	---	--	--

## Practicum

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

## **Evaluation**

For internal assessment the practicals suggested together with student seminars and workshops plus at least two class tests may be considered to offer 30 % of marks. For the final theory paper of 70 % of marks is given.

## **Reference**

1. Allen,H.B.(Ed.) 1965 Teaching Of English As Second Language. N.Y.:Mcgraw Hill
2. Allen,Jpb And Corder,Sp 1977 The Edinburgh Course In Applied Linguistics (Volumes I To Iv). Oxford:O.U.P.
3. Brown,H.D. 1980 Principles Of Language Learning And Teaching. Englewood Cliffs,N.J.:Prentice Hall
4. Croft,K. (Ed.) 1980 Readings On English As A Second Language For Teachers And Teacher Trainees. Cambridge, Mass.:Winthrop.
5. Crystal,D. 1971. Linguistics. Harmondswort: Penguin Books
6. Davies,Alan. (Ed.) Language Testing Symposium – A Psycho- Linguistic Approach. London:Oup.
7. Henning,Grant. 1987. A Guide To Language Testing: Development, Evaluation And Research. Cambridge, Mass: Newbury House Publishers
8. Johnson,R.K.(Ed.) 1989.The Second Language Curriculum. Cambridge:C.U.P.
9. Stern.H.H. 1983. Fundamental Concepts Of Language Teaching.Oxford:Oup.
10. Studies in Second Language Acquisition. (Journal). Bloomington:Indian University.

## Hindi Education (TE108)

Competency	Contents	Transactional Strategy	Hours
1. Acquire knowledge of the nature and characteristics of a language mother – tongue and the use of language	Importance of mother tongue in education, teaching of mother tongue as against of the regional and foreign languages.	Lecture and discussion	12
2. To enable them to understand the required skills for mastering a language.	Analysis factors in language learning, language as a skill.	Lecture & Discussion. Use of OHP's and Newspaper clippings	15
3. Competency to recognize the various approaches for successful language teaching	Phonetics of Hindi language, Morphology and Syntax. First step in teaching of Hindi, the advantages of structural approach at different stages. The teaching of Hindi at Junior and Senior levels with regard to the following: Prose, Poetry, Rapid Reading, Grammar, Composition and Translation. Application of modern methods in teaching and evaluating the effectiveness of methods.	Demonstration by Teacher Educators followed by teacher trainees	15
4. To bring to their knowledge different approaches for teaching different aspects of language.	The mechanics of teaching, pronunciation and intonation handwriting, spelling and correction.	Use of tape recorder and CD's in language teaching	13
5. To acquire knowledge of aids and other similar available material that could be used for teaching language.	Use of audio- visual aids in teaching language.	Use of tape recorder and CD's in language teaching	15
6. To get and insight	A critical study of the	Text books and	15



of the textbooks and materials used.	prescribed textbooks in Hindi at Junior and Senior levels with special reference to structure and vocabulary.	printed materials	
7. To enable to understand the techniques of obtaining feed back for self-evaluation and evaluation of students success in learning and using the language.	Application of evaluation approach in teaching of Hindi, objective – centered tests in Hindi and construction. Diagnostic and remedial teaching: Application of action research methodology in the following areas: (a) Pronunciation (b) Spelling (c) Reading (d) Writing	Lecture and demonstration	15

## Sanskrit Education (TE109)

Competency	Content	Transactional Strategy	Hours
1. To acquire knowledge of literacy, cultural and linguistic value of Sanskrit.	The Position of Sanskrit in the school curriculum: Its literary, cultural and linguistic value, its relations with modern Indian Language.	Lecture and demonstration	10
2. To understand the aims and objectives of teaching Sanskrit.	Aims and Objectives with specification of teaching Sanskrit (Cognitive, affective and psychomotor domains) in behavioral terms.	Use of OHP's and materials	10
3. To have knowledge of need, precautions and evaluation of present curriculum.	<b>Curriculum:</b> (a) Need, basis and principles of curriculum construction, (b) Precautions in developing curriculum of Sanskrit, (c) Evaluation of present curriculum	Lecture and demonstration	12
4. To acquire knowledge of the importance of phonetics of Sanskrit.	Importance of phonetics of Sanskrit, study of symbols representing different sound, study of alphabets.	Lecture and demonstration	8
5. To recognize the various methods for successful language teaching.	Teaching methods pathshala method. Bhadarkar method. Text- book method, direct method and the elective method	Cassettes and CD's for language teaching	12
6. To bring to their Knowledge different approaches for teaching different aspects of languages	Teaching of prose poetry, grammar, composition, translation, drama, rapid reading and spelling in Sanskrit.	Materials and clippings	10
7. To bring to their	Oral work and pronunciation,	CD's and	8

knowledge different approaches for teaching different aspects of language.	recitation of passages from Prose and Poetry, their aims and teaching methods.	cassettes	
8. To get an insight of the textbooks and materials used.	Textbook of Sanskrit – Characteristics and Evaluation procedure of textbook.	Materials and clippings	10
9. To enable to understand the techniques of obtaining feedback for self evaluation and evaluation of students success in learning and using the language.	Evaluation in teaching of Sanskrit, construction of a good test keeping in view the objectives, content and from of questions, preparation of blue print.	Analysis of the marks got by the students	10
10. To know different kinds of teaching aids to enhance language teaching	Teaching aids in Sanskrit and preparation of lesson notes.	Demonstration of teacher educator followed by teacher trainees	10

## Mathematics Education (TE111)

Competency	Content	Transactional Strategies	Hours
1. Code the meaning of maths an education values, mathematicians.	Meaning of mathematics, educational values of mathematics, contributions of Indian and Western mathematicians Ramanujam, Aryabhata, Bhaskaracharya, Bhrammagupta, Pythagoras, Euclid	Lecture cum Discussion Assignments & Inquiry	8
2. Understand the aims, objectives, methods and systems approaches to satisfy the learners.	Aims and objectives of teaching mathematics- methods- inductive, deductive, analytic, synthetic, heuristic, problem solving and lecture. Techniques like oral, written, Drill, assignment and demonstration System approaches- conventional- modern approaches of teaching mathematics.	Lecture cum Discussion Inquiry	12
3. Learn the procedure of lesson plan, teaching aids, skills, models, laboratories CAI, PL for activity oriented teaching learning process.	Importance of lesson plan- model lesson plan- unit plan – year plan – micro teaching- 5 skills. Low cost improvised teaching aids – skills of black board writing white board- usage. Models- Inquiry Training models – concept attainment model- video, tapes, CD's. Developing maths Laboratories- club activities – CAI, programmed learning.	-Lecture cum Discussion, demonstration of each skill. Lesson plan, - Library visit, -Computer usage in maths. -Assignment & Inquiry	15

4. Apply the knowledge of secondary levels maths, resource materials, journals e-learning, geometric skills.	Curriculum development in maths – Organizing skills for secondary levels – quality of good text books- content analysis of topics secondary level mathematics text books prescribed by Tamilnadu government /own state, Various resource materials for teaching maths- learning, virtual classroom- tools mathematical journals, skills in mathematics – computations and geometric.	-Lecture cum Discussion - Usage of secondary level text- books, solving problems, journals reference. Visit to virtual classroom – usage of tools in maths. -Assignment & Inquiry	20
5. Activate the right brain for intuitive mind, Aesthetic satisfaction and incubation for new way to settle maths findings	Creative mathematics – mathematics as a game of recreation – quiz programmes – puzzle, magic square riddles short cut in solving problems – textual non – textual problems.	- Conducting quiz programme, puzzle picture album preparation. - Activity oriented right brain thinking. -Assignment & Inquiry	15
6. Apply and adopt the standard procedure for maths evaluation at national and global level.	Evaluation in mathematics – examination / evaluation. – formative, summative, objective. Tools and techniques in evaluation- test – type of test – construction – item analysis – standardization of test diagnostic test remedial teaching. Blue print – meaning and design.	Lecture cum Discussion -Administration of test QP and evaluation. Blue – print construction.	15
7. Use the statistical calculation to know the achievers (Low/High) for Higher improvement/ remedial measures / curriculum transaction/ modifications	Statistical applications in mathematics teaching – learning process- measures of central tendency mean, medium mode. Measures of variability range, SD, Correlation – rank correlation.	- Lecture cum - Problem solving - Application of principles formulate, rank correlations – Assignment.	15

## Practicum

1. Prepare a seminar paper on “Development of Mathematics “.
2. Present five recreational activities like puzzles, stories, ... etc.
3. Conduct a quiz programme in Mathematics
4. Conduct a debate on Contemporary topic in Mathematics.
5. Prepare a school project relevant to teach mathematics to secondary school pupils.
6. Evaluate a telecasted programme in mathematics and critically analyze it.
7. Critically analyze the Curriculum reforms around the world.
8. Prepare programmed learning materials on any topic of mathematics.
9. Compare, contrast, evaluate and suggest various mathematician’s findings and proofs in the present context school teaching.

## References

1. Butter and Wren (1965), “ The Teaching of Secondary School Mathematics “ London.
2. Sidhu K.S (1991), “ The Teaching of Mathematics”, Ludhiana R.P. Radon Prakash brothers.
3. Sudhir Kumar, (1992) The Teaching of Mathematics”, Anmol Publication Pvt. Ltd. New Delhi.
4. Iglewicz, Boris and stoye, judith(1973),“An Introduction to Mathematical Reasoning”, New York, The Mac Millan Co.
5. Mangal S.K. (1984), The Teaching of Mathematics, New Delhi, Sterling Publishers Pvt.Ltd.
6. A Text Book of Content Cum Methodology of Teaching Mathematics, New Delhi, NCERT.
7. Tamil nadu government prescribed Text Books of 8<sup>th</sup> Standard, 9<sup>th</sup> Standard and 10<sup>th</sup> Standard (State Board and Matriculation Syllabus)
8. Sharma R.A. “ Teaching Learning Strategies and Mathematical Creativity.”
9. Polya (1965), “Mathematical Discovery” Volume I & Volume II, Longman Publishers, Congress Catalogue, USA.
10. Sumner W.L. “The Teaching of Arithmetic And Elementary Mathematics”.
11. Garret H.E (1987), Statistics in Education and Psychology, Vikas Publication, Mumbai.
12. Sharma R.A (1994), Statistics in Educational Psychology, Anmol Publication Pvt. Ltd. New Delhi.
13. Cooke Heather (2003) “Success with Mathematics” B.I. Publication, Mount Road, Chennai – 2.
14. Flatt John (1999), “366 Maths and Ideas”, B.I. Publication, Mount Road, Chennai–2.

## Science Education (TE112)

Unit	Competency	Content	Transactional Strategies	Hours
1	State the meaning of process approach in teaching science	What is Science? Why teach science? Nature of Science--- Product and process---- Inter – disciplinary approach	Lecture and Discussion	5
2	Realises the difference between aim and objective  Identify the objectives for science areas	Aims and objectives of teaching science Bloom’s Taxonomy of educational objectives - Objectives suitable for Elementary, Secondary and higher Secondary Science – Recommended by Kothari Commission, NCERT	Lecture cum discussion  Assignments for trainees to prepare objectives	11
3	State the basic principles of curriculum planning and identifying them.  Realise the need for lesson plan prepare lesson plan	Curriculum construction in science – basic principles – selection of content and syllabus formulation – scientific attitude.  Lesson planning – Unit Plan – Principles of lesson planning – Model lesson plans.	Discussion  Lecture, model lesson plan and unit plan.	8  12
4	Identification of skills in teaching and practicing	Micro teaching – Meaning and micro teaching cycle – important skills – skills of set induction, explaining reinforcement, questioning, use of blackboard, demonstration, closure – link practice.	Lecture demonstration of each skill by teacher educator with the help of slides / video cassettes / audio recording	8  10
5.	Recognizes the different techniques and lists the merits and limitations in each.  Select the appropriate technique and	Methods of teaching Science – Scientific method, demonstration method, Individual Practical method, Project method, computer Assisted Instruction.  Group techniques – Seminar, symposium, discussion, brain storming	Lecture / Discussion / Demonstration  Organizing practical work.  Theoretical discussion participatory	8  5

	practice in teaching.		learning	
6	Recognize the importance of media in communication process and practice in using them.	Education Technology – Meaning, classification of different teaching aids under software and hardware – use of OHP, videocassettes. Text Book in Science – Characteristics.	Lecture and practical demonstration of the teaching aids by teacher educator.	5
		Field trips – Science clubs – Science Fair.	Analyse the different textbooks. Organizing clubs and exhibition.	4
7	Identify different tools of evaluation. Prepare a question paper  Realises need for diagnosis	Evaluation – meaning – Importance of testing.	Discussion / Lecture	3
		Tools of evaluation – Construction of Achievement test – blue print.	Assignment to prepare unit test in science.	4
		Interpretation of test results – mean, median, mode, range - diagnostic testing and remedial teaching.		6
8.	Prepare a rough sketch of laboratory indicating the essential fittings. Explains preparation of indents, lab registers prepares as using discarded materials.	Laboratory for science teaching – layout and major fittings – rough sketch of general science laboratory – separate labs for different branches laboratory management. Preparation of indents – storage of chemicals – laboratory stock registers – discipline in the laboratory – accidents and first aid – improvisation of apparatus.	Lecture / Discussion / Visits well established laboratories.  Maintains stock registers.  Prepare a model indent  Lists the accidents and first aid for each.	11

## Practicum

1. Preparation of CAI packages in Physics or Chemistry or Botany or Zoology.
2. Report on cloning (Animals)



3. Identifying the symptoms, causes, measures of diseases in fruits and plants.
4. Characteristic features of any five Orchids.
5. Diseases in Human beings (Report presentation)
  - i) Parkinson
  - ii) AIDS
  - iii) Anthrax
  - iv) Respiratory diseases (Any two)
6. Awareness of nutritive value of greens
7. Medicinal Plants and its values (Report presentation)

## References

1. Science Teaching in Schools (2004), Das.R.C. Sterling Publishers, (P) Ltd- New Delhi.
2. Teaching of Science, (2004) Yadav M.S. Anmol Publications (P) Ltd – New Delhi.
3. Teaching of Physical Sciences, Amit Kumar (2004), Anmol Publications, (P) Ltd – New Delhi
4. Teaching of life Sciences, Yadav. K (2004), Anmol Publications (P) Ltd – New Delhi
5. Modern Science Teaching, Sharma. R.C (2003), Dhanapat Rai Publishing company (P) Ltd – New Delhi
6. Teaching of Science, Bhandula .N, Chadha P.C, Sidheswar Sharma(1999), Prakash Brothers Publications- Ludhiana
7. Teaching of Biology, Chikkaras M.S, Sharma S,(1998) Tandon Publications – Ludhiana.
8. Principles, Methods & Techniques of Teaching- Aggarwal J.C,(2004) – Vikas publishing House Pvt.Ltd. New Delhi
9. Innovative Science teaching. Radha Mohan (2002), Prentice – Hall of the (P) Ltd - New Delhi.

## Physical Science Education (TE113)

Unit	Competency	Content	Transactional Strategy	Hours
1.	Recognizes the impact of science in modern communities	Nature of modern science – Thrust areas in particular science – Impact of science on modern	Lecture and discussion	9

		communities, globalization and science; Path tracking discoveries and land mark development in science; eminent world scientists, eminent Indian scientists Professions in the area of science.		
2.	Realize the difference between aim and objective.  Identify the objective of physical science teaching	Justification for including science as subject of study i.e. school curriculum, Objectives of Teaching Physical Science – Taxonomy of educational objectives – Other taxonomies and approaches – Process outcomes, product outcomes concept attainments, Behavioural developers of education – Concept of entering and terminal behaviour – Organizing learning experiences for achieving specified behavioural outcomes.	Lecture cum discussion  Assignments for trainees to prepare objectives	11
3.	Recognizes different models of instruction	<u>Major methods used for science instruction:</u> Lecture cum demonstration, Individual practical method, Project method <u>Major models of instruction useful for science education:</u> 1) Advanced organizer model (Ausbel's model) 2) Mastery learning Model (Bloom's model) Defining desired outcomes (statement of objectives) for different levels of education.	Discussion and investigatory projects to be done by trainees	9
4.	Identify different non – formal methods of science teaching.	Co-curricular and non-formal approaches: Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and vivariums original science projects – organizing science fairs and excursions to be taken up.	Field studies	12
5.	Realize the need for lesson plan prepare	Planning for teaching developing year plans, unit plans, lesson	Lecture, model lesson plan and	13

	lesson plans	plans, content analysis, pedagogical analysis and identification of important concepts for further focus; use of Piagetian and RCEM approaches in developing lesson plan. Preparation and development of improvised apparatus; preparation, selection and use to teaching aids. Innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching: Skill of set induction explaining Reinforcement, questioning Demonstration, use of black board, closure link practice and computer assisted teaching; disciplinary approach in teaching science.	unit plan  Theoretical discussion, participatory learning.	
6.	Prepare a rough sketch of physical science laboratory	Curriculum organization using procedures like concentric, topical, process and integrated approaches, Adapting the curriculum to local needs and requirements and the availability of local resources available.  Practical Work in science teaching; record writing for science project, Interior for designing science and physical science laboratory.	Lecture / Discussion / Visits well established physical science laboratories	11
7.	Identify different curricular accessories and support material	Curricular accessories and support material – Textbooks, Journals, Handbooks, student’s work books, display slides, laboratory material, audio-video, support material etc., evaluating entire for the above.	Analyze the different text books	12
8.	Identify different tools of evaluation  Prepares question paper	Evaluating outcomes of science teaching – Text assumptions about evaluation –text assumptions, items formats; try-outs; analysis developing teaching mode lists, scoring	Discussion / Lecture  Assignment to trainees to prepare unit test	13

	Realizes need for diagnosis	procedures, developing tests for measuring specific outcomes - cognitive in outcomes, affective outcomes process outcomes, product outcomes, scientific reasoning, scientific activity etc.  Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.	in Physical Science	
9.	Designing lesson plans	Designing lesson plans – ability to convert any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.	Converting teaching unit into an instructional unit	10

### Practicum

- 1) Preparation of CAI software packages in Physical Science.
- 2) Report presentation – Efforts of ISRO in making our country pioneer in Space Research.
- 3) Prepare a kaleidoscope
- 4) Prepare a report on different types of electric generators utilizing different sources of energy.
- 5) Prepare a report on History of Universe.
- 6) Prepare a table of the name of Space mission associated country, date of launching with its remarks (India)
- 7) Model of an atom.

### Reference

1. Teaching of Science : Dr. C.S. Shukla
2. Teaching of Science : Dr. R.S. Srivastava, Dr. Amita Bhatnagar
3. Teaching of Physical Science : S.K. Mangal, Shubhra Mangal
4. Teaching of Physical Science : K. Yadav
5. Teaching of Physical science : Dr. Radha Mohan

### Biological Science Education (TE114)

Unit	Competency	Content	Transactional Strategy	Hours
1.	To recognize eminent Indian scientist and their work in biological science.	Nature of biological sciences, Major thrust areas of biological sciences, Path tracking discoveries and landmark developments in science, Eminent world and Indian	Lecture and discussion	9

		Scientists, professions in the areas of biological sciences.		
2.	To identify the objectives	Justification of biology for including as a school subject, Objectives of teaching biology, Taxonomy of educational objectives, Concept of entering and terminal behaviour, Organizing learning experiences for achieving specific behaviour outcomes.	Assignments for trainees to prepare objectives	14
3.	To recognize different methods and models of instruction	Major methods and models of instruction for biological sciences: a) Lecture cum Demonstration b) Project method c) Advanced organizer model (Ausbel's model) d) Mastery learning model (Bloom's model)	Lecture / Discussion / Demonstration	11
4.	To identify different non-formal methods of science teaching	Co-curricular and non-formal approaches: activity approaches and non-formal approaches of biology teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquarium, herbarium vivarium; Original science projects – organizing science fair and excursions to be taken up.	Preparation of herbarium, field visits.	9
5.	To select the appropriate technique and practice in teaching	Planning for biology teaching, unit plan, lesson plans, content analysis, pedagogical analysis; Different approaches for development of improvised apparatus, Preparation, selection and use of teaching aids; Innovations in biology teaching like team teaching, seminar presentation, programmed instruction, micro-teaching, skills of set induction, explaining, reinforcement, questioning, use of blackboard, demonstration, closure, link	Theoretical discussion / participatory learning Preparation of improvised apparatus	16

		practice), CAI.		
6.	To state the principles of curriculum development  To prepare a rough sketch of Biological science laboratory	Principles of curriculum development of biological science; Adapting the curriculum of biological science to local needs, and availabilities of local resources. Designing of biology laboratory; Practical work and record keeping in biology.	Discussion on curriculum development. Visits well established biological science laboratories	11
7.	To identify different curricular accessories and support material	Curricular accessories and support material – textbooks, journals, handbooks, student's workbooks, display slides, audiovisual support material, laboratory material.	Analyse different text books / Journals	8
8.	To identify different tools of evaluation. Prepare a question paper.  To realize the need for diagnosis.	<b><i>Evaluating outcomes of biology teaching</i></b> a) Concept of evaluation and measurement. b) Developing achievement test for biology teaching. c) Measuring cognitive, affective and psychomotor outcomes with special emphasis on scientific reasoning – diagnostic testing and remedial teaching, developing formative evaluative instruments.	Discussion / Lecture, Assignment to trainees to prepare unit test.	11
9.	To realize the need for lesson plan	Designing lesson plans for biology teaching in schools.	Lecture, model lesson plan and unit plan	11

### **Practicum:**

- 1) Preparation of CAI software packages in Biological Science.
- 2) Identifying and giving scientific names to the trees inside SRM campus.
- 3) Preparation of Herbarium.
- 4) Report presentation on orchids.
- 5) List out various vitamins / functions /diseases.
- 6) Report presentation on food adulteration.

### **Reference:**

- 1) Teaching of Biology : Dr. C.S. Shukla

- 2) Teaching of Biological Science : Dr. S.K. Mangal  
 3) Teaching of Life Science : K.Yadav

### **Social Science Education (TE115)**

<b>Competency</b>	<b>Content</b>	<b>Transactional Strategies</b>	<b>Hour</b>
1. To enable them to under-stand the need, meaning and scope of Social-Science Education	1.1 Meaning and scope of Social Science Education 1.2 The need for teaching Social Science comprising of History, Geography, Civics and Economics in schools 1.3 Concept of social science and how it differs from other sciences	Lecture cum discussion	10

	<p>1.4 The need and importance of learning social science</p> <p>1.5 The present perception of social science and its scope.</p>		
2. To become familiar with the school curriculum VI to X Std.	<p>2.1 Social science curriculum for std VI-X</p> <p>2.2 Analysis of the syllabus lessons and exercises</p> <p>2.3 Different approaches in organizing social science curriculum</p>	Assignments for trainees to prepare and organize curriculum	10
3. To develop skills through micro teaching	<p>3.1 Major skills in Teaching</p> <p>3.2 Maxim, Techniques and devices of teaching</p> <p>3.3 Micro teaching – need, importance and limitations</p> <p>3.4 Various skills in Micro teaching</p> <p>3.5 Integration of various skills – practical demonstration</p>	Lecture, demonstration of micro teaching skills by Teacher Educator with the help of slides OHPs and Tape recorder followed by Teacher Trainees	15
4. To understand and use of different teaching methods	<p>4.1 Different methods of Teaching Social Science</p> <p>4.2 Need for a variety of methods and characteristics of a good teaching method</p> <p>4.3 Lecture method, observation method demonstration method principles, steps, merits &amp; demerits</p> <p>4.4 Project method – steps, criteria</p> <p>4.5 Problem solving and discussion method</p>	OHP transparencies, chart and multi media presentation	15
5. Prepare suitable instructional aids and materials	<p>5.1 Use of teaching aids such as Globe, maps and charts its kinds merits and demerits.</p> <p>5.2 Visit to Heritage sites.</p> <p>5.3 Use of internet, multi – media presentation</p> <p>5.4 Awareness about current events.</p> <p>5.5 Holding exhibitions and cultural programmes</p>	Clippings from newspaper, magazines, field studies. Using charts and photographs.	18
6. Learn the nuances of preparing a objective- based lesson plan	<p>6.1 Objective based lesson instruction</p> <p>6.2 Specifications to clarify planning- lessons and units</p> <p>6.3 To understand the teaching</p>	Discussion and lecture method. Demonstration of a classic class by teacher educator.	18



	learning process 6.4 Preparation and effectiveness of teaching aids. 6.5 Effectiveness of the lesson		
7. To develop different types of Test and also learn to analyze it.	7.1 Bloom's Taxonomy- Domains and Levels 7.2 Traditional types of Tests 7.3 Objective based test 7.4 Diagnosis and Remedial teaching 7.5 Examination reforms Seminar Demo Classes - Test.	Lecture, demonstration and construction of a test paper by Teacher Trainee	14       20

### Practicum (Any 4)

1. Puppetry to help teaching.
2. Archaeological site – visit and report.
3. Clay models of features of agents of Gradation.
4. Socio- economic status and problems of women- a project.
5. Social problems – a project.
6. Multi media presentation of any topic.
7. Environmental issues – project.
8. Natural disasters- impacts a report.

### References

1. S.K.Kochhar (1984), The Teaching of social studies, publishers by sterling publishers Pvt Ltd New Delhi
2. S.R Vashist (2004), 'Social Studies in elementary schools' published by Anmol publication Pvt Ltd. New Delhi
3. S.M Zaidi (2004), Modern Teaching of Geography Published by Anmol publications Pvt Ltd., New Delhi
4. S.K Kochhar (2003) 'Teaching of History published by Sterling publishers Pvt Ltd., New Delhi.
5. Chaudhry K.P (1975), 'The effective teaching of Hisoty'

6. Kenworthy Leonard.S (1962), Guide to Social Studies Teaching 'Wads work publishing company Inc. California
7. Mursell. J.L (1946), 'Succesful Teaching Mcgraw Hill New York
8. Richey .R.W (1952), 'Planning for Teaching' Mcgraw Hill New York
9. Struck Theodore (1956), 'Creative Teaching' John Wiley and sons New York
10. Ghate V.D (1937), 'Teaching of History' oxford University Press Bombay

### **Commerce and Accountancy Education (TE116)**

<b>Unit</b>	<b>Competency</b>	<b>Content</b>	<b>Transactional Strategy</b>	<b>Hours</b>
1.	Appreciating the status of commerce programme and recent trends at higher secondary school in India	Nature, objectives, and characteristics of Commerce - Growth and present status – Recent Trends of LPG – Liberalization privatization and Globalization and commerce programme at Higher Secondary schools in India.	Illustrations Charts Lecture cum discussion	10
2.	To become familiar with the School Curriculum at +2 level	Selection and organization of subject matter – curriculum improvement – curriculum evaluation – organization and gradation of commerce and	OHP – Demonstration Discussion	8

		Accountancy at +2 level		
3.	To understand, develop, use of different methods and skill.	Instructional facilities and materials required for commerce programme - Instructional Aids and Materials for effective instruction and classroom management.	Models, Video, preparation of software, visit to Banks and Insurance Companies	15
4.	To understand and familiar with Textbook, Library, commerce teacher.	Commerce Text Book – Criterion for the selection of textbook, Library Commerce Teacher.	Library centred study, class room interaction	15
5.	To understand methods of teaching commerce, accountancy and skill subjects.	Approaches and methods of teaching commerce, Accountancy and skill subjects – Lecture method, problem solving method, Demonstration method, Discussion method, Brainstorming method – Microteaching ( <i>5 skills</i> : Stimulus variation, Lecturing, Illustration and use of examples, probing questions, Reinforcement) planning of effective instructions in commerce – lesson plan.	Audio cassettes, Power Point, Illustrations, preparation of lesson plan, flash cards	20
6.	Evaluation, Test, examination – Assessment of learners.	Evaluation of students achievements – Test construction – objective type tests – Assessment of learner’s progress – prognostic, diagnostic tests - measures of central tendency – mean, median, mode and Range, Blue print.	Conduct tests, pattern of question paper, preparation of blue print performance of test, validity of test.	20
7.	To understand and familiar with recent trends in commerce and computer aided instructions in commerce.	Computer aided instructions in commerce, E-commerce, web marketing / internet marketing, Tele shopping, world trade organization, Internet Banking, Electronic fund transfer card, internet, Web – advertising.	Micro projects related to computer aided instructions / activities.	12

## Practicum

1. Visit to Banks and collect necessary forms.
2. Visit Insurance companies.

3. The students will be asked to collect advertisement of different products in daily use from morning till night through various media.
4. Students will be asked to collect the price of the products from nearby retail shop.
5. Students may be asked to help traffic police in regulating the traffic during peak hours.
6. Students will be asked to do projects in communication taking particularly any one of the means of communications. Eg. Tele Shopping, Web Marketing.
7. Arranging work experience for the students by getting permission from concerns.

## References

1. Bhushan.T.K. Fundamental of Business Organization and Management. Sultan Chand & Co., 1987, ( 10<sup>th</sup> Edition ).
2. Garrett, Statistics in psychology and Education. Vakil's and Ferrer and Simson Ltd. Bombay.
3. Nagarajan, K.L., Vinayakan. N., N. Radhaswamy and S.V. Vasudevan, Principles of Commercial, General Commercial Knowledge, S.Chand and Co., 1987.
4. Reddy, P.N. and SS Gullghan, Principles of Business Organisation & Management. S.Chand & 1987
5. Shukla, J.C., and V.N. Mugali, A Text Book of Commerce, 8<sup>th</sup> Edn., S.Chand & Co., 1986.

### Learning from Cyber Resources

6. Identification and cataloguing of six websites relating to the prescribed School curriculum
7. A comparative evaluation of any two websites bearing on the same unit in the school curriculum.

## Computer Education (TE117)

Competency	Content	Transactional Strategy	Hours
1. To make pupils to understand and apply the Aims and objectives of teaching computer science at elementary secondary and Higher secondary level	<b>Aims And objectives of teaching computer science.</b> <ul style="list-style-type: none"> <li>- Aims and objectives of teaching science- Bloom's taxonomy of educational objectives</li> <li>- Objectives suitable for elementary secondary and Higher Secondary education</li> </ul>	Lecture method using OHP	10
2. To make pupils to understand Micro teaching and skills of Micro teaching	<b>Micro teaching, lesson plan &amp; unit plan</b> <ul style="list-style-type: none"> <li>- Meaning and definition of Micro teaching –</li> </ul>	Demonstration and Activity	10

<p>To make pupils to understand and develop Lesson plans in Computer science</p>	<p>Micro teaching cycle- skills set Induction, Explanation, Reinforcement, probing Questions, Use of black board, Demonstration, Closure and link practice</p> <p><b>Lesson plan</b> - Principles of lesson plan, model lesson plan and unit plan</p>	<p>Lecture cum Demonstration</p>	<p>5</p>
<p>3. To develop the skills in using conventional methods - to practice group techniques</p>	<p>Methods of teaching computer science - Conventional methods: Lecture cum Demonstration &amp; problem solving.</p> <p><b>Group techniques:</b> Seminar symposium, Discussion, workshops and brainstorming. Computer Assisted Instruction</p>	<p>Lecture cum Demonstration</p> <p>Activity Assignment &amp; Demonstration</p> <p>Demonstration</p>	<p>3</p> <p>5</p>
<p>4. To make pupils to understand about Evaluation. - To make pupil to construct and administrator a Test and Analyse their test performance - To make pupils to construct a Blue print</p>	<p><b>Evaluation and Testing</b> - Evaluation – Meaning and importance – Norm referenced Testing &amp; criterion on referenced Testing – Tools of Evaluation – Constructions of Achievement Test.</p> <p>- Blue print – Characteristic of Good Test – Interpretation of Test result.</p>	<p>Assignment Lecture and Activity.</p> <p>Activity &amp; Assignment</p>	<p>1</p> <p>10</p> <p>15</p>
<p>5. To make pupil to draw the lay out of Laboratory. -To make pupil to identify the requirements of the computer science Laboratory</p>	<p><b>Laboratory Management</b> -Lay out and major things required - Neat sketch of Computer Science Lab – Special features of Computer Lab – Essential Infrastructure for computer Science Lab – Organizing Practical session for school pupils – maintenance of Lab registers - maintaining Lab discipline.</p>	<p>Lecture cum Demonstration</p> <p>Observation &amp; Practical</p>	<p>5</p> <p>5</p>

6. To make pupils to apply the knowledge “C” in developing programmes	Introduction – Data types Control structures – Looping statements – Functions – developing simple “C” programme	Lecture, Lecture cum Demonstration practical and observation	
7. To make pupils to develop projects using databases and languages	<b>Project Development</b> -Defining- Briefing – project plan -piloting and reporting. Different procedures for acquiring software piracy.	Project method practical method	20

## Practicum

1. Write a program to find the given number is prime or not.
2. Write a program to prepare a bill using “ switch case” statement
3. Write a program to find the sum of “Sine” series.
4. Write a program to find whether the given string is palindrome or not
5. Write a program to find the net salary of the employee from the data given
6. Write a program to arrange the names in ascending/ descending order
7. Write a program to print the given design
 

```

          x
          xxxx
          xxxx
          x
      
```
8. Write a program to find the rank of 10 students
9. Write a program to find the factorial of a given number using functions
10. Submit the project report on “ Question paper Automation “ using anyone of the databases and front end tool.

## References

1. Flanders NA (1975), Analysing Teacher Behaviour, Addison – Wiseley Publication Co.,
2. Goffried (1991), Programming in C- Shaum Series, Tata McGraw Hill.
3. Hahn, Harley (1996), The Internet – Complete References, Tata McGraw Hill.
4. Kernighan B&D Mritchie(1986), The C Programming Languages Prentice Hall.
5. McDisney & HmDisney (1983), Microcomputer and School Chemistry, Pitman Publications.
6. Norton, Peter (1998), Introduction to Computers Tata McGraw Hill.
7. Pfaffenberger .B(1997), Discover one Internet Comdex Computer Publishing.
8. Rajaraman V (1996), Fundamentals of Computer Prentice Hall.
9. Sampath et al (1996), Introduction to Educational Technology. Sterling.

10. Siddigi NN and Siddigi MN (1988), Teaching of Science Today and Tomorrow.  
Doaba House.
11. Smith I.C.H (1982), Micro Computer in Education. Elli Harwood.
12. Taxalk (1998), "PC Software for windows made simple". Tata McGraw Hill India.

**jkpH;f;fy;tpapay; (TE118)**  
**tpUg;gg;ghlk;**  
jhs; – II

<b>myF</b>	<b>jpwd; neh;fk;</b>	<b>ghlg;bghUs;</b>	<b>fw;wy; bray;ghL</b>	<b>neuk;</b>
1	jha;bkhHpg; ghlk; fw;gpj;jy;	bkhHpapd; njhw;wk;. tsh;r;rp cah;jdpr;brk;ik ? jkpH;bkhHpf; fw;gpg;gjd; neh;f';fs;/	jkpH;bkhHp ? njhd;wp tsh;e;Js;s epiyg;gw;wp fUj;ju';f thapyhf fUj;Jf;fisj; jpul;Ljy;	12
2	bkhHp fw;gpj;jy; Kiwfs;	bkhHp fw;gpj;jypd; gz;ila Kiwfs; ? FUFyf;fy;tp ? jw;fhy Kiwfs; ? btspg;gLj;J Kiwfs; ? brhw;bghHpt[ Kiw Ma;t[f;fs Kiw ? bray; jpl;l Kiw/	bkhHpf;fw;gpj;jypd; gz;ila Kiwfs; kw;Wk; jw;fhy Kiwfis ghlj;njhL xg;gpl;L neh;fy;/	14
3	jpwd;fis btspg;gLj;Jjy;	nfl;ly; ? nfl;L ikaf;fUj;J mwpjy; ? gojy; ? tha;f;Fl;goj;jy; tha;tpl;Lg;goj;jy;. vGJjy; rpwe;j ifbaGj;jpd; ,ay;g[fs; ngRjy; ? xypg;g[g; gpiHapd;wpg;ngRjy; ? bjhlh;ghf ngRjy;	mog;gil bkhHpj;jpwd; gw;wpa[k; mtw;iw tsh;f;Fk; Kiwfisg;gw;wpa[k;. mse;jwpa[k; Kiwfis gw;wpa[k; fUj;jho mtw;iw tifbjhif bra;jy;/	16
4	nkdpiyj; jpwd;fs;	Ez;zpiyf; fw;gpj;jy;	fw;gpf;Fk; Kiwfis	14

		1/ ghlk; bjhl';Fk; jpwd; 2/ tpsf;Fjy; jpwd; 3/ tpdhf;nfl;ly; jpwd; 4/ gy;tifj; J}z;ly;fisg; gad;gLj;Jk; jpwd; 5/ ghlk; Kof;Fk; jpwd; fl;Liu ? fojk; vGJjy; ? bkhHpbgah;g;g[ ? bkhHpahf;fk; ? gilg;ghw;wy; ? jpwd;fis kjpg;gpLjy;	tpsf;Fjy; ,tw;iwf; fw;gpg;gjw;fhd ghlk; fw;gpg;g[j;jpl;lk; vGJKiwfis tpsf;Fjy; brhy;yhf;f Kiwapyhd fUj;jhly;/	
5	bra;a[s; ciueil ,yf;fzk; Jizg;ghlk; fw;gpj;jy;	bra;a[s; ciueil ghl';fs; gapw;wypd; nehf;f';fSk; KiwfSk; mtw;wpd; ,ilna mike;Js;s ntWghLfs; ,yf;fzj;jpd; ,d;wpaikahik ? ,yf;fzg;ghlj;ij ,dpikahf;Fjy; ,yf;fzk; gapw;Wk; Kiw Jizg;ghlk; fw;gpj;jypd; nehf;f';fSk; KiwfSk;	bra;a[s; ciueil ,yf;zk; Jizg;ghlk; Kjypatw;iw fw;gpf;Fk; Kiwfs; Fwpj;J vLj;Jf;fhl;LfSld; tpsf;Fjy;	18
6	bkhHpahl;rpj; jpwd;bgWjy;	y s H u w d z gpiHfsl ePf;fp vGJk; jpwd; ? ty;ypdk; kpFkplk; kpfhtpl';fs; mwpe;J vGJjy; ? mfuhjp fiyf; fs";rpak; ? brhy;yhf;fj; jpwd; tsh;f;Fk; Kiwfs;	bkhHpg; gpiHfis fistjw;F gpiH ,y;yhky; xg;gilg;g[ vGjp tur; bra;jy;/	14
7	ghlj;jpl;lKk; kjpg;gpLYk; gw;wpf;fw;gpj;jy;	ghlj;jpl;lk; mikjy; ? jkpH;f;fw;gpj;jypd; tpist[fi kjpg;gply; ? tpdh tif ruhrp ,ilepiy KfL/	vGjitj;jy; tpdh t';fp jahhpj;J tur; bra;jy;	12

### bray;ghLfs;

- 1) gybrhy; xU bghUs; bfhz;l bghUisj; njh;e;bjLj;bjGJf/
- 2) jfty; bjhlh;g[ Clf';fspy; gpwbkhHpr; brhw;fSf;F ,izahd jkpH;r;brhw;fis vGJf/
- 3) jkpH; bkhHp tlbkH ntWghl;il vGJf/
- 4) g[Jf;ftpj;xd;W g[idf/
- 5) rpWfij xd;W vGj[p tUf/
- 6) tl;lhu bkhHpf;F ,ilnaahd jkpH;r;brhw;fs; my;yhj gpiHfisf; fisjy;
- 7) md;whl thH;ifapy; gad;gLj;Jk; bghUl;fspd; jkpH;g;gl;oay;/

### ghh;it E}y;fs;

- 1) ew;wkpH; fw;gpf;Fk; Kiwfs; ? fzgjp/ tp/ rhe;jh gg;spc&h;!; ? brd;id/
- 2) Ez;zpiyf; fw;gpj;jy; ? fzgjp tp ? rhe;jh gg;spc&h;!; ? brd;id/
- 3) ,yf;fz fiyf;fs";rpak; ? lhf;lh; bghw;nfh g{k;bghHpy; btspaPL/
- 4) jkpH; ,yf;fz ,yf;fpa mwpKfk; ? fzgjp tp rhe;jh gg;gspc&h;!; ? brd;id/
- 5) jkpH; fy;tp tsE}y; ? jkpH; ehl;Lg; ghIE}y; fHfk; ? brd;id/
- 6) juk;kpF jkpH;f;fy;tp ? ,uj;jpd rghgjp/gp rhe;jh gg;spc&h;!; . brd;id/
- 7) epfz;Lfs;



m/ N:lhkzp epfz;L  
M/ gp';fy epfz;L  
,/ jpthfu epfz;L  
</ chpr;brhy; epfz;L

### English Education – I I (TE119)

Competence	Content	Transactional Strategy	Hours
1. Appreciating the status of English in Indian Society	<ul style="list-style-type: none"> <li>- English as the language of erstwhile rulers.</li> <li>- Role of English in Independent India</li> <li>- Aims and objectives of teaching English</li> </ul>	Library centered study, paper preparation, and student seminars.	7
2. Comparing the linguistic features of English and the regional language.	<ul style="list-style-type: none"> <li>- Phonology of English stress, Rhythm and intonation</li> <li>- Mother Tongue and English Teaching</li> <li>- Interference of Mother Tongue in the English classes</li> </ul>	Audio- cassettes Teacher's Demons. Observation of popular users of the languages. Tabulated illustrations	10
3. Being familiar with different types of syllabus and methods of teaching	<ul style="list-style-type: none"> <li>- Curriculum Development</li> <li>- Grammatical syllabus</li> <li>- Structural Syllabus</li> <li>- Skill based and communicative syllabus</li> </ul>	Comparison of actual syllabuses and the learning materials prepared in accordance with them.  Preparation of Library centered	20

	<ul style="list-style-type: none"> <li>- Traditional Vs modern methods of teaching English</li> <li>- Lesson plan</li> </ul>	study, paper preparation methods of teaching English.	
4. Teaching of Grammar	<ul style="list-style-type: none"> <li>- Formal Vs functional grammar – kinds of sentences: simple compound, complex, declaratives interrogative, imperative and exclamations.</li> <li>- Transformation of sentences - Reported Speech – Degree of comparison - Passive and active vocabulary.</li> </ul>	Illustration from actual usage in acknowledges texts. Pair work and group work of students – Tabulated information students, practice in perusal of Tamil Nadu Text books of std. I - XII.	16
5. Teaching of aural - Oral skills	<ul style="list-style-type: none"> <li>- Note taking</li> <li>- Homophones</li> <li>- Dialogue Writing</li> <li>- Telephonic talks</li> <li>- Voice modulation and variation</li> <li>- Pauses as markers.</li> </ul>	Radio listening and TV watching films. Students Practice in Speech and writing Debating Practice use of OHP, power point and LCD.	10
6. Teaching of Reading & Writing	<p>Different types of reading</p> <ul style="list-style-type: none"> <li>- Teaching of Prose and poetry</li> <li>- Summary writing</li> <li>- letter writing</li> <li>- Teaching of composition and punctuation</li> </ul>	Reading Demons flash cards, picture, charts and sketches practice in poetry reading sessions paper presentation Library based work Different letters and reports.	17
7. Instructional aids for teaching English	<ul style="list-style-type: none"> <li>- Visual Aids</li> <li>- Audio Aids</li> <li>- Audio Visual Aids</li> <li>- Computer Assisted Teaching</li> <li>- Dramatization</li> </ul>	Bring students, direct contact with objects and things	10
8. Evaluation Test and examination	<ul style="list-style-type: none"> <li>- Blue Print</li> <li>- Characteristics of a good test.</li> <li>- Different types of tests.</li> <li>- Mean, median, mode and range</li> </ul>	<p>Analysis of available tests. Criticism of tests for validity test items and analysis of QP.</p> <p>Blue print preparation.</p>	10

## Practicum

1. Examination of the prescribed syllabuses in English for the Secondary and Higher Secondary levels.
2. Preparation of lesson plans for teaching prose, structural items, vocabulary items, comprehension passages poetry and composition.
3. Examination of the design and content of readers prescribed for the primary, secondary and higher secondary classes.
4. Practice in quick black board sketches for purposes of introducing new items.
5. Preparation of exercises, or drills for practice of language items presented.
6. Examination of minimal pair drills and other types of pronunciation exercises.
7. Collection of language games.
8. Preparation of material for role-play and dramatization.
9. Reading comprehension and note-making exercises.
10. Examination of difficult dictionaries suitable for teacher's reference and for use by school pupils.
11. Examination of examples of controlled and guided composition tasks found in various course books.
12. Preparation of material for teaching picture composition
13. Examination of poems prescribed for all the three levels.
14. Practice in reading poems aloud.
15. Preparation of Aids
  - a. An album of blackboard sketches
  - b. An album of collected pictures
  - c. Picture set and
  - d. Composite scene
16. Preparation of blue prints
17. Construction of a test paper containing the different types of test items including objective type items.

## **References**

1. Alexander L.G. (1971) guided composition in English Language Teaching Language
2. Bernaros (1969) Better Spoken English Macmillan & Co
3. Billions FL. The technique of Language Teaching;
4. Dakih .J, the Language Laboratory & Language Learning – Longman.
5. Frishy .A.w (1970) Teaching English, Lengma
6. Howatt APR (1992), Programmed Learning and the Language Teacher, Longman
7. Harnbyas (1969) The teaching of Structural Words and Sentence Patterns, HL
8. LacWR (1976) Language Teaching Games and contests, OUP
9. Pitcorder (1976) Introducing Applied Linguistics, Ben Books.
10. Sherrington (1973) Television and Language skills OUP
11. Tickonol (1998) Communication skills in English
12. Wilkins (1978) Notional Syllabus, OUP.

Telugu Education – TE120